Academic Catalog

2026 – 2027

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Institutional Information

NUNM welcomes students regardless of age, sex, race, national or ethnic origin, religion, disability, veteran status, sexual orientation, gender, gender identity, marital status, family relationship or any other category protected under federal, state or local law.

NUNM Mission Statement

To advance education, healthcare, and research in the art and science of natural medicine.

NUNM Values

Community

We create an interconnected medical ecosystem by building relationships and partnerships within our university and beyond.

Integrity

We promote a culture of transparency and honest feedback in order to continuously deepen our alignment with our Values.

Equity

As a healthcare institution of higher education, we work to repair historical health and educational disparities, and to prevent future disparities.

Solutions-Focused

We seek to identify root causes and then look for holistic and creative solutions to challenges facing the university.

Sustainability

We are careful stewards of our resources and foster a university environment in which talents and energies flourish.

Purpose

To improve human health by making the healing power of nature accessible.

Vision

To lead the transformation towards a more equitable healthcare ecosystem that embraces natural medicine for all.

Framework for Action IV

To guide NUNM's next regional NWCCU accreditation seven-year planning cycle (2018-2025), the university created goals, values and strategies in support of achieving the NUNM mission. The strategies, activities and metrics are reflective of NUNM's overarching strategic plan, Framework for Action IV, for 2022-2027.

Institutional Learning Outcomes (ILOs):

Critical Thinking & Clinical Reasoning

Scientific & Evidence-Based Literacy

Cultural Literacy

Ethics & Professionalism

Career Readiness

NUNM — The Home of Natural Medicine

NUNM is proud of its longstanding legacy of academic excellence. Founded in 1956, NUNM is the oldest accredited naturopathic medical school in North America and the home of natural medicine. NUNM's reputation for healthcare innovation and leadership grows with each new generation of practitioners and healthcare professionals who help change the course of health care in the U.S. through their research, exemplary patient care and publications. Our remarkable graduates are our legacy. We invite you to join us—discover the exciting opportunities that await you.

NUNM is recognized as the international leader in the training of naturopathic primary care physicians and Chinese medicine practitioners. While many of our graduates go on to clinical practice, they're also researchers, professors, public health educators, and political activists bringing natural medicine to the forefront of the national healthcare system. Students from all corners of the world come to NUNM for the opportunity to work with our accomplished and renowned faculty. Our exceptional curricula offer medical students a rich combination of classroom study, hands-on research and patient care.

In addition to the campus Lair Hill Health Center—the largest natural medicine clinic in the region—the university has access to a dozen local community clinics offering unique and diverse clinical experiences to students. NUNM is also home to a collaborative and inspiring learning environment, as well as a vital and groundbreaking research community, respected the world over. Our tight-knit campus, located in the heart of Portland, Oregon, offers students and faculty the benefits and advantages of city living at its most sustainable within an urban setting infused with natural beauty, culture and social conscience.

Dear Students, Welcome to NUNM!

You are joining a vibrant and diverse academic community dedicated to advancing natural and integrative medicine. At the National University of Natural Medicine, students, faculty, clinicians, researchers, and staff work together in pursuit of a shared mission: to transform healthcare through whole-person medicine, rigorous science, and a deep respect for the healing traditions that have shaped our field.

For 70 years, NUNM has been a leader and innovator in integrative health education. As the parent institution of naturopathic medical programs taught across North America, NUNM has educated generations of naturopathic physicians, Chinese medicine practitioners, researchers, and integrative healthcare professionals. Our graduates continue to advance the science and practice of natural medicine and to improve the health of communities around the world. Our faculty, clinicians, and researchers are shaping the future of healthcare by preparing practitioners who understand that effective medicine must care for the whole individual—body, mind, and community.

This catalog reflects an exciting period of growth and transformation for our university. As the higher education landscape continues to evolve, we have revised and strengthened many of our academic programs to provide greater flexibility for students. These updates include both accelerated pathways and extended program timelines, ensuring that students with diverse goals and life circumstances can pursue their education in ways that support their success.

This year marks a historic milestone for NUNM. As we celebrate our 70th anniversary, we are also moving to a new campus—an investment in the future of our institution and the communities we serve. This transition reflects the resilience, dedication, and shared commitment of our entire community.

At NUNM, every member of our community plays a critical role in advancing our mission. Throughout your time here, your faculty will challenge and support you as you develop the knowledge, skills, and professional judgment necessary to become a leader in integrative healthcare. Your success will require diligence, intellectual curiosity, and a commitment to personal growth. I encourage you to take time along the way to reflect on your progress and to celebrate the milestones that mark your journey.

Meaningful transformation begins here—I know this personally. As an alumna of NUNM's naturopathic medicine and Chinese medicine programs (ND '05, MSOM), it is an honor to serve as president and to welcome you into a community dedicated to healing, discovery, and service.

I wish you every success in your educational journey.

Melanie Henriksen, ND, LAc, CNM

President

NUNM Academic Calendar

Find important dates and view the National University of Natural Medicine's holiday schedule on our academic calendars below.

Academic Year	**2026-27**
Summer	
Summer Quarter Begins (clinic) Week 1	**6/29/2026**
July 4 Holiday *(campus & clinics closed)*	7/3-7/4/2026
Summer Academic Classes Begins Week 2	7/6/2026
Last day to add/drop/change sections of academic courses with full refund	07/17/2026
Summer Tuition & Fees Due	7/24/2026
Summer ND Intensive Classes Begin	7/31/2026
Last day to withdraw from academic courses	07/31/2026
Week 6 Begins	08/03/2026
Week 7 Begins	08/10/2026
Week 8 Begins	08/17/2026
Week 9 Begins	08/24/2026
Summer Academic Classes End	**8/28/2026**
Week 10 begins	08/31/2026

Academic Year	**2026-27**
Labor Day Holiday *(campus & clinics closed)*	9/7/2026
Week 11 begins	09/07/2026
New Student Orientation	9/8-9/11
White Coat Ceremony	9/11/26
Summer Quarter Ends	9/12/2026
Summer Grades Posted	9/18/2026
Fall	
Fall Quarter Begins	**9/14/2026**
Last day to add/drop/change sections of academic courses with full refund	9/25/2026
Fall Tuition & Fees Due	10/2/2026
Last day to withdraw from academic courses	10/9/2026
Veterans Day *(campus & clinics closed)*	11/11/2026
Clinic Holiday 1 – Thanksgiving Week Session	11/23-25/2026
Thanksgiving Break, No Academic Classes	11/23-27/2026
Thanksgiving Holiday *(campus & clinics closed)*	11/26-28/2026
Practical Exam Week ND & CCM week 11	12/7-11/2026

Academic Year	**2026-27**
Fall Quarter Ends	**12/12/2026**
Fall Grades Posted	12/18/2026
Winter Break, No Academic Classes	12/14/2026-1/3/2027
Clinic Holiday 2 – Post-Fall Session	12/14-12/19/2026
Clinic Holiday 3	12/21/26-12/23/2026
Winter Break, Campus Closed	12/24-1/2/2027
New Year's Holiday *(campus & clinics closed)*	1/1/2027
Winter	
Winter Quarter Begins	**1/4/2027**
Last day to add/drop/change sections of academic courses with full refund	1/15/2027
Martin Luther King Day *(campus & clinics closed)*	1/18/2027
Winter Tuition & Fees Due	1/22/2027
Last day to withdraw from academic courses	1/29/2027
Practical Exam week ND & CCM	3/15-19/2027
Last Day to Petition to Graduate	3/26/2027

Academic Year	**2026-27**
Winter Quarter Ends	**3/27/2027**
Spring Break, No Academic Classes	3/29-4/2/2027
Clinic Holiday 4 – Spring Break Session	3/29-4/1/2027
Friday of Spring Break Holiday *(campus & clinics closed)*	4/2/2027
Winter Grades Posted	4/2/2027
Spring	
Spring Quarter Begins	**4/5/2027**
Last day to add/drop/change sections of academic courses with full refund	4/16/2027
Spring Tuition & Fees Due	4/23/2027
Last day to withdraw from academic courses	4/30/2027
Memorial Day *(campus & clinics closed)*	5/31/2027
Practical Exam Week ND & CCM week 11	6/14-18/2027
Juneteenth *(campus & clinics closed)*	6/18/2027
Spring Quarter Ends	**6/26/2027**
Spring Grades Posted	7/2/2027
Campus Closed for July 4 Holiday	7/4/2027

Academic Year	**2026-27**

Graduation	**TBD**

Institutional and Program Accreditation

Northwest Commission on Colleges and Universities (NWCCU)

National University of Natural Medicine is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial, but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

National University of Natural Medicine is a member institution with NWCCU. NWCCU's most recent action on the institution's accreditation status on March 3, 2025, was to reaffirm accreditation. NUNM's most recent evaluation was Spring 2026 Financial Resources Review. The next evaluation will be Ad Hoc Report with Virtual Visit Fall 2026.

NWCCU is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Inquiries regarding an institution's accredited status by NWCCU should be directed to the administrative staff of the institution. Individuals may also contact:

NWCCU 8060 165th Avenue NE, Suite 200, Redmond, WA 98052 425.558.4224 | https://nwccu.org/

Council on Naturopathic Medical Education (CNME)

National University of Natural Medicine underwent a site visit, April 20-22, 2022. The CNME Board voted to reaffirm accreditation of NUNM's ND program for a period of 7 years.

The degree program in naturopathic medicine is accredited by the Council on Naturopathic Medical Education, a professional accrediting agency for naturopathic medicine programs.

Council on Naturopathic Medical Education P.O. Box 178, Great Barrington, MA 01230 413.528.8877 | https://cnme.org/

Accreditation Council for Nutrition Professional Education (ACNPE)

National University of Natural Medicine's Master of Science in Nutrition, Clinical Concentration Program is accredited by the Accreditation Council for Nutrition Professional Education, a programmatic accrediting agency for master's degree programs in clinical nutrition. For information, contact: ACNPE, info@ACNPE.org.

The Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM)

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

(1) Master of Acupuncture

(2) Master of Acupuncture with a Chinese herbal medicine specialization

(3) Doctor of Acupuncture with a Chinese herbal medicine specialization

The programs listed above may offer courses via distance education.

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

Accreditation status and notes may be viewed on the ACAHM Directory.

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

Public Disclosure Statement Effective as of 13 August 2025.

Other sources of information available to prospective students about NUNM include the Exploration Day program, campus visits and nunm.edu.

For further information regarding NUNM programs, please contact:

Office of Admissions 49 South Porter Street, Portland, OR 97201 503.552.1660 | admissions@nunm.edu

Information regarding a consumer or civil complaint can be filed with:

Oregon Department of Justice Consumer Protection Section 1162 Court Street NE, Salem, OR 97301-4096 1.877.877.9392 | help@oregonconsumer.gov

Information regarding any violation of civil rights is available at:

U.S. Department of Education – Office for Civil Rights 400 Maryland Avenue SW, Washington, DC 20202 800.421.3481 | ed.gov/ocr | OCR@ed.gov

Student complaints, or other allegations that the university has failed or is failing to comply with the provisions of any laws or rules, can be filed with the Higher Education Coordinating Commission to investigate and resolve complaints:

State of Oregon: Higher Education Coordinating Commission (HECC) 3225 25th Street SE, Salem, OR 97302 503-400-4759 | Complaints@hecc.oregon.gov

Equal Opportunity Statement

NUNM does not discriminate on the basis of age, sex, race, national or ethnic origin, religion, disability, familial status, veteran or current military status, marital status or sexual orientation, gender identity, pregnancy, genetic information, or any other protected class under local, state, or federal law. This policy complies with all federal and local laws, including with the Equal Opportunity Act of 1965, Title IX of the Education Amendments of 1972, Title IV of the Higher Education Act as federally reauthorized in 1998, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

NUNM's nondiscrimination policy covers admission and access to, and treatment and employment in university programs and activities, including but not limited to academic admissions, financial aid, educational services and employment. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

NUNM adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Information Portability and Accountability Act (HIPAA), which pertain to limitations and rights of access to student records (FERPA) and patient-protected health information (HIPAA). To ensure compliance with these requirements, NUNM enacts policies and procedures, and articulates protocols in this catalog, the student and employee handbooks, and departmental policy and procedural guides.

The dean of students has been designated to handle inquiries regarding NUNM's Title IX policies and procedures.

Title IX Coordinator

Iris Sobottke, MA, NCC

National University of Natural Medicine

1621 SW 1st Avenue, Portland, OR 97201

503.552.1607

Every effort has been made to ensure the catalog's informational accuracy. NUNM regularly reviews its policies to improve the institution and the quality of education provided. Changes to the catalog can be made without prior notice. This catalog is not a contract between NUNM and current or prospective students.

This catalog can be downloaded in PDF format at nunm.edu.

National Council for State Authorization Reciprocity Agreements (NC-SARA)

National University of Natural Medicine (NUNM) participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Institutions that are members of SARA are authorized to provide online education to students from all SARA member states. States and institutions that choose to become members of SARA operate under a set of policies and standards overseen by the National Council for State Authorization Reciprocity Agreements and administered by four regional higher education compacts. NUNM is authorized to provide online education to students who reside in 49 SARA member states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands.

For more information about the SARA initiative and the progress of state and institutional membership, please visit the NC-SARA website (https://nc-sara.org/state-actions-regarding-sara/).

While California does not currently participate in the NC-SARA initiative, NUNM is authorized to operate in California via the Bureau for Private Postsecondary Education (BPPE). Please see below for additional information.

Complaints

National University of Natural Medicine students should first seek to resolve concerns and complaints by reviewing the policy and follow procedures outlined in the Student Conflict and Resolution Policy section of the catalog.

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email

to complaints@hecc.oregon.gov. Students may also access the HECC complaints web page at https://www.oregon.gov/highered/about/Pages/complaints.aspx or visit the complaints page at NC-SARA's website: https://nc-sara.org/sara-student-complaints-0.

Complaints may also be filed with the Northwest Commission on Colleges and Universities at the following website: https://nwccu.org/complaints/.

Students from California can file a complaint with California Department of Consumer Affairs Consumer Information Center at their website: https://www.dca.ca.gov/consumers/complaints/oos_students.shtml.

Professional Licensure Disclosure Statement (NC-SARA)

State regulations regarding naturopathic medicine, acupuncture, nutrition licensure or certification, and massage evolve frequently. Thus, while NUNM reviews requirements annually, we cannot guarantee the accuracy of this information on a continuous basis. Students should meet with their dean and be familiar with the regulations in the state in which they intend to practice.

NUNM prepares students to take licensure or certification exams in Oregon. Current and prospective students who plan to practice outside of Oregon, should research licensure or certification requirements in the state they would like to practice. Students who intend to practice outside of Oregon after graduation should set up a meeting with their program dean to ensure that they meet the requirements of that state. Additional information on licensure is provided in the NUNM Catalog, the NUNM Website and Student Handbook.

Naturopathic Medicine Licensure

NUNM has made a determination that the ND program meets requirements to attain a license to practice Naturopathic medicine in the following states. The following jurisdictions use NPLEX exams as a part of their license requirements.

> *Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Hawaii, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, Rhode Island, Utah[1], Vermont, Washington, Wisconsin, and US Territories: Puerto Rico*

[1]In addition to completion of the ND program at NUNM, the state of Utah requires post-graduate medical education (e.g., residency) to attain licensure.

In other U.S. and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions, or local custom.

Naturopathic Medicine Licensure – States Without Regulatory Authorities

NUNM has made a determination that the requirements to become licensed are not applicable because they do not exist in the following states:

Alabama, Arkansas, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Virginia, West Virginia, and Wyoming.

NUNM has made a determination that the requirements to become licensed are not met in the following locations. While licensure or registration regulations exist, a licensing or registration board has not been established and is not issuing licenses or registrations at this time.

US Territories: U.S. Virgin Islands

Requirements to Becoming Licensed

Following graduation from an accredited four-year (or equivalent) naturopathic medicine program, NDs must pass the Naturopathic Physicians License Exam (NPLEX) board examinations to receive their medical license. This tests understanding of biomedical and clinical sciences, as well as their diagnostic and therapeutic knowledge. After passing the NPLEX exams, applicants are then required to pass exams specific to the state or jurisdiction in which they seek to obtain a license and practice.

The first ND licensing exam (NPLEX Part I) focuses on foundational medical sciences. It is similar to those used by conventional medical schools, testing the applicants' knowledge of anatomy, physiology, biochemistry, microbiology, immunology and pathology. The second exam (NPLEX Part II) assesses an applicant's grasp of the clinical sciences, diagnosis, and the unique modalities of naturopathic medicine, including but not limited to clinical nutrition, botanical medicine and physical medicine. After passing the NPLEX examinations, applicants are then required to pass exams specific to the state or jurisdiction in which they seek to obtain a license and practice.

Advocacy

Efforts to enact licensing laws are underway in several states. The best sources of current information about the legal status of naturopathic medicine in a particular area are the American Association of Naturopathic Physicians (300 New Jersey Ave NW, Suite 300, Washington, DC 20001 or www.naturopathic.org), state or provincial naturopathic associations, or individual naturopathic physicians in that area.

Currently, all states that license naturopathic physicians require graduation from a residential course of study offered through a college accredited by the Council on Naturopathic Medical Education (CNME). National University of Natural Medicine meets all requirements and is accredited by the CNME (http://cnme.org/).

Completion of the ND degree at National University of Natural Medicine or another recognized institution qualifies candidates to sit for board licensing examination that every applicant must pass to be licensed. Similarly, National University of Natural Medicine graduates are eligible to sit for examination in Canadian provinces that license naturopathic medicine. While each jurisdiction has its own examination

requirements, an increasing number use the Naturopathic Physicians License Exam (NPLEX) as part or all of the required testing.

Acupuncture with Chinese Herbal Medicine Specialization Licensure

Graduates of the Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM, previously DSOM), Master of Acupuncture with a Chinese Herbal Medicine Specialization (MAcCHM, previously MSOM), and Master of Acupuncture (MAc) programs are eligible to apply for acupuncture licensure in the State of Oregon. DAcCHM and MAcCHM graduates are eligible to take all exams administered by the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM, formerly National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), https://www.ncbahm.org/), which most states use as a basis for licensure. MAc graduates are eligible to take all NCBAHM exams except the Chinese Herbology Module Exam, which is required for licensure in some states.

Acupuncture licensure regulations vary state to state among the 47 states that offer acupuncture licensure. In almost all of these states, graduates must pass the NCBAHM national board exams to obtain licensure.

California requires passing a separate exam, the California Acupuncture Licensing Exam (CALE), and does not currently recognize the NCBAHM exam. The California Acupuncture Board (CAB) has additional requirements for programs graduating students who wish to practice in California. For all students beginning Fall 2026, the DAcCHM program satisfies all requirements of the CAB and is therefore considered "CAB compliant," so graduates of the DAcCHM program are eligible to sit for the CALE.

Because the MAc program does not include Chinese herbal medicine training, MAc graduates are not eligible to practice in some states, including California. MAc graduates may sit for the Foundations, Biomedicine, and Acupuncture with Point Location modules of the NCBAHM exam. Graduation from an accredited program including all of those in the College of Classical Chinese Medicine does not guarantee licensure in a state. Licensure in a given state depends upon the licensure requirements of that state.

The DAcCHM completion track does not by itself confer licensure or certification eligibility, as in this case, the master's degree portion of the DAcCHM-completion program determines eligibility. Prior master's training and degree are required as a prerequisite for the DAcCHM completion program.

Additional information on state regulations may be found at the NCBAHM website: https://www.ncbahm.org/state-licensure/

Requirements for Oregon Licensure

To become licensed to practice acupuncture in Oregon, students must have a master's or doctoral degree at the first professional degree level from an accredited college and have obtained national certification in acupuncture from NCBAHM. NCBAHM certification involves successfully passing the NCBAHM national exam modules in Foundations of Oriental Medicine, Acupuncture with Point Location, and Biomedicine and for MAcCHM and DAcCHM program graduates who wish to practice Chinese herbology, the herbology

exam. NUNM students are eligible to take the exam modules after graduation but may apply for certification 60 days prior to their graduation date.

For additional information, contact:
NCBAHM (formerly NCCAOM)
1199 N. Fairfax Street, Suite 220
Alexandria, VA 22314
888.381.1140
info@ncbahm.org
https://www.ncbahm.org/

For additional information on acupuncture licensure in the State of California, contact:
California Acupuncture Board
1625 North Market Blvd., Suite N-219
Sacramento, CA 95834
916.515.5200
www.acupuncture.ca.gov

For additional information concerning licensure in the State of New Mexico, contact:
The New Mexico Board of Acupuncture and Oriental Medicine
Physical Address: 2550 Cerrillos Road Santa Fe, NM 87504
Mailing Address: P.O. Box 25101, Santa Fe, NM 87504
505.476.4622
https://www.rld.nm.gov/boards-and-commissions/individual-boards-and-commissions/acupuncture-and-oriental-medicine/

NUNM has made a determination that the DAcCHM, MAcCHM, and MAc programs meet the requirements to become licensed in the following states:
The following states require or use the NCBAHM exams as part of their licensure protocol.

Alaska, Colorado, Connecticut, District of Columbia, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine[2], Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire[2], New York, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming

NUNM has made a determination that the DAcCHM and MAcCHM programs meet the requirements to become licensed in the following states:
The following states require or use the NCBAHM certification

Arizona, Arkansas, Delaware, Florida, Hawaii, Massachusetts, New Jersey[2], Pennsylvania, Vermont

NUNM has made a determination that the DAcCHM program meets the requirements to become licensed in the following states:

The following states require or use the NCBAHM certification:

Nevada[2], New Mexico

NUNM Has made a determination that the DAcCHM program meets the requirements to become licensed in the following states:

The following state requires or uses the California Acupuncture Licensing Examination (CALE) administered by the California Acupuncture Board.

California

The DAcCHM program is approved by the California Acupuncture Board, allowing graduates to sit for the California licensing exam. The DacCHM program is approved by the State of New Mexico Board of Acupuncture. The MAcCHM and MAc programs do not meet licensing requirements for the State of California or the State of New Mexico.

NUNM has made a determination that the DAcCHM, MAcCHM, and MAc programs do not meet the requirements to become licensed in the following states:

Texas

Acupuncture with Chinese Herbal Medicine Specialization Licensure – States Without Regulatory Authorities

NUNM has made a determination that the DAcCHM, MAcCHM, and MAc programs requirements to become licensed are not applicable because licensure requirements do not exist in the following state:

Alabama, Oklahoma, South Dakota

NUNM has made a determination that the MAc program does not meet requirements to become licensed in the following states:

California, Delaware, Florida, Hawaii, Massachusetts, New Jersey[2], Nevada[2], New Mexico, Pennsylvania, Vermont

Additional Information

Chinese Herbology or Oriental Medicine certification is required to practice herbs in the following states:

District of Columbia, Illinois, Massachusetts, New Jersey[2], Ohio

Acupuncture certification is not required; however, passage of the Chinese Herbology exam is required to practice herbs:

Pennsylvania, Vermont

[2]Indicates that the state requires students to have a bachelor's degree in order to become licensed.

Master of Science in Nutrition Licensure

MScN graduates are eligible to take the exam administered by the Board for Certification of Nutrition Specialists (BCNS), which most states use as a basis for licensure and set the standards for advanced personalized nutrition practitioners via the Certified Nutrition Specialist (CNS) credential.

Graduates of the Master of Science in Nutrition (MScN) are not currently eligible to apply for licensure in the State of Oregon. In early 2025, a bill has been introduced in the Oregon state legislative process that would include a pathway to licensure for a CNS.

For additional information, contact: Board for Certification of Nutrition Specialists, 211 Chicago Ave, Hinsdale, IL 60521 202.903.0267 theana.org

NUNM has made a determination that the Master of Science in Nutrition (MScN) program meets requirements to become licensed in the following states if an individual obtains a Certified Nutrition Specialist (CNS) credential.

States where the Program meets requirements for licensure

Alaska, District of Columbia, Delaware, Florida, Guam, Illinois, Kentucky, Maryland, Minnesota, New York, North Carolina, North Dakota, and Pennsylvania

States where Licensure is required to Practice

Delaware, Disctrict of Columbia, Florida, Guam, Illinois, Kentucky3, Maryland, Minnesota, North Carolina, and North Dakota

[3] Master's degree or higher in nutrition are eligible for certification to nutritionists.

NUNM has made a determination that the requirements to become licensed are not applicable because requirements do not exist and there is no licensing board in the following states:

Arizona, California, Colorado, Michigan

NUNM has made a determination that licensure/certification requirements are not applicable because requirements do not exist in the following states:

Arkansas, Connecticut, Hawaii, Idaho, Indiana, Louisiana, Maine, Massachusetts, Nevada, New Hampshire, New Jersey[4], New Mexico, Oklahoma, Oregon, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

[4] I Licensure for Dieticians and Nutritionists in New Jersey is not available at this time. The Board of Dieticians and Nutritionists is drafting regulations which will, among other things, outline the licensure process. Licensure will be required after the regulations are adopted.

Master of Science in Nutrition (MScN clinical concentration)

NUNM has made a determination that the requirements to become licensed/certified are not met to practice medical nutrition therapy and is not eligible to practice medical nutrition therapy.

Master of Science in Nutrition (MScN culinary concentration)

NUNM has made a determination that the MScN culinary concentration does meet requirements to practice with the CNS.

Alabama, Georgia, Iowa, Kansas, Mississippi, Missouri, Montana, Nebraska, Ohio, Puerto Rico, Rhode Island, South Carolina, Tennessee

For further information regarding programs at National University of Natural Medicine, please contact:

Office of Admissions

National University of Natural Medicine

1621 SW 1st Avenue, Portland, OR 97201 P

hone 503.552.1660 | admissions@nunm.edu

Student Conflict and Resolution Policy

The NUNM Student Complaint and Resolution policy provides a means by which a student may seek an equitable and orderly resolution regarding an interpersonal conflict or a complaint against another community member (e.g., faculty member, administrator, staff member, or another student). An unresolved complaint is raised to the level of a formal grievance when the student submits a written Student Grievance (see the Formal Grievance section of the student handbook). A grievance is an educational matter, personal issue or condition that a student believes to be unfair, inequitable, and/or a hindrance to their education. A grievance may be filed for an alleged violation of campus policy or procedure that adversely impacts the student. In order for a grievance to be formally considered, actions against the student must have occurred in relation to an NUNM policy, procedure or established practice that were arbitrary, capricious, unequitable, bigoted, malicious or otherwise professionally inappropriate in nature. Due to the difficulty of pursuing details after many days or weeks have passed, students are encouraged to bring grievances forward as soon as possible. All grievances begin by consulting with the dean of students, director of the office of equity and inclusion, or an appointed administrative substitute if neither of those two people are available (appointments are made by the dean of students). Students should allow up to 10 business days to receive a response in writing or in person to their complaint or grievance. All proceedings conducted under this policy are closed. The student may bring a support person (not an attorney, as this is not a legal proceeding) to any proceeding if so desired, but such person is not permitted to participate in any part of the discussions. Exemptions from this policy: The following matters are not handled as student grievances within the scope of this policy, but may be directed for attention as follows:

- Grade appeals. Students may not file a grievance for a grade appeal, except when the student believes that the faculty has displayed unethical, illegal or improper conduct within the context of a grade given. For more on grade appeal processes, see the Grade Appeal Policy of the student handbook.
- Incidences of gender discrimination or (sexual) harassment. Sexual misconduct, sexual harassment, or any complaint concerning gender discrimination are governed under the Gender Discrimination and Sexual Misconduct Policy in the student handbook.
- Mistreatment or discrimination based on race color or national origin. These complaints are governed under the Office of Equity and Inclusion and should be directed there.

If a student is unsure of next steps for any grievance that falls under these exemptions, they may consult with the dean of students or director of the office of equity and inclusion for guidance.

Preamble

Students at NUNM have the right to an education free from prejudices, bigotry or other egregious actions or behaviors that hinder their ability to learn. NUNM is committed to effectively resolving student grievances through an efficient, fair and systematic process. This process is to be used when a student feels that decisions, differences, misunderstandings or problems that have arisen with faculty, staff, administration or other students have hindered their ability to learn or otherwise adversely

affected them. NUNM seeks to cultivate an academic environment that encourages tolerant, respectful and non-discriminatory behavior from all of its inhabitants. The purpose of NUNM's Complaint and Resolution Policy is to resolve student grievances in a manner that allows for constructive relationships to be

maintained across the institution, while ensuring that any violation of school policy and/or issues of harassment or discrimination are appropriately addressed and do not reoccur. The policy is designed to create an environment that responds promptly and with sensitivity to the needs of the accuser, respects the rights of the accused, and addresses the concerns of the community. All grievance records are private in nature and will be treated with the utmost discretion.

Informal process

NUNM values opportunities to exercise conflict resolution and self-advocacy skills, and recognizes both as foundational skills of professionalism. For this reason, any student with a NUNM-related problem involving academic or administrative policy, procedure, decision or conduct should make an attempt in good faith to resolve the problem through one or more discussions with the person or persons most directly involved. Any safety concerns should be brought to the attention of the dean of students, director of the office of equity and inclusion, or director of security. The student with the complaint may choose to enlist the assistance of another member of the campus community (e.g., a member of the faculty, student life, or a fellow student) to help support them through the process. If the problem cannot be resolved in this most direct way, the student should then seek the assistance of the administrator most directly involved (faculty member, school/college director, or other supervisor). If the complaint is still not resolved to the satisfaction of the student after discussion at these informal levels, the student may proceed to the formal grievance procedure

Formal Process

If, and only if, the student has made a good faith effort to resolve the matter in question and is dissatisfied with the outcome of the Informal Conflict Resolution process, the student may file a formal written grievance with the Office of Student Life. Grievances regarding the dean of students may be filed with the vice president of student engagement and innovation. Written grievances can be sent via email or in person, or through the online community reporting form to the dean of students and should include as much detail as possible, any existing evidence, and an outline of the desired outcome to bring satisfactory resolution.

The dean of students (or appointed designee) will consider the written account and determine whether the alleged incident is able to be grieved based on information and documentation provided by the student.

A grievance meets the appropriate threshold for a formal grievance procedure under the following examples:

- Inappropriate or unprofessional handling of a written NUNM policy, procedure or established practice
- Actions taken that are arbitrary, bigoted, capricious, malicious or otherwise egregiously unprofessional

If it is determined that the allegation meets the above standards, the dean of students will investigate the allegation or assign the grievance to the appropriate university official for resolution. The dean of students (or appointed administrative substitute) will advise the student of the decision in writing within five business days as to whether the issue will be investigated further.

The investigation process will include interviewing the student and respondent, and other factfinding actions as deemed appropriate. The designated official will report the outcome to the student no later than ten business days following the notice of investigation, not including weekends or established holidays, based on assessment of the information provided after receiving the grievance. In the unforeseen event the dean (or appointed administrative substitute) needs additional time to review the evidence, the dean (or appointed administrative substitute) will notify the student in writing of the deadline extension. After the investigation has concluded and a decision rendered in writing, all materials will be immediately returned to the dean of students to be placed in the appropriate files. Student conduct files are kept under strict confidentiality and only shared on a need-to-know basis.

Retaliation

No student will be penalized in any way for attempting to resolve problems in good faith through this procedure. By initiating and pursuing a grievance resolution, a student is obligated to proceed in candor and good faith at all times. Retaliation for attempting to resolve a conflict in a respectful manner is strictly forbidden at NUNM and is subject to severe sanctions.

NUNM is proud of its longstanding legacy of academic excellence. Founded in 1956, NUNM is the oldest accredited naturopathic medical school in North America and the home of natural medicine. NUNM's reputation for healthcare innovation and leadership grows with each new generation of practitioners and healthcare professionals who help change the course of health care in the U.S. through their research, exemplary patient care and publications. Our remarkable graduates are our legacy. We invite you to join us—discover the exciting opportunities that await you.

NUNM is recognized as the international leader in the training of naturopathic primary care physicians and Chinese medicine practitioners. While many of our graduates go on to clinical practice, they're also researchers, professors, public health educators, and political activists bringing natural medicine to the forefront of the national healthcare system. Students from all corners of the world come to NUNM for the opportunity to work with our accomplished and renowned faculty. Our exceptional curricula offer medical students a rich combination of classroom study, hands-on research and patient care.

In addition to the campus Lair Hill Health Center—the largest natural medicine clinic in the region—the university has access to a dozen local community clinics offering unique and diverse clinical experiences to students. NUNM is also home to a collaborative and inspiring learning environment, as well as a vital and groundbreaking research community, respected the world over. Our tight-knit campus, located in the heart of Portland, Oregon, offers students and faculty the benefits and advantages of city living at its most sustainable within an urban setting infused with natural beauty, culture and social conscience.

Admissions

Undergraduate Programs-Applicable from Summer 2026-Spring 2027

NUNM offers six Bachelor of Science degrees: Integrative Health Sciences (BSiHS), Bachelor of Science in Nutrition (BScN), Massage Therapy, Exercise Science,an Accelerated Bachelor of Science in Nutrition to Master of Science in Nutrition (BScN-MScN), and an accelerated Bachelor of Science in Integrative Health Sciences to Master of Science in Clinical Research (BSiHS-MSCR). These programs offer students the opportunity to complete the final two years of their degree, while building a solid scientific foundation in pre- health/pre-med education. For admission consideration to undergraduate degree programs, students must have completed 60 semester or 85 quarter credits of transferable coursework with a minimum cumulative GPA of 2.0 prior to the program start date. Transferable coursework is defined as college-level courses from regionally accredited colleges and universities that meet lower division, general education requirements for baccalaureate degree programs. Generally, professional/technical courses will not transfer. Only courses with a grade of "C" or higher will be considered for transfer credit. Grades of P/NP or S/U grading will not be accepted unless additional supporting documentation is provided showing a "P" equals a grad of "C" or higher.

Application Process

Applicants for undergraduate programs in the School of Undergraduate & Graduate Studies must submit the following required items to complete an application:

- Application for Admission: A file is created for the applicant once a complete application is received and accompanied by the application fee. Prospective students may start their applications at nunm.edu.
- $75 Application Fee: This fee is nonrefundable.
- Transcripts: Applicants are required to submit official sealed transcripts from each college and/or university attended. Electronic transcripts will be accepted if PDF transcript is delivered from verified/secured source, encrypted/digitally certified and marked official by the issuing institution.
- Essays: Applicants are required to submit essays to be considered for admission. Essays provide applicants with the opportunity to share their background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NUNM. Applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NUNM and how you would enrich this community is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essays. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- Recommendation: The recommendation form should be completed by a person who knows you well and can evaluate your skills and abilities. Once the application is submitted, the recommendation form will be sent out to the recommender. Professors make great recommenders (assuming you have taken a class with them). If you have been out of school for a while, employers are also acceptable sources. Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

Certificate Programs

Students enrolling in certificate programs may meet admission requirements by providing proof of high school graduation or similar alternative pathway.

- Application for Admission: A file is created for the applicant once a complete application is received and accompanied by the application fee. Prospective students may start their applications at nunm.edu.
- $75 Application Fee: This fee is nonrefundable.
- Essays: Applicants are required to submit essays to be considered for admission. Essays provide ap plicants the opportunity to share their background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NUNM. Applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NUNM and how you would enrich this community is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essays. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- Recommendation: The recommendation form should be completed by a person who knows you well and can evaluate your skills and abilities. Once the application is submitted, the
- Students enrolling in entry level certificate programs who have not attended a post-secondary institution previously must submit official transcripts indicating successful completion of an accredited high school. This includes public or private high schools that meet requirements established by the Oregon Department of Education or a similar agency in another state. For students who have successfully completed high school in another country please see the international student admissions policy.
- Students who have not previously attended a post-secondary institution and earned a General Education Development (GED) will be considered for admission if their official GED scores are as follows:
  - Prior to January 2002: minimum 40 on each test and average 45 overall (225 total)
  - January 2002–December 2013: minimum 410 on each test and average 450 overall (2250 total)
  - 2014 and later: minimum 145 on each of the four tests (580 total)
- Other pathways such as Oregon Adult High School Diploma (AHSD), homeschooling, HiSET, NEDP are reviewed on a case-by-case basis to ensure that applicants can benefit from their education. Please contact the admissions department for further information.

Application Deadline

NUNM begins to accept undergraduate applications Sept. 1, 2025, for fall 2026. The preferred application deadline is May 30, 2026.

Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions

National University of Natural Medicine

1621 SW 1st Avenue

Portland, OR, 97201

It is the sole responsibility of the applicant to ensure that materials are received by NUNM on time. Application materials become the property of NUNM and will not be returned or forwarded to other institutions.

Undergraduate Program Prerequisites

English Composition	2 courses
Math	1 course
Must be college-level algebra, calculus or math-based statistics	
General Biology	Full sequence
One academic year of general or principles of biology, including lab. These courses must be designed for science majors or pre-med students.	(2 -3 courses)
Humanities/Arts & Letters	3 courses
Courses in the areas of art, religion, philosophy, literature, music and other related fields will satisfy this requirement.	
Social Sciences	3 courses
Courses in psychology, anthropology, social sciences, political science, economics, and other related fields will satisfy this requirement.	
Total Transfer Credits	
Completion of 55 semester or 84 quarter transferable credit hours from a regionally accredited college or university with a minimum 2.0 GPA. Coursework can be in progress at the time of application. A maximum of 3 quarter or 2 semester credits of physical education may be applied.	

Requirements for Admission to the Accelerated Bachelor to Master of Science Programs (BSIHS-MSCR & BScN-MScN)

New students may apply to be admitted to the accelerated BSIHS to MSCR or BScN to MScN programs if they meet the following requirements that are over and above the regular admissions requirements for the BSIHS and BScN programs:

- A minimum cumulative GPA from a regionally accredited college or university of 3.0 or higher is strongly encouraged.
- Submit an essay that specifically discusses why they believe they are a good candidate for the accelerated nutrition program.

Current NUNM students already enrolled in the BScN or BSiHS program may apply for entry into one of the accelerated programs no later than July 1 of the student's first year at NUNM.. To qualify for the accelerated program, the student must meet the following requirements:

- Have obtained a minimum cumulative GPA of 3.0 and successfully completed all courses in the first three terms of the BScN program at NUNM.
- Submit an essay that specifically discusses why they believe they are a good candidate for the accelerated nutrition program.

Graduate and Professional Programs-Applicable from Summer 2026-Spring 2027

Applicants interested in the Doctor of Naturopathic Medicine (ND), Master of Science in Nutrition (MScN), Master of Science in Clinical Research (MSCR), and Master of Science in Global Health (MScGH) programs must have a bachelor's degree (or its equivalent) from an institutionally accredited college or university.

Applicants interested in the Doctor of Acupuncture with a Chinese Herbal Medicine Specialization (DAcCHM), Master of Acupuncture with a Chinese Herbal Medicine Specialization (MAcCHM), and the Master of Acupuncture (MAc) programs do not need a bachelor's degree. However, applicants must have completed a minimum of 90 semester credits (or 135 quarter credits) of undergraduate coursework, including all current prerequisite courses that align with the foundational knowledge required for our programs (general biology, general chemistry, psychology, & humanities). In addition, applicants should carefully review licensure requirements in the state they intend to practice.

Applicants may apply to undertake two programs concurrently, with the exception of the ND/DAcCHM combination. All application and prerequisite coursework requirements must be met for both programs. Students taking online programs may apply for a secondary program after their first year. While at NUNM, students may add a concurrent program by applying for admission to the second program. For admission consideration, students must meet the criteria for Satisfactory Academic Progress (SAP) in their current program at the time of application.

A GPA of 3.0 or higher is strongly encouraged. Credit will only be given for prerequisite coursework earning a "C" or better. Applicants may apply with prerequisite coursework still in progress; however, the Office of Admissions must receive all official transcripts showing completed coursework prior to matriculation. For the purpose of prerequisites, the Office of Admissions defines a "course" as either a quarter or semester term.

Application Process

Applicants for the graduate and professional programs must submit the following required items to complete an application:

- Application for Admission: A file is created for the applicant once a complete application is received and accompanied by the application fee. Prospective students may start their applications at nunm.edu.
- $75 Application Fee: This fee is nonrefundable.
- Transcripts: Applicants are required to submit official sealed transcripts from each college and/or university attended. Electronic transcripts will be accepted if PDF transcript is delivered from verified/secured source, encrypted/digitally certified and marked official by the issuing institution. For applicants who have prerequisite coursework in progress or will have an undergraduate degree conferred after receiving an admission decision, an official and updated transcript must be submitted prior to matriculation at NUNM.
- Essays: Applicants are required to submit essays to be considered for admission. Essays provide applicants the opportunity to share their background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NUNM. Applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NUNM and how you would enrich this community is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essays. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- Recommendation (OPTIONAL): One recommendation form can be completed by a person who knows you well and can evaluate your skills and abilities. Once the application is submitted, a recommendation form will be sent out to the listed recommender. Professors make great recommenders (assuming you have taken a class with them). If you have been out of school for a while, employers are also acceptable sources. Recommendations from family members, significant others or close, personal friends are not viewed favorably by the Admissions Committee.

- Resume: The resume should include work experience, research, activities, community service and any honors/awards received.
- Supplemental Materials: These include statements regarding academic dismissal, criminal charges, scholarship statements, diversity statements, and/or an addendum with any additional information the applicant wishes to share with the Admissions Committee. Videos and lengthy manuscripts will not be reviewed, and will be returned to the applicant.

Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

Application Deadlines

Initial consideration goes to candidates who apply by the dates listed below. However, NUNM continues to consider applicants on a space-available basis thereafter. Applicants may apply up to one year in advance for admission.

ND, CCM and Graduate programs: Fall 2026 Early Consideration Scholarship Application Deadline: Feb. 1, 2026

Application Deadline: May 30, 2026

Online MScN program: Winter 2027

Application Deadline: Dec. 8, 2026

Candidates who have selected NUNM as their first choice are encouraged to apply on or before the scholarship deadline.

Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions

National University of Natural Medicine

1621 SW 1st Avenue

Portland, OR 97201

It is the sole responsibility of the applicant to ensure that materials are received by NUNM on time. Application materials become the property of NUNM and will not be returned or forwarded to other institutions.

Prerequisites

Prerequisite courses are designed to ensure entering students are academically prepared for the curriculum of the program. Prerequisite courses may be substituted with comparable coursework if the program dean (or designee), utilizing the transcript evaluation procedures, determines that the learning objectives are met. NUNM does not accept life experience in lieu of prerequisite credits.

Co-Requisites for Applicants

In rare instances, and for students with otherwise strong backgrounds in science courses, a conditional admission due to missing a singular pre-requisite may be offered by the Program Dean based on the applicant's GPA and transcript review. An applicant may be granted the exception to take only one outstanding course in the fall (or winter term for the MScN-online cohort) while beginning their NUNM enrollment. To be fully admitted to the program, an approved co-requisite course must be satisfactorily completed prior to the start of NUNM's winter term. If the student fails the co-requisite course or does not complete the registered co-requisite course, the conditional admission will be automatically rescinded. Students whose conditional admission status is rescinded will be placed on a leave of absence until the pre-requisite is met.

Co-requisite is defined as a singular outstanding pre-requisite requirement that a student may be allowed to complete in their first term of enrollment at NUNM.

Application Interview

Applicants to the Colleges of Naturopathic, Classical Chinese Medicine, Massage Therapy Certificate, and the Exercise Science Certificate who competitively meet requirements, will be required to complete an

interview with a faculty member and an Admissions representative. Interviews are typically conducted over Zoom. Qualified applicants will receive and invitation from the Office of Admissions. The School of Undergraduate & Graduate Studies does not require an interview for non-clinical programs

ND Program Prerequisites

Completed a bachelor's degree (or its equivalent) from a regionally accredited college or university, including / as well as the following courses:

General Chemistry (science-major level)	2 courses
Lab work required	
Organic Chemistry (science-major level)	2 courses
Biochemistry may serve as a substitute for one organic chemistry course	
General Biology (science-major level)	2 courses
Must include cellular biology. Competencies may be met through other courses, such as: anatomy, physiology, microbiology, genetics, botany, etc. Lab work required.	
Must include mechanics	
Mathematics	1 course
College algebra, calculus or math-based statistics	
English Composition	1 course
Psychology	1 course
Any general psychology course 100-level or higher	
Social Sciences and Humanities	2 courses
Strongly Recommended Courses • Anatomy and Physiology • Biochemistry • Statistics • Business and/or Marketing	
Other Suggested Courses • Biomedical Ethics • Philosophy of Science	

• Public Speaking • Microbiology • Immunology • Public Health	

Global Health (MScGH) Program Prerequisites

Completed a bachelor's degree (or its equivalent) from a regionally accredited college or university.

Clinical Research (MSCR) Program Prerequisites

Completed a bachelor's degree (or its equivalent) from a regionally accredited college or university, cumulative GPA of 3.0 or higher, and the following courses:

General Chemistry (science-major level)	2 courses
Lab work required	
General Biology (science-major level)	1 course
Lab work required	
Mathematics	2 courses
Precalculus, calculus 1 or math-based statistics	
Social Sciences	1 course
Any course from the following disciplines: psychology, public health, sociology, anthropology	
English Composition	1 course
Strongly Recommended Courses •Statistics •Cell Biology • Ethics	

Nutrition (MScN) Program Prerequisites

Completed a bachelor's degree (or its equivalent) from a regionally accredited college or university.

DAcCHM, MAcCHM, & MAc Program Prerequisites

90 semester credits (or 135 quarter credits) of undergraduate coursework from a regionally accredited college or university, including / as well as the following courses:

General Chemistry	1 course
General Biology	1 course
Psychology	1 course
Any general psychology course 100-level or higher	
Humanities	1 course
Courses in the areas of art, religion, philosophy, literature, music, and other related fields will satisfy this requirement	
Strongly Recommended Courses •Anatomy and Physiology •Chinese Language(old Mandarin; complex characters) • Systems Science • Mythology • Quantum Physics • Philosophy of Science • Biochemistry • Cellular Biology • Chinese History/Culture	

International Applications-Applicable from Summer 2026-Spring 2027

In addition to the requirements previously outlined, international applicants must meet the following requirements:

If English is a second language, submit official scores within the past two years from the Test of English as a Foreign Language (TOEFL). NUNM requires a score of 550 on the written exam, or 213 on the computer exam and 80 on the internet-based test. NUNM's institutional TOEFL code is: 4528. Also accepted is the International English Language Testing System (IELTS) with a score of 6.0 or higher or the Pearson Test of English (PTE) with a score of 53 or higher. English language proficiency test scores may be waived if an applicant has completed at least two years of college level education at a school where English is the language of instruction.

Submit all non-U.S. accredited transcripts for translation and evaluation to one of the following approved evaluation services:

International Education Research Foundation, Inc. 310.258.9451 | ierf.org

World Education Services, Inc. 212.966.6311 | wes.org

Educational Credential Evaluators (ECE)

ECE | NACES Member | Foreign Credential Evaluation Services

Transcripts from accredited Canadian colleges and universities are generally exempt from this requirement. NUNM reserves the right to require outside evaluation in certain cases. Canadian transcripts in French must be submitted for translation to one of the services above.

If admitted, complete an international student Certificate of Finance. In order to issue an I-20, the U.S. government requires NUNM to verify that applicants have sufficient funds to pay for all expenses while studying at NUNM.

Transfer Credit Policy

Applicants wishing to transfer to any of NUNM's programs must meet the following requirements:

An applicant who applies for transfer credit must meet the current admission requirements at NUNM on the date the student applies for admission, including the verification of good academic standing. All transfer students must meet the prerequisites as stated in the catalog. The number of allowable transfer credits will vary per program, however, based on HECC guidelines, no less than one academic year of credit toward a degree (most of it near the end), shall be from teaching or direct evaluation by NUNM faculty.

Credits being considered for transfer to the graduate or first professional programs must be graduate level and completed at an institution whose accreditation or programmatic accreditation is recognized by the U.S. Department of Education. In general, credits may only be accepted at the corresponding degree level. Transfer credit will only be approved for courses from a professional degree program or a graduate program closely related to the health sciences.

Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.0 or better on a 4.0 scale will be considered for transfer. However, some NUNM graduate programs may require a minimum grade of B- or higher. Pass/fail grades are only accepted with documentation from the originating institution confirming equivalency to a qualifying letter grade. If an application is received before coursework at another institution has been completed, transfer credit will be considered to be conditional until satisfactory completion of the outstanding coursework.

NUNM ensures that accepted transfer credit is comparable in nature, content, academic rigor, and quality to its own coursework. This determination is to be made by the program dean or designee. All requests for transfer credit are considered on a course-by-course basis, and a catalog, course description or syllabus is typically required. Challenge examinations, at the discretion of the dean, may be required to determine whether coursework is comparable. Challenge exams are designed to confirm that the student has retained both content knowledge and applied competencies, in line with accreditation expectations for validating prior learning.

Credits considered for transfer must generally have been awarded within five (5)- seven (7) years of the date of admission to NUNM (depending on the program). In select cases, older credits may be accepted if the student can demonstrate retention of content and competencies through a challenge exam (at dean discretion) or other faculty-reviewed validation process, as permitted by program-specific accreditor guidelines (e.g., ACAHM, CNME).NUNM does not give transfer credit for life experience.

Applications for transfer credit must be accompanied by a form/letter from the applicant's previous program dean stating that the applicant is in good academic and behavioral standing at the time of application.

Credits will be evaluated preliminarily for transfer before an offer of admission is made. The applicant will receive a copy of the formal transfer credit evaluation with a list of transfer credits given and courses that must be taken at NUNM, if they are admitted. Students will sign a letter agreeing to the final list of approved transfer credits. No further transfer credits will be allowed following matriculation.

Any veteran receiving GI Bill® benefits while attending NUNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official (located in the Registrar's Office) for review of prior credit. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill

Transfer credit will only be awarded for coursework completed at institutions that are:

Accredited by a U.S. Department of Education-recognized agency;

Authorized to confer degrees in or from Oregon (per ODA rules); or

Approved individually or categorically by the Oregon Higher Education Coordinating Commission.

Transfer students may apply for admission any quarter. Depending upon prior completed coursework, a full-time schedule may not be available for the student's initial term of entry. A proposed class schedule for the intended term of entry and a degree completion plan can only be created after a candidate's prior coursework has been evaluated. Please note that there is a non-refundable transcript evaluation fee.

Specific transfer credits may be used to satisfy requirements for specific courses in multiple programs. In other words, if a person were to enroll in the Master of Science in Clinical Research program and the Master of Science in Global Health program, a statistical analysis course might be transferred in that would meet the requirement of Biostats in both programs.

The following are transfer policies specific to each NUNM college and school beyond those in the general transfer policy section above:

Transfer Credit Specific to the College of Naturopathic Medicine (for students transferring from another ND/MD/DO/DC program)

If a student is transferring from another ND/MD/DO/DC program, accredited by an organization recognized by the U.S. Department of Education, individual course prerequisites may be waived in lieu of equivalent prior education. Students who have been admitted to and are in good standing within such programs are recognized as having already met the foundational academic standards required for admission, and therefore are not required to demonstrate completion of the standard undergraduate prerequisite coursework. A bachelor's degree is still required.

Transfer credit will be considered for applicants to the ND program who are eligible to sit for a first professional medical licensing examination in the United States.

Transfer credit will be evaluated on a case-by-case basis for ND courses. Credit for clinical experiences or clinical education at another school may not be transferable.

NUNM has a requirement that all ND students complete 15 elective credits, in addition to the required core curriculum, in order to encourage students to take additional coursework in areas of special interest and round out their education at NUNM. Transfer students may be allowed transfer credit for some of their non-core coursework if completed in a doctoral program at a US Department of Education accredited institution. This determination will be made by the ND program dean or designee.

Students who have taken and passed NPLEX 1 or the USMLE 1, and received passing grades on their transcripts for basic science courses, will be given credit for the following courses:

Medical Physiology I-III, Clinical Anatomy I-III, Advanced Surface Anatomy I-III, Clinical Biochemistry I-II, Case-based biomedical integration I-III, Pathological Foundations, Medical Histology, Evidence Informed Practice seminar, Microbiology, Immunology.

Additional courses will be considered on a case-by-case basis.

Transfer Credit Specific to the College of Classical Chinese Medicine

Chinese Medicine transfer students may receive transfer credit for up to 50% of the total program credit requirements per ACAHM. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.

Applicants with completed coursework in U.S. institutions: Only coursework completed at a school approved by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) will be accepted for transfer.

Applicants with completed coursework in international institutions: Transfer credit will be preferentially considered for applicants to the CCM degree programs who are deemed eligible to sit for NCCAOM licensing

examinations, but applications from others may be evaluated on a case-by-case basis. They must first submit their educational records to either the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Educational Credential Evaluators (ECE), International Consultants of Delaware (ICD) or World Education Services (WES) for a course-by-course educational transcript evaluation.

Transfer Credit Specific to programs in the School of Undergraduate & Graduate Studies

Programs within the School of Undergraduate and Graduate Studies (SUGS) at NUNM may typically accept up to 50% of the total credits required for graduation from the program as transfer credits. Individual programs may have stricter limitations, so applicants should contact the program dean and course catalog for more specific limitations.

In general, to qualify as transfer credits, the following requirements must be met:

- For graduate programs, a student must have been awarded a grade of B- or higher. A pass (P) grade or similar grading methods are not acceptable unless there is supporting documentation from the institution showing a pass (P) grade equals a B- or higher.
- In programs requiring clinical training, no more than 25% of the total clinical requirements may be satisfied via transfer credit.
- For undergraduate programs, students are required to complete a minimum of one-year full time equivalent at NUNM in the program in which they are enrolled.
- They must be no older than five (5) years old at the time of admission into the program. (Exceptions may be granted in cases where the individual has been working in the field related to the course content since the time they took the course to be transferred. The program dean would make this determination.)
- Students must complete an NUNM Transfer of Credit Agreement upon admission to the university. Transfer credits will not be considered after matriculation
- Contact the Office of Admissions for information on transfer courses from international institutions as these require additional documentation.

For MS Nutrition :

Students may be granted transfer credit for up to 25% of the total program credits, subject to a process that ensures comparability and academic quality.

Transfer Credit Specific to Undergraduate programs in the School of Undergraduate & Graduate Studies

Students may transfer credit for courses that are substantially similar to courses offered as part of NUNM's undergraduate programs. Students are required to complete a minimum of one year full time equivalent at NUNM in the undergraduate program in which they are enrolled. All transfer credits must be completed at a US Department of Education recognized accredited institution and are evaluated for relevance and subject to approval by the program dean.

Transfers from NUNM to Other Institutions

Transfer of credit from NUNM to other institutions is at the discretion of the receiving institution. Credit generally depends on the comparability of curricula and may depend on comparability of accreditation. NUNM is a US Department of Education accredited institution. Inquiries should be directed to the receiving institution to determine the transferability of credits from NUNM.

Transfer of Core Credits and Electives Between NUNM Programs

Some course credits may be eligible for transfer among NUNM programs to satisfy program requirements. For more information regarding which courses might be transferable, contact the Academic Advising Office and/ or program dean. All transfer credits are evaluated for relevance and are subject to approval by the program dean.

College of Naturopathic Medicine

For the ND program, at least half of the required number of elective credits must be taken from courses designated as electives within the ND program. The remainder may come from elective courses offered at NUNM, as long as course prerequisites are met and the course has been approved by the program dean as counting toward the ND program. Approval from the program dean is required in order for a core course from another program to count toward elective credit.

Example: A student in the ND program is required to take a total of 16 elective credits. Eight credits must be from courses within that program. The other eight credits may come from electives approved to count toward that program.

College of Classical Chinese Medicine and the School of Undergraduate & Graduate Studies

For each program, at least half of the required number of elective credits must be taken from courses designated as counting toward that program. The remainder may come from any elective course offered at NUNM, as long as course prerequisites are met. Approval from the program dean is required in order for a core course from another program to count toward elective credit.

Example: A student in a specific program is required to take a total of 14 elective credits. Seven credits must be come from courses designated as counting toward that program. The other seven credits may come from electives in any program.

Graduate-Level Programs

Some core course credits may be eligible for transfer among NUNM programs to satisfy program requirements. All transfer credits are subject to approval by the program dean. Master and doctoral students may take elective credit from any NUNM graduate-level degree program, as long as they meet the prerequisites.

Undergraduates Taking Cross-Listed Graduate-Level Course

Undergraduate students who are pursuing a baccalaureate degree at NUNM may take any elective course in the undergraduate program and cross-listed courses in graduate programs, as long as they meet the

prerequisites. In addition, core courses in other undergraduate programs can be taken for elective credit (maximum of 18 credits).

Certificate Programs-Applicable from Summer 2026-Spring 2027

NUNM offers certificates in several naturopathic and classical Chinese medicine modalities. To be eligible for consideration, applicants must already be enrolled in a degree program at NUNM, be in good academic standing, and meet the certificate program requirements.

Naturopathic Childbirth / Midwifery Program Certificate

The Natural Childbirth/Midwifery program at NUNM is a synthesis of the philosophies of both naturopathic medicine and traditional midwifery. NUNMs didactic program prepares students planning to practice naturopathic midwifery and students who, although not pursuing midwifery as a career, plan to care for women and children in their practice. With dual training in naturopathic medicine and midwifery, naturopathic physicians are uniquely qualified to provide comprehensive health care for women and their families. NUNM's Natural Childbirth Certificate coursework meets the didactic licensure requirements for Oregon, New Hampshire, Montana, Utah and Vermont and is recognized by the Washington State midwifery Board. The coursework can also apply to CPM requirements for licensure in other states. Individuals interested in practicing naturopathic midwifery in other areas should contact their local governing agencies to inquire about these requirements. Additionally, each state requires practical clinical experience which is not included in this certificate program. NUNM does not formally offer clinic training but there are often local opportunities available to student to gain the clinical experience in the private practices of local naturopathic doctors.

Application for the Program

Students may apply to the program at any time throughout the ND program and must be in good academic standing. Passing of the Reproductive block (CLS7310 , CLS7310T , CLS7310L) is required before starting these elective courses. For those who have already taken/passed the Reproductive Block, it is highly recommended to apply to the program before registering for the first elective as it assures that the electives will be offered. The application may be requested from the Registrar's office. The Natural Childbirth electives are open to all students regardless of acceptance into the certificate program. Students not in the certificate program may enroll for any electives but will not be given priority during registration to ensure availability.

Requirements for NUNM certificate in Natural Childbirth

Acceptance into program (application and payment of program fee)

Completion of CLS7310 , CLS7310T , CLS7310L - Reproductive Block

Completion of the following electives

NDER 7330E Natural Childbirth II: Pregnancy

NDER 7340E Natural Childbirth III: Labor and Delivery

NDER 8420E Natural Childbirth IV: Postpartum

NDER 8430E: Natural Childbirth V: Neonatology

NDER 8440E: Natural Childbirth VI: Special Topics

NDER 8441E: Natural Childbirth VII: Legal Aspects

Pre-Medical Post-Baccalaureate Graduate Certificate Program

Admission requirements to the Pre-Medical certificate program include completion of a bachelor's degree from an accredited institution. Official transcripts from all colleges attended. A minimum GPA of 2.25 on a 4.00 scale. In addition, a statement of goals, resume, recommendation letters are required for admissions.

Undergraduate Certificate Programs

In addition, NUNM offers three undergraduate certificate programs: an Exercise Science, Massage Therapy, Medical Assisting certificate programs. These certificate programs are available to students who are attending college for the first time. For the Masasge Therapy program, applicants must be 18 years of age at the time of graduation in order to apply for licensure in Oregon.

For admission considerations to certificate programs, students must provide proof of high school completion (transcripts showing graduation from an accredited U.S. high school or equivalent). Students may provide evidence of high school equivalency (e.g., GED). While no specific high school GPA guarantees admission, a strong academic record (e.g., a cumulative GPA of 2.75 or above on a 4.0 scale) is recommended for regular admission. Applicants whose GPA is lower than the typical GPA or course requirements are encouraged to apply and may be admitted on a case-by-case basis and could be asked to submit additional supporting materials such as additional letters of recommendation or personal statements to demonstrate an ability to benefit from their education.

Non-Degree Seeking Students-Applicable from Summer 2026-Spring 2027

A non-degree seeking student is someone who is not enrolled in a degree program, but seeks to take a course at NUNM. Those who wish to enroll in a course for credit or audit, but not a degree program, may apply as a non-degree seeking student in the School of Undergraduate & Graduate Studies. Approval is based on space availability and prerequisite completion as well as, instructor and program dean approval. Graduates of NUNM who seek to add a certificate program may apply to do so, provided specific requirements are met. Practitioners seeking continuing education units (CEUs) should contact the Office of Advancement.

Application fee of $75 (non-refundable). Payable on tuition deposit portal. Current students, NUNM employees and alumni are exempt from the application fee.

No lab courses may be audited (for example: histology lab) except with dean and faculty member permission on a case-by-case basis

Payment is required prior to starting the course.

Audit fee is 50% of regular tuition for academic courses.

No refund will be given after the first class meeting.

An individual may take a total of 9 credits as an non-degree student before being required to enroll in a degree program.

Non-Degree Admission Registration Requirements

Non-degree seeking students are responsible for submitting all application requirements to the Office of Admissions. To audit or take a course for credit, please complete the required Non-Degree Seeking Students Registration Form and submit the following supporting enrollment materials.

For non-degree seeking students intending on attending a course in-person, they must complete:

Immunization Records

Background Check

Release of Information

TB Testing

Drug Testing (Clinical Students only & Time Restricted *See notes below*)

These requirements will be through a CastleBranch package available for purchase. Admissions will provide purchase codes upon successful completion of Non-Degree Seeking Students Registration Form. Due to timeliness of enrollment materials, it is recommended that non-degree seeking students submit the Non-Degree Seeking Student Form at least two weeks before the anticipated quarter.

Some enrollment material exemptions may be possible on a case-by-case basis depending on if the course is part of a clinical program.

Non-Degree Seeking Students looking to attend an online only course may sign a waiver for enrollment materials with the understanding that they are not allowed on campus.

- Individuals who have been enrolled at NUNM within the last twelve months are not required to provide proof of TB test.

If you need to take a TB test, testing is available at the NUNM Health Centers – Lair Hill on 3025 South Corbett Avenue. Please submit a copy of the following NUNM TB Test Request Form to the clinic. Lab appointment required. For clinic and lab hours/lab fees, please call 503.552.1551.

Background Check Policy and Request – Please complete a student background check through CastleBranch by following these instructions. Review information policy and submit a complete copy of the Release of Information Form and confirmation receipt from CastleBranch with your registration form.

Please confirm:

Registration form is complete with authorized signatures from the program dean and instructor of the course,

Certificate of Immunization,

Proof of TB testing

Release of Information

CastleBranch receipt are COMPLETE prior to submitting application to:

Mailing Address:
NUNM Office of Admissions
1621 SW 1st Avenue , Portland, OR 97201

Physical Address of Location:
NUNM Office of Admissions
1621 SW 1st Avenue, Suite 327 ,
Portland, OR 97201
Office hours: Monday – Friday, 9 a.m. to 5 p.m.
Telephone: 503.552.1660 | Fax: 503.499.0027
Email: admissions@nunm.edu

Scholarships

Through the generosity of donors, National University of Natural Medicine is pleased to offer the following scholarships to assist students with their cost of education. Visit each scholarship page to learn more about the scholarship and any scholarship–specific application requirements. New students, please contact the Admissions Office for all incoming student scholarships. Visit https://nunm.edu/scholarships/ for more information.

Immunization and Health Screening Policy

All immunization records are required upon matriculation. Failure to meet this requirement could be grounds for an admissons deferment to the next academic entry point.

As a NUNM health care worker, students and residents must comply with NUNM immunization and health screening requirements which are obligatory by Oregon state law (OAR 409-030-0100 to 409-030-0250). Students and residents must obtain and provide documentation of appropriate immunizations and TB clearance and/or documents of positive serology, as well as a negative 10 panel urine drug screen prior to matriculation (students) or starting a clinical assignment (residents). See Section 11.7 of the Student Handbook for greater detail on NUNM drug testing policy. Students and residents must maintain compliance with all applicable immunization and health screening requirements throughout their programs. Individual requirements may vary depending on training location. Students in programs within the School of Graduate Studies who do not have clinical rotations within the NUNM Clinics/Health Centers will be responsible for meeting immunization requirements for any external clinical rotation sites.

Students from the School of Undergraduate and Graduate Studies who will not be working within the NUNM Clinic System and who wish to claim non-medical exemptions must obtain OHA Exemption and Immunity documentation as well as meet with the CMO and Dean of Students for review of requirements. Students will document acknowledgement that by requesting exemptions they may have limited clinical rotations available and the limitations may delay graduation from their program.

Students and residents who do not meet the initial immunization and health screening requirements by their scheduled start date will not be permitted in the clinical environment until all requirements have been met. Students will have a hold placed on their registration. If it is determined that a student or resident does not meet these requirements at any point in time, it is the responsibility of the Chief Medical Officer, with the support of the program Dean, to remove the student or resident from clinical service until they have met all immunization and health screening requirements.

Requirements:

I. Immunizations

Completed Immune Status Form upon matriculation.

Documentation of Immunity: Incoming students and residents must provide the following documentation of immunity to the relevant vaccine preventable diseases to NUNM prior to student or resident orientation. The deadline for students starting at the beginning of the academic year is the first day of classes. For residents starting later in the academic year, paperwork must be submitted no later than the official appointment start date.

Evidence of immunization may be demonstrated through the following:

A document appropriately signed or officially stamped and dated by a qualified medical professional or an authorized representative of the local health department, which must include the following.

Written documentation by a qualified medical professional indicating the month and year the diagnosis of the disease was confirmed.

Documentation of proof of immunity to the disease via titer; or

The month and year of each dose of each vaccine received; or

An official record from the Oregon ALERT Immunization Information System.

Exemptions: Individual student medical exemptions from specific immunizations will be maintained by the office of the Chief Medical Officer as part of the overall record of the student. Documentation for medical exemption requires a written statement of exemption signed by a qualified medical professional. Medical exemption statements must include the following:

Student's name

Birth date

Medical condition that contraindicates vaccine

List of vaccines contraindicated

Approximate time until the condition resolves, if applicable,

Healthcare provider's signature

Healthcare provider's contact information including the phone number.

Non-medical exemptions from immunizations are not allowed under Oregon state law for students in healthcare profession programs.

Specific vaccines required:

1. Measles, Mumps, and Rubella (MMR)

For students and residents born after December 31, 1956, one of the following is required:

Documentation of TWO properly administered immunizations.

Immune titers for measles (rubeola), mumps, and rubella.

Healthcare provider documented disease history.

Students and residents born before 1/1/1957, must meet one of the following requirements:

Documentation of 1 dose (each or as MMR) of live measles, mumps, and rubella vaccines given after 12 months of age.

Positive measles and mumps IgG serology.

Students and residents born before 1/1/1957, are considered immune to Rubella.

2. Varicella

Students and residents must meet one of the following requirements:

History of varicella infection per physician documentation

Documentation of 2 doses of live vaccine given after 12 months of age. Recommended interval is 4-8 weeks between doses.

Varicella titer indicating immunity if the student has previously had the chicken pox.

3. Hepatitis B

Students and residents must meet one of the following requirements:

Documentation of 3 dose vaccine series.

Positive anti-HBs serology.

4. Tetanus/Diphtheria/Pertussis

Documentation of single dose of TDaP vaccine and/or Td booster within the past 10 years. TDaP vaccine can be administered without concern for the length of time since the most recent Td vaccine. If it has been longer than 10 years since the TDaP, a Td or TDaP booster is required.

Titer demonstrating immunity to all three (diphtheria, tetanus and pertussis).

Vaccines recommended but not required

1. Polio

NUNM follows CDC recommendations. The CDC recommends polio vaccine for healthcare workers treating patients who could have polio or have close contact with a person who could be infected with poliovirus.

2. Influenza

Currently, Oregon law (ORS 433.407) states that facilities employing healthcare workers must offer the flu vaccine, but may not require employees or students to be immunized unless a state and federal rule requires it.

Required Screenings

1. Tuberculosis Screening

Tuberculosis screening must occur at NUNM during orientation prior to student or resident matriculation for those students/residents who will be on NUNM campus for any reason during their training. Screening consists of Interferon Gamma Release Assay (IGRA). The two IGRAs that have been approved by the U.S. Food and Drug Administration are:

QuantiFERON®-TB Gold In-Tube test

T-SPOT® TB test

Students testing positive for TB by either of these methods must undergo further testing with a chest x-ray.

Students with a current or prior positive test and positive chest x-ray are required to provide documentation from their health care provider including the following:

TB test result

Chest x-ray report

Determination by the health care provider if this is a latent TB infection or active TB disease

Treatment; including what it was, when started, when completed, etc.

Students who have active TB disease will be restricted from school and patient contact until certified free of disease, in accordance with CDC and Multnomah County Health Department policy.

For further information about TB testing and compliance, see section 12.16 of the NUNM Student Handbook.

2. 10 Panel Drug Screen

In compliance with ORS 409-030-0100, clinical students and residents must obtain a valid 10-panel urine drug screen and receive a negative result within 30 days of matriculation at NUNM. See section 11.7 of the Student Handbook for detail.

Student Exemption from TB Testing, Immunizations, and Drug Testing

Policy

This policy outlines the exemption criteria for non-degree seeking online students who are enrolled in programs at NUNM from completing Tuberculosis (TB) testing, immunizations, and drug testing requirements.

Exemption Criteria:

Non-degree seeking online-only students at NUNM are exempt from the following health-related requirements:

1. Tuberculosis (TB) Testing: Non-degree seeking online-only students are not required to undergo TB testing, including any related chest X-rays or other diagnostic tests.

2. Immunizations: Non-degree seeking online-only students are not required to provide documentation of immunizations or vaccinations typically mandated for degree-seeking students.

3. Drug Testing: Non-degree seeking online-only students are exempt from any drug testing requirements applicable to degree-seeking students.

Exceptions:

If at any time, there is an exceptions to the type of course a non-degree seeking online student is enrolled in, and that course has a clinical component, the policies mandating compliance with all screening and testing take precedence over this policy.

Procedure

Verification of Status:

To qualify for exemption from TB testing, immunizations, and drug testing, students must meet both of the following criteria:

a. Non-Degree Seeking: Students must have been formally classified as non-degree seeking by NUNM's admissions office.

b. Online-Only Enrollment: Students must be enrolled exclusively in online courses or programs and must not be physically present on any of NUNM's campuses.

Application for Readmission Policy -Applicable from Summer 2026-Spring 2027

The purpose of this policy is to describe some of NUNM's practices when a student seeks readmission to a program. Not all circumstances are described, and NUNM reserves the right to use its judgment when determining whether to readmit a student who was formerly enrolled.

Undergraduate Programs

Returning after academic suspension: Undergraduate students who have been academically suspended must apply for readmission. Such students may not apply for readmission until the following criteria have been met:

Demonstrated success of a minimum of 12 credits from an accredited college or university with a GPA of 2.50 or higher (submit transcript to the Office of Admissions); and

Submission of a reapplication to the Office of Admissions. The student should include a personal assessment of their poor academic performance, and a plan of action for successful completion of their NUNM degree.

NUNM may also impose the following requirements upon readmission for a student who was academically suspended:

Student must meet with the Center for Academic Success to sign and comply with all conditions of an academic contract; and

Student will be on academic probation until the student earns a minimum term GPA of 2.50 and has a minimum cumulative GPA of 2.00.

Expelled students: Students expelled for any reason are ineligible for readmission to NUNM.

Additional considerations: There is no guarantee of readmission to NUNM. When reviewing an application for readmission, NUNM may take into account any factors and impose any requirements it deems appropriate under the circumstances.

Masters and Doctorate Programs

Returning after academic suspension: Students who have been academically suspended must apply for readmission. Such students may not apply for readmission for a minimum of one calendar year from time of suspension, unless noted differently in the suspension letter.

Documentation may be required to prove that the circumstances leading to the academic suspension have been remedied. NUNM may impose the following requirements upon readmission for a student who was academically suspended:

Satisfactory completion of remedial work prior to readmission, including repeating some courses and clinic shifts.

A meeting with the Center for Academic Success to sign and comply with all conditions of an academic contract. Return on academic probation for a minimum of one academic year or until all previously failed courses have been resolved, whichever is longer.

Expelled students: Students expelled for any reason are ineligible for readmission to NUNM.

Additional considerations: There is no guarantee of readmission to NUNM. When reviewing an application for readmission, NUNM may take into account any factors and impose any requirements it deems appropriate under the circumstances.

Students who have Withdrawn from an NUNM Program

Students who have withdrawn, either administratively or voluntarily, from NUNM or an NUNM program must wait at least one application cycle to apply for readmission. Withdrawn students are required to follow the same process as first-time applicants. In addition, NUNM may impose one or more of the following requirements for a student who applies for readmission and has been separated from NUNM for more than one year:

Satisfactory completion of an entrance exam prior to entering the clinic to assess skill level.

Satisfactory completion of remedial work, which may include repeating some courses and clinic shifts.

A meeting with the Center for Academic Success to sign and comply with all conditions of an academic contract if the student was on academic probation when withdrawn. The student will remain on academic probation until all previously failed courses have been resolved.

Submit and pass an additional drug screening and background check.

Completing these steps does not guarantee readmission to NUNM. NUNM reserves the right to deny admission to any applicant or impose additional requirements.

Questions regarding this policy may be directed to the director of admissions, academic dean(s) or dean of students.

Health sciences programs have a societal responsibility to train competent graduates, healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Students and graduates are engaging in a profession that requires the highest standards of ethical conduct, honesty and professionalism. NUNM students are expected to conduct themselves in accordance with the high ethical standards expected of professionals who may be required to assume responsibility for the life, health and well-being of others. Every student is expected to demonstrate a level of competence consistent with these professional responsibilities and NUNM has the right to discipline, suspend or expel, at any time, any student considered unfit for a career as a practitioner of naturopathic and/or Chinese medicine, in accordance with the policies and procedures set forth in in the university student handbook.

The technical standards define the essential functions that an applicant or student must be able to perform to be admitted to NUNM, progress satisfactorily through an NUNM program of study, and graduate.

To be qualified for health sciences programs at NUNM, those individuals must be able to meet both NUNM's academic standards and the technical standards, with or without any reasonable accommodation as established by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Technical Standards for all Programs

For entry, participation and graduation from all NUNM academic programs, students must have/be able to:

Communication Skills

Communicate effectively, accurately and sensitively with all community members (including but not limited to faculty, administrators, staff, peers, patients and/or clients) both orally and in writing.

Empathy Toward Diversity

Recognize personal perspectives on cultural and personal identity, and the potential intersection with others' cultural identities.

Actively work to subjugate their own biases so as to act in the best interest of others.

Flexibility

Adapt to changing environments, display flexibility, and learn to function within the uncertainty inherent to situations encountered within diverse health sciences programs.

Motor Skills

Manipulate the equipment, instruments, apparatus and tools necessary to complete program requirements.

Observation and Participation

Observe demonstrations and participate in laboratory work, such as dissection of cadavers, and gross and microscopic examination of specimens.

Personal Responsibility

Admit errors and assume personal responsibility for mistakes.

Respond to feedback, suggestions and criticism in a constructive manner and modify behavior appropriately.

Physical Capability

Tolerate physically taxing workloads, environments, schedules and/or travel. Function effectively in times of stress.

Problem-Solving and Critical Thinking

Solve problems and think critically to develop appropriate products and services.

Acquire and synthesize information to develop and defend conclusions regarding observations and outcomes.

Relationships

Maintain professional, respectful, mature and compassionate relationships with all community members. Demonstrate concern for others.

Maintain appropriate professional boundaries.

Demonstrate the ability to express opinions, alternative points of view, and/or support or challenge others in a non-conflictual manner.

Contribute effectively within a team, as well as individually.

Self-Awareness

Demonstrate self-awareness of one's emotional state and reactions, and how they impact others.

Practice appropriate strategies for effectively dealing with stress, uncertainty and conflict.

Timeliness

Respond and complete all assignments, duties and requests in a timely manner.

Trustworthiness

Maintain standards of honesty and integrity, including intellectual honesty.

Technical Standards for Clinical Programs

For entry, participation and graduation from NUNM's programs that include a clinical component, students must meet the criteria listed above in addition to the following:

Communication Skills

Communicate effectively and efficiently with patients, their families and members of the healthcare team.

During clinical training, obtain a medical history in a timely fashion, interpret nonverbal aspects of communication, and establish therapeutic relationships with patients.

Record information accurately and clearly; and communicate effectively with other healthcare professionals in a variety of patient settings.

Motor Skills

Possess the capacity to perform physical examinations and diagnostic maneuvers.

Respond to emergency situations in a timely manner and provide general and emergency care.

Adhere to universal precaution measures and meet safety standards applicable to outpatient settings and other clinical activities.

Observation

Accurately observe patients and assess findings.

Obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations, and develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing and touch, or the functional equivalent.

Professional Responsibilities

Demonstrate the ability to meet the ethical and legal standards of the profession.

Financial Policies

Tuition

Beginning in summer 2026, tuition for credit courses is as follows:

Tuition	Rate
Undergraduate	$294 per credit for students matriculating 2025 or earlier
Undergraduate	$305 per credit for students matriculating 2026 or later
Graduate	$538 per credit

Tuition and fee rates are reviewed annually and subject to change. For the most current tuition and fees, please refer to the current NUNM catalog online at nunm.edu.

Tuition and Fee Payment Policy

When students register for classes at NUNM they incur charges on their account. Students are financially responsible for paying tuition and fees for all classes for which they are registered. Tuition and fees for each quarter are due and payable in full at the beginning of each term. If a class is added after the term has begun, payment for that class is due at the time of registration. Past due payment is subject to the following:

End of fourth week – Registration holds are placed on accounts with balances.

End of fourth week – Late fees may be applied to accounts with outstanding balances.

Student billing is posted to the online billing system, Core Campus . The university does not generate paper bills for students prior to the beginning of each term. The Business Office does not provide paper statements to students since real-time billing is available online through their Core Campus account.

Students with past due balances will receive a mailed statement letting them know their account is past due and a late fee of $50 is being assessed due to non-payment.

All tuition and fees are listed in U.S. currency. NUNM maintains tuition, fee and refund policies that are fair and uniformly administered. The Business Office may apply a late payment fee of $50 to a student's account unless the student has paid the balance due or made arrangements (i.e., a deferral promissory note) by the end of the fourth week of each quarter.

Students unable to pay their entire financial balance must see the Business Office to make payment arrangements before the due date. A promissory note may be written to defer payment of tuition until the Friday before finals week begins. There may be a $20 fee assessed for each deferral. The Business Office may deny or rescind a student's eligibility for a promissory note if a student misses the required payment due dates, provides inaccurate or incomplete information, or has a poor credit history.

The Business Office may block future registration/attendance until all debts have been paid in full or other payment arrangements have been made. Diplomas will not be issued to students if they owe the university any money, regardless of the source (e.g., outstanding clinic balances). Students with past due accounts who pay in full will have diplomas issued to them two weeks after payment.

All students who elect to pay their account balances with a credit card (Visa, MasterCard or Discover) will be charged a surcharge fee of 3% of the amount paid at the time of processing. Payments made by debit card and/or check will not be charged a fee. Please ensure your payments made online will meet the deadline for due dates.

Any adjustments or modifications to the schedule of tuition charges are subject to the approval of the chief financial officer.

Summer Quarter Financial Aid Considerations

Summer is a non-standard term, and as such, students often find it difficult to enroll in courses that qualify for federal financial aid. In order to qualify for federal financial aid, students must meet the definition of half-time enrollment by enrolling in courses and/or electives that are required for degree completion in their program of enrollment. Students who have met their core and/or maximum number of elective requirements will not be eligible for financial aid for those classes, in any term.

Student Responsibilities

Students are responsible for ensuring that charges on their statement are correct and that all tuition for classes, lab fees, and other applicable fees have been applied. It is also the student's responsibility to pay all charges on their account by the due date, whether or not they have received a courtesy paper statement. If tuition and fees are being paid by parents or relatives on behalf of the student, the university regards this as a private arrangement between the student and the other third party. The university will deal directly with the student regarding the payment of fees or any queries regarding a student statement.

Students experiencing financial problems in the payment of any tuition and fees are responsible for contacting the Business Office to make satisfactory arrangements.

Students are responsible for keeping NUNM informed of their current contact information and must submit changes to their contact information to the Registrar's Office.

Any financial assessment or judgment against a student for damage to NUNM property, whether arising from a Student Conduct Code proceeding or a court action, will be charged to the student's account. No diplomas will be released to the student until the amount due the university has been paid. The Business Office may also block future registration/attendance.

NOTE: The university is not responsible for any loss of, or damage to, the personal property of a student.

Other Expenses

Students are directly responsible for paying for text books, supplies and equipment. These costs vary each term and year, and students are responsible for making payment directly to the vendor.

Tuition and Fee Refund Policies

Adding/Dropping Courses

Students are responsible for following all processes to formally add, withdraw, or drop classes. Students who fail to formally drop classes during the refund period are responsible for the tuition charges. Please note that fieldwork and cultural immersion trips are subject to a different refund schedule, detailed below.

Week of Quarter	Tuition Refund Rate
First week	100% tuition
Second week	100% tuition
Third week	50% tuition
Fourth week	No refund

Beyond fourth week	No refund

Experiential Learning – Tuition and Deposit Refund Policies

Many off-campus experiential learning experiences at NUNM require that travel/accommodation/catering arrangements be made well in advance. These include retreats and travel-based (trip) courses. The tuition and fee refund policies for such events differ from those of standard on-campus courses.

Off-Campus Retreat Courses

(e.g., qigong and naturopathic medicine retreats)

Students formally dropping a retreat prior to the start of the retreat can get full tuition reimbursement. However, they are not eligible for a retreat fee refund once the term has started.

Travel-Based (Trip) Courses

(e.g., global health experience trips, China trip)

Students that sign and submit an agreement to be registered for a travel course are required to reserve their spot with a 50% deposit at the time of registration. The deposit will be charged to the student's NUNM account. The deposit is used to make travel arrangements, including accommodations and other travel-related expenses. The travel deposit may be assessed several months prior to the trip itself.

After the travel deposit has been assessed, a student who wishes to drop the trip must submit an add/drop form and is subject to the following refund rates:

Deposits for travel-based courses (excluding retreats) will be refunded at 100% up to eight (8) weeks prior to the departure date. If the course is dropped after the eight (8) period, the deposit is non-refundable.

Withdrawing from NUNM

If a student finds it necessary to withdraw from the institution, the following policies apply:

The application fee, submitted with the initial application for acceptance to NUNM, is nonrefundable.

The acceptance deposit fee will be forfeited by a student who withdraws after accepting admission.

Calculation of tuition refunds are based on the date the student begins NUNM's withdrawal process.

Tuition refunds will first be applied to balances due NUNM. If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program.

Tuition refunds for withdrawing students are calculated according to NUNM's tuition and fee refund policy outlined below:

Week of Quarter	Tuition Refund Rate
First week	100% tuition
Second week	100% tuition
Third week	50% tuition
Fourth week	No refund
Fifth week	No refund
Sixth week	No refund
Beyond sixth week	No refund

Any refund of tuition and fees resulting from a withdrawal or a reclassification of tuition or enrollment status will be applied to the recipient's financial aid awards before any payment is made to the student. Tuition refunds are calculated according to NUNM's tuition and fee refund policy. Return of federal Title IV funds is calculated according to Department of Education regulations. (See Financial Aid section for more information.) Students whose accounts were paid-in-full often have a balance due NUNM after withdrawal. The Title IV return of funds policy operates independently of the university's tuition refund policy. It is possible for a withdrawing student to owe NUNM money because unearned aid must first be returned to the Title IV program before any determination can be made about a refund of institutional charges.

Federal regulations for this refund policy allow the university to retain an administrative fee that reduces the institutional charges subject to refund. This fee is 5 percent of total charges, up to a maximum of $100. Furthermore, federal regulations require that any student who has received a loan while attending NUNM and who leaves the university for any reason, including official leaves of absence, must participate in a loan exit interview. Exit counseling is conducted online, through the Department of Education. Instructions will be issued by the Financial Aid Office. Exit counseling can also be arranged by contacting the Financial Aid Office. (See Financial Aid section for more information.)

For more information about any of the courses referenced below, please see Course Descriptions.

ND Studies: Lab and Other Fees

(All lab fees are nonrefundable. Retreats, trips and fieldwork are subject to tuition and deposit refund policies noted in the financial policies. *Trip fees vary depending on itinerary

REVISED CURRICULUM - ND1	
TH 510T Fundamentals of Hydrotherapy	$60
SB515L Medical Histology Lab	$15
BS 536T Fundamentals of Botanical Medicine Tutorial	$40

SUMMER INTENSIVE	
TH513TFundamentals of Hydrotherapy	$60
BS536T Fundamentals of Botanical Medicine Tutorial	$40
THE521 Physical Medicine Fundamentals	$10
CE533 Clinic Synthesis Intro	$10

ND2-ND4	
CLE 827 Clinical Skills Enhancement Tutorial	$650
CLE 828 ND OSCE Skills Tutorial	$350
CLS 616T Musculoskeletal, Ortho, Exercise Physiology & Rehab Lab	$10
TH511 Physiotherapy	$5
TH512,522,532 Physical Medicine I, - III each	$10
TH612,622,632 Physical Medicine IV-VI each	$10
CE517,527,537 Clinical Physical Diagnosis I-III (each)	$10
TH714 Clinical Nutrition IV	$10
CLS 6220T Cardiology and Pulmonology Tutorial	$70
CS636T Cardiology and Pulmonology Tutorial	$70
CLS 6220L Cardiology and Pulmonology Lab	$25
CS636L Cardiology and Pulmonology Lab	$25
CS 619L Lab Diagnosis Lab	$35
CS 621L Gastroenterology and Proctology Lab	$100
CLS 7310 Reproductive Lab	$600
SC710L/CS710L Gynecology & Andrology Lab	$600
CS731T EENT Lab	$5
CLS 7321L Dermatology and Minor Surgery Lab	$25

CS 627T Minor Surgery Lab	$25
CS617T Rheumatology & Clinical Immunology Tutorial	$20
CS737/CLS7331L Parenteral Therapy and Environmental Medicine Lab	$90
BM 611,624,633 Botanical Medicine I-III (each)	$10

ND ELECTIVES	
NDEB 5110E,5130E Northwest Herbs I-II (each)	$25
NDER 8430E Natural Childbirth V: Neonatology	$270
NDER 8440E NCB VI Special Topics	$90
NDET 5120E,5130E,5140E Bodywork I-III (each)	$5
MT899-1 Bodywork Practicum	$50
NDEB 6230E, NDEB6331E Advanced Botanical Medicine I-II (each)	$25
NDET 6230E Mindful self-compassion (on-ground)	$5
NDET 6250E Nature Cure	$50
NDEB 5201E Cascade Mountain Herb Intensive	$200

OSCE	
CLE 827 Clinical Skills Enhancement Tutoring	$650
CLE 828 OSCE Skills Tutoring	$350
CLE 829 Clinical Tutoring	$1,600
CLE 931 OSCE I Exam - Secondary Entrance	$220
CLE 932 OSCE II Exam - Primary Entrance	$240
CLE 933 OSCE III Exam - Primary Exit	$385

RETREATS	
PH 5130 Naturopathic Medicine Retreat	$155
PHLO 5130 Naturopathic Medicine Retreat	$155
PH 530 Naturopathic Medicine Retreat	$155

CM Studies: Lab and Other Fees

(All lab fees are nonrefundable. Retreats, trips and fieldwork are subject to tuition and deposit refund policies noted in the financial policies. *Trip fees vary depending on itinerary.)

CM Initial Exit Exam (CM 996)	$100
CM 01E China Trip	Varies

CM 06E Chinese Dietetics	$100
CM 15E, 25E, 35E, 45E, 55E, 65E Shiatsu I-VI (each)	$7
OAC 513 Shiatsu III	$45
CM 26E Shan Ren Dao Retreat*	Varies
CM 514, 524, 534 Acu-Moxa Techniques I-VI (each)	$13
CM 515, 525, 535 Palpation and Perception I-III (each)	$7
CM 518, 528, 538, 618, 628, 638, 718, 728, 738 Qigong Retreats I-IX (each)*	$350
HM526 Herbs I	$75
HM526L/HM536L Herbs I-III Practicum (each)	$7
CM 656, 666, 676 Herbs IV-VI Practicum (each)	$7
CM 657,667 Acu-Moxa Anatomy I-II	$7
CM 714, 724 Advanced Acu-Moxa Techniques I-II (each)	$13
CM 663 Auricular Points	$7
CM689E Aesthetic Medicine	$100
CM730 Clinical Case Presentation III	$55
CM 735 Applied Palpation and Perception	$7

Graduate Programs: Lab and Other Fees

(All lab fees are nonrefundable. Retreats, trips and fieldwork are subject to tuition and deposit refund policies noted in the financial policies. *Trip fees vary depending on itinerary.)

CLE 5000 – HIPAA, OHSA, Mandatory Reporter Training	$30
CPR 101 CPR for Wilderness First Aid	$50
All In-Person Cooking and/or Teaching Kitchen Courses (each)	$100
GSGH 691 Fieldwork Travel	Varies
GSGH 706E Conference in Global Health	$800
GSGH 714E Wilderness First Aid	Varies
GSGH 821E Tanzania Global Health Experience	Varies
GSGH 832E Thailand Global Health Experience	Varies

GSGH 836E Ghana Global Health Experience	Varies
GSGH 837E Collaborative Global Health Experience	Varies
GSGH 838E India Global Health Experience	Varies
GSGH 901E Predeparture International Travel	$500 (deposit applied to travel expenses)
GSN 502 Culinary Skills	$100
GSN 503 Farm to Table	$100
GSN 506 Healing Foods I Practicum	$100
GSN 508 Fundamentals of Nutrition Workshop	$50
GSN 521E Introduction to Botanical Medicine	$50
GSN 529 Applied Medical Nutrition Therapy	$100
GSN 538E Cooking Pedagogy	$100
GSN 542E Cooking and Considering Meat and Seafood	$100
GSN 543E Personal Chef and Food Service	$100
GSN 545E Global Cuisine: Foods of the World	$100
GSN 549E Detoxification and Cleanses	$100
GSN 551E Therapeutic Diets	$100
GSN 557E Cooking with Medicinal Herbs	$100
GSN 558E Food as Medicine Everyday (FAME) Educator Training	$100
GSN 561E Recipe and Menu Development	$100
GSN 568E Healing Foods II Practicum	$100
GSN 571E Introduction to Organic Agriculture	$35
GSN 578E Food Chemistry	$100
GSN 581E Virtual Nutrition Clinic Experience Course	$150
GSN 582E Constitutional Medicine and Seasonal Dietetics	$100
GSN 691 Capstone I: Internship	$150 (online only)
GSN 692 Capstone II: Internship	$150 (online only)

GSN 838E Israel Culinary and Cultural Immersion Trip	Varies
GSN 839E Croatia Culinary and Cultural Immersion Trip	Varies
RES 531 Integrative Medicine Research Seminar	$800

Undergraduate Programs: Lab and Other Fees

(All lab fees are nonrefundable)

All In-Person Cooking and/or Teaching Kitchen Courses (each)	$100
BeyondLabz – annual access to Chemistry and Biology Lab modules	$40
Undergraduate Makeup Exam (quizzes)	$25
IM 311 Introduction to Integrative Medicine	$35
IM 422 Introduction to Botanical Medicine	$50
MT 401 Massage Techniques I: Swedish & Circulatory	$75
MT 412 Massage Techniques II: Deep Tissue & Trigger Point	$75
NS 312 Anatomy and Physiology Lab	$65
NS 342E Plants of the Northwest	$35
NS 432 Physics with Lab	$60
NU 301 Farm to Table	$100
NU 313 Fundamentals of Nutrition Workshop	$100
NU 314 Culinary Skills $100	
NU 423E Foundations of Cooking Techniques	$100
NU 431 Whole Food: Rethinking Science and Nutrition	$100
NU 437E DIY Kitchen Staples	$100
NU 452E Therapeutic Diets	$100
NU 477E NW Herbs I	$25

Miscellaneous Fees

Advanced-Standing Transcript Evaluation Fee *(one-time application fee)*	$75
Audit Fee	50% of the per credit rate
Travel for Non-Credit	50% of the per credit rate
Challenge Examination Fee	$60 plus 50% of the per credit rate
Clinic Private Tutoring (6 weeks)	$1,600
Clinic Rotation Change Fee	$50
CPR Certification Fee (5 hours, CPR 100) *(recertification required every two years)*	$75
CPR Recertification Fee (CPR 200)	$62
Credit Card Fee	3.0% of the total charged
Diploma *(replacement)*	$55
Graduation Fee *(fall quarter billing)*	$160
HIPAA, OHSA, Mandatory Reporting & Blood Borne Pathogen Training *(annual fee)*	$35
Late Payment Fee	$50 per quarter
NMSA Fee *(winter quarter billing, cannot be waived)*	$60
NSF Check Returned	$35 per check
NSF Payclix Online Fee	$30
On Ground Orientation Fee *(one-time fee for all new students)*	$65
Parking Fee	$125/quarter
Promissory Note Fee	$30
Stop Payment Fee Online	$25 per check
Student Activity Fee	$35
Technology Fee for ND, CM & Undergraduate Students Enrolled Fall 2026 or later	$170 per quarter
Technology Fee for Students Enrolled prior to Fall 2026	$75 per quarter

Transcript Fee	$12 per transcript
Tuberculosis Testing Fee *(can be waived to new students who have documentation of testing)*	$95
Tuberculosis Retesting Fee *(for students who return from trips in foreign countries during the academic year)*	$95
Tuition Deferment Fee *(per deferral)*	$20
Building Access Card/ID Badge Fee	$20
Building Access Card/ID Badge Replacement Fee	$25

Application Fees

Graduate/Professional *(nonrefundable)*	$75 all programs
Undergraduate *(nonrefundable)*	$75 all programs
Non-Degree *(nonrefundable). Fee is waived for alumni.*	$75
Transfer/Advanced Standing Evaluation Fee	$75 graduate programs

Acceptance Tuition Deposits

Single Program: Undergraduate: BSiHS & BScN	$200
Single Program: ND, DAcCHM, MAcCHM & MAc	$200
Single Program: BScN-MScN, BSiHS-MScR, MScR, MScN & MScGH	$200
Combined Programs: ND, DAcCHM, MAcCHM & MAc	$200
Combined Programs: MScR, MScN & MScGH	$200

(All tuition deposits are nonrefundable; applied toward first quarter tuition)

Financial Aid

Choosing to pursue your educational goals may be one of the most important decisions you will ever make. At National University of Natural Medicine, we understand that furthering your education will mean a significant investment of your time, energy and resources. NUNM participates in federal Title IV aid programs.

Eligibility

To be considered an "eligible student for federal and state financial aid," you must meet the following criteria:

Be a U.S. citizen or eligible resident

Have a valid Social Security number

Be admitted into an eligible NUNM degree program

Be enrolled at least half-time each term, to qualify for the Direct Loan Program funds:

Undergraduate programs in the School of Undergraduate & Graduate Studies are defined as 6 credits half-time, 12 credits full time

Graduate programs in the School of Undergraduate & Graduate Studies are defined as 4 credits half-time, 8 credits full-time

Colleges are defined as 5.5 credits half-time, 11 credits full-time

Maintain satisfactory academic progress

Not be in default on any federal student loan, or owe a refund on any federal grant

Have a high school diploma, GED, be home-schooled, or have completed 6 college credits toward an eligible degree or certificate

In addition, funding is available only for courses and the number of credits required for the degree. Most programs allow for a specified number of elective credits and funding is restricted to the number of elective credits allowed.

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs. Title IV funds can only be awarded to the program with the highest elective credits required as these elective credits will fulfill the graduation requirements for both programs (students in ND/CCM would have Title IV funding for 16 required elective credits).

Electives taken beyond the program requirement will not be included in determining a student's eligibility for Title IV funds.

Financial Aid Timeline for the 2026–2027 Academic Year

To determine eligibility, you must:

Complete NUNM's Application for Admission. Students must be admitted before a financial aid package can be awarded.

Complete the 2026–2027 Free Application for Federal Student Aid (FAFSA), available on Dec.1st, at https://studentaid.gov/h/apply-for-aid/fafsa . The federal Title IV school code for NUNM is B07624. Depending on when you intend to take classes, you may need to apply for financial aid for both the current academic year as well as the upcoming academic year. If you're not sure, please check in with the Financial Aid Office.

Because many aid programs have limited funds, NUNM recommends submitting your completed FAFSA form by the Feb. 15 priority application deadline.

Cost of Attendance

The cost of attendance (COA) is the estimated cost for a student to attend the institution each year. In addition to tuition and fees, you need to budget accordingly for other expenses. These expenses include living expenses, transportation, personal expenses, books, and supplies. Please contact the financial aid office if you need assistance or tools with setting an annual budget financialaid@nunm.edu.

Below is the estimated COA for the 2026-2027 award year.

Doctorate and Masters Programs

	Estimated Cost
Living expenses (rent, food, and utilities)	$2,200 per month
Transportation (gas, maintenance, and insurance)	$316 per month
Personal Expenses	$400 per month
Books & Supplies	$235 per term
Loan Fees	$ 216-528 per year
Professional Licensure or certification (NPLEX 1, NPLEX 2, Jurisprudence, clean needling exam & Chinese Medicine boards) **	$540-650 per term

*Naturopathic Doctorate and Chinese Medicine students (Mac, MACCHM, DACCHM) will have funding available for the cost of obtaining their first professional licensure, or certification. The awarding of funds will depend on the student's year in the program.

Bachelors Programs

Description	**Estimated Cost**
Living expenses: Independent or Dependent student not living at home (rent, food, and utilities)	$2200 per month
Transportation (gas, maintenance, and insurance)	$316 per month
Personal Expenses	$400 per month
Books & Supplies	$235 per term
Loan Fees	$132 per term

Financial Aid Census Date

In accordance with federal regulations, the Financial Aid Office will verify each student's enrollment status on the published census date by the Office of the Registrar, which is the first Monday of the third week of each term: summer, fall, winter, and spring. This policy typically coincides with the end of the add/drop period for each term. If the enrollment status changes, the Financial Aid Office, as federal regulations require, will recalculate federal, state, and institutional student aid awards.

If the change in enrollment status, before completing 60% of the term, causes a student to become ineligible for all or a portion of the financial aid award the student will immediately be responsible for repaying those funds that have been disbursed to them.

Eligibility for these federal programs may also be affected for those who have had FAFSA information or corrections submitted after the census date.

Complete withdrawals from the institution are subject to federal, state, and institutional refund policies. If students drop classes (or change their class status to audit) after the census date, they may also have future financial aid eligibility issues. Please review the add/drop policies in the student handbook for more information on the requirements to maintain financial aid eligibility.

Students should consult with the Financial Aid Office before making changes to their enrollment to ensure there is an understanding of any financial implications that may occur.

Scholarships

NUNM awards scholarships to new and returning students enrolled during the academic year. Scholarships are limited and the amount and availability varies from year to year. Scholarship recipients must maintain satisfactory academic progress as a condition for receiving a scholarship. Failure to do so will result in cancellation of the scholarship. Money received from scholarship sources does not have to be repaid.

Admissions Scholarships

New students entering NUNM can apply for one of our Incoming Student Scholarships. Applicants need to complete an application and submit a 1-2 page professional essay describing why they deserve a scholarship. To be considered, students must complete their application for admission by Feb. 1, the preferred application date.

Decisions on scholarship awards are based on a holistic evaluation of the entire application file and are made at the same time admissions decisions are made. Students will be notified of any scholarships along with their admission notification.

For more information about these scholarships, please contact the Office of Admissions at 503.552.1660.

NUNM Enrolled Student Scholarships

All current full-time students in good academic standing are encouraged to apply for student scholarships. Finalists are selected based on a record of outstanding academic achievement, leadership, service to the university and community, and a dedication to their chosen profession. Additional criteria, such as financial need, may apply.

Scholarship applications are available late in spring term of each year. Selected recipients are announced in September and scholarships are awarded evenly each term.

More information about scholarship availability can be obtained by contacting the Advancement Department at advancement@nunm.edu.

Scholarship Timeline

Applications open: May 2026

Submission deadline: July 7th, 2026

Scholarship recipients announced: September 2026

How to Apply

Complete the 2026-2027 NUNM Scholarship Application. Include your scholarship–specific essays and all required documents in your submission. Please remove your name from all essay materials.

Scholarship Award and Financial Aid

Federal financial aid recipients could have other aid reduced to accommodate any scholarship(s) received. Scholarship funds will be divided into three equal installments and disbursed to the recipient in fall, winter and spring terms. Scholarship recipients must maintain satisfactory academic progress as a condition for receiving a scholarship. Failure to do so will result in cancellation of the scholarship. This policy applies to both internal and external scholarship funding sources.

When Awarded a Scholarship

All scholarship recipients are expected to write a thank you letter to the donor (when appropriate). Letters should be delivered to the Office of Advancement to send to the donor(s).

Who is Eligible

All scholarships that are determined by financial need will be based on Free Application for Federal Student Aid (FASFA) needs analysis results. All students receiving financial aid will have all scholarships included as part of their award package. We encourage all students to complete the FAFSA application online with National University of Natural Medicine School Code of B07624. International students applying for need-based scholarship(s) should write a statement of financial need.

Federal and State Aid Programs

Pell Grant

The federal Pell Grant program provides funds to students demonstrating significant financial need as determined by the Student Aid Index (SAI) and cost of attendance. The Pell Grant is awarded only to undergraduate students who have not earned a bachelor's or professional degree. A federal Pell Grant, unlike a loan, does not have to be repaid.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Students who will receive federal Pell Grants, and have the most financial need, will be considered for FSEOG. Unlike the federal Pell Grant program, FSEOG funds are often exhausted early in the application cycle. Interested students should submit their FAFSA application before the priority deadline of February 15th. The FSEOG does not need to be repaid.

Oregon Opportunity Grant

The Oregon Opportunity Grant program was created by the Oregon State Legislature to help Oregon undergraduate students attend Oregon colleges. Oregon residents who attend NUNM may be eligible to receive an Oregon Opportunity Grant. These grants are awarded on the basis of financial need, based upon

the information provided on your FAFSA. Students who already have a bachelor's degree are not eligible to receive an Oregon Opportunity Grant. More detailed information regarding the Oregon Opportunity Grant is at https://oregonstudentaid.gov/grants/oregon-opportunity-grant/.

Federal Loans

Many students find it necessary to borrow loans to fund their educational expenses. The amount of education loans available will depend on a student's program(s) of enrollment. The student should keep in mind the amount of loans they choose to borrow and their overall indebtedness, and that the money borrowed will have to be repaid with interest. All students interested in federal loans must complete and submit the FAFSA. You can apply for loans at any time throughout the academic year.

Types of Federal Loans

Federal Direct Subsidized Stafford Loan

Subsidized Stafford Loans are available for students enrolled in undergraduate programs. Loans have both interest and principal payments waived during enrollment (at least half time) periods and during the grace period. Eligibility for this program is based on need, class level, and annual and cumulative limits. Students who borrow Subsidized Stafford Loans must complete entrance counseling and a Master Promissory Note (MPN). For more information, go to studentaid.gov.

Federal Direct Unsubsidized Stafford Loan

Unsubsidized Stafford Loans are available to undergraduate students and graduate or professional students. Unsubsidized Stafford Loans have principal payments waived during enrollment (at least half-time) and during the grace period. The student borrower must elect to make interest-only payments while attending school or defer payments. Deferred interest payments will be capitalized (added to the principal balance) at repayment. Eligibility for this program is based on dependent status, class level, and annual and cumulative loan limits.

Student borrowers who elect to borrow both Subsidized and Unsubsidized Stafford Loans (if eligible) may complete one MPN for both programs. Borrowers who have not completed entrance counseling must do so before completing an MPN. For more information, go to studentaid.gov.

Federal Direct Parent Loan for Undergraduate Students (PLUS)

The parent PLUS loan is available to parents of undergraduate students. The PLUS loan program is credit-based. This loan is limited to the difference between the student's cost of education and the student's financial aid. Parents who want to borrow a PLUS loan must complete a PLUS Loan Certification Request form. If a parent borrower cannot secure a PLUS loan, the undergraduate dependent student may be eligible for additional unsubsidized loans to help pay for his or her education.

Aggregate Graduate Loan Limits for all Programs

The maximum amount of student education loans is limited federally to $20,500 per nine-month period (academic year), and cannot exceed a maximum lifetime borrowing amount of $100,000.

Aggregate Undergraduate Loan Limits

The maximum aggregate amount of federal loans is limited to students enrolled in an undergraduate degree program. The maximum lifetime aggregate amount of DEPENDENT undergraduate loans a student may be eligible for is $31,000—of which no more than $23,000 may be in the form of a subsidized loan. The maximum aggregate amount of INDEPENDENT undergraduate loans a student may be eligible for is $57,500—of which no more than $23,000 may be a subsidized loan.

Students who have received more than their aggregate cap are considered to have been over-awarded, and as such, must resolve the over-award before being considered eligible for federal Title IV financial aid. Annual loan limits apply and students should contact the Financial Aid Office for further information.

Aggregate Undergraduate Certificate Loan Limits

Undergraduate certificate loan limits fall under first year loan limits. For students considered dependent, they include up to $5,500 of which no more than $3,500 may be subsidized undergraduate loans. For students considered independent, a maximum of $9,500 in first year loan limits, of which no more than $3,500 may be subsidized.

Aggregate Graduate Certificate Loan Limits

Aggregate Dependent Undergraduate PLUS loan Limits

Parents of dependent students may borrow up to $20, 000 per academic year and $65,000 in aggregate. If a Parent of a dependent student is denied the PLUS loan, the dependent student may take out loans of the higher independent amounts.

Lifetime Limits

Alternative Loans

Alternative (private) loans are administered and processed by private lending institutions and are to be used for educational costs after first exhausting potentially more favorable federal and state financial aid options. Contact the Financial Aid Office or visit nunm.edu to search for an alternate loan product

Exhaust Federal Student Aid Options First

Alternative loans are not part of the federal student loan programs, and should only be used in circumstances where you have exhausted all other options in regard to financing your education. It is highly recommended that students apply for financial aid using the Free Application for Federal Student Aid (FAFSA) before seeking an alternative loan. You may be eligible for the William D. Ford Federal Direct Loan program. For additional information, contact the Financial Aid Office.

The benefits of direct loans over an alternative loan may include lower interest rates and better repayment options. Eligible students who elect to decline participation in the Federal Direct Loan program to borrow an alternative loan must contact the NUNM Financial Aid Office to schedule a counseling session and sign a "Federal Student Loan Waiver" form.

NUNM Emergency Loans

The university provides emergency loan assistance on a short-term basis to students experiencing financial hardship resulting from emergencies. Loan requests may range from $100 to $1000 depending on the availability of funds. Emergency loans are considered a loan of last resort and available at the discretion of the Office of Financial Aid to students with an acute immediate need. Additional criteria for this loan are outlined in the application process. Students cannot borrow more than one emergency loan per academic year, cannot borrow this loan in the final term of an academic year, and must have this loan repaid in full before the end of the respective term. For more information, students can make an appointment to meet with the Office of Financial Aid for consideration.

Emergency Loan Examples:

Personal/Family Crisis – a situation or period in which things are very uncertain, difficult, or painful; especially a time when action must be taken to avoid complete disaster or breakdown

Disaster – an event that causes serious loss, destruction, or hardship

Tragedy – serious illness, financial ruin, or family fatality

Theft – having property stolen, vehicle damage, etc.

Student Loan Fund Disbursement Procedures

All financial aid funds are disbursed quarterly through the Business Office. The Business Office applies financial aid funds to a student's account for unpaid tuition and fees at the time funds are received by the institution. If financial aid funds are in excess of tuition and fees, the resulting credit balance will be refunded to the student to use for other education-related expenses. Refund checks are disbursed by the Business Office staff the third week of the term. Direct deposit is available and highly encouraged, otherwise, checks will be placed in student mailboxes or mailed to the address on file.

If students are eligible for a refund of aid in excess of charges, NUNM can provide an advance for Title IV aid recipients to obtain their books and supplies by the seventh day of a payment period. These funds are paid in advance of the student's total financial aid disbursement. If students do not wish to receive the advance, students will have the option of opting out of the stipend the school provides.

If a student receives financial aid after the term begins, any resulting credit balance will be refunded by the Business Office within 14 days of receipt of the funds by the institution. The refund check will be placed in the student's mailbox or sent by direct deposit.

Credit balances resulting from any other financial activity, such as dropped classes, will be refunded within 14 days.

Professional Judgment Review

The U.S. Department of Education gives the director of financial aid the authority to adjust a student's financial aid package in cases involving unusual circumstances through a process known as professional judgment. Students experiencing unusual/unexpected financial circumstances during the academic year can request a meeting with the director of financial aid to request a review. An academic year is defined as

a period of enrollment during the current FAFSA year. Students under review must sign a release to provide specific documentation. The professional judgment review process is solely at the discretion of the director of financial aid, and all outcomes whether approved or denied are final and ineligible for appeal.

Cost of Attendance Increase

The U.S. Department of Education grants schools the discretion, known as professional judgment, to modify a student's standard cost of attendance for education-related expenses on a case-by-case basis. Students may request an increase to their cost of attendance for:

A one-time cost associated with purchasing a computer

Childcare expenses

Out-of-pocket medical/dental expenses

Study abroad expenses

The cost of attendance increase request must thoroughly document all expenses and include the appropriate supporting documentation. The cost of attendance review process is solely at the discretion of the director of financial aid, and all outcomes whether approved or denied are final and ineligible for appeal.

Change of Program Track and Adding/Dropping Courses – Effect on Financial Aid

Students receiving federal financial aid must provide their Student Status Change form or Add/Drop form, and schedule a meeting with the Financial Aid Office staff to discuss program changes that may affect their eligibility for financial aid.

Federal Loan Exit Interviews

Federal regulations require that any student who has received a federal loan while attending NUNM and who leaves for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted online at studentaid.gov. Additional information may be obtained by calling the Financial Aid Office.

Withdrawals- Federal Title IV Aid Recipients

Official Withdrawals and Leave of Absence

Students may initiate an official withdrawal or leave of absence by meeting with the Director of Student Success. Students withdrawing from school at any time during the school year must complete an exit interview with the Office of Financial Aid and submit a completed "Leave/Withdrawal" form to the Registrar's Office.

Upon receipt of the "Leave/Withdrawal" form, the Office of Financial Aid will complete the Return of Title IV calculation to determine the amount of Title IV aid the student has earned. Any unearned Title IV funds

will be returned immediately, but no later than 45 days from the date of determination of withdrawal. Any unearned Title IV funds will be returned immediately. The Office of Financial Aid will notify the student via e-mail indicating the result of the R2T4, including information regarding repayment and exit counseling.

Failure to attend for any quarter is considered a withdrawal, and the student must submit a new application and application fee for readmission. Students who withdraw from NUNM during the course of a term will earn a grade of "W." A student facing an alleged violation of the Code of Conduct or Honor Code may be permitted to withdraw from NUNM, however, proceedings will continue in their absence.

Unofficial Withdrawals

NUNM is not required to take attendance. Therefore, if a student does not initiate the university's withdrawal process, and ceases to attend, the university will assume an unofficial withdrawal. Any federal Title IV aid received will be subject to a Return of Title IV calculation based on the last date of attendance. The student's last date of attendance is the date that reflects when the student ceases to attend all classes or participate in academic activities as determined by the university. Any unearned Title IV funds will be returned immediately, but no later than 45 days from the date of determination of withdrawal.

Post-Withdrawal Disbursements

As determined by the Return of Title IV calculation, a student who withdrawals before the Title IV disbursement, may be eligible for a post-withdrawal disbursement. If a student is eligible for a post-withdrawal disbursement of Title IV grant funds, it must be disbursed within 45 days from the date of determination of withdrawal. For a post-withdrawal disbursement of Title IV loan funds, the Office of Financial Aid will notify the student or parent within 30 days from the date of determination of withdrawal, that they are eligible for a post-withdrawal disbursement. This notification provides the student or parent with a 14-day response period to authorize all or part of the post-withdrawal disbursement of Title IV loan funds. Any post-withdrawal disbursement of Title IV loan funds a student or parent authorizes must be disbursed within 180 days of the date of determination of withdrawal.

Post-withdrawal disbursements must be applied to the student account first to cover any outstanding institutional charges, before being disbursed to the student or parent. Any resulting credit balance refunds will be disbursed no later than 14 days from the date the credit balance occurred.

For more information, please navigate to the Withdrawals- Federal Title IV Aid Recipients policy in the Academic Policies Section.

Federal Title IV Refund Procedure

Title IV funds are awarded under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. If a student receiving financial aid

is eligible for a refund, that refund is returned to the Federal Financial Aid program. If the amount of the refund exceeds the total amount of aid, the excess will be returned to the student.

Students whose accounts were paid in full often have a balance owed to NUNM after withdrawal. The Title IV Return of Funds policy operates independently of the university's tuition refund policy. A withdrawing student can owe NUNM money because aid must be returned to the Title IV program, but the student is not entitled to a refund of institutional charges. Any credit balance on a student's account resulting from the R2T4 calculation must be disbursed as soon as possible and no later than 14 days after the R2T4 calculation occurred.

Institution's Return of Funds

Upon completion of the R2T4 calculation, the institution will return the unearned aid for which the school is responsible by repaying funds to the sources listed below, in order, up to the total net amount disbursed from each source. Any unearned Title IV funds will be returned immediately, but no later than 45 days from the date of determination of withdrawal. The student will be responsible for resolving any outstanding balance due to the institution resulting from the required return of Title IV aid.

Student's Return of Funds

Upon completion of the R2T4 calculation, the Office of Financial Aid will notify the student within 30 days from the date of determination of withdrawal of the amount of unearned Title IV funds the student is responsible for returning. Title IV loan funds must be repaid per the conditions of the student's master promissory note. If the student's portion of the unearned aid includes Title IV grants, the student is only required to return the grant amount that exceeds 50% of the original amount received. If the amount the student must return is less than 50%, then no payment is required. Title IV grants must be repaid within 45 days from the date the institution notifies the student of the overpayment. The institution will return Title IV grant funds on behalf of the student and the student's account will be charged as a result.

Federal Title IV funds are always returned in the order mandated by the U.S. Department of Education:

For graduate-level students, the order is:

Federal Direct Unsubsidized Stafford Loan

Federal Direct Graduate PLUS Loan

For undergraduate-level students, the order is:

Federal Direct Unsubsidized Stafford Loan

Federal Direct Subsidized Stafford Loan

Federal Direct Parent PLUS

Pell Grant

FSEOG

The calculation of Title IV funds earned by students has no relationship to their incurred institutional charges. Up through the 60 percent (60%) point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of Title IV funds students have earned at the time of withdrawal.

After the 60 percent (60%) point in the payment period or period of enrollment, students earn 100 percent (100%) of the Title IV funds they are scheduled to receive during the period. For a student who withdraws after the 60 percent (60%) point-in-time, there are no unearned funds. However, an institution must still determine whether that student is eligible for a post-withdrawal disbursement.

Federal refund calculations are independent of NUNM's tuition refund policies. NOTE: The federal Title IV refund calculations apply to changes in enrollment status and withdrawals from all classes. If a student changes track and there is an adjustment made to the tuition charges, the Financial Aid Office will recalculate the student's cost of attendance budget to assess aid eligibility.

Federal regulations require that any student who has received a loan while attending NUNM and who leaves for any reason, including official leaves of absence, must participate in loan exit counseling. Loan exit counseling is conducted online at studentaid.gov.

VA Tuition Assistance Return of Funds

The following policy pertains only to those funds received through the VA Tuitions Assistance program and outlines NUNM's requirements for returning funds to the VA. This policy may differ from the published institution refund policy and return of funds to students.

Federal Work-Study Program

The Federal Work-study Program (FWSP) is federally subsidized and is available to students as an additional resource to earn money to help cover educational expenses. Due to the demands of the academic programs, students generally find their schedules limit the time they can work to 20 hours per week or less.

The number of students receiving an award is limited by the program funding received by the university and is awarded to students as applications are received until the funding is fully utilized. Students are encouraged to complete the FAFSA form by Feb. 15.

The Financial Aid Office administers the federal work-study program and maintains an online timesheet database. Student employees earn an hourly wage and are paid monthly.

Federal Work-Study Conditions and Limitations

The following are mandated conditions and limitations regarding student employment, and are summarized as follows:

Federal work-study is governed by all applicable federal, state and/or local laws.

Federal work-study must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.

Federal work-study employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.

Students receiving, or eligible to receive federal work-study funds may not receive institutional student employment funds.

To view a list of current work-study opportunities, please visit nunm.edu/workstudy. Search all departments to see all jobs posted for the year. Only eligible federal work-study students currently attending NUNM are eligible to apply for these positions.

Student Employment Program

The student employment program (STEP) operates independently from the federal work-study program. The STEP program is open to international students only. Limited positions exist and students employed by this program are subject to the budgeted funds of the hiring department. Students employed through STEP cannot work under the federal work-study program.

See mandated conditions and limitations regarding student employment under Federal Work-Study Conditions and Limitations.

Financial Aid Satisfactory Academic Progress

Federal regulations require schools to monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress (SAP). The Academic Progress Committee evaluates SAP at the end of each term (including summer term).

Students who meet the SAP requirements maintain their eligibility for federally funded programs.

Students must maintain SAP toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. "Satisfactory Academic Progress" is defined as passing all program requirements, maintaining pace of progression to complete their degree and completing their program of enrollment within the published time frame. Students who do not meet the minimum standards will find their financial aid eligibility in jeopardy.

Basic Academic Requirements

Be admitted and enrolled for the purpose of obtaining a degree;

Be continually progressing toward your degree;

Be in good academic standing;

Complete degree requirements per the published curriculum layout for their program of enrollment

This policy applies to all students within each category of students regardless of program i.e. Title IV recipient, non-Title IV recipient, full-time, part-time, undergraduate, masters and graduate students.

Satisfactory Academic Progress Policy: Graduate Level

Master Degree Programs

"Satisfactory Academic Progress" is defined as:

Passing grades in all academic courses and clinical rotations (for clinical students); and

Passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 3-5 years; and

Maintaining a minimum number of credits each term (excluding summer, unless applicable), unless on an approved deviated track.

For School of Graduate Studies degrees, the minimum number of credits per term equals 8 credits per term.

For the Masters of Acupuncture with a Chinese Herbal Medicine Specialization (MAcCHM) degree, the minimum number of credits per term equals 11 credits.

Students who earn a term GPA of less than 2.50, and have a cumulative GPA below 2.65, are considered not making SAP.

MAcCHM clinical students who receive two or more failing grades in clinic rotations or entrance/exit exams are considered not making SAP in a 12-month period.

Doctorate Degree Programs

"Satisfactory Academic Progress" is defined as:

Passing grades in all academic courses and clinical rotations (for clinical students); and

Passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 5-7 years; and

Maintaining a minimum number of 11 credits each term (excluding summer, unless applicable), unless on an approved deviated track.

Students who earn a term GPA of less than 2.60, and have a cumulative GPA below 2.75, are considered not making SAP.

Clinical students who receive two or more failing grades in clinic rotations, or entrance/exit exams are considered not making SAP in a 12-month period.

Graduate Academic Standards

Qualitative Standards

Student are expected to pass all courses each quarter in order to stay in good standing for Federal Direct Student Aid programs. All credits attempted are included in the calculation when determining SAP, even if the attempted credit/course was not funded using Title IV Aid.

Quantitative Standards

The quantitative component has two parts, (1) Required completion of courses and (2) maximum time frame. Completion of coursework measures the rate of progress toward the degree, based on how many credits were successfully completed out of all credits attempted. A successful attempt is defined as a course

in which a passing grade is earned. Students must complete their program(s) of enrollment within the published time frame. The maximum lengths of study depend on the degree(s) you are pursuing. All credits attempted are included in the SAP calculation, even if the attempted credit/course was not funded using Title IV Aid.

Maximum Time Frame

For graduate students, the maximum time frame is defined as 150 percent of the published length of the program. The published program length is generally 3-5 years for a masters program and 5-7 years for a doctorate program.

Academic Standing

The Registrar's Office monitors student GPAs (both term and cumulative) for academic standing and credit completion at the end of each term (including summer) to determine sufficient progress toward degree completion. The Financial Aid Office will notify the student when the student is not making satisfactory academic progress. Using the qualitative and quantitative measures of progress, a student may be placed in one of the following SAP statuses:

Satisfactory Academic Progress Statuses

Warning Status

Using the qualitative and quantitative measures of progress, a student may be placed in one of the following SAP statuses:

Students who fall below SAP standards will be placed in 'Warning' status

' Warning': Academic warning status occurs when a student earns a term GPA of 2.95, and/or a cumulative GPA of 2.85, or receives two or more grades of "C" in a term. While on a warning status, a student is expected to meet with an academic advisor to develop a plan to address the concern.

Note: Students in 'Warning' status may be eligible for financial aid.

Probation Status

Students who fall below SAP standards will be placed on 'Probation' status.

'Probation': Students are placed on academic probation when they:

Earn a term GPA of below 2.75 and have a cumulative GPA below 2.80; or

Earn failing grades of "D" or "F," including clinical rotations; or

Fall below full-time status for more than one term (unless on an approved deviated track)

Note: Students in 'Probation' status may be eligible for financial aid.

Students will receive a Financial Aid Probation letter and a temporary hold will be placed on their financial aid award package. This hold extends to all types of aid including federal work-study and student employment programs, and any non-federal or grant aid certifications or awards.

When placed on academic probation, a student must meet with an academic advisor in the Center for Academic Success to sign an academic contract within one week of notification. The academic contract will identify needed resources, including but not limited to remedial work, additional coursework, tutoring, or

repeating course(s); and requires that the student improve their GPA and not fail any other courses during the probationary period.

Students are not eligible for financial aid until a current academic contract is on file and/ or a written release has been received from the Registrar's Office.

Once documentation of a contract has been received the suspension of aid will be lifted, but the student will remain on financial aid probation until all issues have been resolved.

If at the end of the student's probationary period they have yet to fulfill the contract requirements or receives additional failing grades, they will be placed on 'Suspension' status.

Suspension Status

Students who fall below SAP standards will be placed on 'Suspension' status.

'Suspension': Students are placed on academic suspension when they:

Earn a term GPA of below 2.60 and have a cumulative GPA below 2.75; or

Earn two or more failing grades of "D" or "F"; or

Fail two or more clinic rotations, entrance exams, or exit exams; or

Fall below full-time status for more than one term (unless on an approved deviated track)

Fail to fulfill the academic contract, or deemed not making satisfactory academic progress.

Note: Students in 'Suspension' status are NOT eligible for financial aid.

Academic suspension occurs when a student is ineligible to enroll at the university for a specified period of time. Suspension status is noted on the student's official transcript.

A student has the right to appeal an academic suspension to the Academic Review and Appeals Committee, as outlined in the student handbook. If a student appeals and their suspension is overturned, that student will be placed into a probation status and may re-establish their eligibility for financial aid.

Near Maximum Time Frame Status

Once you near completion of your degree(s), you will be placed in 'Near Maximum Time Frame' status. This status means you are approaching the maximum time frame for your degree program. Note: Although you may still be eligible for aid, you may want to plan your coursework to complete your degree within the maximum time frame.

Reached Maximum Time Frame Status

Once you have completed all coursework required for your degree(s), you will be placed in 'Reached Maximum Time Frame' status. Note: You are NOT eligible for financial aid and will be required to personally pay for any additional coursework/charges to your student account. If you have been placed in 'Reached Maximum Time Frame' status, refer to the "Appeals" or "Re-Establishing" sections.

Incompletes

Incompletes do not count in the number of courses completed until the course is graded.

Incomplete grades must be converted to passing grades by the end of week two of the following term, after which time they are automatically converted to failing grades.

Course Repeats

Students may repeat courses, however, there is a limit to the number of times financial aid will pay for repeat courses. Students may receive Title IV aid for any repeat course as long as the student has never passed the course. Once a student has passed a course, the student may receive Title IV aid for only one retaking of that course. A student may not receive Title IV aid for any second or subsequent repeat of a passed course, and a second or subsequent repeat of a passed course may not be counted toward the student's enrollment status for Title IV purposes.

Repeat courses will be calculated in attempted term and completed credits. Once a student earns a passing grade in a course the repeated course grade replaces the prior grade.

Withdrawals

A student may withdraw from courses. A student who withdraws after the add/drop period will receive a W grade on their transcript for the dropped course(s) and withdrawn courses will count toward attempted credits. Withdrawals do not count towards the term or cumulative GPA.

Transfer Credits

NUNM accepts transfer credits from other institutions. Transfer credits that are accepted by the other institution count towards both attempted and cumulative earned credits. Transfer credits do not count towards term attempted credits.

Concurrently Enrolled Students

Concurrently enrolled students who fail to maintain SAP in one program will need to follow the SAP policies in place for their given situation. Students who fail to maintain SAP in one program and then decide to withdraw from that program may not find their SAP issues amended and will be subject to the decisions of the dean for their program of enrollment.

Not for Degree Credits and Audited Coursework

Courses that are not required for degree completion or audited courses are ineligible for aid.

Notification of Eligibility

The minimum progress standards will be checked after each term of enrollment (summer, fall, winter, and spring). If you do not meet the minimum requirements AND you have been placed in either 'Suspension' or 'Reached Maximum Time Frame' status, refer to the "Appeals" or "Re-Establishing" sections.

Appeals

If extenuating circumstances prevent you from meeting the requirements, you may file a Financial Aid Satisfactory Academic Progress (FSAP) Appeal. The appeal requires you to provide information and documentation of extenuating circumstances for specific terms of study. All requests for a FSAP appeal must be done in writing and submitted to the Director of Financial Aid within 10 days from the notice of suspension of aid eligibility. Financial aid appeals are NOT the same as academic appeals. Financial Aid Appeal forms are provided by the Financial Aid Office. Students are ineligible for financial aid while academically suspended from NUNM. Should the Director approve the Financial Aid SAP Appeal, the student will be placed in Financial Aid Probation.

Re-Establishing

If you do not appeal or your appeal is denied, you must enroll in the maximum number of credits required for your program of enrollment in order to demonstrate your ability to maintain satisfactory academic progress within the term you are attempting to reestablish your eligibility. You are personally responsible for paying for all charges incurred during this time. At the end of the term we will review your grades to determine whether you have successfully completed the necessary course requirements to regain your eligibility for federal financial aid.

Satisfactory Academic Progress Policy: Undergraduate Level

"Satisfactory Academic Progress" is defined as:

Meeting and maintaining the minimum grade point average requirements (2.00); and

Having a completion rate of 67% of courses attempted per term; and

Having less than the maximum of 1.5 times the number of credits required to graduate, i.e., students cannot enroll in more than a cumulative of 136 attempted credits; and

Multiple withdrawals from courses will impact a student's eligibility to make satisfactory academic progress.

Degree completion within the maximum length of study (defined as 1.5 times the length of the longest undergraduate program); and

Taking a minimum of 12 credits each term (excluding summer, unless applicable), unless on an approved deviated track.

Students are considered not making satisfactory academic progress who:

Earn a term GPA of less than 2.00 and have a cumulative GPA below 2.00, or

Earn a term GPA of less than 1.50

Undergraduate Financial Aid SAP is based on the following qualitative and quantitative measures:

Undergraduate Academic Standards

Qualitative Standards

Students are expected to pass all courses each quarter in order to stay in good standing for federal student aid programs. All credits attempted are included in the calculation when determining satisfactory academic progress (SAP), even if the attempted credit/course was not funded using Title IV Aid.

Grade Point Average: The qualitative measure requires that undergraduate students working towards a bachelor's degree or a second bachelor's degree maintain a minimum cumulative Grade Point Average (GPA) of 2.00. This includes grades attempted and/or transfer coursework accepted by NUNM.

Completion Rate: The quantitative measure requires that undergraduate students maintain a cumulative completion rate of 67% of the attempted coursework for all attempted credits and/or transfer hours accepted by NUNM. This percentage is determined by dividing the number of hours completed by the total number of hours attempted. Attempted hours are the total number of hours completed plus hours of "W", "I" and "F" (as well as repeated coursework).

Quantitative Standards

The quantitative component has two parts:

Required completion of courses

Maximum time frame

Completion of Coursework

Completion of coursework measures the rate of progress toward the degree, based on how many credits were completed out of all credits attempted. A successful attempt is defined as a course in which a passing grade is earned.

Students must complete their program(s) of enrollment within the published time frame. The maximum lengths of study depend on the degree being pursued. All credits attempted are included in the SAP calculation, even if the attempted credit/course was not funded using Title IV Aid.

Maximum Time Frame to Complete Academic Program

Students must complete their degree program within 150% of the average length of their program. Undergraduate degree programs require that the attempted credit hours are no more than the degree requirements to complete the program. For example, to obtain a bachelor's degree at NUNM, the maximum is typically 91 credit hours, including all attempted credits and/or transfer coursework. Once a maximum has been met or slightly surpassed, they will receive notification from the Financial Aid Office that their aid eligibility is on hold. Student financial aid holds can only be resolved through the Director of Financial Aid, see the Appeals and Re-establishing section below. Students contemplating degree plan changes should consider the ability to complete a new degree within the required time frame.

Students are considered not making satisfactory academic progress who:

Earn a term GPA of less than 2.00 and have a cumulative GPA below 2.00, or

Earn a term GPA of less than 1.50

Undergraduate Academic Standing

Academic standing and credit completion are monitored for all students at the end of each term (including summer) by the Registrar's Office, which will notify the student and the Center for Academic Success when

the student is not making SAP. Students who do not meet the minimum standards will find their financial aid eligibility in jeopardy.

The Registrar's Office monitors student GPAs (both term and cumulative) for academic standing and credit completion at the end of each term (including summer) to determine sufficient progress toward degree completion. The Financial Aid Office will notify the student when the student is not making satisfactory academic progress. Using the qualitative and quantitative measures of progress, a student may be placed in one of the following SAP statuses:

Academic Warning

Academic warning status occurs when a student earns a letter grade of "D" or less in an individual course. A student may still be considered to be in good academic standing if their cumulative GPA is at or above 2.00. A letter grade of "D" is identified as a concern of potential academic problems. While on a warning status, a student is expected to meet with an academic advisor to develop a plan to address the concern.

Academic Probation

Students are placed on academic probation when they:

Earn a term GPA of below 2.00 and have a cumulative GPA below 2.00; or

Earns a term GPA of less than 1.50 and has a cumulative GPA of 2.00 or greater

Earning of one "F" grade in a term

When placed on academic probation, a student must meet with an academic advisor in the Center for Academic Success to sign an academic contract within one week of notification. The academic contract will identify needed resources, including but not limited to remedial work, additional coursework, tutoring, or repeating course(s); and requires that the student improve their GPA and not fail any other courses during the probationary period.

Students who fail to complete an academic contract will be withdrawn from any courses in which they are currently enrolled. Students are advised to meet with their university advisor(s) to discuss strategies for successful completion of their program.

Students are removed from academic probation once they have earned a minimum term GPA of 2.25 and have a cumulative GPA of 2.00; and the terms of the academic contract are met.

Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. See the Criteria for Continued Student Eligibility for Financial Aid SAP policies in the catalog. Students who fail to complete an academic contract within one week may be withdrawn from any courses in which they are currently enrolled and/or placed on registration hold.

A student who does not meet the criteria to be removed from the current level of standing, and who does not escalate to the next level of standing, will continue on in the current standing and be subject to the same requirements.

While on academic probation, if a student receives an additional term GPA of less than 2.00 they will be placed on 'Suspension' status.

Academic Suspension

Students are placed on academic suspension when they:

Earn a term GPA below 1.50 and a cumulative GPA below 1.75; or

Earn two or more failing grades "F"

Academic suspension occurs when a student is ineligible to enroll at the university for a specified period of time. Suspended status is noted on the student's official transcript.

A student has the right to appeal an academic suspension to the Academic Review and Appeals Committee, as outlined in the student handbook.

Students who fail to meet the grade point average requirements or the completion rate, or enroll in more than 1.5 times the number of credits required for a degree program, will be placed in Warning, Probation, or Suspension status for the following quarter. Students will be notified via email of their status.

Incompletes

Incompletes do not count in the number of courses completed until the course is graded.

Incomplete grades must be converted to passing grades by the end of week two of the following term, after which time they are automatically converted to failing grades.

Course Repeats

Students may repeat courses, however, there is a limit to the number of times financial aid will pay for repeat courses. Students may receive Title IV aid for any repeat course as long as the student has never passed the course. Once a student has passed a course, the student may receive Title IV aid for only one retaking of that course. A student may not receive Title IV aid for any second or subsequent repeat of a passed course, and a second or subsequent repeat of a passed course may not be counted toward the student's enrollment status for Title IV purposes.

Repeat courses will be calculated in attempted term and completed credits. Once a student earns a passing grade in a course the repeated course grade replaces the prior grade.

Withdrawals

A student may withdraw from courses. A student who withdraws after the add/drop period will receive a W grade on their transcript for the dropped course(s) and withdrawn courses will count toward attempted credits. Withdrawals do not count towards the term or cumulative GPA.

Transfer Credits

NUNM accepts transfer credits from other institutions. Transfer credits that are accepted by the other institution count towards both attempted and cumulative earned credits. Transfer credits do not count towards term attempted credits.

Appeals

The Financial Aid Appeals Committee will consider Appeals based on the following reasons:

Personal illness or serious injury supported by hospital records, insurance explanation of benefits, receipt of doctors' visits, etc.

Serious illness or injury of an immediate family member supported by hospital records, insurance explanation of benefits, receipt of doctors' visits, etc.

Other extenuating circumstances with supporting documentation.

Financial Aid Appeal, Academic Plan, and Personal Statement form(s) are available by from the NUNM Financial Aid Office.

The completed Financial Aid Satisfactory Academic Progress Appeal, Academic Plan, and Personal Statement forms should be submitted to the NUNM Financial Aid Office. The Financial Aid Appeals Committee will review only complete Appeals and will deny any Appeals submitted without supporting documentation.

The Financial Aid Appeals Committee will establish and publish deadline dates each quarter for the submission of Appeals, although the latest an Appeal will be accepted for consideration for the current quarter is the official record date. Appeals received after this date will be reviewed at the discretion of the Financial Aid Appeals Committee. The decision of the Financial Aid Appeals Committee is final. Students will be notified via email regarding the outcome of their appeal.

Students on Financial Aid Suspension, who are meeting academic standing, may continue their coursework at NUNM; however, payment for those courses must be made by the student without financial aid. Students may reestablish financial aid eligibility by regaining GOOD standing based on the Undergraduate Financial Aid Satisfactory Academic Progress standards:

A minimum Cumulative Grade Point Average (GPA) of 2.000

A minimum Completion Rate of 67%

On schedule to complete current program of study within the 150% of the maximum number of hours required for graduation. (136 credits are equal to 1.5 times the minimum number of credits required for a degree program. Multiple withdrawals of courses will impact a student's eligibility to make satisfactory academic progress).

Re-Establishing

If you do not appeal or your appeal is denied, you must enroll in the maximum number of credits required for your program of enrollment in order to demonstrate your ability to maintain satisfactory academic progress within the term you are attempting to reestablish your eligibility. You are personally responsible for paying for all charges incurred during this time. Students may re-establish financial aid eligibility by regaining good standing based on the Undergraduate Satisfactory Academic Progress standards:

A minimum cumulative GPA of 2.00

A minimum completion rate of 67%

On schedule to complete current program of study within 150% of the maximum number of hours required for graduation. (Note: 136 credits are equal to 1.5 times the minimum number of credits required for a degree program. Multiple withdrawals of courses will impact a student's eligibility to make SAP).

Financial Aid Policy and Drug-Related Convictions

Drug convictions no longer affect federal student aid eligibility. When you complete the FAFSA form, you will be asked whether you had a drug conviction for an offense that occurred while you were receiving federal student aid. If the answer is yes, you will be provided a worksheet. Please do answer the questions on the worksheet; however, your answers won't affect your federal student aid eligibility.

Academic Policies

Registration

The Office of the Registrar will notify students regarding registration details. All continuing students will be registered for the upcoming academic year by the end of spring quarter.

Students may attend only the specific course sections for which they are registered. Non-adherence to this policy will result in no credit for the course. Students will not be registered for courses, labs or clinic shifts that occur at overlapping times. Credit will be earned for only one course during any given segment of time. All changes in courses and sections must be made through the Office of the Registrar.

Students cannot register for elective courses that overlap with core classes, including travel courses, unless preapproved by the appropriate school/college deans(s). Students must submit a "Petition to Overlap Classes" form for the dean's approval prior to registration.

Students who wish to register for less than the full-time curriculum must petition to the Center for Academic Success (see the Deviation Policy).

No student may add or begin classes after the end of the second week of any quarter unless the class does not begin until after the end of the second week.

Eligibility to Register

Matriculated degree-seeking students are eligible to register for NUNM courses. Students who have matriculated into a degree program and have taken a leave from the program may not take core/required program courses as a non-degree student; elective courses are permitted.

A non-degree seeking student is someone who has not matriculated into a degree program at NUNM. Non-degree seeking students must complete a "Non-Degree Seeking" application, which is available through the Office of Admissions. Once approved, the non-degree student must obtain signatures from the faculty member and dean of the academic program, as well as meet the prerequisites for the course. Approval is based upon space availability and meeting prerequisite requirements.

Graduates of accredited NUNM programs may apply for entry into certificate programs offered at NUNM, provided they meet the specific requirements.

Practitioners seeking continuing education units (CEUs) should contact the Office of Advancement.

Credit Hour Policy

NUNM is on a quarter system (defined as 12 weeks in fall/winter/spring and 11 weeks in summer) and credits are awarded based upon hours of instruction. Credits for coursework are awarded according to the following:

1 lecture credit = 12 hours instruction per quarter + 24 hours per quarter outside of class time

1 laboratory credit = 24 hours instruction per quarter + 12 hours per quarter outside of class time

1 clinical credit = 24 hours instruction per quarter + 12 hours per quarter outside of class time

1 tutorial credit = 12 hours of instruction per quarter + 24 hours per quarter outside of class time

Credit hours will not be adjusted if individual students utilize more or less study time as listed above; students will be held responsible for knowing all material. Students who feel they require additional study time should seek resources from the Center for Academic Success.

Elective Credits

Each program has a number of elective credits required to graduate. The number of elective credits will vary based on the degree program and credits transferred toward the degree.

Master and doctoral students may take elective credit from any NUNM graduate-level degree program as long as they meet the prerequisites. Core classes within a different program may only be taken with approved Course Substitution forms.

Undergraduate students may take any elective course in the undergraduate programs and cross-listed courses in graduate programs as long as they meet the prerequisites and there is room for them in the course. In addition, undergraduate students can take core courses in other undergraduate programs for elective credit according to their major requirements.

Concurrently enrolled students (students enrolled in more than one degree program) may not apply required/core classes to fulfill any elective requirements. Additionally, Title IV funds can only be awarded to the program with the highest elective credits required as these elective credits will fulfill the graduation requirements for both programs (.. students in ND/CCM would have title IV funding for 16 required elective credits).

These policies follow the Department of Education's policies and regulations that mandate that federal financial aid may only be awarded for courses that count toward a students degree.

Challenge Examinations – Graduate Level Only

NUNM policy allows an individual to challenge by examination the content of a required course. Applicants who have been accepted may request to challenge a course prior to matriculation. This option is only available to students who have appropriately documented prior graduate coursework and there is a question as to whether or not the information covered sufficiently meets NUNM requirements. Transfer credit policies and course descriptions are outlined in the university catalog. There must be a difference in hours between a transfer course and the university's course and/or a question of equivalency of material covered in order for a challenge exam to be given. After the challenge exam has been administered, the grade is recorded and the student is notified of the results. If the student fails the exam, they must register for the course and pay the appropriate tuition.

To be considered for a challenge exam, the student must:

Complete transfer credit review during the admissions process to identify which courses may be eligible for challenge. Students who are applying for transfer credit reviews must sign the "NUNM Transfer of Credit Agreement" form upon admission to the university. Transfer credits will not be considered after matriculation.

Submit a "Transfer/Challenge Exam" form (obtained from the registrar) to the dean of the academic program and the instructor (for which the challenge exam is related) for approval. Once permission is obtained, the dean (or designee) will facilitate arrangements for the student to take the challenge exam.

Pay the appropriate fees and submit an "Exam" form, available from the program's academic coordinator, to the instructor before taking the exam. See the Financial Policies section for information on fees.

Take the challenge exam prior to the offering of the course that is being challenged; the exam must be taken, graded, and the grade submitted to the registrar no fewer than two weeks prior to the start of the quarter in which the course is offered.

The following statement is for veteran students inquiring about prior credit: Any veteran receiving veteran education benefits while attending NUNM is required to obtain transcripts from all previously attended schools and submit them to the VA school official (located in the Registrar's Office) for review of prior credit.

Auditing

Students may audit a lecture course, space allowing, if they have met the prerequisites, obtained consent from the instructor and program dean, and have registered for the course. Students must have also met elective requirements for their current enrolled program. The course will appear on the student's official transcript as an audit, even though auditing means that a student will not be evaluated or receive credit. Classes taken as an audit must be declared by the end of the second week of the quarter. Audited courses are not eligible for challenge exams. See the Financial Policies in the catalog for fees.

Returning Students for Auditing or Educational Enhancement

1. Less Than One Year Since Graduation:

a. Account Access: Students returning for audit, educational enhancement or other affiliated NUNM programs within one year of graduation will be treated as current students (consistent with those returning from an LOA). Full account access will be granted or restored. Timeline for access to be determined by the dean based on the audited material to be covered.

2. Over One Year Since Graduation:

a. Reapplication: Students returning for audit, educational enhancement or other affiliated NUNM programs more than one year after graduation must reapply to NUNM through the non-degree seeking program.

3. Alumni Access to NPLEX Study Materials

a. In cases where an alumni is returning to NUNM to specifically access NPLEX study materials housed in Canvas LMS, this student will not need to reapply as a non-degree seeking student even if it has been over

a year since graduation. This student will be given temporary account access to their nunm.edu email in order to access required Canvas pages and will be enrolled manually.

Attendance and Participation

NUNM fosters a rigorous and engaging academic educational environment. Students are encouraged to attend all classes, tutorials and labs. Students are responsible for learning the content from any classes that they miss. Due to the nature of practicals classes (e.g., tutorials, labs, etc.), attendance, preparation and active participation are imperative and cannot be made up. NUNM expects a minimum attendance of 80% for all courses.

Each syllabus will define the course attendance requirements and will stipulate the number of permitted class absences. Students absent more than the permitted number may be subject to a reduced grade or failure of the course. Faculty may take into account the level of participation and habitual tardiness when calculating a course grade. Students are responsible for being aware of, and for meeting, their faculty's attendance expectations, which are detailed in each course syllabus.

Students who believe they have a disability that inhibits their attendance and participation in class or clinic are encouraged to contact the Center for Academic Success to discuss potential accommodations.

Student Identification Policy

Prior to beginning any program or course, students are assigned a unique ID in the student information system. A unique single sign-on username and password that allows access to key NUNM information systems including the learning management system (LMS) is assigned to each student. The User Identification and Password Policy prohibits students from sharing their password. Students participate in academic coursework in the LMS using their unique login credentials.

Grading and Promotion

NUNM maintains high standards of scholarship and recognizes its responsibility to provide each student the best opportunity to complete their program(s) successfully. At the beginning of each course, the instructor is required to define clearly for class members the objectives of the course and the standards and methods by which student achievement will be measured. Students are responsible for regularly checking their grades online in Canvas and their final grades in Core Campus.

Courses that are graded using the "P/F" grading system are not included in a student's GPA.

For students enrolled in any program, at the end of each quarter, each student's course performance is reported to the registrar using the following letter grading system. A student's grade-point average will be calculated using the following chart:

Grade	Percentage	Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 or less	0.0
W/WF	N/A	Not calculated

A (SUPERIOR PERFORMANCE): passing

B (SATISFACTORY PERFORMANCE): passing

C (MARGINAL PERFORMANCE): passing

D (UNSATISFACTORY PERFORMANCE): not passing for graduate-level courses, passing for undergraduate

F (FAILURE): not passing, permanent grade

FR (FAIL REMEDIATE): marginal performance (temporary grade). (Not available in the School of Undergraduate and Graduate Studies.)

P (PASS): satisfactory performance; equivalent to "B" or "C"

H (HONORS): superior performance; equivalent to "A"; not available for all courses and only for those who started before 2015

W (WITHDRAWAL): student withdrew from course

WF (WITHDRAWAL, FAILING): student withdrew from course while failing

I (INCOMPLETE): course requirements not yet completed, due only to serious illness or bereavement (temporary grade)

T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation

AU (AUDIT)

IP (IN PROGRESS)

R (REMEDIATION REQUIRED): marginal performance (temporary grade) – ND and CCM programs only

RP (REMEDIATED PASS): grade given for a passed medical clinic rotation, but with required skills remediation – ND and CCM programs only

RC (REMEDIATED C): pass remediation exam – ND and CCM programs only

CMP (COMPLETE): used for courses that are not graded, but attendance is required and a specified number of hours need to be completed, such as preceptor hours

NC (NOT COMPLETED): hour requirement or attendance not met

Grade of "R/FR" – ND/CCM only

"R" (remediation required) or "FR" (fail remediate) is a temporary grade. Students who fail a course may receive an "R/FR" grade rather than an "F" (fail) if they meet the criteria and have the opportunity to take a remediation exam to pass the course.

"R" grades are converted to either an "RC" (remediated "C") if the remediation exam is passed or a "D/F" if the remediation exam is failed. "FR" grades are converted to either an "RP" (remediated pass) or "F." A grade of "R" or "FR" cannot be converted to a "P" or "H" grade. Grades of "R/FR" are not eligible for grade appeals.

An "R/FR" grade that has not been remediated by the end of the second week of the following term (e.g., a spring term course should be remediated by the end of the second week of summer term) will automatically be converted to an "F."

Grade of "RC/RP" – ND/CCM only

Students who pass the remediation exam will earn a permanent grade of "RC (remediated "C")/RP (remediated pass)."

Clinical Rotations and "RP" Grades – ND/CCM only

ND: A permanent grade of "RP" will be given when an ND student passes a clinical rotation, but is required to attend and pass a clinical skills enhancement course the following term to attain an adequate level of clinical proficiency. A permanent grade of "F" will be given if the student receives a non-passing grade in the clinical skills enhancement course.

CCM: Grades of "RP" are given when a supervisor believes a clinical weakness exists and has not been adequately improved upon by the end of the rotation. The CCM student will be required to remediate with either the dean or the supervisor in order to attain an adequate level of clinical proficiency.

Grade of "D/F" – Graduate Level

For graduate-level students, a letter grade of "D" or "F" is considered a failing grade. A failing grade in a required course (including clinical rotations) requires the student to repeat the course/clinic rotation the next time it is offered, usually the next year. If it is an elective course that is failed, the student is not required to retake it—however, the student is strongly encouraged to do so as they will remain on probation and/or can trigger an academic suspension if further courses are failed. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the current per-credit rate. Any naturopathic student failing a clinical rotation will be required to register for and attend skills-building.

Grades received in repeated courses replace the grade originally obtained and are used to recalculate cumulative grade point average.

Grade of "F" – Undergraduate Level

When an undergraduate-level student receives a failing grade, the course must be repeated the next time it is offered, usually the next year. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the current per-credit rate.

Grades received in repeated courses replace the grade originally obtained and are used to recalculate cumulative grade point average.

Grade of "I"

When a student cannot complete a course in the term in which it begins, an incomplete ("I") grade may be considered. The granting of an "I" grade is at the discretion of the faculty member and used in exceptional circumstances. Faculty may consider the grade of "I" petition when the following criteria have been met:

The student has satisfactorily completed a minimum of 80% of the course requirements; and

The student is passing the course; and

The student is unable to complete the course during the term the course is offered.

While these criteria must be met to consider an "I" grade, their fulfillment does not entitle students to receive an incomplete grade. The instructor of a course has the final decision regarding appropriate awarding of an "I" grade and may make exceptions to the above criteria.

To request an incomplete grade, the student is responsible for contacting the faculty of the course (ND students should contact the course director for that block) to discuss the circumstances around why the student is unable to complete the course during the term the course is offered. If approved, the student is responsible for submitting to the Registrar's Office an approved "Grade of Incomplete Petition" form, which can be obtained from the Registrar's Office or the Center for Academic Success. To complete the form, a student must:

Meet with the faculty member to complete the form and discuss the remaining course assignments to be submitted to change the incomplete grade; and

Use the supplemental worksheet attached to the "Grade of Incomplete Petition" form to create a timeline for completion of course requirements; and

Return the completed petition form to the Registrar's Office.

A grade of incomplete should be completed within the first two weeks of the next term in which the student is enrolled, with an extension of no more than two quarters. Failure to complete the required course work by the timeline on the contract will result in a failing grade.

When the student completes the work required to change the "I" grade, the faculty member will submit the "Grade Change" form to the Registrar's Office.

If a grade of "I" extends beyond two quarters due to ongoing circumstances, the student may be required to take a leave of absence and will be allowed to complete the course material upon return from leave. Students who apply for a leave of absence and have not completed 80% of the coursework will receive a grade of "W" for the class, and will need to repeat it upon return from leave. A withdrawal will affect the student's ability to continue in certain course sequences in subsequent quarters. Multiple "I" grades in one quarter may result in the inability to petition for incomplete grades the subsequent quarter.

A student requesting a grade of "I" in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of "I" is resolved or complete a petition to deviate (refer to the

deviation policy in the student handbook). Registration may be denied for a student's final professional field experience (e.g., fieldwork, internship, capstone, etc.) if an "I" grade has not been resolved.

Incomplete grades are not included when calculating GPA or total credits completed; however, "I" grades may affect a student's satisfactory academic progress. Students requesting "I" grades should meet with the Office of Financial Aid to examine the effects on their financial aid award.

An incomplete will not be awarded when a student is failing a course for the purpose of giving additional time to complete late assignments. Any student who is failing a course after week eight (8) is not eligible to request an "I."

Students who believe they have a disability in class or clinic are encouraged to contact the Center for Academic Success to discuss potential accommodations.

Grade of "I" – Graduate-Level Clinical Rotations

A grade of "I" will be given to students who are passing a clinical rotation but have missed up to two shifts (8 - 10 hours) during an 11- or 12-week term. Students must make up any missed shifts by the end of the following term in order to convert an "I" grade to a "P." If missed shifts are not made up by the deadline, an "I" grade will convert to an "F." See the student handbook for more detail.

Students who believe they have a disability in class or clinic are encouraged to contact the Center for Academic Success to discuss potential accommodations.

Grade of "CMP"

This grade (complete) is used for courses that the student is required to attend, but no evaluation is given. Examples of such courses include, but may not be limited to, ND preceptorships, community education or new student orientation, for which the student is required to complete a certain number of hours.

Grade of "IP"

This grade designates a course is in progress; temporary grade. Once the faculty member submits the grades, the "IP" grade will be changed to the appropriate rating.

Grade of "W"

"W" (withdrawal) is a grade used to indicate that a student has withdrawn from a course. A "W" is recorded on a student's transcript but not included in GPA calculation. A "W" grade is, however, considered part of the courses attempted calculation as per the satisfactory academic progress policy.

Remediation – ND and CCM

Students who receive an "R/FR" are eligible to sit for remediation exams and/or projects. All remediation exams and/or projects must be completed and grade changes submitted to the Registrar's Office by the end of week two of the following term (spring term grades have until week three of summer term). For students

who receive an "R/FR" grade in spring quarter and have already made verifiable travel plans that interfere with this remediation schedule, they may, with the approval of their program's dean, be allowed to complete the remediation by the last week of the summer term.

ND Program

ND students who earn a 67-69% ("D" range or "R/FR" grade) in lecture courses are eligible to remediate a final exam. Labs and tutorial courses may offer remediation exams at instructor discretion, based on the course material and the feasibility of offering a remediation exam. An "R" grade will be recorded on their transcript until a remediation exam has been taken and a permanent grade is entered into Core Campus. In order to have the "R" grade as an option, faculty must include it in their syllabus.

CCM Programs

CCM students who earn a 60-69% ("D" range) for their final grade may be eligible to remediate a final exam if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. An "R" or "FR" grade will be recorded on their transcript until a remediation exam has been taken and a permanent grade is entered into Core Campus. In order to have the "R" or "FR" grade as an option, faculty must include it in their syllabus.

Clinical Remediation

Students who require extra support in meeting minimal levels of clinical competency are counseled and referred for additional instruction by their clinical supervisors or the school/college dean.

ND Clinical Skills Enhancement Tutorial

Clinical skills enhancement courses are generally scheduled over a nine-week period of time; students may be referred to this course at any point during the term. The clinical skills enhancement instructor carefully assesses each student's abilities and works with them directly throughout the duration of the course. At the end of the course, the instructor reassesses the student's abilities and determines if the student should continue with the course.

ND Objective Structured Clinical Examination (OSCE) Tutorial

An ND student who fails an OSCE exam twice will be referred to an OSCE skills tutorial for three sessions, and a failing grade will be recorded on their transcript. Upon successful completion of the OSCE tutorial, the student must then register to retake the OSCE exam.

Any student who fails an OSCE exam three times will be placed on academic suspension.

CCM Clinical Skills Remediation

Clinical evaluations of CCM student performance are done during week six (6) of the term to provide feedback and identify areas of weakness, including those that must be remediated before the end of term in order for the student to pass the clinic rotation. The clinical supervisor, in collaboration with the CCM

dean, can assign remediation work, which can include attendance at weekly clinical skills tutorial labs run by a designated instructor.

CCM Clinical Entrance Examination

All CCM students take a practical point location examination at the beginning of the winter quarter prior to starting their internship year. Students failing this examination are given the opportunity to remediate this exam later in the same term. If the student fails the remediation exam, they must enroll in the Advanced Point Location course in the spring quarter.

CCM students also take a written clinic entrance examination during the first half of the spring term prior to becoming an intern. The written examination covers the foundational course material needed to assume responsibility for direct patient care. Students who fail this examination are given the opportunity to remediate the exam later in the same term. A remediation fee is applied. Should a student fail the written examination for a second time, their entrance into the clinic is delayed for a term, during which the student will have time to address weak areas. Another written exam will be given toward the end of this term.

Grade Appeals

Students have the right to appeal a failing grade if they perceive that there has been an error in the grading procedure, or if there is a perceived lack of clarity about the faculty member's expectation for passing a course. The appeal must be made within two weeks of receipt of the grade.

A student may request a review of a grade given in an exam or a final grade for a course only in the following manner:

A written request by the student, for a review of the grade, must be submitted to the faculty member. This appeal must be within two weeks of the posted grade.

The faculty member will advise the student in writing of the decision within seven days of receipt of the request.

The student may appeal the faculty member's decision in writing via a "Grade Appeal" form. The completed appeal form will be submitted to the registrar. This appeal must be made within seven days of the faculty member's written notice to the student regarding the decision. The written appeal to the registrar must be accompanied by appropriate written documentation as to why the student feels the grade is in error, and what the outcome was of the discussion and appeal with the faculty member. The registrar will forward the appeal to the Academic Appeal and Review Committee (ARAC). ARAC will review the documentation, may have a discussion with the faculty member, and issue a decision to the appropriate academic dean(s) or designee. The decision from ARAC may include upholding the grade as submitted or requiring the student to remediate an exam. ARAC may not recommend a passing grade to be substituted in place of a failing grade. The student and faculty member will be notified in writing of the final decision. The decision is final and may not be appealed to higher authority.

ND OSCE Exam Appeals

ND students who have a non-passing first OSCE exam result may not appeal, since a failing grade is not given until the second exam attempt is unsuccessful.

A failed second attempt OSCE exam grade appeal must be submitted to the dean of the College of Naturopathic Medicine within two weeks of the posted grade, and will be referred to the Clinic Promotions Committee for review. The committee will notify the student in writing of the decision within 14 days of receipt of the request.

Academic Advising

The Center for Academic Success administers academic advising for all students. Students who are pursuing any track other than the standard published tracks must confer with the Center for Academic Success to ensure all requirements are met. Students who are not making satisfactory academic progress are required to meet with the Center for Academic Success.

The Center for Academic Success is responsible for advising students on the following:

Academic probation (meet with all students on academic probation)

Changing tracks (four- to five-year, etc.)

Leave of absences or withdrawing from a program

Questions regarding concurrent track options

Assistance with the grade appeals process

General questions regarding academic progress and success

Satisfactory Academic Progress

The Academic Progress Committee meets each academic term to determine students' academic progress.

Financial aid recipients who fail to make satisfactory academic progress in any term will be subject to the terms and conditions outlined in the Financial Aid Satisfactory Academic Progress Policies in place for that office (see criteria for Continued Student Eligibility in the student handbook). These policies are separate from the institution's satisfactory academic progress policies.

If a student is not making satisfactory academic progress during a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the school/college dean and/or the Center for Academic Success. This may include, but is not limited to, classroom attendance, performance on examinations, as well as any other factors that may impact the student's success in the course.

Students who have "reached maximum timeframe status," as outlined in the Academic Progress section of the catalog, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

For more information on Satisfactory Academic Progress, please visit the Financial Aid Section of the Catalog .

Maintaining Active Enrollment for Satisfactory Academic Progress

To maintain an active enrolled student status, a minimum enrollment of one credit is required. Any student who does not enroll in a minimum of one credit each quarter will be considered withdrawn and must reapply, and will be subject to the graduation requirements in the catalog specific to the year of reapplication (this does not apply to standard summer breaks).

For more information on Satisfactory Academic Progress, please visit the Financial Aid Section of the Catalog .

Academic Review and Appeals Committee

Meetings of the Academic Review and Appeals Committee (ARAC) are not legal proceedings, but are an institutional process with a degree-program specific outcome. The committee is composed of three faculty members (appointed each year by program deans), dean of students, and chaired by the registrar (who convenes the meetings). ARAC reviews grade appeal petitions (see Grade Appeal Policy) as well as appeals from suspended students.

A suspended student will have three business days, from the date of the sanction notification, to submit an intention to appeal to the registrar/ARAC chair. The student then has seven calendar days to submit the written appeal and supporting documentation to the registrar/ARAC chair.

An appeal should include the following materials if applicable:

Letter explaining any extenuating circumstances (including but not limited to health issues, death of family member, etc.)

Unofficial NUNM transcript

Copies of exams and /or quiz scores

Copies of emails between student and instructor if relevant

Copy of syllabi for failed courses

Written plan for what you will do differently to succeed

Essential elements reviewed by ARAC during student hearings include, but are not limited to:

Student progress in courses

Failure of courses, clinic shifts or OSCE/entrance/exit exams if applicable

Failure to maintain minimum level GPA

Failure to complete an academic contract in a timely manner

Failure to comply with the terms of an academic contract

Failure to follow approved and/or published curriculum layout

Failure to make satisfactory progress in a required capstone or research project

The committee will review the appeal and make a decision. The decision may be, but not limited to, any of the following regarding the student's change of status:

The ability to continue in the program under academic probation status

If concurrent degree, suspension from one program

Requirement of personal counseling or support for the conduct in question

Develop and sign a revised academic contract with the Center for Academic Success that outlines a timeline for resolving GPA concerns. This may include additional restrictions on new coursework undertaken by the student until the probation status is lifted.

Suspension from NUNM

A student who is academically suspended a second time will be expelled from NUNM, and will forfeit the opportunity to enroll at NUNM. See the student handbook for expulsion details.

Appeal of Academic Suspension

A student may appeal the decision of ARAC. Students suspended will have three business days from the date of the sanction notification to submit an intention to appeal to the appropriate program dean. The student then has seven calendar days to submit the written appeal and supporting documentation to the dean.

The program dean (or designee) will respond to the written appeal with a final decision within 10 business days, not including weekends and published holidays that the university is closed, based on assessment of the information presented by the committee, the student, and a review of the investigation process and procedure. In an unusual circumstance, the program dean (or designee) may request an extension beyond the 10 business days to the associate Chief Academic Officer if there is additional information that must be taken under consideration. The program dean (or designee) will notify the student with an approximate decision date if it appears that the appeal will take longer than 10 business days. An appeal must contain the basis for the appeal limited to one or more of the following issues:

Failure of the Academic Review and Appeals Committee (ARAC) to follow the procedures set forth in the policy on unsatisfactory academic progress

The sanction is grossly out of proportion/alignment with the offense

Information relevant to the decision that was not available to the committee for consideration at the time of the hearing

The program dean (or designee) may elect to uphold the decision of ARAC; reverse the decision; request a different resolution; or refer the case back to ARAC if there is new information that was previously not available to ARAC for consideration. The program dean's (or designee's) decision is final and no further appeals are available.

Honor Council

The Honor Council is a standing committee composed of faculty, residents, students and staff representatives. A minimum of one faculty member (including residents), one student representative, and one staff member is considered a quorum for an Honor Council hearing board. Hearing board members

will be pulled from the members of the standing committee. The committee meets monthly when necessary to review written complaints and performance reports referred to them from the dean of students that reflect failure of a student to maintain behavioral standards according to the Honor Code and Code of Conduct. Behavior standards include, but are not limited to, honesty, respect, interpersonal skills, deportment and demeanor, learning skills, professional behavior, and communication skills. The committee reviews reports that may be submitted by faculty, staff or students. The Honor Council, depending on the nature and severity of the report, may request the dean of students to conduct a formal Code of Conduct investigation. The committee does not accept anonymous reports.

After reviewing all information, the committee will schedule a meeting with the student to discuss reported problems. The committee makes recommendations to the dean of students, who then makes the final determination and notifies the student, in writing, of the outcome. The dean of students reviews all reports submitted for Honor Council review, and on occasion, may choose to expedite the process and make a determination without submitting the information to the Honor Council for review. If the Honor Council determines that the frequency of reports, an accumulation of non-academic violations, or the seriousness of a report demonstrates a problem, they may recommend a more severe sanction such as probation, suspension or expulsion, which may interfere with a student's ability to complete their academic program. Thereafter, any reports forwarded to the Honor Council may serve as a basis for the committee to recommend suspension. Meetings of the Honor Council are not legal proceedings. No attorneys may be present at any meeting of the committee. A student may bring a faculty member or a member of the Office of Student Life as an advisor or advocate. Advisors sole purpose during the investigative process is supportive in nature. Advisors are not allowed to speak or otherwise participate in the proceeding or participate in the investigation.

After reviewing a student file, the committee may recommend disciplinary sanctions that include, but are not limited to, any of the following sanctions to the dean of students:

The student is found not in violation. No further action is required.

A letter of reprimand or warning outlining policy, with a reminder to adhere to the policy or procedure.

Referral for required areas of deficiency and remedial work may be required. This may include, but is not limited to, counseling, tutoring, meeting with an advisor or mentor, repeated course work, or restricted enrollment in certain courses.

Restitution

Community service or educational programming

Disciplinary probation for behavioral reasons. The student does not currently demonstrate the appropriate behaviors, attitudes, skills or knowledge required for the program. A student placed on disciplinary probation for behavioral reasons may be required to perform remedial work, which may alter their course of study. In this case, any additional reports forwarded to the committee showing concern may result in suspension from the program.

A recommendation for suspension or expulsion from NUNM.

The committee may provide any additional recommendation it believes is suitable to address the issue at hand.

Reports and letters outlining decisions made by the Honor Council and/or dean of students are maintained in the student's file in the Offices of Student Life, Registrar, and with the school/college dean. Honor Code reports do not affect a student's academic record unless the outcome is suspension or expulsion from NUNM. Copies of reports and letters are maintained in compliance with NUNM's Record Retention Policy.

Patient Safety Monitoring Board

The purpose of the Patient Safety Monitoring Board (PSMB) is to apply a systematic, objective review process to adverse clinical events, and to provide formative feedback about clinical policies, procedures and educational practices with the goal of improving patient care and clinical quality. The PSMB serves as a subcommittee of the Honor Council. Once a student has been referred to the Honor Council for a clinical violation, the PSMB conducts a root cause analysis using the fishbone/cause and effect method to audit NUNM systems. The information is presented to the Honor Council, which deliberates as to whether there was a patient safety issue, as well as makes recommendations for the prevention of future similar problems.

Appeal of Conduct Decision; Suspension or Expulsion

Students have the right to appeal a suspension or expulsion from NUNM for Honor Code or Code of Conduct violations. Violations of a lesser nature may not be appealed. No adverse action will be taken against a student for registering an appeal in accordance with these policies. Within three business days from the date disciplinary action was levied against the student by the dean of students, the student must notify the chief academic officer (or designee) of intention to appeal. The student will then have seven calendar days to complete and submit to the chief academic officer (or designee) a written request for review. The chief academic officer (or designee) will respond with a final decision within 10 business days, not including weekends or published holidays, based on assessment of the information provided by the dean of students and the investigation of procedure, or refer the appeal to the Student Appeals Committee. In the unforeseen event the chief academic officer (or designee) needs additional time in reviewing the evidence, the chief academic officer (or designee) will notify the student in writing of the deadline extension.

The request must include the following:

Name, address (to which appeal information should be mailed) and phone number;

Description, date(s) and place(s) of alleged act(s);

Date, and by whom, discipline was levied;

Disciplinary penalty assigned and circumstances which the chief academic officer (or designee) feels merit review based on one or more of the following:

Failure of the dean of students or the Honor Council to follow the procedures set forth in the policy in the student handbook

The sanction is grossly out of proportion/alignment with the offense

Information relevant to the decision that was not available to the committee for consideration at the time of the hearing. Failure to appear at an Honor Council or administrative meeting is not grounds for an appeal without an approved excused absence.

Objective of the appeal, i.e., reduction of the sanction, severity, or change in the case decision;

Signature and date.

The chief academic officer (or designee) may elect to uphold the decision of the dean, reverse the decision, or request a different resolution.

Examinations and Completion of Assignments

Students are required to complete all examinations and assignments on schedule. An unapproved absence from an examination will generally be granted a grade of zero. Please note that NUNM does not accommodate a student's desire to take final examinations early due to travel arrangements or other reasons that are not outside of reasonable control.

Students who miss an examination for reasons outside reasonable control must contact the instructor (ND students contact the course director) in charge of the course within 24 hours. The faculty/course director may approve or deny this request. If approved, students will provide documentation of the approval to the Center for Academic Success when scheduling any make-up exams. There may be associated costs with make-up examinations. Students whose applications are denied will not be allowed to take a make-up examination—which may result in failure of the course.

Students whose missed examination applications are denied may submit an appeal to their school/college dean (or designee) along with supporting documentation. The dean (or designee) may grant or deny this appeal at their discretion. If the appeal is granted, the student will be required to make up an equivalent examination. This examination will be equivalent in content but may be different in structure and style than the originally scheduled examination.

Assignments submitted after the deadline will be graded according to the policy stated on the course syllabus.

Students who believe they have a disability that inhibits their ability to complete examinations or assignments should contact the Center for Academic Success to discuss potential accommodations.

Graduation Requirements

Candidates for graduation must complete the following within the same calendar year as the commencement ceremony they participate in:

Satisfy all courses in the degree program curriculum

Satisfy clinic requirements, if applicable to the student's degree program

Demonstrate competence in all technical standards

For clinical degree students, demonstrate satisfactory professionalism for a health professional

Satisfy thesis or capstone project if required for degree

Satisfy all financial obligations to NUNM

If the student is a transfer student, the requirements outlined in the transfer student policy (including length of time or specific credit requirement per accreditation and regulatory standards) has been met.

A diploma will not be issued to students until all clinical, academic and financial requirements have been met. The official graduation date is the last day of the term in which all requirements are completed. An ND student is ineligible to take licensing examinations until all required work is completed.

MSCR Master's Thesis

Students are required to complete a master's thesis by the middle of the final term of their last year.

Information about the master's thesis is available on the Capstone Canvas course page.

Undergraduate and Graduate Capstone

Undergraduate and graduate students are required to complete a capstone project by the middle of the final term of their last year. They must also participate in the Schools of Undergraduate and Graduate Studies Symposium, presenting a brief reflection on their capstone experience.

Information about the capstone project is available on the Capstone Canvas course page.

Taking Graduate Level Courses as an Undergraduate Student Policy & Procedure

Policy:

The following requirements must be met in order for an undergraduate student to take graduate level courses:

Students must have the status of an undergraduate student.

Students may take up to 24 graduate credits while classified as undergraduates, some of which may be used toward both bachelor's and master's degree requirements. However, certain program requirements and credit limits vary from program to program. Check with the program offering the graduate course for more information about requirements specific to that program.

Students will be charged at the undergraduate rate and retain eligibility for undergraduate scholarships during this transition year.

Students will be considered undergraduates until the bachelor's degree is conferred, at which point they will be officially admitted as master's students, be charged at the graduate tuition rate, and be eligible for graduate assistantships.

Voluntary Leave of Absence/Withdraw

Students considering a leave of absence from a program/university must contact the Center for Academic Success to begin the process.

Students wishing to take less than a full academic year off may not be allowed to continue with a full class load due to the sequencing of courses and prerequisites. In such instances, the student may be required to enter a new educational track that must be approved by the Center for Academic Success and/or school/college dean. The Center for Academic Success will guide students through the new curriculum requirements.

Students who take a leave of absence or withdraw during the term will earn a grade of "W." If the student withdraws with 80% or more completion of the course, the student may be eligible to petition the faculty member for an incomplete grade. See the Incomplete policy in the student handbook. Students who are on a leave of absence or withdrawn cannot participate in any academic activities, including remediating incomplete grades or exams, and/or participating in clinical rotation shifts, including preceptor rotations.

For students concurrently enrolled in two programs, who wish to take a leave from their primary program only and to continue the series of courses in their secondary program for the remainder of the academic year, the following conditions apply:

There may not be an option of continuing in their secondary degree program at a full-time status, nor adding core (required) courses due to prerequisites and requirements of the program

Concurrent students who elect to continue in their secondary degree program while on a leave of absence from their primary program may continue to receive Title IV financial aid, however their eligibility may change and students will need to meet with the Office of Financial Aid to discuss changes.

The Center for Academic Success must be advised of a student's intention to return to NUNM prior to 30 days of intended return, and before the beginning of the quarter for which the student plans to register.

If a student does not return within one year, the student will be considered administratively withdrawn from NUNM and will be required to submit a new application for admission. The student will need to satisfy admission requirements in effect at the time of reapplication, but may request that the application fee be waived.

Students are not allowed to take more than one year (four quarters) of absence from NUNM during their academic career.

Involuntary Leave of Absence

This policy is designed to maintain the health and safety of all campus community members. A student may be restricted from campus or subject to an involuntary leave of absence, when, due to a mental, emotional, physical or psychological health disorder, their continued presence at the university poses a significant risk of substantial harm to themselves or others, or is creating a substantial disruption to the educational environment. A significant risk is based upon an individualized assessment and constitutes a high probability of substantial harm that cannot be mitigated by reasonable means.

If a student has taken actions that are identified as being a significant risk to the health or safety of oneself or others, or is creating a substantial disruption to the educational environment; the dean of students (or designee) acting on behalf of NUNM and in consultation with the Crisis Assessment and Response Team (CARE Team), may initiate the ILOA process as set forth below. The significant risks may include, but are

not limited to, acute danger/loss of life, inability to independently manage daily tasks, or inability to cooperate with necessary support services, etc.

If the decision is made to place the student on an ILOA, the student is prohibited from participating in any academic or non-academic NUNM activities, including remediating incomplete grades or exams, and/or participating in clinical rotations and preceptor rotations. The student may be subjected to actions including, but not limited to:

A temporary ban from campus

Withdrawal from class attendance or experiential learning (i.e., preceptor rotations, community education, university-sponsored travel, etc.)

An interim suspension of participation in any campus or off-campus NUNM activities

Completion of a mental health, substance abuse, or other necessary evaluation conducted by an appropriate off-campus licensed health provider

Students will receive a written description of the details of the ILOA pertaining to them, including the appeal procedures as outlined in the student handbook.

The letter regarding the ILOA will be placed in the student's file with a copy sent to the student's school/college dean(s), the Office of Academic Success and Access, registrar, the Office of financial aid, and the associate Chief Academic Officer. The Registrar's Office will notify course instructors of the student's leave status.

A student who wishes to return from an ILOA must provide to the dean of students (or designee) adequate documentation, as outlined in the initial letter from the attending physician or mental health professional, demonstrating the student's fitness for returning to NUNM.

Students taking less than a full academic year off may find, upon their return, that the appropriate course load required to stay on track will not qualify them for full-time financial aid. In such instances, the student may be required to enter a new educational track, which must be approved by the Center for Academic Success.

Students who are placed on an ILOA will earn a grade of "W" for all enrolled courses at the time the leave is instated. If the student has completed at least 80% of the course at the time of the withdrawal, they may be eligible to petition the faculty member for a grade of "Incomplete." See the Incomplete policy in the student handbook.

Withdrawal from School

Students may initiate formal withdrawal by meeting with the Center for Academic Success. Students withdrawing from school at any time during the school year must complete an exit interview with the Office of Financial Aid and submit a completed "Leave/Withdrawal" form to the Registrar's Office. Failure to attend for any quarter is considered a withdrawal, and the student will need to submit a new application and application fee for readmission. Students who withdraw from NUNM during the course of a term will

earn a grade of "W." A student facing an alleged violation of the Code of Conduct or Honor Code may be permitted to withdraw from NUNM, however, proceedings will continue in their absence.

Administrative Withdrawal Policy

This policy is designed to outline the circumstances under which a student may be administratively withdrawn from their enrolled courses or program(s). A student may be administratively withdrawn for reasons including but not limited to:

- Failure to meet attendance requirements at the start of the term or maintain adequate attendance throughout the term may result in an administrative withdrawal from the institution. This applies to both on-ground courses, where attendance is measured, and online courses, where participation is necessary. Specifically, students may be administratively withdrawn after two consecutive weeks of not engaging in their courses.
- Failure to enroll in courses or maintain active status in their program without an approved leave of absence.
- Failure to return after a voluntary leave of absence within 1 year (see Voluntary Leave of Absence Policy). The student will be required to submit a new application for admission. The student will need to satisfy admission requirements in effect at the time of reapplication, but may request that the application fee be waived.
- Failure to complete all prerequisite courses listed in their admissions application and submit their official transcripts. If these requirements are not met by the end of the fall term (or winter term for winter term admits) , students will be administratively withdrawn from the program before the winter term (spring term for winter term admits). Additionally, students who fail to submit official transcripts for the completed prerequisite courses will also be administratively withdrawn.
- Failure to provide required enrollment items, including:

o Immunizations

o TB Testing o Drug Testing

o Background Checks

If a student fails to meet any of the requirements mentioned above, they should be reported to the Dean of Students and the academic dean. The Dean of Students and/or the academic dean will attempt to contact the student three times, using various methods (including phone call or text), before processing an official administrative withdrawal.

Withdrawals – Federal Title IV Aid Recipients

If a student ceases attendance (drops or withdraws) from all Title IV eligible courses in a payment period or a period of enrollment, the student is considered withdrawn for Federal Title IV aid purposes; and may not take a leave of absence to complete additional programs.

Independent Study

Occasionally a circumstance may arise when a student is unable to be registered for and/or achieve the course competencies within the normal classroom venue (e.g., a course conflict when a student is

concurrently enrolled in two programs or being on an approved deviated track). Students who are seeking an Independent Study must first meet with the Director of Student Success to discuss the extenuating circumstances and explore alternative options.

Independent study is not allowed for:

· Scheduling conflicts with commitments outside of NUNM,

· Scheduling conflicts with Preceptorship or Internships,

· Elective courses

· Courses where participation is essential, (including but not limited to labs, practicums, and/or clinical rotations)

When all other options have been exhausted, including but not limited to postponing a course to another term, permission to overlap, and course substitutions/equivalencies, then

an Independent Study may be granted by meeting with the appropriate program dean(s).

Independent Studies must be completed within the term in which they are registered and are subject to all institutional policies i.e., Add/Drop, Grading, Tuition, Refund, etc.

Conduct and Professional Standards

NUNM expects all students to maintain professional standards of conduct and appearance. These standards are found in the academic and nonacademic policies and procedures section of the student handbook, and in the clinic section and honor code. The naturopathic oath, classical Chinese medicine oath, state laws and regulations, and documents of professional organizations [such as the American Association of Naturopathic Physicians (AANP) and American Association of Acupuncture and Oriental Medicine (AAAOM)] provide further insight concerning professional standards of conduct. The student conduct code in the student handbook specifies procedures for investigating violations of university policies and the sanctions that may be imposed.

Academic Freedom

NUNM faculty and students are free to question, discover and test all knowledge appropriate to their discipline as judged by the academic community in general.

Student Records

The Registrar's Office maintains permanent academic records of each student enrolled at NUNM. Unless otherwise required by law or special circumstances, the university will follow the policies set forth in this section and the record retention policy found in the student handbook. Typically, a student's academic record contains an application file, personal information necessary for NUNM business, grade reports, and records of any official action by NUNM concerning the student. Students are notified annually via email of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA)—commonly referred to as the "Buckley Amendment." The Business Office, Financial Aid Office, Office of Student Life, and Academic Affairs Office may also maintain student files as required by their respective functions. NUNM will maintain

information on students in a secure, confidential manner in accordance with FERPA, and to that end will observe the following guidelines:

University officers and faculty may review student records on an as-needed basis.

NUNM holds the following information as directory information, which may be disclosed in response to legitimate requests: name, address, telephone number, university email address, dates of attendance, enrollment status (full time, part time, and leave of absence), academic program, graduation date, and awards received. NUNM will only print the following information in directories: name, year in school, university email and telephone number.

Personal information about students will not be shared with third parties on- or off-campus, except as directed in writing by the student, the courts or governmental agencies.

A student who wishes to review their records may do so by submitting a request in writing 48 hours prior to the time they wish to view their records.

A student may not make copies of documents in their files.

A student who believes information contained in their academic record is inaccurate, misleading, or a violation of privacy may request that the records be amended.

In the event of a disagreement between a student and the administration as to the disposition of an issue, the student has the right to place a personal position statement in their academic file.

A student has the right to file complaints with the appropriate agencies concerning alleged failures by NUNM to comply with applicable laws and rules, and/or their implementing regulations.

Students may request information to be withheld by completing a "Directory Hold Request" form available from the Registrar's Office.

NUNM may, in accordance with FERPA, disclose personally identifiable information from a student's education record without consent if the disclosure is in connection with a health or safety emergency.

Each student is responsible for furnishing, completely and accurately, all information required by NUNM so that it may perform its proper function as an educational institution. If a student's circumstances change (e.g., name, address, financial situation, etc.), the student is responsible to ensure that appropriate university officials are informed of the changed circumstance as soon as possible.

No part of a student's file, except directory information as noted above, will be released to any person outside of NUNM without written consent of the student, except as required by law.

Records for students attending NUNM under the provisions of the Veterans Administration will be accessible to certain authorized state and federal personnel without prior consent in accordance with 45 CFR, part 99.31 and part 99.35.

FERPA does not apply to employment situations, nor does it apply to candidates for matriculation to NUNM. However, Human Resources and the Office of Admissions adhere strictly to guidelines of professional

conduct and maintain strict confidentiality. All student admission applicant and employee applicant records are the property of NUNM and will not be released or returned except as outlined above.

Change of Track

Students are admitted to a specific program and on a specific track (i.e., 2-year MScN, 5-year ND, 4-year DAcCHM/MSCR). Students are required to follow their educational track and are not allowed to drop required courses and/or take required courses ahead of schedule.

After matriculation, students may request to change tracks to any of the standard educational tracks by contacting the Center for Academic Success. Once processed, students must follow their new educational track. All track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

Due to the timing of some deviations or track changes, a student may lose their full-time status. Adjustments to individual tracks may be required due to course conflicts. Students who deviate from their approved educational track may be required to take a leave of absence or fall under a new course catalog curriculum.

Deviation

A student may request to deviate from a standard educational track for the following reasons:

- Preapproved and documented disability accommodation (contact the Office of Academic Success and Access for more information)
- Leave of absence/withdrawal
- Transfer credits
- Failure of a required course
- Adding a second program
- Scheduling conflicts between required courses (including but not limited to a previous deviation, failed courses, being enrolled in multiple programs, etc.)
- Future adjustments to individual layouts may be required due to course conflicts created by the original approved curriculum modification(s). Some deviations or curriculum modifications may also result in the student not meeting full-time status; therefore a Petition to Deviate also requires a signature from the Financial Aid Office, since there is a likelihood of award modification.
- Students petitioning curriculum modifications or deviations from policy must submit their requests no later than the end of week two the term before the request would take effect. Exceptions to this will be made if:
- A course is cancelled that was previously confirmed by the institution
- A request is based on information that was not known prior to the deadline (additional documentation may be required)
- A situation that is deemed an emergency by the Office of Academic Success and Access and/or designee

Requested changes may not compromise established curriculum policies or affect minimum or maximum required numbers (i.e., clinical rotations, preceptorships/internships, electives). Deviation requests must be accompanied by the appropriate documentation before approval can be given. Students seeking to deviate from their standard educational track are required to meet with the Center for Academic Success

to discuss options and approval; if the reason for the request is outside the identified areas, students may appeal to the Petition Review Board.

Students approved for deviations must maintain institutional and financial aid Satisfactory Academic Progress within their program(s) and the institution (see the Satisfactory Academic Progress section for details).

Deviations or modifications to curriculum may also delay advancement in courses, qualification for licensure board exams, OSCE, etc. NUNM is not liable for delays or financial implications.

Adding of Degree(s)

Students who wish to add an additional degree (i.e., become a concurrently enrolled student in two degree programs) must formally apply through the Office of Admissions. If admitted, the Office of Admissions will inform the student, the Center for Academic Success, and the Registrar's Office. The student will work with the Center for Academic Success to establish a new curriculum layout, if needed.

Students must meet with the Office of Financial Aid, since there is likelihood of award modification. Students who are not making satisfactory academic progress in their original program may not be aid eligible for their new program.

Students who matriculate into a second degree program will do so under the catalog corresponding to the year in which the student begins the new degree. See the handbook sections regarding challenge exams and transfer credit petitioning.

Students may pursue no more than two degrees concurrently.

Students who wish to drop a degree will also be required to formally withdraw through the Center for Academic Success (See Leave of Absence/Withdraw Policy).

Adding/Dropping Academic Courses

Students are registered for all core courses and may not deviate from the established curriculum unless they have submitted and received approval via the "Petition to Deviate" process (refer to the student handbook). Students will self-register for electives.

During week one and two of each quarter, students may change sections in courses for which this is applicable. During this same period, they may also register for elective courses. For ND students, Objective Structured Clinical Examinations (OSCEs) may not be added once the quarter has begun (they must be registered for prior to week one).

Courses may be officially dropped only by submitting an "Add/Drop" form with proper signatures to the Registrar's Office. No core course can be officially dropped without the school/college dean's signature and/or an approved "Petition to Deviate" (refer to the student handbook).

In addition, students who are on federal financial aid and reduce course loads that result in a change in enrollment status from full time to part time must meet with the Office of Financial Aid.

Week 1- 2 – Students may add/drop/change sections/change to audit, and receive a 100% refund. Change to audit requires instructor signature.

Week 3 – Students may drop with instructor and (corresponding program) dean signature required, and instructor must indicate the grade of "W" (withdrawal). A refund will be administered at 50%.

Week 4 – Students may drop with instructor and (corresponding program) dean signature required, and instructor must indicate the grade of "W" (withdrawal) or "WF" (withdrawal failing). A refund will be administered at 25%.

Weeks 5-12 – Course can't be dropped. Failure to attend a registered course will result in the grade of "F." No refund given.

All courses starting after week one of the term will follow the same add/drop policy as outlined above. Non-attendance in any course will earn a grade of "F." All grades are included on student transcripts.

For courses that do not run the full 12-week term (i.e., weekend and short-term courses), students may use the "Add/Drop" form with appropriate signatures to add or drop a weekend/short-term course up to one week before the course begins. Refer to the Financial Policies for the corresponding refund policy. Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.

Students who are withdrawing from the institution will receive a grade of "W" regardless of the week they withdraw. See the student handbook for more information on the withdrawal process and corresponding refund policy.

The NUNM enrollment census date is the Monday of week three.

Adding/Dropping Clinic Rotations

To add or drop a clinical rotation, students must contact the registrar. Students have a 3–5 day period after the clinic assignment schedule has been posted to make any changes to their clinic schedule (add or drop rotations) without being charged. This period is known as the "clinic adjustment period." The final deadline date to make changes is indicated on the clinic schedules. Students who request any changes in their clinic rotations after the deadline must request approval through the "Petition to Deviate" process (refer to the student handbook). The student will be notified of the decision by the registrar. Students are responsible for attending their current clinic shifts until decisions are finalized. All fees concerning clinic rotations will apply (see Financial Policies).

Full-Time/Part-Time Student Status

ND and CCM full-time student status requires enrollment of no fewer than 11 credits per quarter. ND and CCM half-time student status requires enrollment of at least 5.5 credits per quarter.

Graduate full-time student status requires enrollment of no fewer than eight credits per quarter. Half-time student status requires enrollment of at least four credits per quarter.

Undergraduate full-time student status requires enrollment of no fewer than 12 credits per quarter. Undergraduate half-time student status requires enrollment of at least six credits per quarter.

Students on financial aid, who reduce their course loads from full-time to part-time status, must meet with the Office of Financial Aid.

Veterans Benefits

Any veteran receiving veteran education benefits while attending National University of Natural Medicine is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. VA-eligible students must provide a Certificate of Eligibility form to the Office of the Registrar. Veteran students who are chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 veteran education benefits will not be imposed with any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from the VA. Veterans applying to the National University of Natural Medicine with specific questions about the use of veteran benefits for attending National University of Natural Medicine should contact the Office of the Registrar. For information on using veteran benefits, visit the U.S. Department of Veteran Affairs website, www.benefits.va.gov.

Technology Requirements

The following computing requirements are intended to provide minimum specifications for a successful computing and technology experience at NUNM.

Hardware

For on-campus programs, a portable laptop computer is required to take electronic tests in the classroom or participate in other classroom activities. For fully online programs, either a portable laptop computer or a desktop computer is required.

Processor: Intel i5 (equivalent or higher; 8th generation or newer)

Memory (RAM): 4 GB minimum; 8 GB or higher recommended

Required peripherals for online programs:

Headset with a microphone, or earbuds with a microphone.

Webcam for video interaction

Smartphone for taking photos or recording videos

Chromebooks (Chrome OS), iPads (iOS), Android devices, and iPhones do not meet the minimum requirements for all coursework, and these may not be used as a replacement for a computer.

For assistance with selecting a computer that meets these requirements, or verifying that your current computer meets these requirements, you may contact the IT department at ITsupport@nunm.edu

The NUNM Library may have computers available for temporary check-out which meet these requirements. For more information about library resources, contact library@nunm.edu

Financial aid resources are available for assisting with the purchase of a computer that meets these requirements. For questions about financial aid options and eligibility, contact financialaid@nunm.edu

Software

Type	Minimum Supported
Operating System (choose one)	Windows 110 or above MacOS 10.14 or above
Productivity Tools (choose one)	Office 365 (provided by NUNM for current students) Office 202419 (Windows and Mac)
Email and Calendar (choose one)	Outlook Online (Office 365) Outlook 202419 (Windows and Mac)
Video Conferencing/ Collaboration	Microsoft Teams*

Internet speed

5 Mbps minimum download speed

2 Mbps minimum upload speed

You can test your internet speed at speedtest.net. For users who engage in frequent web conferencing or large file transfers, 25 Mbps download or higher and 5 Mbps upload or higher is recommended.

NUNM is a nonprofit 501(c) (3) corporation organized under Oregon law. The university is governed by a board of directors whose members serve three-year terms and represent the general community. The board oversees the organization and exercises management through the president. NUNM's day-to-day operations are performed by the president, administration, faculty and staff.

Board of Directors

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Vice Chair, Trevor Cates, ND

Treasurer, Ron Brey, MA

Secretary, Michael Cronin, ND

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Ellen Goldsmith, MSOM

Michael G. Manes, DLitt

Steven P. Marsden, DVM, ND, MSOM

Corey Resnick, ND

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Staff Representative, Kathleen Dillon, MA

Senior Student Representative, Anjali Patel

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Office of the President

President, Chief Executive Officer, Melanie Henriksen, ND, LAc, CNM

Provost & Vice President of Research & Academic Excellence, Heather Zwickey, PhD

Vice President of Clinical Education & Strategic Medical Operations, Dee Saunders, ND, MSiMR

Vice President of Advancement & Strategic Communications, Carrie Baldwin-Sayre, ND

Chief Operations Officer, Iris Sobottke, MA, NCC

Chief Financial Officer, Gerald Bores , MBA

Administrators Emeriti

President Emeritus, William J. Keppler, PhD (2003–2007)
President Emeritus, David J. Schleich, PhD (2007–2019)
Staff Emerita, Marilynn Considine (2008–2019)
Staff Emerita, Sussanna Czeranko, ND (2008–2019)
Staff Emerita, Laurie McGrath (1988–2017)
Staff Emerita, Andrea Smith, EdD (1991–2017)

Office of Institutional Effectiveness

Director of Institutional Effectiveness, Mark Johnson

Office of the Chief Academic Officer/ Provost

Provost & Vice President of Research & Academic Excellence, Heather Zwickey, PhD
Academic & Executive Affairs Assistant, Kathleen Dillon, MA
ND Academic Support Coordinator & Budget Specialist, Leah Valletta, MA
SUGS Academic Support Coordinator & Assessment Specialist, Annie Clarke, MA

Finance and Administration

Chief Financial Officer, Gerald Bores, MBA
Director of Human Resources, Fox McGregor
Human Resources Generalist, Jade McBain
Human Resources Coordinator, Britt Hewitt
Health Centers Billing Manager, Gina Gossage
Chief of Security, Mike Hale
Campus Safety Officer, Keith Casper
Campus Safety Officer, Robert Burdick
Information Technology Manager, Steven Fong
Information Technology Coordinators, Frank Zhang

Health Centers Operations

Chief Medical Officer, Sheryl Estlund, ND
Director of Health Centers, Carolee Barrus
Medicinaries Manager, Blake Underwood, ND
Medicinaries Assistant Manager, Xiang Ji
Store Manager, Christina Fong

Health Centers Patient Services Manager, Robert D'Almeida

Medical Records Coordinator, Elizabeth Olsen

Laboratory Technology Specialist, Tammy Vogel, MLT

SIBO Center Coordinator, Nichole Alvarado

Health Center Communcation Lead Communicator, Belle-Suzanne Raymond

Information Center Coordinator, Linn Novitski

EHR Administration and Compliance Officer, Jeanna Smith, MSN, MATP

Health Center Clinical Services Manager, Esmeralda Castillo

Helfgott Research Institute

Associate Director of Research, Joshua Goldberg, ND

Research Administrator and IRB Liaison, Courtney Jackson

Research Investigators, Lita Buttolph, PhD, DSOM, MS; Nina Callan, ND, MS; Jamie Corroon, ND, MPH; Andrew Erlandsen, ND; Joshua Goldenberg, ND; John Phipps, PhD, MS; Savita Rajurkar, PhD; Erica Sharpe, PhD; Mark Sodders, DSOM (Affiliate); Heather Zwickey, PhD; Anuja Chhabra, PhD; Alexandra Vita, PhD; Iman Ridda, MD, MPH, PhD; Michael Freeman, PhD, MScFMS, MPH; Ben Zimmerman, PhD; Dana Colgan, PhD

Library

University Librarian, Christina King, DSOM, MLS

Office of Marketing

Director of Marketing and Communications, Jayme Barnes

Marketing Content Specialist, Flor Nunez

Office of Admissions

Vice President of Research & Academic Excellence, Heather Zwickey, PhD

Admissions Operations Manager, Samantha Hernandez

Dean of Enrollment Management, Nicole McGee

Admissions Counselors, Caleb Eldridge, Rebecca Bohlin

Office of Financial Aid

Assistant Director of Financial Aid, Kent Hartman

Office of Advancement, Continuing Education, Alumni Services and NUNM Press

Vice President of Advancement and Strategic Communications, Carrie Baldwin-Sayre, ND

Advancement & Alumni Officer, Jessica Loboy

Director of Instructional Design Technology, Justin Fowler, EdD
CE Coordinator, Audra Vaccarella
Managing Editor, NUNM Press, Kira Freed

Office of Instructional Design and Technology

Director of Instructional Design and Technology, Justin Fowler, EdD
Instructional Technology Coordinators, Jesse Fine, Mathew Wilcox

Office of Student Life

Dean of Students , Kehinde Olowoyeye, PhD
Academic Support Coordinator & Student Support Specialist, Meredith Preble, MA

Office of the Registrar

Registrar, Jessica Bineham
Associate Registrar, Kerry Peterson
Registrar Associate, Nik Bowen
Registrar's Office Assistant, Colin Anderson

College of Naturopathic Medicine

ND Academic Coordinator & Budget Specialist, Leah Valletta, MA
Graduate Medical Education Coordinator, Noelle Rivera

College of Classical Chinese Medicine

Dean, College of Classical Chinese Medicine, Dongcheng Li, LAc, Ed.D, Dipl. O.M

School of Undergraduate & Graduate Studies

Dean, School of Undergraduate & Graduate Studies, Andrew Erlandsen, ND
SUGS Academic Coordinator & Assessment Specialist, Annie Clarke

Faculty

College of Naturopathic Medicine

Full-Time Faculty

Tammy Ashney, Associate Professor; ND, National College of Natural Medicine, 2009
Amy Bader, Assistant Professor, ND, National College of Naturopathic Medicine, 2000
Richard Barrett, Professor; ND, National College of Naturopathic Medicine, 1986
Lai Chim Chan, Associate Professor; ND, National College of Natural Medicine, 2014

Maleah Ermac, Associate Professor; ND, National College of Natural Medicine, 2010

Megan Golani, Associate Professor; ND, National College of Natural Medicine, 2012

Richard Lok, Associate Professor; ND, National College of Natural Medicine, 2009

Katherine Patterson, Assistant Professor; ND, National College of Natural Medicine, 2010

Anna Peterson, Associate Professor; ND, National College of Natural Medicine, 2011

Nancy Scarlett, Professor; ND, National College of Naturopathic Medicine, 1997

Tom Walton, Associate Professor; DC, Western States Chiropractic College, 2010

Kimberly Windstar, Professor; MEd, California State College, 1982; ND, National College of Naturopathic Medicine, 1991

Brice Thompson, Assistant Professor, ND, National University of Natural Medicine

Adjunct Faculty

Jennifer Brusewitz, ND, National College of Naturopathic Medicine, 2000

Loch Chandler, ND, MSOM, National College of Naturopathic Medicine, 2001

Cole Chatterton, MBA, George Fox University, 2003

Catherine Darley, ND, Bastyr University, 2002

Elizabeth "Liz" Davidson, ND, National College of Natural Medicine, 2012

Lysanji Edson, ND, National College of Naturopathic Medicine, 1996

Leslie Fuller, Assistant Professor; ND, National College of Natural Medicine, 2009

Steve Gardner, DC, Western States Chiropractic College, 1977; ND, National College of Naturopathic Medicine, 1994

Jennifer Gibbons, ND, National College of Naturopathic Medicine, 1998

Mary Grabowska, ND, National College of Naturopathic Medicine, 1993; MAcOM, Oregon College of Oriental Medicine, 1994

Terrance Manning, ND, National University of Natural Medicine 2016; MA, St. John's College, 2011

Glen Nagel, ND, National College of Naturopathic Medicine, 1993

Jessica Nagelkirk, Assistant Professor; ND, National College of Natural Medicine, 2012

Emma Neiworth Petshow, ND, National University of Natural Medicine, 2018

Jonathan Ortiz, PhD, American University

Heidi Peterson, ND, National College of Naturopathic Medicine, 1999

Steven Sandberg-Lewis, Professor; ND, National College of Naturopathic Medicine, 1978

Dee Saunders, Director, Graduate Medical Education; Assistant Professor; ND, MSiMR, National College of Natural Medicine, 2015

Allison Siebecker, ND, MSOM, National College of Naturopathic Medicine, 2005

Meghan Sperandeo, ND, National College of Naturopathic Medicine, 2013

Jillian Stansbury, ND, National College of Naturopathic Medicine, 1988

Lisa Taulbee, ND, National College of Natural Medicine 2010

Amanda Watters, ND, National College of Natural Medicine, 2015

Katherine Zieman, ND, National College of Naturopathic Medicine, 1993

Heather Zwickey, PhD, University of Colorado Health Sciences Center, 1998

College of Classical Chinese Medicine

Faculty Emeriti

Rihui Long, Professor Emeritus, Master of Medicine (China), Chengdu University of TCM, 1984

Full-Time Faculty

Kenneth Glowacki, Professor; MSTOM, DACM, Pacific College of Oriental Medicine, 2002, 2016

Daniel Silver, Assistant Professor; MTCM, Five Branches Institute, 2006

Adjunct Faculty

Andrew McIntyre, Associate Professor; MSA, Bastyr University, 1994

Luke Adler, MATCM, Emperor's College of Traditional Oriental Medicine, 2007

Loch Chandler, ND, MSOM, National College of Naturopathic Medicine, 2001

Kendra Dale, MSOM, National College of Natural Medicine, 2011

Lauri Elizabeth, MAc, National College of Natural Medicine, 2015

Turtle Farahat, MSOM, National College of Natural Medicine, 2014

William Frazier, MA, Academy for Five Element Acupuncture, 2001

David Frierman, Certificate of Completion, San Francisco College of Acupuncture, 1989

Heiner Fruehauf, Founding Professor; PhD, University of Chicago, 1990

Ellen Goldsmith, MSOM, National College of Naturopathic Medicine, 1999

Rebecca Groebner, MAc, National College of Natural Medicine, 2011

Harry King, MSOM, Acupuncture & Integrative Medicine College, Berkeley, 2010

Manfred Kubny, PhD, Ludwig-Maximilians University, 1994

Heather Nichole Lambert, ND, MAc, National College of Natural Medicine, 2013

Paul Messersmith- Glavin, MAcOM, Oregon College of Oriental Medicine, 2004

Joshua Paynter, MSTOM, Pacific College of Oriental Medicine, 2001

Christine Pearson, MSOM, National College of Natural Medicine, 2012

Laurie Regan, PhD, Harvard University, 1991; ND, National College of Naturopathic Medicine, 1997

Nancy Scarlett, ND, National College of Naturopathic Medicine, 1997

Katherine Souza, ND, MAc, National University of Natural Medicine, 2018

Tamara Staudt, ND, MSOM, National College of Naturopathic Medicine, 1998

Brice Thompson, ND, MSiMR, National University of Natural Medicine, 2018

Edythe Vickers, Diploma, Oregon College of Oriental Medicine, 1986; ND, National College of Naturopathic Medicine, 1987

Susan Wilmoth, MAcOM, Oregon College of Oriental Medicine, 2007

School of Undergraduate & Graduate Studies

Adjunct Faculty — Graduate Studies

Che Louise Associate Professor; ND, National College of Natural Medicine, 2013

Kimberly Queen, Associate Professor; DC, University of Western States, 1997; MS, University of Bridgeport, 2015

Brenna Bray, PhD, University of South Dakota, 2018

Nini Callan, ND & MSiMR, National University of Natural Medicine, 2015

Elona Casady, MPH, Boston University, 2001

Dulcie Childs, MS, University of Alabama, 2015

Andrew Erlandsen, ND, National College of Natural Medicine, 2011

Deborah Espesete, MAcOM, Oregon College of Oriental Medicine, 2000; MPH, Oregon Health & Science University, 2012Kira Freed, MScN, National University of Natural Medicine

Megan Golani, Associate Professor; ND, National College of Natural Medicine, 2012

Joshua Goldenberg, ND, Bastyr University, 2013

Matthew Hicks, ND & MSiMR, National University of Natural Medicine, 2018

Wendy Hodsdon, ND, National College of Natural Medicine, 2007

Greta Jarvis, MScN, National University of Natural Medicine

Alisa Karmel, MScN, National University of Natural Medicine, 2016; PsyD, Pacific University, 2023

Patricia Kaufman, MBA, Marquette University, 2000; PhD Concordia University Chicago, 2021

Dania Matta, MPH, California Baptist University, 2017; PhD, Loma Linda University, 2022

Jamie Menzel, MScN, National University of Natural Medicine, 2023

Tabatha Parker, ND, National College of Natural Medicine, 2004Corey Pressman, MA, Washington State University, 1994

Savita Rajurkar, MDAM, Graduate Diploma in Naturopathy (India), College Of Naturopathy, 1996; ND, Indian Board of Alternative Medicines, 2000; PhD, Tilak Maharashtra University, 2007

Ian Rubin, MA, Goddard College, 2006

Nancy Scarlett, ND, National College of Naturopathic Medicine, 1997

Laura Scher, EdM, Harvard Graduate School of Education, 2012

Carina Staab, MEd, Wichita State University, 2013; DC, University of Western States, 2019

Latossha Tifre, ND, National University of Natural Medicine, 2018; MAcCHM, AOMA Graduate School of Integrative Medicine, 2021

Madeleine Tuson-Turner, ND, MSiMR, MScGH, National College of Natural Medicine, 2011, 2015, 2016

Ryan Wexler, ND & MSCR, National University of Natural Medicine, 2023

Ben Zimmerman, PhD, University of Illinois at Urbana-Champaign, 2016

Heather Zwickey, Professor, PhD, University of Colorado Health Sciences Center, 1998

Adjunct Faculty — Undergraduate Studies

Emma Britton, MA, University of Puget Sound, 2009

Dulcie Childs, MS, University of Alabama, 2015

David Darter-Saunders, DC, University of Western States, 2013; MACM, Oregon College of Oriental Medicine, 2021Megan Golani, ND, National College of Natural Medicine, 2012

Alina Karki, PhD, University of Vermont, 2022Lindsay Marshall, MA, Oregon State University, 2012

Dania Matta, MPH, California Baptist University, 2017; PhD, Loma Linda University, 2022

Kehinde Olowoyeye, PhD, University of Texas at Austin, 2018

Anna Peterson, ND, National College of Naturopathic Medicine, 2011Nancy Scarlett, ND, National College of Naturopathic Medicine, 1997

Brice Thompson, ND & MSiMR, National University of Natural Medicine, 2018Heather Zwickey, Professor, PhD, University of Colorado Health Sciences Center, 1998

Library

Christina King, Instructor; DSOM, National College of Natural Medicine, 2009; MLS, Emporia State University, 2014

Cultivating tomorrow's physicians to empower patients and communities through the integration of traditional, innovative, and evidence-informed naturopathic medicine.

Naturopathic Medicine

Naturopathic medicine is a primary care approach to health and wellness that focuses on restoring and optimizing health. It is a distinct system of health care—an art, science, philosophy and practice of diagnosing, treating and preventing disease. This art of natural healing has deep roots in ancient history and developed during the eighteenth and nineteenth centuries from the German hydrotherapy movement. This new art was nurtured by medical as well as non-medical practitioners into rigorous hospital- and spa-based practices that were ultimately practiced worldwide. Natural healing developed incrementally and has been shaped and refined in the United States since the beginning of the 20th century.

Traditional naturopaths embrace the belief that health is influenced by each individual's inherent healing ability. In this paradigm of vitalism, disease is viewed empirically as a direct result of ignoring or violating the general principles of health. Practitioners aim to correct and stabilize these environments as their primary interventions to ward off disease. Modern naturopathy can be viewed as an evolving system of practices that bridge elements of conventional, alternative and traditional medical practices to enhance an individual's self-healing processes and support wellness. Naturopathic physicians are clinically trained, licensed primary care physicians who have graduated from an accredited postgraduate four-year naturopathic medical school. They work with patients in all aspects of family health to identify the underlying causes of disease and provide evidence-informed therapies to help facilitate the body's ability to restore and maintain optimal health.

Scope of Practice

Naturopathic physicians' scope of practice varies by jurisdiction. Currently, 26 states, five Canadian provinces, the District of Columbia, and the U.S. territories of Puerto Rico and the U.S. Virgin Islands have laws regulating naturopathic doctors (NDs). Scope varies between states, including differences in pharmaceutical prescribing, minor surgery, IV & IM administration, diagnostic imaging/labs, and childbirth attending or midwifery. The jurisdictions that regard NDs as primary care physicians provide them with a diagnostic and therapeutic scope of practice. These include general and preventive health care, as well as diagnosis and treatment of acute and chronic conditions.

In jurisdictions where NDs are not regulated, the scope of practice flourishes as adjunctive care since the practices of diagnosis and treatment of disease tend to be excluded.

Licensing and Credentialing of Naturopathic Physicians

Naturopathic doctors are legally recognized to practice medicine throughout the United States and U.S. territories, Canada, as well as many other countries. NDs are licensed in: Alaska, Arizona, California, Colorado, Connecticut, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Pennsylvania, Utah, Vermont, Washington, Idaho, Rhode Island, New Mexico and Wisconsin. They are also licensed in Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and in the Canadian provinces of Alberta, British Columbia, Manitoba, Ontario, Nova Scotia and Saskatchewan. In other U.S. and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions or local regulations. The best sources of current information about the legal status of naturopathic medicine in a particular area are the

American Association of Naturopathic Physicians (naturopathic.org), state or provincial naturopathic associations, and individual naturopathic physicians practicing in those areas.

Currently, all states that license naturopathic physicians require graduation from a residential course of study offered through an accredited institution approved by the examining jurisdiction.

NUNM meets all requirements of, and is accredited by, the Council on Naturopathic Medical Education (CNME). Completion of the ND degree at NUNM qualifies candidates to sit for the national licensing examination—the Naturopathic Physicians Licensing Exam (NPLEX), which is a key requirement for licensure. Some jurisdictions have additional examinations, for example in Oregon, there are additional examinations in jurisprudence and prescribing formulary pharmaceuticals due to Oregon's wider scope of practice. It is also routine for regulators to require a fingerprint-based national criminal history search.

Similar to other healthcare providers, recently graduated NDs are encouraged to seek additional clinical experience under the supervision of a licensed physician in the form of residencies and mentorships. It should be noted that the state of Utah requires a one-year residency before licensing NDs. In some states, insurers are showing credentialing preference to those with postgraduate residencies.

Residencies

NUNM is proud to lead the profession in developing and administering the first and largest accredited graduate medical education program. We now offer more than 60 accredited residencies. Our residency program is rigorous and competitive; it provides invaluable clinical experience to assist our graduates in completing the transition toward becoming practicing physicians. With established residency programs both locally and throughout the United States, we work with specialty providers and renowned hospitals—including an integrative rotations partnership with Oregon Health & Science University here in Portland, Oregon.

Educational Outcomes of the Program

Medical Knowledge- Knowledge for Practice: Apply knowledge of normal human structure, function and development, from the molecular through whole body levels, to distinguish health from disease and explain how physiologic mechanisms are integrated and regulated in the body.

Patient Care & Procedures- Skills for Practice: Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.

Effective Communication: Communicate effectively and professionally in both verbal and written communications with patients, peers, and the public across a broad range of socioeconomic and cultural backgrounds.

Ethics and Professionalism: Exemplify the professional values of naturopathic medicine. Demonstrate responsible behaviors expected of naturopathic physicians

Practice-Based Learning, Research and Scholarship: Utilize critical reflection on one's own performance (knowledge, skills and attitudes)

The Six Philosophical Principles of Naturopathic Medicine

The practice of naturopathic medicine emerges from six principles of healing. These principles are based on the objective observation of the nature of health and disease, and are examined continually in light of scientific analysis. These principles stand as the distinguishing marks of the profession:

First Do No Harm

primum non nocere

Therapeutic actions that are complementary to, and synergistic with, the body's innate healing process reduce harm to patients. Naturopathic physicians follow three precepts to avoid harming the patient:

Use methods and medicinal substances that minimize the risk of harmful effects, and apply the least possible force or intervention necessary to diagnose illness and restore health.

Whenever possible, avoid symptom suppression as it can interfere with the healing process.

Respect and cooperate with the vis medicatrix naturae in diagnosis, treatment and counseling.

The Healing Power of Nature

vis medicatrix naturae

The body has the inherent ability to establish, maintain and restore health. The healing process is ordered and intelligent; nature heals through the response of the life force. The physician's role is to facilitate and augment this process, to identify and remove obstacles to health and recovery, and to support the creation of a healthy internal and external environment.

Identify and Treat the Cause

tolle causam

Illness does not occur without cause. Underlying causes of disease must be discovered, and removed or treated, before a person can recover completely from illness. Symptoms are expressions of the body's attempt to heal, but are not the cause of disease; therefore, naturopathic medicine primarily addresses the underlying causes of disease, rather than the symptoms. Causes may occur on many levels, including physical, emotional, mental and spiritual. The physician must evaluate fundamental underlying causes on all levels, directing treatment at root causes as well as seeking relief of symptoms.

Treat the Whole Person

in perturbato animo sicut in corpore sanitas esse non potest

Health and disease are conditions of the whole organism, involving a complex interaction of physical, spiritual, mental, emotional, genetic, environmental and social factors. The physician must treat the whole person by taking all of these factors into account. The harmonious functioning of all aspects of the individual is essential to recovery from and prevention of disease, and requires a personalized and comprehensive approach to diagnosis and treatment.

The Physician as Teacher

docere

Beyond an accurate diagnosis and appropriate prescription, the physician must work to create a healthy, sensitive interpersonal relationship with the patient. A cooperative doctor-patient relationship has inherent therapeutic value. The physician's major role is to educate and encourage the patient to take responsibility for their own health. The physician is a catalyst for healthful change, empowering and motivating the patient to assume responsibility. It is the patient, not the doctor, who ultimately creates or accomplishes healing. The physician must strive to inspire optimism as well as understanding. The physician must also make a commitment to their personal and spiritual development in order to be a good teacher.

Prevention

principiis obsta: sero medicina curatur

The ultimate goal of naturopathic medicine is prevention of disease. This is accomplished through education and promotion of lifestyle habits that foster good health, and through secondary prevention modalities, including those promoted by the U.S. Preventive Services Task Force. The physician assesses risk factors and hereditary susceptibility to disease, and counsels patients on methods to avoid further harm and risk. The physician places the greatest emphasis on building health. Because it is difficult to be healthy in an unhealthy world, it is the responsibility of both physician and patient to create a healthier environment in which to live.

Diagnostic Techniques

NDs are trained in diagnostic techniques, such as physical exam, laboratory testing, diagnostic imaging and psychological assessment. NDs endeavor to identify disease states in the context of the individual's overall health.

Therapeutic Techniques

Botanical Medicine: Many plant substances are powerful medicines. Where isolated, chemically derived drugs may address only a single problem, botanical medicines are able to address a variety of problems simultaneously. When properly administered, most botanical medicines can be applied effectively with minimal chance of side effects.

Clinical Nutrition: Food is the best medicine and is a cornerstone of naturopathic practice. Many medical conditions can be treated effectively with foods and nutritional supplementation, with fewer complications and side effects. NDs use diet, fasting and nutritional supplementation in their practices.

Homeopathic Medicine: Homeopathic medicine is the treatment of disease/symptoms using correctly prescribed, minimal doses of natural substances (plant, animal, mineral), which, if taken in larger doses, would cause disease/symptoms—the acting principle being "like cures like." It promotes the return to health on physical, mental and spiritual levels.

Mind-Body Medicine: Mental attitudes and emotional states may influence or even cause physical illness. Counseling, nutritional balancing, stress management, and other therapies are used to help patients heal psychologically.

Minor Surgery: Naturopathic physicians perform in-office minor surgery, including repair of superficial wounds and removal of foreign bodies, cysts and other superficial lesions.

Naturopathic Natural Childbirth/Midwifery: Trained and licensed naturopathic physicians facilitate natural childbirth in an out-of-hospital setting. They offer prenatal, intrapartum and postpartum care using modern diagnostic techniques combined with ancient midwifery wisdom. NUNM offers an elective course sequence resulting in a Natural Childbirth/Midwifery Certificate that allows students to apply for separate licensure in naturopathic natural childbirth.

Pharmaceutical Medicine: While naturally derived pharmaceutical drugs have been within the scope of naturopathic practice in Oregon for decades, in 2009 state legislation expanded the formulary and licensed naturopathic physicians may use most prescription pharmaceutical agents commonly employed in a primary care setting. The law become effective January 2010. Consistent with our conventional counterparts, and depending on the individual licensing laws of each state, naturopathic physicians may utilize a wide formulary of pharmaceutical medications when deemed appropriate for patient care—and always in consideration of our naturopathic principles.

Physical Medicine: Naturopathic medicine utilizes therapeutic manipulation of soft tissue, muscles, bones and spine. NDs also use ultrasound, diathermy, exercise, massage, water, heat and cold, and other gentle electrical therapies in the treatment of musculoskeletal conditions and pain.

Parenteral Therapy: Intravenous and intramuscular injections of micronutrients and macronutrients are used for many purposes, from simple nutritional support to detoxification procedures in cases of exposure, and specific treatment of both chronic and acute diseases.

Nature Cure: The use of time-honored natural treatments including fresh air, exercise, whole foods and hydrotherapy are important in the naturopathic treatment and prevention of disease.

The Doctor of Naturopathic Medicine (ND) degree is an intensive four-year program that fosters the development of a uniquely skilled type of physician, one who is capable of delivering comprehensive health care with a heart. Our approach is personalized care with the intent to change lives. We teach our students to think, critique and develop their individual strengths as healers; to customize evidence-informed therapeutic options to each patient's situation and preferences; and to motivate and educate patients on how to live with less pain, burden and suffering.

Once the immediate needs of a patient are addressed, our physicians move on to wellness coaching and motivating their patients to live, eat, sleep and exercise better; manage stress; and reduce risk factors for

chronic disease. Ultimately, we train our physicians to provide positive transformation, improve quality of life, and reduce burden where possible. This is primary care of the future, where terrible burdens of current chronic disease epidemics are delayed or altogether curbed by fundamental changes in lifestyle.

Our entire program is focused on how to succeed in practice, how to curb the current epidemic of chronic disease, and how to make a meaningful and positive impact on the communities we serve.

ND Department Mission Statement

"Cultivating tomorrow's physicians to empower patients and communities through integration of traditional, innovative, and evidence-informed naturopathic medicine."

ND Curriculum Threads

Ethics, DEIB, Practitioner Cultivation, Evidence Informed Practice, Homeopathy, Nutrition, Pharmacology, and Botanical Medicine

ND Program Outcomes & Course Competencies

PO1: Medical Knowledge - Knowledge for Practice: Students apply evidence-informed principles of biomedical, clinical, epidemiological and social-behavioral sciences to guide diagnosis, treatment, and patient care decisions.

A. Apply knowledge of normal human structure, function and development, from the molecular through whole body levels, to distinguish health from disease and explain how physiologic mechanisms are integrated and regulated at different stages of the lifecycle.

B. Develop foundational knowledge of the core naturopathic therapeutic modalities. The naturopathic therapeutic modalities are botanical medicine; counseling (lifestyle counseling, health psychology, mind-body medicine); clinical nutrition (includes dietary counseling and nutraceuticals); homeopathic medicine; hydrotherapy; minor office procedures; pharmaceutical agents; and physical medicine (including manipulation, and electrotherapy).

C. Provide justifications for interventions to diagnose, prevent, treat and manage a specific patient's diseases, injuries, and functional deficits of organ systems.

D. Describe the epidemiology of common diseases affecting populations, including methods for prevention and early detection of disease and systematic, population-based approaches for reducing the incidence and prevalence of disease.

E. Explain the impact of the intersectionality of social determinants of health on seeking, receiving, and complying with health care including but not limited to biases, attitudes, and systemic and institutional barriers. Impacts include psychosocial, socioeconomic, environmental, culture, lifestyle, lifecycle stages, and identities.

PO 2: Patient Care & Procedures – Skills for Practice: Students are able to conduct a complete and accurate history, physical exam and objective assessment, to arrive at a diagnosis. They provide personalized, compassionate, ethical, holistic patient care expected of an ND within the context of a patient-centered model.

A. Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.

B. Critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.

C. Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.

D. Identify urgent and emergent situations commonly encountered in primary care then intervene and/or refer as appropriate.

E. Integrate data from a clinical encounter to develop, implement, and revise as indicated, short- and long-term patient management plans consistent with naturopathic principles and the Therapeutic Order; considering each intervention's safety, efficacy, contraindications, actions and interactions of therapies, predicted outcomes, alternatives, costs, and level of evidence.

F. Develop an individualized treatment plan consistent with naturopathic principles.

G. Apply personalized healthcare services addressing physical, spiritual, mental, and emotional aspects to patients, families, and communities aimed at preventing health problems, eliminating health disparities and maintaining health. .

PO 3: Effective Communication: Students communicate effectively, in person or via technology, to optimize patient relationships and patient care. They consult, collaborate with and refer to other health professionals as appropriate.

A. Communicate effectively and professionally in both verbal and written communications with patients, peers, and the public across a broad range of socioeconomic and cultural backgrounds .

B. Effectively share and elicit information from patients and families of diverse backgrounds, languages, cultures and communities.

C. Formulate mutually agreed upon management plans utilizing shared decision making with patients and their families while supporting advocacy.

PO 4: Ethics and Professionalism: Students act professionally in carrying out responsibilities, adhere to ethical principles, and be sensitive in providing care to a diverse patient population.

A. Exemplify the professional values of naturopathic medicine

B. Demonstrate responsible behaviors expected of naturopathic physicians.

C. Demonstrate awareness of one's limitations in knowledge, skills, and emotions.

D:.Demonstrate and embody legal and ethical standards, principles, and moral reasoning.

PO 5: Career Development and Practice Management: Students identify opportunities and develop a strategic plan for establishing and maintaining a viable career using their naturopathic medical education.

A. Develop a viable career plan .

B. Applies knowledge from coursework to achieve an ethical livelihood

C. Demonstrate sound financial literacy and time management

D. Implement time management skills (Develop effective patient, clinical, and time management skills)

E. For graduates seeking private practice:

Create a realistic business plan.

Apply basic principles of marketing towards establishment and growth of a patient base.

Identify resources for hiring employees, writing contracts, disciplining and firing employees.

Implement basic inventory management procedures.

Define terms used in employment and facilities contracts.

Apply principles of business operations such as regulatory compliance, developing patient care and office forms, purchasing professional and business insurance, using health information technology, implementing a patient scheduling system, and developing clinic policy and procedure manuals.

Apply principles and regulations of medical billing and coding to charge appropriately for patient services.

PO 6: Systems-Based Practice : Students demonstrate an awareness of the developing role of naturopathic medicine within larger frameworks of healthcare systems, advocating for optimal patient and community health care.

A. Practice cost-effective healthcare through evidence-informed management, preventive strategies and lifestyle management, with an aim at alleviating the overall healthcare burden.

B. Participate effectively within a healthcare team

PO 7: Practice-Based Learning, Research, and Scholarship: Students will critically appraise, assimilate and apply scientific evidence to improve healthcare. Demonstrate an understanding of the strengths and imitations of research and dedicate themselves to ongoing personal reflection and lifelong learning.

A. Utilize critical reflection on one's own performance (knowledge, skills and attitudes)

B. Apply the skills of evidence-informed practice to naturopathic patient care.

C. Demonstrate an understanding of intellectual property and its ethical use.

NUNM Health Centers

The strong support of our state and county health authorities sets NUNM apart from other naturopathic medical schools. Our students intern in our state-credentialed Tier 3 Patient-Centered Primary Care Home (PCPCH), which has become an exemplary model for how primary care should be organized and delivered. Our interns are trained to use electronic medical records (EMR) equipped with evidence-informed therapeutics, evaluation and clinical decision guidance tools, and referrals to investigations and medical specialists—all in real time. Our EMR system allows for collaboration with major hospitals in the Portland area—and links to health providers all across the nation. At NUNM's primary care home, students learn how to anticipate, guide and coordinate the care of even the most complex of cases with specialists, behavioral and mental health providers, and community partners.

Program Overview

Our ND program combines primary care with the foundation of evidence-informed traditional nature cure. We focus on experiential education and our students benefit from a preceptorship program, simulation labs, diverse clinical experiences, internships and research.

Our curriculum is delivered in an innovative, clinically integrated system where students encounter real patients and clinical scenarios as early as their first quarter—followed by progressive and challenging clinical rotations during the first three years of the program. This design prepares students to smoothly transition into the role of physician in their fourth year, under the watchful mentorship of more than 40 accomplished academic and clinical teachers.

Students in the ND program experience a rigorous biomedical education, an inspiring journey into healing philosophy and practice delivered through the core themes of cultural literacy, ethics and professionalism, evidence-informed practice, naturopathic philosophy, and practitioner cultivation. Each theme is led by one or more of our dedicated faculty to ensure that every block of the curriculum prepares the physicians of tomorrow to thrive in the current and challenging environments of healthcare provision in the U.S.

Stepping Stones

First-year classroom studies include the normal structure and function of the body with a solid introduction to naturopathic theory, philosophy, therapeutics and medical systems. Students enter the clinic in an observational capacity and begin preceptorships in the first year.

The second- and third-year didactic curriculum focuses on organ system block courses that integrate all aspects of the normal and abnormally functioning system, including pathophysiology, prevention, evaluation and diagnosis of disease. Therapeutic modalities, including botanical medicine, clinical nutrition, physical medicine, homeopathy, hydrotherapy, and other natural and pharmacological methods are woven throughout all organ systems courses. All courses highlight cultural competency, ethics, evidence-informed decision-making, medical jurisprudence, naturopathic philosophy, communication skills and professionalism, while emphasizing a whole-system approach to optimal health and wellness.

Second-year clinical experience continues with preceptorships and hydrotherapeutics. After the completion of second-year coursework, students are eligible to sit for the NPLEX Part 1 Biomedical Science exam.

The third-year clinical curriculum consists of practical training as a secondary intern in a variety of supervised settings, ranging from community-based clinics to the on-campus medical health center. To advance to secondary status, students must pass a clinical proficiency examination, or OSCE 1 (Objective Structured Clinical Examination).

The fourth year is focused on clinical training as a primary intern as well as elective coursework. To attain primary status, students must pass the OSCE 2 exam, with a final OSCE 3 examination required for graduation. Our graduates complete 1,254 clinic hours, which include more than 500 supervised patient contacts.

Because the program is rigorous and the course load heavy, students may apply to complete the ND degree in five rather than four years. In some cases, students may be required to be in the five-year track. Students may take no more than seven years to complete the ND program.

While at NUNM, students may undertake any two programs concurrently (e.g., ND/MAcCHM, ND/MSCR, MAcCHM/MScN, etc.). Contact the Office of Admissions for more information.

ND Course Descriptions- Prior to Fall 2024

Course codes ending in a "T" designate tutorial; course codes ending in an "L" designate lab. If a student fails a lecture portion of a block course, the student will need to retake all three sections—lecture, tutorial and lab. If a student fails a tutorial or lab portion of a block course, the student will only need to retake the tutorial or lab.

Electives

ND students are required to complete 16 elective credits for the purpose of enhancing the breadth of their education. Students may take graduate-level electives through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and School of Undergraduate and Graduate Studies (as long as course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Summer Intensive Courses

The Summer Intensive meets on ground after completion of the 1st year online program. It includes a weekend naturopathic philosophy retreat, as well as a collection of hands-on lab classes that are part of the Clinical Anatomy, Therapeutic Modalities and Clinical Education block courses. These lab classes build on the didactic knowledge learned in the online lecture and tutorial courses and they focus on developing practical skills.

Naturopathic Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Homeopathic Medicine and Natural Childbirth/Midwifery Certificate programs. Due to space constraints, admission is limited. These are not degree programs. Contact the Office of Admissions for further information.

Homeopathic Medicine Certificate

The Homeopathy Certificate is open to current naturopathic medicine students, and begins to prepare the recipient to apply for the Homeopathic Academy of Naturopathic Physicians (HANP) credential after they graduate. The certificate requires a student to take all elective homeopathy courses in addition to the homeopathy hours integrated in the ND block curriculum. There are additional requirements for case analysis and written papers to complete this certificate. Students are required to apply to be included in the program, to ensure that they can be scheduled in the required courses while they are pursuing their naturopathic medicine degree. Contact the Registrar's Office for further information.

Natural Childbirth/Midwifery Certificate

The natural childbirth/midwifery program at NUNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although NUNM's program is didactic only, and does not include the experiential aspects of training, it prepares students to seek further education through clinical preceptorships, should they so choose. With dual training as a naturopathic physician and midwife, naturopathic midwives are uniquely qualified to provide comprehensive health care for women and their families throughout their lives.

The Natural Childbirth/Midwifery Certificate program provides the didactic education necessary for a graduate to complete requirements to sit for the American College of Naturopathic Obstetricians (ACNO) licensing examination. These courses are in addition to the required Reproductive Systems block course in the ND program, and are comprised of six elective courses. Students receive instruction in the natural process of pregnancy, labor and birth, while also being trained in detection and management of unusual and emergency situations. Students intending to include natural childbirth in their practices must complete the entire didactic sequence of coursework to familiarize themselves with the management of pregnancy, childbirth, postpartum and neonatal periods.

Program coursework meets Oregon licensure requirements for the certificate of natural childbirth, and is recognized by Washington state midwifery requirements. Both states also require practical clinical experience, which is not included in this certificate program. Individuals interested in practicing naturopathic midwifery in other areas should contact local governing agencies to inquire about requirements.

Students must be in good academic standing and may apply for the program in their third year of the naturopathic medicine program. Although NUNM does not formally offer a clinical component, the College of Naturopathic Medicine can assist with connecting students with qualified preceptors in the community. Students who are interested in a clinical preceptorship will be interviewed by the preceptor. Unfortunately, due to limited available positions, not all students will be offered a clinical preceptorship.

ND Graduate Medical Education (Residency) Program

At the end of their accredited naturopathic medical program, NDs can become licensed for practice once they have successfully passed their NPLEX board exams and have completed state licensure requirements. However, postgraduate education and training is highly encouraged. There are increasing opportunities for further clinical education in the form of naturopathic residencies, and NUNM leads the profession—we developed and administer the first and largest graduate medical education program certified by the Council on Naturopathic Medical Education (CNME). Currently, residency placement is a highly competitive process. In addition to earning a Doctor of Naturopathic Medicine degree from an accredited institution, candidates must demonstrate professionalism, maturity, commitment to serve, excellent clinical abilities, and an aptitude for enhancing their clinical skills. NUNM is committed to assisting the profession in developing an adequate number of residency opportunities to allow the graduates of all accredited naturopathic degree programs to receive the benefits of graduate medical education.

For information about applying to an NUNM residency position, other opportunities, and application requirements and deadlines; please visit nunm.edu/residency-nd and aanmc.org/naturopathic-residencies/residency-timeline.

We practice and teach the art, science, and spirit of Chinese Medicine to prepare practitioners capable of restoring health and harmony to individuals and communities.

Chinese Medicine as Rooted in the Classics

NUNM's Chinese medicine (CCM) community is devoted to tapping the source of this ancient medical system. Why? Because we find the classical approach to be exceptionally effective and fascinating.

The roots of Chinese Medicine extend back thousands of years—to the wisdom and work of cultivated individuals who understood that human beings are microcosms of the natural world. They recognized that everything in the material world, including the human body, is a creation and reflection of a higher dimension of reality. Health and harmony can be achieved by living in accordance with the laws of nature, and in alignment with one's most authentic expression.

Deeply attuned to the rhythms of nature, ancient yangsheng ("nurturing life") practitioners learned to read the map of that higher reality (the Dao) as it imprinted in (literally "in-formed") the physical realm. Symptoms of disease were not seen as errors to be eradicated, but were instead read as signals of a disharmony that could be resolved to regain the experience of wholeness.

It is of immeasurable benefit to the profession that we still have access to the wisdom of the ancients through works referred to as the "classical texts" of Chinese medicine. While some consider these texts to be curious museum-worthy artifacts, classically oriented practitioners recognize and honor them as key resources in the essential quest to unlock the secrets of true health and happiness.

But the texts are not easy to decipher—the journey requires steadfast seriousness of purpose. The combinations of classical Chinese characters comprising these works are rich, etymological word fields having many layers of symbolic meaning. Discerning the depth of meaning contained in even a short passage can require the rhythmic interplay of scholarly inquiry, contemplative practice and ultimately, the illumination of one's direct clinical experience. Therefore, even excellent scholarly translations capture only a fraction of the richness contained in the original language. This is why it is extremely valuable to study with faculty having expertise in the texts, and if one is so motivated, to develop one's own capacity to enter the texts directly through the original classical characters. The texts become a doorway to a vast trove of timeless wisdom and knowledge.

The Classical Approach at NUNM

Heiner Fruehauf, PhD, LAc, was pursuing scholarship in Sinology (the study of Chinese language, literature and history) when he entered the profession of Chinese medicine through the doorway of his own health challenges. An essential feature of his medical education was lineage-style apprenticeship with renowned experts in Daoist and classical Chinese medicine. When hired by NUNM in 1992, Dr. Fruehauf's mission of developing a unique offering in Chinese medicine was inspired and informed by discussions with his Chinese mentors. Their vision continues to attract a group of like-minded scholar-practitioners from across Asia and the West who are committed to training students excited to explore and embody the richness and power of the classical approach to Chinese medicine. Many have access to knowledge that is not typically taught in any Western language.

NUNM offers three CCM programs—the Master of Acupuncture (MAc), the Master of Acupuncture with a Chinese Medicine Specialization (MAcCHM) and the Doctor of Acupuncture with a Chinese Medicine Specialization (DAcCHM). The MAcCHM is fully nested within the DAcCHM, with the latter having an additional 25.5 credits and 390 hours. The MAc is largely nested within the MAcCHM, but has acupuncture-specific courses unique to it beginning in the final term of the second year. Students in all programs gain a strong classical orientation to the medicine. A primary goal of the DAcCHM program is to set graduates firmly on the path of the scholar-practitioner, capable of uncovering ancient knowledge and integrating it into modern-day clinical practice. In addition to learning to read and translate the classical texts, DAcCHM students gain a more complete understanding of the philosophical, historical and cultural context of the medical texts, and later developments in Chinese medicine based upon these texts. The doctoral curriculum also prepares graduates to more fully embody the knowledge, skills and behaviors required for Chinese medicine practitioners to communicate and collaborate within the biomedicine-based healthcare system.

Overview of the CCM Programs

The following provides a year-by-year tour through the CCM programs. All information applies to both the MAcCHM and DAcCHM; content that is specific to the MAc and the DAcCHM programs are noted.

Year One: Immersion in the Way of Classical Chinese Medicine

Theory/Knowledge

Students learn the fundamental theory and principles of Chinese medicine, and become familiar with the historical, philosophical and cultural context in which the many streams of Chinese medicine arose in mainland China. After gaining a solid grounding in the classical roots of the medicine, students also explore the development of the modern Chinese medicine framework, examining its origins as well as its potential strengths and limitations within contemporary clinical and educational contexts.

MAc/MAcCHM: Instead of offering standalone classical text courses in the first year as in the DAcCHM program, the classical foundations in the MAc and MAcCHM programs are integrated across the Foundations of Chinese Medicine and acupuncture course sequence.

DAcCHM: Students receive more extensive training in the historical, philosophical and cultural context of many of the major classical texts of Chinese medicine

Skills

Students become adept at point location and begin to practice freehand and tube-assisted needle insertion. They practice musculoskeletal/myofascial palpation, and begin their training in Chinese medicine diagnostic techniques, including tongue and pulse diagnosis. Students also gain fluency in sensing the flavor, nature and movement of individual Chinese herbs and herb combinations, and develop critical thinking and research literacy skills.

Cultivation

Students begin qigong and Taiji practicums, along with other mind–body practices. Through these courses, students develop awareness of qi flow by engaging in traditional “nourishing life” (yangsheng) practices from the Jinjing Gong lineage, one of China’s authentic internal cultivation traditions.

Recognizing that development into a thriving business person is an integral element of cultivation, the business series of courses are embedded in the program. The goal of this series is to equip students with the knowledge, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that is personally and professionally rewarding.

MAc: Due to the shorter length of the program, the MAc program includes mind–body practices rather than the full Taiji and Qigong practicum sequence. However, Taiji and Qigong courses may be taken as electives within the MAc program.

DAcCHM: A key component of cultivation training in the DAcCHM curriculum starts in the first year with the classical texts series of courses. Through the study and acquisition of the classical Chinese language, students develop a form of cognitive capacity that transcends Western rational, dualistic thought. The goal is to engage a way of knowing that will enrich each clinical encounter and enhance clinical outcomes.

Biomedicine

The biomedicine portion of all three programs (MAc, MAcCHM, and DAcCHM) begins in the first year. Clinic

Students are introduced to the practical and philosophical fundamentals of working in the NUNM health centers, and begin their clinical observation/theater training.

Year Two: Exploring How it All Comes Together—Embodiment and Integration

Theory/Knowledge

Students study classical models of human pathology and expand their knowledge of acupuncture prescription and Chinese herbal formulation. They deepen their understanding of Chinese medicine as a macrocosm/microcosm symbol science as they explore the Chinese medicine pathology courses.

MAc: Beginning in the winter of the second year, students undertake the integrative clinical medicine series. This series of integrative clinical medicine courses brings together biomedical and classical Chinese medicine perspectives across a range of clinical areas.

Skills

Students continue to build their hand skills through the acquisition and practice of bodywork and acupuncture tonification and dispersion techniques. They are introduced to the art of medicinal food preparation, and to classical methods of herb processing.

Cultivation

The qigong and business series continue, and a practitioner cultivation course promotes self-reflection and increased awareness of personal resources and challenges.

DAcCHM: In the second year of the classical texts series, students translate portions of the Huangdi Neijing, with an emphasis on clinical application of the knowledge gleaned from this seminal text of Chinese medicine.

Biomedicine

The biomedicine series continue in the second year. The foundation gained in the first year of the program provides students with the background needed to integrate biomedical knowledge into the more expansive framework of CCM. This approach is in conscious contrast to the modern trend of interpreting Chinese medicine from within the material confines of the biomedical perspective. The College of Classical Chinese Medicine believes that the brilliance of biomedicine is most powerfully applied within the context of whole-systems science, and that Chinese medicine can truly flourish only when understood and applied according to its own precepts and tenets.

Clinic

Students complete one clinical observation/theater rotation per quarter, in which they observe seasoned clinical faculty diagnose and treat patients using individual lineage styles of practice.

Year Three: Refining Clinical Skills and Developing a Medical Mind

Theory

The third year is devoted to the advancement of clinical reasoning. Incorporating modern and classical case analysis, students learn to compare and integrate biomedical and Chinese medicine approaches to patient diagnosis and treatment.

DAcCHM: Third-year students gain a deeper functional understanding of the acupuncture channels by studying the symbolic meaning of the acupuncture point names. They also study the symbolic meaning of herb names. Students undertake the integrative clinical medicine series in the third-year. This series of integrative clinical medicine courses brings together biomedical and classical Chinese medicine perspectives across a range of clinical areas. Students study etiology, pattern differentiation, and acupuncture and herbal treatment strategies for conditions involving the endocrine and reproductive systems, gastrointestinal and genitourinary disorders, dermatology, neurological and orthopedic conditions, HEENT, respiratory, cardiovascular health, and pediatrics. Emphasis is placed on integrating insights from Chinese medicine with modern biomedical understanding and fostering collaborative care with other healthcare providers.

Skills

Students hone their palpation, perception and clinical reasoning skills, with a focus on applying them to the diagnosis and treatment of disease. In addition to learning advanced manual and needling techniques, students practice adjunctive acu-moxa modalities, including moxibustion, cupping, guasha, bleeding and teishin. The refinement of clinical skills includes the use of microsystems in diagnosis and treatment. It also includes standard physical examination and assessment methods from the biomedical approach.

Cultivation

The taiji and qigong emphasize on clinical application, and the business series continues with an emphasis on marketing and business systems.

DAcCHM: In the third year of the classical texts series, students translate the Shanghanlun and Jingui Yaolüe, with an emphasis on clinical application. The third-year doctoral capstone/research course focuses on "developing a medical mind" as well as doctoral capstone/research preparation.

Biomedicine

As the biomedicine series continues, the Western approach to the diagnosis and treatment of disease is compared to, and integrated with, Chinese medicine approaches. The third year includes courses on the biomedical understanding of nutrition and public health.

Clinic

The third-year clinical rotations enhance the confidence and competence of students in preparation for the internship phase of training. In the clinical mentoring rotations, students engage directly in the intake and treatment of patients under the complete guidance of their clinical supervisor. In a spring quarter pre-internship rotation, students become familiar with the process and responsibilities of being an intern by shadowing and supporting the interns who are about to graduate.

MAc: The third year of the MAc program includes two summer mentoring rotations, followed by eight intern rotations in the fall, winter, and spring terms.

Year Four: Becoming a CCM Practitioner

Theory/Skills

In the fourth year, students undertake integrative clinical medicine courses and clinical internship presentation.

Review courses help prepare students for the national board exams. The herbs review course is combined with training that prepares soon-to-be graduates with the knowledge and skills required to run a successful herbal medicinary.

Cultivation

The final course in the business series prepares students to be successful, fulfilled and ethically/legally upright with respect to the business and practice management aspects of their professional life.

DAcCHM: Students receive additional training in systems-based medicine, providing an understanding of the broader healthcare system necessary to coordinate care within this system, and to collaborate effectively within a multidisciplinary healthcare setting.

Biomedicine

DAcCHM: To ensure that DAcCHM graduates are prepared to communicate effectively with providers in the broader biomedically based healthcare system, they complete cutting-edge coursework exploring the relationship between Chinese medicine and biomedicine models of understanding the pathological basis, diagnosis and treatment of disease.

Clinic

During the final year of study, students step into the role of intern and assume an increasing level of responsibility for the diagnosis and treatment of patients under the expert supervision of clinical faculty. Through an application process, each intern is paired with a clinical faculty mentor, with whom they experience at least one internship rotation per quarter throughout the final year. This provides students continuity of training in their resonant style of practice and long-term management of patient cases.

DAcCHM: Doctoral students complete at least one collaborative care rotation, in which they engage in patient-centered care while co-treating patients with naturopathic students (and potentially additional healthcare practitioners) in a multidisciplinary setting. In addition to participating in one or more primary care teams with naturopathic physicians at NUNM's campus health center, DAcCHM interns have the opportunity to complete one or more rotations at NUNM's multidisciplinary community clinic sites (e.g.,the Garlington Center at Cascadia Behavioral Health and the Volunteers of America—Men's Recovery Center).

Electives

MAcCHM and DAcCHM students are required to complete 3 and 3.5 elective credits, respectively, for the purpose of rounding out their education. Students are encouraged to take electives through the College of Classical Chinese Medicine, which deepen the student's connection with the classical roots of the medicine. In addition, students may also take elective courses through the College of Naturopathic Medicine and School of Undergraduate & Graduate Studies (as long as course prerequisites are met).

The CCM-specific electives include coursework in such subjects as calligraphy, shiatsu, classical tea arts, Yijing, bazi suanming, qimen dunjia, weiqi (a form of Chinese chess), and Confucian Five-Element emotional healing (Shan Ren Dao Retreat). These courses provide valuable tools and opportunities for cultivation, and connect students with the milieu of the ancient sage-practitioner.

MAc: There are 2 elective credits requirements in the MAc program.

Licensing and Certification of Acupuncturists and Oriental Medicine Practitioners

The MAcCHM, DAcCHM and MAc degrees are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and qualify graduates to apply for licensure in Oregon and other states, and for the DAcCHM and MAcCHM degrees to take all of the AOM exams administered by the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) and for the MAc degree, all AOM exams except Herbal Medicine, used in most states as the basis for licensure.

For additional information, contact:

ACAHM 500 Lake Street, Suite 204

Excelsior, MN 55331 952.212.2434

NCBAHM

1199 N. Fairfax Street, Suite 220

Alexandria, VA 22314 888.381.1140 (toll free)

202.381.1140 (direct)

202.381.1141 (fax)

DAcCHM

The DAcCHM program is approved by the California Acupuncture Board, allowing all CCM graduates to sit for the California licensing exam; and is on the state of New Mexico education program approved list. For additional information concerning acupuncture licensure in the state of California, contact:

California Acupuncture Board 1747 N. Market Blvd. Sacramento, CA 95834 916.515.5200

For additional information concerning licensure in the state of New Mexico, contact:

New Mexico Board of Acupuncture and Oriental Medicine 2550 Cerrillos Rd. Santa Fe, NM 87505 505.476.4630

The Doctor of Acupuncture with a Chinese Herbal Medicine Specialization is a four-year program consisting of 3,174 hours and 202.25 credits. It fully contains the coursework and outcomes of the MAcCHM program. Students learn how to read and translate the classical texts of Chinese medicine and to apply their understanding to patient care. DAcCHM students also achieve competencies preparing them to integrate the principles and practice of classical Chinese medicine into the broader healthcare system.

DAcCHM Program Outcomes

Relate the ancient Chinese view of macrocosm-microcosm correspondences to the contemporary practice of medicine

Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles

Teach patients how to incorporate traditional Chinese "nourishing life" practices into a regular routine

Design a plan for establishing a sustainable career rooted in classical Chinese medicine education

Integrate evidence-based biomedical analysis into the practice of Chinese medicine

Demonstrate the ability to work collaboratively within the healthcare system to provide patient-centered care

Describe the theory and practices of Chinese medicine to patients and the public

Apply principles and treatment strategies gained through translation of the classical texts of Chinese medicine to clinical scenarios

Elective Requirement

DAcCHM students are required to complete 3.5 elective credits for the purpose of enhancing the breadth of their education. Students are encouraged to take electives through the College of Classical Chinese Medicine, which deepen the student's connection with the classical roots of the medicine. In addition, students may also take graduate-level elective courses through the College of Naturopathic Medicine, and School of Undergraduate and Graduate Studies (as long as course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

Development of foundational knowledge and understanding of Chinese medical concepts and techniques

Evolution of interpersonal communication abilities

Refinement of problem-solving capacities and clinical judgment

Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

Clinical Observation/Theater I begins the first-year Spring term. To begin the second-year Clinical Observation/Theater II-III component, students must complete the first year of study and pass Herbs I-II, Acu-Moxa Points and Techniques I-III, Chinese Diagnostic Techniques I-II, Clinical Anatomy I-III, Physiology I-III, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-II, Western Pathology I-III, Herbs I-VI, Acu-Moxa Points and Techniques I-VI, and Practitioner Cultivation. Before undertaking the Clinical PreInternship Rotation, students must complete Clinical Case Presentation, and a minimum of two Clinical Mentoring Rotations.

To advance into Clinical Internship, students must complete the third year of study and pass Integrative Clinical Courses Clinical Case Presentation, Clinical and Physical Diagnosis, Lab Diagnosis, Tuina, Shiatsu, and six Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination. An Internship orientation is required before beginning the Internship rotations.

Students progress through the clinical experience in a sequential fashion, from active observation of highly experienced practitioners, to greater involvement in patient care under fully guided mentoring, to being able to conduct a comprehensive patient intake and assessment, and design and deliver an individually tailored treatment protocol under expert supervision. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state. With a focus on patient-centered care, students learn how to make and receive appropriate referrals, and to communicate and collaborate within the prevailing biomedically based healthcare system.

Training in how to write a case report (using the CARE Guidelines) is woven through all four years of the clinical education. In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination.

Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Observation/Theater, Clinical Mentoring, Clinical Pre-Internship, Clinical Case Presentation, Clinical Internship, and Internship Case Presentation. DAcCHM students also complete a Collaborative Care Rotation and Collaborative Care Case Presentation. These are organized as follows:

Year of Study	**Clinical Component**
DAcCHM	
1st	Introduction to Clinic: Students learn the fundamentals of working in the NUNM clinics
1st	Clinical Pre-Observation/Theater Rotation I: Students get their first experience observing clinical supervisors treating patients in the NUNM clinics
2nd	Clinical Observation/Theater Rotation II-III: Students observe experienced practitioners treat patients
3rd	Clinical Mentoring Rotation I-VI: Students become involved in patient diagnosis and treatment under direct clinical supervision
3rd	Clinical Case Presentation: Clinical cases are viewed through multiple lenses
3rd	Clinical Pre-Internship Rotation: Students learn the role and responsibilities of the intern by following the interns soon to graduate
4th	Clinical Internship Rotation I-III: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; needle insertions are observed
4th	Clinical Internship Rotation IV-IX: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	Clinical Internship Holiday Requirement (24 hrs): Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	Internship Case Presentation: Presentation and discussion of internship cases with peers and supervisors
4th	Collaborative Care Rotation: DAcCHM/ DSOM students deliver patient-centered care alongside naturopathic primary students.
4th	Collaborative Care Case Presentation: Presentation of collaborative care cases, with a focus on inter-professionalism and systems-based medical care.

MAcCHM

The Master of Acupuncture with a Chinese Herbal Medicine Specialization is a four-year program consisting of 2,784 hours and 176.75 credits. Students are immersed in the foundations of Chinese medicine, receive a holistic education in Western medical sciences, and are trained in the clinical application of the major modalities of acupuncture, moxibustion, herbal formulation, bodywork, qigong and nutrition.

The curriculum emphasizes personal and professional cultivation in order to support the health of students as they progress through school, and to optimize their proficiency as practitioners. Many elective courses are available, including those providing advanced study in the areas of qigong and shiatsu.

MAcCHM Program Outcomes

Apply the fundamental principles of classical Chinese medicine to patient care

Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles

Teach patients how to incorporate traditional Chinese "nourishing life" practices into a regular routine

Design a plan for establishing a sustainable career rooted in classical Chinese medicine education

Integrate evidence-based biomedical analysis into the practice of Chinese medicine

Discuss the role of the AOM practitioner in patient-centered care within the healthcare system

Describe the theory and practices of Chinese medicine to patients and the public

Elective Requirement

MAcCHM students are required to complete three elective credits for the purpose of rounding out their education. Students are encouraged to take electives through the College of Classical Chinese Medicine, which deepen the student's connection with the classical roots of the medicine. In addition, students may also take graduate-level elective courses through the College of Naturopathic Medicine, and School of Undergraduate and Graduate Studies (as long as course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of classical Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

Development of foundational knowledge and understanding of Chinese medical concepts and techniques

Evolution of interpersonal communication abilities

Refinement of problem-solving capacities and clinical judgment

Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

Clinical Observation/Theater Rotation I begins the Spring term of the first year of study. To begin the second-year clinical Observation/Theater II-III component, students must complete the first year of study and pass Herbs I-II, Acu-Moxa Points and Techniques I-III, Chinese Diagnostic Techniques I-II, Clinical Anatomy I-III, Physiology I-III, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-II, Western Pathology I-III, Herbs I-VI, Acu-Moxa Points and Techniques I-VI, and Practitioner Cultivation. Before undertaking the Clinical Pre-Internship Rotation, students must complete Clinical Case Presentation and a minimum of two Clinical Mentoring Rotations.

To advance into Clinical Internship, students must complete the third year of study and pass Integrative Clinical Medicine Courses, , Clinical and Physical Diagnosis, Lab Diagnosis, Tuina, Shiatsu, and six Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination. An Internship orientation is required before beginning the Internship rotations.

Students progress through the clinical experience in a sequential fashion, from active observation of highly experienced practitioners, to greater involvement in patient care under fully guided mentoring, to being able to conduct a comprehensive patient intake and assessment, and design and deliver an individually tailored treatment protocol under expert supervision. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state. With a focus on patient-centered care, students learn how to make and receive appropriate referrals, and to communicate and collaborate within the prevailing biomedically based healthcare system.

Training in how to write a case report (using the CARE Guidelines) is woven through all four years of the clinical education. In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination.

Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Pre-Observation, Clinical Observation, Clinical Mentoring, Clinical Pre-Internship, Clinical Case Presentation, Clinical Internship, and Internship Case Presentation. These are organized as follows:

Year of Study		Clinical Component
MAcCHM	**MAcCHM/ ND**	
1st	1st	Introduction to Clinic: Students learn the fundamentals of working in the NUNM clinics
1st	1st	Clinical Observation/Theater Rotation I: Students get their first experience observing clinical supervisors treating patients in the NUNM clinics
2nd	4th	Clinical Observation Rotation II-III: Students observe experienced practitioners treat patients
3rd	5th	Clinical Mentoring Rotation I-VI: Students become involved in-patient diagnosis and treatment under direct clinical supervision
3rd	5th	Clinical Case Presentation: Discussion of clinical case studies; clinical theater
3rd	5th	Clinical Pre-Internship Rotation: Students learn the role and responsibilities of the intern by following the interns soon to graduate
4th	6th	Clinical Internship Rotation: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; all needle insertions are observed
4th	6th	Clinical Internship Rotation IV-IX: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Internship Holiday Requirement (24 hrs): Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation: Presentation and discussion of internship cases with peers and supervisors

MAc

NUNM's Master of Acupuncture (MAc) degree is a three- or four-year immersion in the foundations of acupuncture, a highly sophisticated and effective form of medicine. The curriculum emphasizes scholarship and practice designed to transmit the art, science, and spirit of Chinese medicine to develop clinical practitioners rooted in the ancient tradition of the medical scholar.

Our students develop a deep understanding of the wisdom of the ancient healers. They also receive holistic education in Western biomedical sciences during their training in the clinical application of major modalities (e.g., acupuncture, moxibustion, Asian bodywork, qigong, and nutrition).

Our curriculum emphasizes personal and professional cultivation to optimize our students' proficiency as practitioners, and to support their health as they progress through their clinical training.

Our programs are the most comprehensive training in classical Chinese medicine offered in the U.S. The MAc degree is accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and qualifies graduates to apply for licensure and to take most of the AOM examinations administered by NCBAHM — used in most states as the basis for licensure.

Elective Requirement

In order to keep the total credit load for the MAc program as low as possible, there are two elective requirements for the program.

Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

Development of foundational knowledge and understanding of Chinese medical concepts and techniques

Evolution of interpersonal communication abilities

Refinement of problem-solving capacities and clinical judgment

Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

Clinical Observation/Theater Rotation I begins in the Spring term of the first year of study. To begin the Clinical Observation/Theater II-III component, students must complete the first year of study and pass Acu-Moxa Points and Techniques I-III, Chinese Diagnostic Techniques I-II, Clinical Anatomy I-III, Physiology I-III, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-II, western Pathology I-III, Acu-Moxa Points and Techniques I-VI, and Practitioner Cultivation. Before undertaking the Clinical Internship Rotation, students must complete Clinical Case Presentation, and a minimum of two Clinical Mentoring Rotations.

To advance into Clinical Internship, students must complete the third year of study and pass Integrative Clinical Medicine Courses, Clinical Case Presentation, Clinical and Physical Diagnosis, Lab Diagnosis, Tuina, and two Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination.

Students progress through the clinical experience in a sequential fashion, from active observation of highly experienced practitioners, to greater involvement in patient care under fully guided mentoring, to being able to conduct a comprehensive patient intake and assessment, and design and deliver an individually tailored treatment under expert supervision. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of

creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state. With a focus on patient-centered care, students learn how to make and receive appropriate referrals, and to communicate and collaborate within the prevailing biomedically based healthcare system.

In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination, offered in the final term of the final year.

MAc Learning Outcomes

Apply the fundamental principles of classical Chinese medicine to patient care. (clinical rotation evaluations, clinic exit examination, case reports)

Craft and perform individualized acupuncture treatments in which the component parts (e.g., acupuncture, bodywork, lifestyle recommendations) are applied according to consistent treatment principles. (clinical rotation evaluations, clinic exit examination, case reports)

Design a plan for establishing a sustainable medical career. (Final business plan)

Integrate evidence-based biomedical analysis into the practice of acupuncture. (clinical rotation evaluations, clinic exit examination, case reports)

Discuss the role of an acupuncturist in patient-centered care within the healthcare system. (clinical rotation evaluations, clinic exit examination, case reports)

Describe the theory and practices of Chinese acupuncture to peers, patients and the public. (community education requirement, clinical rotation evaluations, case reports)

Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Pre-Observation, Clinical Observation, Clinical Mentoring, Clinical Pre-Internship, Clinical Case Presentation, Clinical Internship, and Internship Case Presentation. These are organized as follows:

Year of Study		Clinical Component
MAc	**MAc/ ND**	
1st	1st	Introduction to Clinic: Students learn the fundamentals of working in the NUNM clinics
1st	1st	Clinical Observation/Theater Rotation: Waived due to exposure to the clinic in the ND program
2nd	4th	Clinical Observation/Theater Rotation I-III: Students observe experienced practitioners treat patients
3rd	5th	Clinical Mentoring Rotation I-VI: Students become involved in patient diagnosis and treatment under direct clinical supervision
3rd	5th	Clinical Case Presentation: Discussion of clinical case studies; clinical theater
3rd	5th	Clinical Pre-Internship Rotation: Students learn the role and responsibilities of the intern by following the interns soon to graduate
4th	6th	Clinical Internship Rotation I-III: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; all needle insertions are observed
4th	6th	Clinical Internship Rotation IV-IX: Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Internship Holiday Requirement (24 hrs): Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation: Presentation and discussion of internship cases with peers and supervisors

School of Undergraduate and Graduate Studies

The mission of the School of Undergraduate and Graduate Studies is to transform individuals and communities through integrative, socially responsible, and evidence-informed approaches to health and well-being.

Undergraduate Studies at NUNM

NUNM's undergraduate majors offer an integrative approach to health sciences. Each degree will prepare students for careers in the burgeoning health and wellness field or continuing on to related graduate degree programs.

Employers and graduate schools are seeking well-rounded candidates with interpersonal skills, intercultural competency, and academic preparation in the natural sciences such as organic chemistry, biochemistry, physics, and more. Toward that end, we have designed an integrated curriculum featuring core threads in natural sciences, social sciences, and critical thinking for each program.

Students who complete an an undergraduate program will:

Articulate concepts and demonstrate skills related to nutrition and integrative health sciences.

Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal, and written skills.

Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.

Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

Graduate Studies at NUNM

As people face significant health challenges worldwide, the need for approaches to health and health care that capitalize on what nature provides is increasingly evident. Integrative health and medicine incorporate a variety of systems to create optimal health and wellness for individuals and communities. It recognizes that health is not simply something that can be achieved at the individual level but must also include environmental, social, and political action. It also recognizes that the world cannot be subdivided into discrete, isolated regions but is interrelated in all its parts. At NUNM, our unique master's programs in the School of Graduate Studies prepare our graduates to make significant contributions to the fields of global health, whole-foods nutrition, integrative medicine research, international community organizing and social activism, and international development and service. We emphasize active learning, encourage international travel, and ensure that our students graduate with the tools to succeed in their profession.

Students who complete a graduate program will:

Demonstrate professionalism through communication, presentation, and interpersonal skills.

Abide by ethical and legal standards within the scope of their professional practice.

Embrace the value of integrative approaches to health and wellness.

Apply a social justice perspective to address key issues in health and wellness.

Embrace equity and diversity as strengths in promoting health and wellness.

Practice humility and empathy in dealing with others.

Be lifelong learners who seek continual professional growth.

Utilize evidence-informed approaches to determine the most effective methods of promoting health and wellness.

Other Resources

Food as Medicine Institute:

The Food as Medicine Institute (FAMI) provides nutrition education for individuals, families, and communities to help nourish healthy relationships with whole foods and to enhance healthcare professionals' understanding of food as medicine. FAMI's vision is, "We envision communities free of chronic disease and nourished through healthy whole foods." FAMI is based on the Food as Medicine Everyday (FAME) philosophy:

Promote whole foods and low-processed foods.

Encourage a diverse, primarily plant-based diet.

Include food from healthy animals.

Promote anti-inflammatory food choices.

Recognize that individuals have unique food needs.

Care about food and its sources.

FAMI sponsors an annual FAMI Symposium in the late winter that is open to practitioners, students, and others in the community interested in learning more about current trends in evidence-informed approaches to nutrition. In addition, FAMI teaches the Food as Medicine Everyday curriculum to nutrition educators (including students studying in the Master of Science in Nutrition program) and offers FAME workshops to people in a variety of locations around the United States. More information can be obtained from the FAMI website: https://foodasmedicineinstitute.com/.

Faculty-Led Travel Courses:

Each year, faculty members lead students on travel courses to locations around the globe. Focusing on nutrition, health care or research, trips are currently taught within the Master of Science in Nutrition and Master of Science in Global Health programs and can be found as electives within those programs. Travel courses are currently planned for Croatia, Ghana, India,, Tanzania and Thailand. Students from any NUNM program are eligible for these travel courses, and financial aid may apply to defray the expenses.

School of Undergraduate and Graduate Studies Symposium:

Each spring, the students graduating from programs in the School of Undergraduate and Graduate Studies share their capstone projects with the NUNM community, family, and friends. The Symposium is held the Saturday in June one week prior to graduation. Students provide a brief presentation on the value of their capstone experience, and the audience is invited to ask questions as we celebrate the outstanding achievements of the graduates.

Undergraduate Programs

NUNM's undergraduate majors are 2-year degree completion programs. For admission consideration to undergraduate degree programs, students must have completed 60 semester or 85 quarter credits of transferable coursework with a minimum cumulative GPA of 2.0 prior to the program start date. For additional admission requirements, please refer to the "Admission" section of the catalog.

Bachelor of Science in Integrative Health Sciences

The Bachelor of Science in Integrative Health Sciences (BSiHS) program features four core threads: integrative health sciences, natural sciences, social sciences and critical thinking. The integrative health sciences thread focuses on topics such as prevention and wellness, exercise science, mind-body medicine, nutrition and botanical medicine.

Students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology, organic chemistry, biochemistry, and physics. These provide a scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection, and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BSiHS program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can choose from a variety of electives to gain deeper knowledge in a topic of interest. Select classes from NUNM's graduate degree programs may also be available for elective credit.

Program Outcomes

1. Integrative Health Sciences
   Articulate concepts and demonstrate skills related to integrative health sciences. Develop an appreciation for traditional healing methods backed by scientific study and research evidence.
2. Ethics, Responsibility and Social Maturity
   Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.

3. Communication and Teamwork
   Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal and written skills.
4. Research and Information Literacy
   Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.
5. Career Preparation
   Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

Elective Courses

Integrative health sciences students are required to complete eight elective credits for the purpose of rounding out their education. Undergraduate students may take any elective courses as long as course prerequisites are met. In addition, core courses in other undergraduate programs can be taken for elective credit.

Bachelor of Science in Nutrition

The Bachelor of Science in Nutrition (BScN) program features four core threads: nutrition, natural sciences, social sciences, and critical thinking. The nutrition thread focuses on individual and community nutrition; human nutritional requirements; the link between diet and disease; food systems that impact the nutrition of individuals and communities; and food security and nutritional epidemiology.

Students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology, organic chemistry, biochemistry, and genetics. These provide a scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BScN program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can choose from a variety of electives to gain deeper knowledge in a topic of interest. Select classes from NUNM's graduate degree programs may also be available for elective credit.

Program Outcomes

1. **Nutrition**
   Articulate concepts and demonstrate skills related to human nutrition. Appraise the relationship between nutrition, human biochemistry, and health and wellness. Apply these concepts to the improvement of nutritional status for individuals, families and communities.

2. **Ethics, Responsibility and Social Maturity**
   Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.
3. **Communication and Teamwork**
   Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal and written skills.
4. **Research and Information Literacy**
   Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.
5. **Career Preparation**
   Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

Elective Courses

Nutrition students are required to complete four elective credits for the purpose of rounding out their education. Undergraduate students may take any elective courses as long as course prerequisites are met. In addition, core courses in other undergraduate programs can be taken for elective credit.

Bachelor of Science in Massage Therapy

In the Bachelor of Science in Massage Therapy program, students gain the knowledge and hands-on skills needed to become licensed, highly skilled massage therapist, prepared to help clients relieve pain, reduce stress, and improve overall well-being.

Grounded in integrative health and whole-person care, this program combines advanced therapeutic massage techniques with a strong foundation in anatomy, physiology, pathology, and clinical science. Students train at NUNM's teaching health center, gaining real-world clinical experience, professional confidence, and collaboration skills for integrative healthcare settings. Graduates are prepared for massage therapy licensure and career success in clinical practices, wellness centers, spas, rehabilitation settings, or as independent practitioners. The program has been approved by the Oregon State Board of Massage Therapy, and students are eligible for licensure as a Licensed Massage Therapist (LMT) in the state of Oregon.

Program Outcomes and Competencies

Outcome 1: Integrative Clinical Competence

Students will apply a range of massage techniques—Swedish, deep tissue, trigger point, hydrotherapy, and movement—to support client health, safety, and therapeutic goals.

- Perform Swedish and circulatory massage techniques with appropriate pressure and intent.
- Apply deep tissue and trigger point therapy techniques to address chronic muscle tension.
- Integrate hydrotherapy and movement techniques to enhance recovery.

- Adapt techniques based on clinical reasoning and client feedback.

Outcome 2: Biomedical Foundations, Clinical Assessment, and Critical Thinking
Students will demonstrate a thorough understanding of human anatomy, physiology, and pathology, applying this knowledge to design and implement safe and effective treatment plans for clients with diverse conditions.

- Identify major anatomical structures and their function in relation to massage therapy.
- Explain the physiological effects of massage on different body systems.
- Recognize common pathologies, appropriate massage therapy treatment plans, and contraindications.
- Identify acute and chronic pain conditions and their impact on client well-being.
- Integrate pain science into the development of client treatment plans.
- Use massage techniques to alleviate pain and promote healing.
- Conduct thorough client assessments, identifying the client's physical and emotional needs.
- Analyze client progress and adjust treatment plans accordingly.
- Apply clinical reasoning in modifying techniques to meet evolving client needs.

Outcome 3: Professionalism, Ethics, and Communication
Students will demonstrate ethical conduct, cultural humility, and effective client communication, including accurate record-keeping and professional boundaries.

- Maintain confidentiality and professional boundaries.
- Communicate treatment plans, risks, and outcomes clearly.
- Apply ethical reasoning in diverse clinical scenarios.
- Complete accurate and thorough client intake forms, progress notes, and treatment plans.

Outcome 4: Licensure and Practice Readiness
Students will demonstrate preparedness for board certification, licensure exams, and entry-level practice as massage professionals.

- Review and integrate all core course content to prepare for licensure and certification exams by successfully completing a practice board exam.
- Engage in case-based scenarios to apply theoretical knowledge in practical settings.
- Demonstrate competence in clinical skills required for board certification.
- Develop a business plan for a massage therapy practice.
- Implement marketing strategies to attract and retain clients.
- Understand financial management and legal requirements for practice operations.

Careers & Outcomes

NUNM graduates are prepared for:

- Licensed Massage Therapist (LMT)
- Medical massage or rehabilitation assistant roles
- Sports and performance massage
- Spa and wellness setting practitioners

- Clinic or private practice ownership
- Pathways to advanced degrees in integrative healthcare

Bachelor of Science in Exercise Science

The Bachelor of Science in Exercise Science at NUNM prepares students to apply exercise physiology, biomechanics, and clinical assessment with an integrative, natural healthcare framework. This hands-on program blends rigorous science with whole-person care, training graduates to use evidence-based exercise prescription to improve health outcomes. If you're passionate about improving mobility, preventing chronic disease, and advancing whole-person health, this program was built for you.

Students develop practical skills in exercise testing, strength and conditioning, functional movement, sports nutrition, and behavior change, while gaining real-world experience in the NUNM Health Centers.

Students will learn to:

- Assess human movement and functional performance
- Design evidence-based exercise programs
- Integrate physical activity into holistic lifestyle plans
- Work confidently in clinical, fitness, and community settings

Program Outcomes and Competencies

Outcome 1: Biomedical Foundations and Integrative Clinical Competence

Students will apply scientific principles of exercise physiology and human movement within integrative and preventive health contexts.

- Explain acute and chronic physiological responses to exercise across major body systems.
- Analyze human movement using biomechanical principles to enhance function and reduce injury risk.
- Integrate exercise science with nutrition, lifestyle, and behavioral strategies to address root causes of health challenges.
- Evaluate and apply current research to inform professional practice and clinical decision-making.

Outcome 2: Clinical Assessment and Critical Thinking

Students will competently assess health, fitness, and movement to inform safe and effective exercise interventions.

- Conduct comprehensive health and fitness assessments using standardized, evidence-based protocols (e.g., ACSM guidelines).
- Interpret physiological, biomechanical, and functional assessment data to identify risk, readiness, and training needs.
- Apply clinical reasoning to determine appropriate testing modifications for diverse populations and health conditions.
- Demonstrate accurate documentation and professional communication of assessment findings.

Outcome 3: Evidence-Based Exercise Prescription and Program Design

Students will design individualized exercise programs that promote health, performance, and long-term adherence.

- Develop evidence-based exercise prescriptions for aerobic, resistance, flexibility, and neuromotor training.
- Adapt exercise programs for special populations, chronic disease management, and varying functional capacities.
- Apply principles of progression, overload, recovery, and periodization to support sustainable outcomes.
- Integrate safety, risk management, and contraindication awareness into all program designs.

Outcome 4: Professionalism, Ethics, and Communication

Students will demonstrate professional, ethical, and equity-centered practice in diverse health and wellness environments.

- Employ effective communication strategies, including motivational interviewing, to support behavior change and exercise adherence.
- Demonstrate ethical practice, professional conduct, and awareness of scope-of-practice standards.
- Design and deliver exercise interventions that are inclusive, culturally responsive, and accessible to diverse populations.
- Collaborate effectively within interdisciplinary teams to support whole-person, community-centered care.

Accelerated Bachelor of Science in Integrative Health Sciences to Master of Science in Clinical Research (BSiHS-MSCR)

With the accelerated three-year Bachelor of Science in Integrative Health Sciences (BSiHS) to Master of Science in Clinical Research (MSCR) program, students earn both degrees at a lower cost and gain faster entry into the employment market. Upon successful completion of the requirements, students earn a BSiHS degree at the end of the second year and a MSCR degree at the end of the third academic year. During the MSCR program, students complete a research thesis project under the guidance of a faculty mentor.

Students take undergraduate courses during their first year, a mixture of undergraduate and graduate courses the second year (completing the BSiHS), and all graduate courses during their final four quarters (spring of the second year; fall, winter and spring of the third year). Note: Students pay undergraduate tuition for undergraduate credit courses and graduate tuition for graduate credit courses.

As undergraduates, students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology organic chemistry, biochemistry and genetics. These provide a scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection, and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BSiHS program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can also choose from a variety of electives to gain deeper knowledge in a topic of interest.

The Master of Science in Clinical Research (MSCR) degree brings together faculty and researchers from various integrative medicine fields to work with students in a collaborative project-based environment. As the use of integrative medicine continues to increase, so does the need to develop the evidence base for its use. Clinical, and observational research methods are emphasized in the MSCR program, as they are essential to provide a solid foundation for natural therapies. In close partnerships with skilled mentors, students in this program conduct novel health and medical research on studies including herbal medicine, nutrition, mind-body therapies, and behavioral and environmental effects on health.

Required courses provide a foundation in clinical and laboratory research, public health, and courses in epidemiology, clinical research design, biostatistics, and bioethics. Students may choose from a variety of elective courses based on their research interests. Students also gain practical experience by attending research conferences, completing a research project, writing papers, and defending a thesis. The program prepares students for research and public health careers. Students who are preparing for PhD programs, MD programs, or postdoctoral research positions at natural or conventional medical institutions also gain valuable foundational knowledge through this program. Medical students who concurrently pursue this degree go on to careers as physician-researchers or specialize in a clinical area.

Program Outcomes and Competencies

Bachelor of Science in Integrative Health Sciences (BSiHS)

Students in the BSiHS program will be prepared to meet the following program outcomes and competencies:

Integrative Health Sciences Articulate concepts and demonstrate skills related to integrative health sciences. Develop an appreciation for traditional healing methods backed by scientific study and research evidence.

Ethics, Responsibility and Social Maturity Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors, and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.

Communication and Teamwork Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal, and written skills.

Research and Information Literacy Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.

Career Preparation Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

Master of Science in Clinical Research (MSCR)

Students in the MSCR program will be prepared to meet the following program outcomes and competencies:

Program Outcomes & Course Competencies

1. **Develop research skills expertise**
    a. Summarize the current understanding of a research topic, especially by searching databases to identify relevant literature.
    b. Critically appraise various types of literature, including intervention, observation, systematic review, and case studies.
    c. Describe and apply all aspects of study design, including articulating appropriate questions, generating hypotheses, choosing appropriate design and methods, selecting outcomes, and designing data management and analytic strategies.
    d. Effectively communicate methods, data and results of research in written, oral and visual formats for varied audiences.
2. **Gain a working knowledge of the basic aspects of integrative medicine and health**
    a. Describe integrative medicine modalities and their clinical application.
    b. Explain processes by which social, behavioral, economic and policy factors, including nutritional behaviors and practices, influence individual and community health.
    c. Describe etiology, progression and treatment of some common diseases/conditions.
    d. Demonstrate expert knowledge concerning at least one question of interest in the field of integrative health.
3. **Scientific integrity: Be a steward of ethical research practice**
    a. Demonstrate an understanding of ethical issues in human subjects research, including the need for inclusion and diversity in research study planning, oversight and participation.
    b. Describe the purpose and the process of IRB approval and oversight of research.
    c. Demonstrate safe, HIPAA-compliant data management strategies.
4. **Demonstrate professional growth**
    a. Identify key integrative medicine researchers in the field as well as potential collaborators and mentors.
    b. Articulate an area of research emphasis and communicate short- and long-term career goals.
    c. Participate in and present at local/national/international research meetings and conferences.
    d. Stay abreast of current findings and develop processes to facilitate life-long learning.

Accelerated Bachelor of Science in Nutrition to Master of Science in Nutrition (BScN-MScN)

With the accelerated three-year nutrition program, students earn both degrees at a lower cost and gain faster entry into the employment market. Upon successful completion of the requirements, students earn a Bachelor of Science in Nutrition (BScN) degree at the end of the second year and a Master of Science in Nutrition (MScN) degree at the end of the third academic year. During the MScN program, students choose a curriculum concentration, either clinical or culinary, to specialize in a specific area in which they intend to utilize their degree.

Students take undergraduate courses during their first year, a mixture of undergraduate and graduate courses the second year (completing the BScN), and all graduate courses during their final four quarters (spring of the second year; summer, fall, winter and spring of the third year). Note: Students pay undergraduate tuition for undergraduate credit courses and graduate tuition for graduate credit courses.

Food truly is medicine. Our nutrition programs are focused on whole, unprocessed foods and traditional diets, and our philosophy that Food is Medicine is represented in every course.

As undergraduates, students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology, organic chemistry, biochemistry and genetics. These provide a scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection, and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BScN program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can also choose from a variety of electives to gain deeper knowledge in a topic of interest.

Master of Science in Nutrition

The mission of the Master of Science in Nutrition program is to cultivate nutritionists who utilize evidence-informed personalized medical nutrition therapy to support health through clinical practice, culinary medicine, and education. Graduates emerge equipped with the expertise to translate knowledge into impactful interventions for fostering health and wellness within the individuals and communities they serve.

It's becoming widely understood that nutrition plays a significant role in health and disease. The old adage "you are what you eat" has never been truer. The Master of Science in Nutrition (MScN) degree program focuses on diets that are based on whole, unprocessed foods and integrates nutritional biochemistry and pathophysiology with advanced

clinical nutrition knowledge. An active-learning curriculum provides a solid foundation in holistic nutrition and food systems, complemented by skill-training in cooking, teaching and nutritional counseling. Students choose a curriculum track, clinical or culinary, to better refine their program and prepare for a career in the field of nutrition.

Nutrition is a dynamic science with new research findings constantly being published. As we continue to learn about the complex relationship between food and human metabolism, there is no argument that whole and minimally processed foods are better for reducing disease risk. Fruits, vegetables, nuts and seeds provide us with many beneficial nutrients beyond vitamins and minerals. However, each individual also has their own unique nutritional needs. No one diet is right for everyone. Focusing on each person as an individual allows for variation of dietary needs that provide the best nutritional support possible.

Nutrition books are top sellers, demonstrating that the public wants more information about nutrition. Simultaneously, chronic preventable diseases associated with lifestyle-related risk factors are on the rise. This paradox demonstrates that nutrition knowledge is not translating to individuals' ability to make dietary changes. People need help and support to make significant behavioral changes. In order to make nutrition accessible to every individual in every community, we need a nutritional philosophy that embraces cultural preferences. We need to treat food as medicine.

The Master of Science in Nutrition program is a practice-based curriculum that facilitates advanced skills in scholarly learning and professional training in the field of nutrition. Students learn fundamental knowledge and application of integrative nutrition in the following focus areas:

- **Clinical Nutrition:** Students learn the complex interactions that nutrients and phytochemicals play within the human body and how deficiencies can result in subclinical and clinical conditions. Through careful analysis, nutritional interventions are designed and optimized to reduce disease and support quality of life at the individual level.
- **Community Nutrition:** Students are trained in population-based nutrition and determinants of health, such as food access, education, and policy. Exploration of various components including economic, cultural, and social influences.
- **Culinary Nutrition:** Students become proficient in the principles and application of food preparation as it pertains to healthy recipes and menu development. Emphasis is placed on the use of food as medicine to support health and minimize risk of chronic disease.
- **Environmental Nutrition:** Students examine the local and global food systems, paying specific attention to organic and sustainable practices. Following seed-to-table, students explore the relationship between food production and utilization, considering environmental, social and economic facilitators and barriers to designing healthy communities.

Program Concentrations

The Master of Science in Nutrition (MScN) program offers two distinct curriculum concentrations, allowing students to tailor their education to their professional goals and personal interests within the dynamic field of nutrition.

Clinical Nutrition

The Clinical Nutrition concentration is designed for students who aim to work in healthcare settings or pursue advanced practice in medical nutrition therapy. This track offers comprehensive training in clinical assessment, disease-specific evidence-based nutrition interventions, and health coaching. In addition to clinical content, students also gain culinary skills and knowledge to enhance their ability to design personalized, health-promoting meals for patients and clients.

Key Focus Areas:

Medical Nutrition Therapy (MNT)

Nutritional biochemistry

Patient-centered care and interdisciplinary collaboration

Clinical assessment tools and techniques

Culinary skills for creating therapeutic, nutritious meals

Career Paths May Include:

Clinical nutritionist – Certified Nutrition Specialist (CNS) eligible

Research or academic roles in nutrition

Nutrition consultant for healthcare organizations

Professional Certification

The Master of Science in Nutrition - Clinical concentration is an ACNPE-accredited program. As such, graduates meet the robust educational (degree and coursework) eligibility requirements for the Certified Nutrition Specialist (CNS) credential offered by the Board for Certification of Nutrition Specialists (BCNS). The CNS credential is a pathway to state licensure in many states. Other eligibility requirements for the CNS include 1000 hours of Supervised Practice Experience (SPE) and a passing score on the Certification Examination for Nutrition Specialists. The Master of Science in Nutrition - Clinical concentration provides students with a pathway to SPE opportunities and offers some of the SPE hours required by the BCNS.

Culinary Nutrition

The Culinary Nutrition concentration is ideal for students who want to blend culinary arts with nutritional science to promote health through food. This hands-on concentration emphasizes cooking techniques, culinary medicine, and translating nutrition evidence into practical, delicious solutions.

Key Focus Areas:

Culinary techniques and kitchen skills

Culinary medicine and food as medicine

Behavior modificatons and interpersonal communication

Recipe development and menu planning

Food marketing and communication

Career Paths May Include:

Culinary nutrition educator or instructor

Culinary medicine specialist in clinical or community settings

Health and wellness coach

Program developer for public health or corporate wellness initiatives

A Strong Foundation for Any Path

Both concentrations share a rigorous foundation in nutritional science and public health, with practical experiences tailored to your area of interest. Whether you're preparing to work in clinical healthcare or community-based food education, our program equips you with the knowledge and skills to lead with confidence.

Program Outcomes and Competencies

Students in the MScN program will be prepared to meet the following program outcomes and competencies:

Outcome 1: Biomedical Science – Discuss nutritional science and how it impacts human health and metabolism.

a. Describe the digestion, absorption, distribution and metabolism of carbohydrates, fats, proteins, vitamins, minerals and phytonutrients
b. Identify nutrients in foods and explain specific functions in maintaining health.
c. Discuss basic human physiological mechanisms and pathophysiology.
d. Detail biochemical pathways influenced by macro- and micronutrients.
e. Correlate nutrition's influence on disease prevention and risk.

Outcome 2: Skills Expertise – Develop necessary tools to effectively apply nutrition knowledge in clinical, educational and culinary settings.

a. Perform nutritional assessment including anthropometric, biochemical, clinical, and dietary evaluation.
b. Perform effective nutrition counseling resulting in a client's successful implementation of lifestyle behavioral changes.
c. Apply skills in cooking, recipe development and meal planning.
d. Match nutritional therapies to medical diagnoses.
e. Effectively communicate with healthcare practitioners, the scientific community, and the general public in written documents and oral presentations.
f. Demonstrate how to locate, interpret, evaluate and use literature to make ethical evidence-informed practice decisions.

Outcome 3: Ethics – Apply professional, ethical and legal standards within the scope of one's professional practice.

a. Discuss the role social disparities play in nutrition.
b. Describe disparities in food access and discuss ways to reduce injustice in the politics of food.
c. Behave professionally in a manner that is empathic, ethical and culturally aware.
d. Provide culturally competent nutrition services for individuals and communities.

Outcome 4: Personal and Professional Growth – Cultivate an ongoing practice of scholarly activity that promotes a career in a continually evolving profession.

a. Understand one's professional role within the context of the broader nutrition and healthcare community.
b. Recognize professional interests and communicate career goals.

Elective Courses

Nutrition students are required to complete 6 elective credits for the purpose of enhancing the breadth of their education. In addition to nutrition electives, students may also take graduate-level elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and School of Undergraduate and Graduate Studies (if course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Master of Science in Clinical Research

The mission of the clinical research program is to train research professionals to advance the science of natural medicine.

The Master of Science in Clinical Research (MSCR) degree brings together faculty and researchers from various integrative medicine fields to work with students in a collaborative project-based environment. As the use of integrative medicine continues to increase, so does the need to develop the evidence base for its use. Clinical and observational research methods are emphasized in the MSCR program, as they are essential to provide a solid foundation for natural therapies. In close partnerships with skilled mentors, students in this program conduct novel health and medical research on studies including herbal medicine, nutrition, mind-body therapies, and behavioral and environmental effects on health.

Required courses provide a foundation in clinical and laboratory research, public health, and courses in epidemiology, clinical research design, biostatistics, and bioethics. Students may choose from a variety of elective courses based on their research interests. Students also gain practical experience by attending research conferences, completing a research project, writing papers, and defending a thesis. The program prepares students for research and public health careers. Students who are preparing for PhD programs, MD programs, or postdoctoral research positions at natural or conventional medical institutions also gain valuable foundational knowledge through this program. Medical students who concurrently pursue this degree go on to careers as physician-researchers or specialize in a clinical area.

Program Outcomes and Competencies

Program Outcomes and Competencies

Students in the MSCR program will be prepared to meet the following program outcomes and competencies:

Outcome 1: Develop research skills expertise

- Summarize the current understanding of a research topic, especially by searching databases to identify relevant literature.
- Critically appraise various types of literature, including intervention, observation, systematic review, and case studies.
- Describe and apply all aspects of study design, including articulating appropriate questions, generating hypotheses, choosing appropriate design and methods, selecting outcomes, and designing data management and analytic strategies.

- Effectively communicate methods, data and results of research in written, oral and visual formats for varied audiences.

Outcome 2: Gain a working knowledge of the basic aspects of integrative medicine and health

- Describe integrative medicine modalities and their clinical application.
- Explain processes by which social, behavioral, economic and policy factors, including nutritional behaviors and practices, influence individual and community health.
- Describe etiology, progression, and treatment of some common diseases/conditions.
- Demonstrate expert knowledge concerning at least one question of interest in the field of integrative health.

Outcome 3: Scientific integrity: Be a steward of ethical research practice

- Demonstrate an understanding of ethical issues in human subjects research, including the need for inclusion and diversity in research study planning, oversight and participation.
- Describe the purpose and the process of IRB approval and oversight of research.
- Demonstrate safe, HIPAA-compliant data management strategies.

Outcome 4: Demonstrate professional growth

- Identify key integrative medicine researchers in the field as well as potential collaborators and mentors.
- Articulate an area of research emphasis and communicate short- and long-term career goals.
- Participate in and present at local/national/international research meetings and conferences.
- Stay abreast of current findings and develop processes to facilitate life-long learning.

Elective Courses

Research students are required to complete 10 elective credits for the purpose of enhancing the breadth of their education. In addition to research electives, students may also take graduate-level elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and School of Undergraduate and Graduate Studies (if course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Master of Science in Global Health

The mission of the Master of Science in Global Health (MScGH) program is to prepare professionals to apply public health frameworks, systems approaches, traditional medicine philosophy and cultural humility to improve the health and well-being of diverse populations worldwide through practice, research and policy.

The MScGH degree program is designed for students who desire to understand the complexity of global health challenges and contribute to solutions in a meaningful way. The world has become smaller through the ease of international travel and technology, yet the disparity in health outcomes between countries has never been greater. Many low-resource settings lack the means to implement a biomedical approach to health and wellness; thus, these are places where public health and integrative, traditional medical strategies can thrive.

Students are strongly encouraged to travel abroad as part of their global health training. After finishing all foundational coursework, students plan and implement a supervised fieldwork project in a practice-based setting. This fieldwork course allows students to obtain real-world experience with current challenges and opportunities in global health.

Program Outcomes and Competencies

Upon graduation from the MScGH program, students are equipped with the knowledge and skills to work within diverse cultural and multidisciplinary environments in local, national and global health settings.

Students in the MScGH program will be prepared to meet the following program outcomes and competencies:

1. **Traditional, Complementary/Alternative, and Integrative Health and Medicine Philosophies:** Understand the use and role of traditional, complementary/alternative, and integrative health and medicine practices and philosophies in local, national and global health systems.
    a. Outline the history of traditional, complementary/alternative, and integrative health and medicine practices in local, national and global settings.
    b. Describe the culturally specific health-related knowledge and practices ("traditional knowledge") used in diverse communities worldwide.
    c. Incorporate traditional, complementary/alternative, and integrative health and medicine approaches into public health solutions, when appropriate, to address health-related problems in local, national and global settings.
2. **Systems Thinking:** Analyze the role of multiple complex, changing systems in both causing and solving health problems in local, national and global settings.
    a. Apply systems thinking tools to a public health issue of global importance.
3. **Evidence-Based Approaches to Public Health:** Identify and apply evidence-based approaches to public health and medical research and practice in local, national and global settings.
    a. Apply epidemiological and other, relevant scientific methods to the breadth of settings and situations in health-related practice.
    b. Select quantitative and qualitative data collection methods appropriate for a given global health context.
    c. Analyze quantitative and qualitative data using biostatistics, informatics, and computer-based programming and software, as appropriate.
    d. Interpret results of data analysis for public health research, policy or practice.
4. **Public Health and Healthcare Systems:** Evaluate the role of public health and healthcare systems in determining individual and population health outcomes in local, national and global settings.
    a. Compare the organization, structure and function of health care, public health and regulatory systems across local, national and global settings.
    b. Discuss the means by which structural bias, social and economic inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
    c. Identify the culturally specific beliefs, behaviors and preferences that influence public health and healthcare service utilization in diverse settings.

5. **Planning and Management to Promote Health:** Use scientific evidence and community input to design, implement, manage and evaluate culturally appropriate and sustainable health-related policies, programs, projects and/or interventions.
    a. Assess population needs, assets and capacities that affect communities' health.
    b. Apply awareness of cultural values and practices, and social justice and human rights principles, to the design and/or implementation of public health policies, programs, projects and/or interventions.
    c. Design a population-based policy, program, project or intervention.
    d. Explain basic principles and tools of budget and resource management.
    e. Select methods to evaluate public health programs and assure their sustainability.
6. **Policy in Public Health:** Distinguish the impact of health and social policies on individual and population health in local, national and global settings.
    a. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
    b. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health and medical outcomes in local, national and global settings.
    c. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
    d. Evaluate policies for their impact on public health and health equity.
7. **Communication:** Demonstrate effective skills for communicating with different audiences and culturally diverse stakeholders.
    a. Select communication strategies for different audiences and sectors.
    b. Communicate audience-appropriate health content, both in writing and through oral presentation.
    c. Describe the importance of cultural sensitivity (competence) in communicating health-related content.
8. **Leadership and Ethical Practice:** Create and demonstrate the leadership knowledge and skills necessary to effectively and ethically address and manage health problems in diverse settings.
    a. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision-making.
    b. Use negotiation and mediation skills to address organizational or community challenges.
    c. Incorporate ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, communities and organizations/agencies.
9. **Interprofessional Practice:** Engage and collaborate with professionals outside of common public health disciplines, such as legislators and transportation officials, to improve health outcomes in diverse settings.
    a. Perform effectively on interprofessional teams/partnerships.
    b. Demonstrate the importance of including representatives of diverse constituencies in teams/partnerships and in decision-making practices.

Elective Courses

Global health students are required to complete 10 elective credits for the purpose of enhancing the breadth of their education. In addition to global health electives, students may also take graduate-level elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and School of Undergraduate and Graduate Studies (if course prerequisites are met).

Students enrolled in concurrent programs are required to complete the number of elective credit hours of the program that has the greater number of electives between the two programs.

Program Track

The two-year track is the standard program track for the MScGH program. This 62-credit curriculum allows many opportunities for students to learn essential global health skills through the core curriculum, take a broad range of elective courses, participate in one or more global health experience trip, and complete a 200-hour fieldwork project.

Concurrent Program Option

Students can combine the MScGH degree program with any other graduate program offered at NUNM. Concurrent tracks may require additional time for completion.

https://acnpe.org/*The following pages present the curriculum for each NUNM academic program, organized by college. Each program section includes a complete course sequence by term, with credit hours for clinic, lab, tutorial, and lecture components.*

Program Course Layouts

National University of Natural Medicine — 2026–27 Academic Catalog

Academic Year 2026–2027

Doctor of Naturopathic Medicine (ND) — 3-Year In-Person Accelerated

First Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
	First Year Fall Totals	**0**	**84**	**66**	**186**	**336**	**24.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
XC600	Clinical Clerkship Rotation*	30				30	1.25
	First Year Winter Totals	**90**	**48**	**54**	**216**	**408**	**28.25**

First Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical AnatomyIII Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	0				0	0
XC600	Clinical Clerkship Rotation*	30				30	1.25
	First Year Spring Totals	**36**	**75**	**87**	**180**	**378**	**26.875**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE623	Clinic Synthesis I	6				6	0.25
SB499	NPLEX I Biomedical Sciences Review Course				0	0	0
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
TH614	Clinical Nutrition I				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*	0				0	0
XC600	Clinical Clerkship Rotation*	0				0	0
XC632	OSCE I	1				1	0.0417
	Second Year Summer Totals	**7**	**24**	**0**	**63**	**94**	**6.5417**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC610	Diagnostic Imaging				24	24	2
SC615T	Clinical Reasoning I			36		36	3
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC620	Hematology				24	24	2
SC710	Gynecology and Andrology				60	60	5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC731	HEENT				36	36	3
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
XC730	Secondary Intern Rotation - Nutrition or PCP	60				60	2.5
	Second Year Fall Totals	**60**	**60**	**60**	**231**	**411**	**29.25**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
CE713	Clinic Synthesis II	6				6	0.25
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
SC726	Neurology				48	48	4
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC621	Gastroenterology and Proctology				48	48	4
SC623	Dermatology				36	36	3
SC624	EIP Seminar I			6		6	0.5
SC625T	Clinical Reasoning II			36		36	3
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
SC737	Parenteral Therapy		12	12		24	1.5
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
	Second Year Winter Totals	**66**	**66**	**72**	**201**	**405**	**28.25**

Second Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
XC730	Secondary Intern Rotation - Nutrition, PCP or Pain Shift	60				60	2.5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
XC732	OSCE II	1				1	0.0417
	Second Year Spring Totals	**61**	**48**	**66**	**201**	**376**	**26.7917**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
	Third Year Summer Totals	**330**	**0**	**36**	**36**	**402**	**14.5**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC617	Rheumatology and Clinical Immunology				36	36	3
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Third Year Fall Totals	**186**	**0**	**57**	**204**	**447**	**29.5**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1				1	0.0417
	Third Year Winter Totals	**181**	**0**	**57**	**150**	**388**	**24.7917**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC732	Oncology				24	24	2
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Third Year Spring Totals	**184**	**0**	**51**	**108**	**343**	**20.9167**

Doctor of Naturopathic Medicine (ND) — 3.5-Year In-Person

First Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
	First Year Fall Totals	**0**	**84**	**66**	**186**	**336**	**24.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	First Year Winter Totals	**0**	**48**	**54**	**216**	**318**	**24.5**

First Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH522	Social Determinants of Health			24		24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
	First Year Spring Totals	**66**	**75**	**87**	**180**	**408**	**28.125**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB499	NPLEX I Biomedical Sciences Review Course					0	0
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	Second Year Summer Term Totals	**0**	**0**	**0**	**0**	**0**	**0**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
SC615T	Clinical Reasoning I			36		36	3
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC617	Rheumatology and Clinical Immunology				36	36	3
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
SC731	HEENT				36	36	3
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Fall Totals	**30**	**60**	**60**	**240**	**390**	**28.75**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE623	Clinic Synthesis I	6				6	0.25
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
PH622	Social Determinants of Health Workshop #1			6		6	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC621	Gastroenterology and Proctology				48	48	4
SC623	Dermatology				36	36	3
SC624	EIP Seminar I			6		6	0.5
SC625T	Clinical Reasoning II			36		36	3
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Winter Totals	**36**	**42**	**60**	**168**	**306**	**22.25**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC600	Clinical Clerkship Rotation - Option III	0				0	0
XC632	OSCE I	1				1	0.0417
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Summer Totals	**61**	**36**	**66**	**168**	**331**	**23.5417**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
SC710	Gynecology and Andrology				60	60	5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Fall Totals	**66**	**24**	**42**	**204**	**336**	**24.25**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
	Third Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**21.5417**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Third Year Spring Totals	**180**	**24**	**48**	**156**	**408**	**25.5**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Summer Totals	**180**	**0**	**51**	**36**	**267**	**14.75**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1			0	1	0.0417
	Fourth Year Fall Totals	**187**	**0**	**15**	**24**	**226**	**11.0417**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SB599	NPLEX II Review					0	0
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Fourth Year Winter Totals	**334**	**0**	**15**	**18**	**367**	**11.4167**

Doctor of Naturopathic Medicine (ND) — 3.5-Year (1st Year Online)

First Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
	First Year Fall Totals	**0**	**36**	**42**	**186**	**264**	**20.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
	First Year Winter Totals	**0**	**24**	**42**	**216**	**282**	**22.5**

First Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB539	Medical Genetics				24	24	2
TH536	Fundamentals of Botanical Medicine				24	24	2
	First Year Spring Totals	**0**	**42**	**66**	**180**	**288**	**22.25**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE517	Clinical and Physical Diagnosis I		12			12	0.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TH522	Physical Medicine II		12	12		24	1.5
TH532	Physical Medicine III		12	12		24	1.5
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
	Second Year Summer Term Totals	**6**	**105**	**57**	**0**	**168**	**9.375**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
SC615T	Clinical Reasoning I			36		36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC617	Rheumatology and Clinical Immunology				36	36	3
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
SC731	HEENT				36	36	3
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*					0	0
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Fall Totals	**30**	**60**	**60**	**240**	**390**	**28.75**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE623	Clinic Synthesis I	6				6	0.25
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC621	Gastroenterology and Proctology				48	48	4
SC623	Dermatology				36	36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC624	EIP Seminar I			6		6	0.5
SC625T	Clinical Reasoning II			36		36	3
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Winter Totals	**96**	**42**	**60**	**168**	**366**	**24.75**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*					0	0
XC600	Clinical Clerkship Rotation*					0	0
XC632	OSCE I	1				1	0.0417
SB499	NPLEX I Biomedical Sciences Review Course					0	0
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Summer Totals	**61**	**36**	**66**	**168**	**331**	**23.5417**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC710	Gynecology and Andrology				60	60	5
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH714	Clinical Nutrition IV				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Fall Totals	**66**	**24**	**42**	**204**	**336**	**24.25**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
	Third Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**21.5417**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Third Year Spring Totals	**180**	**24**	**48**	**156**	**408**	**25.5**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Summer Totals	**180**	**0**	**51**	**36**	**267**	**14.75**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1			0	1	0.0417
	Fourth Year Fall Totals	**187**	**0**	**15**	**24**	**226**	**11.0417**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SB599	NPLEX II Review					0	0
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Fourth Year Winter Totals	**334**	**0**	**15**	**18**	**367**	**11.4167**

Doctor of Naturopathic Medicine (ND) — 4-Year Program

First Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
	First Year Fall Totals	**0**	**84**	**66**	**186**	**336**	**24.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
	First Year Winter Totals	**60**	**48**	**54**	**216**	**378**	**27**

New First Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH522	Social Determinants of Health			24		24	2

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	First Year Spring Totals	**6**	**75**	**87**	**180**	**348**	**25.625**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SB499	NPLEX I Biomedical Sciences Review Course					0	0
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	Second Year Summer Totals	**0**	**0**	**0**	**0**	**0**	**0**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
SC615T	Clinical Reasoning I			36		36	3
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC617	Rheumatology and Clinical Immunology				36	36	3
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Fall Totals	**30**	**60**	**60**	**204**	**354**	**25.75**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
CE623	Clinic Synthesis I	6				6	0.25
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC621	Gastroenterology and Proctology				48	48	4

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC623	Dermatology				36	36	3
SC625T	Clinical Reasoning II			36		36	3
SC624	EIP Seminar I			6		6	0.5
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Winter Totals	**36**	**42**	**60**	**168**	**306**	**22.25**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC600	Clinical Clerkship Rotation*	0				0	0
XC632	OSCE I	1				1	0.0417
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	0				0	0
	Third Year Summer Totals	**1**	**36**	**66**	**168**	**271**	**21.0417**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC710	Gynecology and Andrology				60	60	5
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
SC731	HEENT				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Fall Totals	**66**	**24**	**42**	**240**	**372**	**27.25**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
	Third Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**21.5417**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Spring Totals	**60**	**24**	**48**	**156**	**288**	**20.5**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Summer Totals	**330**	**0**	**36**	**36**	**402**	**14.5**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Fall Totals	**186**	**0**	**15**	**24**	**225**	**11**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1				1	0.0417
	Fourth Year Winter Totals	**181**	**0**	**15**	**18**	**214**	**10.2917**

Fourth Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Fourth Year Spring Totals	**184**	**0**	**15**	**0**	**199**	**8.9167**

Doctor of Naturopathic Medicine (ND) — 4-Year (1st Year Online)

First Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
	First Year Fall Totals	**0**	**36**	**42**	**186**	**264**	**20.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
	First Year Winter Totals	**0**	**24**	**42**	**216**	**282**	**22.5**

First Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB539	Medical Genetics				24	24	2
TH536	Fundamentals of Botanical Medicine				24	24	2
	First Year Spring Totals	**0**	**42**	**66**	**180**	**288**	**22.25**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE517	Clinical and Physical Diagnosis I		12			12	0.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
SB499	NPLEX I Biomedical Sciences Review Course					0	0
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TH522	Physical Medicine II		12	12		24	1.5
TH532	Physical Medicine III		12	12		24	1.5
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
	Second Year Summer Term Totals	**6**	**105**	**57**	**0**	**168**	**9.375**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SC610	Diagnostic Imaging				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC615T	Clinical Reasoning I			36		36	3
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC617	Rheumatology and Clinical Immunology				36	36	3
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*	0				0	0
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Fall Totals	**30**	**60**	**60**	**204**	**354**	**25.75**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE623	Clinic Synthesis I	6		0		6	0.25
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC621	Gastroenterology and Proctology				48	48	4
SC623	Dermatology				36	36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC624	EIP Seminar I			6		6	0.5
SC625T	Clinical Reasoning II			36		36	3
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Second Year Winter Totals	**96**	**42**	**60**	**168**	**366**	**24.75**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH632	Physical Medicine VI		12	12		24	1.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH631	Botanical Medicine III				15	15	1.25
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*	0				0	0
XC600	Clinical Clerkship Rotation *	0				0	0
XC632	OSCE I	1				1	0.0417
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	0				0	0
	Third Year Summer Totals	**1**	**36**	**66**	**168**	**271**	**21.0417**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
SC710	Gynecology and Andrology				60	60	5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
SC731	HEENT				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH714	Clinical Nutrition IV				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Fall Totals	**66**	**24**	**42**	**240**	**372**	**27.25**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
	Third Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**21.5417**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Third Year Spring Totals	**60**	**24**	**48**	**156**	**288**	**20.5**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Summer Totals	**330**	**0**	**36**	**36**	**402**	**14.5**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Fall Totals	**186**	**0**	**15**	**24**	**225**	**11**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1				1	0.0417
	Fourth Year Winter Totals	**181**	**0**	**15**	**18**	**214**	**10.2917**

Fourth Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Fourth Year Spring Totals	**184**	**0**	**15**	**0**	**199**	**8.9167**

Doctor of Naturopathic Medicine (ND) — 5-Year Program

First Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
	First Year Fall Totals	**0**	**24**	**24**	**156**	**204**	**16**

First Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SC524	Evidence Informed Practice				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
	First Year Winter Totals	**0**	**12**	**24**	**144**	**180**	**14.5**

New First Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB539	Medical Genetics				24	24	2
	First Year Spring Totals	**0**	**12**	**48**	**84**	**144**	**11.5**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SC610	Diagnostic Imaging				24	24	2
SC616	Musculoskeletal Pathology				42	42	3.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
	Second Year Fall Totals	**0**	**108**	**54**	**138**	**300**	**20.5**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SB528	Pathology II		12		24	36	2.5
SC623	Dermatology				36	36	3
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
	Second Year Winter Totals	**60**	**36**	**36**	**108**	**240**	**16**

Second Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	Second Year Spring Totals	**6**	**63**	**39**	**96**	**204**	**14.125**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB499	NPLEX I Biomedical Sciences Review Course					0	0
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	Third Year Summer Totals	**0**	**0**	**0**	**0**	**0**	**0**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC615T	Clinical Reasoning I			36		36	3
SC617	Rheumatology and Clinical Immunology				36	36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC500	Hydrotherapy Clinical Rotation*	0				0	0
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Third Year Fall Totals	**30**	**12**	**48**	**96**	**186**	**13.75**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE623	Clinic Synthesis I	6				6	0.25
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
SC621	Gastroenterology and Proctology				48	48	4
SC624	EIP Seminar I			6		6	0.5
SC625T	Clinical Reasoning II			36		36	3
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Third Year Winter Totals	**36**	**42**	**54**	**132**	**264**	**18.75**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm/Endo)		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC600	Clinical Clerkship Rotation*	0				0	0
XC632	OSCE I	1				1	0.0417
	Third Year Spring Totals	**1**	**36**	**66**	**168**	**271**	**21.0417**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	0				0	0

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Fourth Year Summer Totals	**0**	**0**	**0**	**0**	**0**	**0**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC710	Gynecology and Andrology				60	60	5
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
SC731	HEENT				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Fourth Year Fall Totals	**66**	**24**	**42**	**240**	**372**	**27.25**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
	Fourth Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**21.5417**

Fourth Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Fourth Year Spring Totals	**60**	**24**	**48**	**156**	**288**	**20.5**

Fifth Year Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
	Fifth Year Summer Totals	**330**	**0**	**36**	**36**	**402**	**14.5**

Fifth Year Fall

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
	Fifth Year Fall Totals	**186**	**0**	**15**	**24**	**225**	**11**

Fifth Year Winter

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1				1	0.0417
	Fifth Year Winter Totals	**181**	**0**	**15**	**18**	**214**	**10.2917**

Fifth Year Spring

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	4				4	0.1667
	Fifth Year Spring Totals	**184**	**0**	**15**	**0**	**199**	**8.9167**

Master of Acupuncture (MAc) — 2-Year In-Person Accelerated

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB518	Pathology I		12	24	36	2.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**42**	**186**	**228**	**17.25**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
TH523	Fundamentals of Pharmacology			24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**54**	**198**	**270**	**19.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
SB538	Pathology III		12	24	36	2.5
XC510	Clinical Observation/Theater I	48			48	2
	First Year Spring Totals	**48**	**60**	**186**	**294**	**20**

SECOND YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
SC619	Lab Diagnosis			18	18	1.5
XC994	Clinic Internship Entrance Exam-Practical					
XC520	Clinical Observation/Theater II	48			48	2
XC530	Clinical Observation/Theater III	48			48	2
	SECOND Year Summer Totals	**96**	**0**	**42**	**138**	**7.5**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
SC610	Diagnostic Imaging			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC710	Clinical Mentoring Rotation	48			48	2
XC770	Clinical Pre-Internship Rotation	24			24	1
XC995	Clinic Internship Entrance Exam-Written				0	0
	Second Year Fall Total	**120**	**24**	**168**	**312**	**20**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM646	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
CM625	Auricular Points			18	18	1.5
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Second Year Winter Total	**96**	**24**	**168**	**288**	**19**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
CM810	Internship Case Presentation		12	6	18	1
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Second Year Spring Total	**96**	**90**	**90**	**276**	**15.25**

THIRD YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU840	Jurisprudence			12	12	1
CM898	Acu-Moxa Board Review					0
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Summer Totals	**192**	**0**	**12**	**204**	**9**

Master of Acupuncture (MAc) — 3-Year In-Person

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**30**	**162**	**192**	**14.75**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**42**	**126**	**186**	**13**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
XC510	Clinical Observation/Theater I	48			48	2
	First Year Spring Totals	**48**	**48**	**162**	**258**	**17.5**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB518	Pathology I		12	24	36	2.5
SC619	Lab Diagnosis			18	18	1.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**36**	**120**	**204**	**13.5**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
CM709	Chinese Dietetics			18	18	1.5
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
TH523	Fundamentals of Pharmacology			24	24	2
XC994	Clinic Internship Entrance Exam-Practical					
	Second Year Winter Total	**0**	**36**	**180**	**216**	**16.5**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM643	Clinical Physical Diagnosis		18	6	24	1.25
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
XC995	Clinic Internship Entrance Exam-Written				0	0
	Second Year Spring Total	**48**	**90**	**108**	**246**	**14.75**

THIRD YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC770	Clinical Pre-Internship Rotation	24			24	1
XC710	Clinical Mentoring Rotation	48			48	2
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Summer Totals	**120**	**0**	**36**	**156**	**8**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM810	Internship Case Presentation		12	6	18	1
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Fall Totals	**144**	**12**	**96**	**252**	**14.5**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM646	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Winter Totals	**96**	**0**	**60**	**156**	**9**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM898	Acu-Moxa Board Review					0
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Third Year Spring Totals	**144**	**0**	**0**	**144**	**6**

Master of Acupuncture (MAc) — 3-Year (1st Year Online)

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**12**	**156**	**168**	**13.5**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CMO552	Chinese Diagnostic Techniques I			12	12	1
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
	First Year Winter Totals	**0**	**12**	**120**	**132**	**10.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CMO572	Chinese Diagnostic Techniques II			12	12	1
CM610	Chinese Med Pathology II			18	18	1.5
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
	First Year Spring Totals	**0**	**12**	**174**	**186**	**15**

SECOND YEAR SUMMER In Person

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CMO572L	Chinese Diagnostic Techniques Lab		24		24	1
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
XC505	Intro to Clinic	18			18	0.75
XC510	Clinical Observation/Theater I	48			48	2
	Second Year Summer Totals	**66**	**84**	**18**	**168**	**7.75**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
SB518	Pathology I		12	24	36	2.5
SC619	Lab Diagnosis			18	18	1.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**36**	**120**	**204**	**13.5**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
CM709	Chinese Dietetics			18	18	1.5
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
TH523	Fundamentals of Pharmacology			24	24	2
XC994	Clinic Internship Entrance Exam-Practical					
	Second Year Winter Total	**0**	**36**	**162**	**198**	**15**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
XC995	Clinic Internship Entrance Exam-Written				0	0
	Second Year Spring Total	**48**	**90**	**108**	**246**	**14.75**

THIRD YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC710	Clinical Mentoring Rotation	48			48	2
XC710	Clinical Mentoring Rotation	48			48	2
XC770	Clinical Pre-Internship Rotation	24			24	1
	Third Year Summer Totals	**120**	**0**	**36**	**156**	**8**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
CM810	Internship Case Presentation		12	6	18	1
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Fall Totals	**144**	**12**	**96**	**252**	**14.5**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM646	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Winter Totals	**96**	**0**	**60**	**156**	**9**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM898	Acu-Moxa Board Review					0

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Spring Totals	**144**	**0**	**0**	**144**	**6**

Master of Acupuncture and Chinese Herbal Medicine (MAcCHM) — 3-Year In-Person Accelerated

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
HM541	Chinese History and Culture I			12	12	1
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB518	Pathology I		12	24	36	2.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**42**	**198**	**240**	**18.25**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
HM526	Herbs I			36	36	3

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
HM526L	Herbs I Practicum		18		18	0.75
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**72**	**210**	**300**	**21.25**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
HM536	Herbs II			36	36	3
HM536L	Herbs II Practicum		18		18	0.75
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB538	Pathology III		12	24	36	2.5
XC510	Clinical Observation/Theater I	48			48	2
	First Year Spring Totals	**48**	**78**	**222**	**348**	**23.75**

SECOND YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SC619	Lab Diagnosis			18	18	1.5
XC520	Clinical Observation/Theater II	48			48	2
XC530	Clinical Observation/Theater III	48			48	2
	SECOND Year Summer Totals	**96**	**0**	**18**	**114**	**5.5**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
HM616	Herbs III			36	36	3
HM616L	Herbs III Practicum		18		18	0.75
XC710	Clinical Mentoring Rotation	48			48	2
	Second Year Fall Total	**48**	**42**	**114**	**204**	**13.25**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
HM626	Herbs IV			36	36	3
HM626L	Herbs IV Practicum		18		18	0.75
HM628	Shiatsu I		36		36	1.5
TH523	Fundamentals of Pharmacology			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC994	Clinic Internship Entrance Exam-Practical				0	0
	Second Year Winter Total	**48**	**78**	**126**	**252**	**15.75**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
HM636	Herbs V			36	36	3
HM636L	Herbs V Practicum		18		18	0.75
HM638	Taiji I Practicum		18		18	0.75
XC770	Clinical Pre-Internship Rotation	24			24	1
XC995	Clinic Internship Entrance Exam-Written				0	0
	Second Year Spring Total	**24**	**78**	**72**	**174**	**10.25**

THIRD YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Summer Totals	**144**	**0**	**36**	**180**	**9**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
CM810	Internship Case Presentation		12	6	18	1
HM713	Integrative Endo, Reproductive; Herbal			18	18	1.5
HM716	Herbs VI			36	36	3
HM716L	Herbs VI Practicum		12		12	0.5
HM718	Qigong I Practicum		18		18	0.75
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Third Year Fall Totals	**144**	**42**	**150**	**336**	**20.25**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
CM823	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
HM723	Neuro-Ortho Herbal & Pain Mgnt			18	18	1.5
HM726	Integrative GI, GU & Derm; herbal			18	18	1.5
HM823	Integrative Pediatrics; Herbal Therapeutics			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Winter Totals	**144**	**0**	**162**	**306**	**19.5**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
CM898	Acu-Moxa Board Review					
HM824	NCBAHM Board Review			36	36	3

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
HM733	Integrative HEENT, Respiratory & Cardio; Herbal			18	18	1.5
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC996	Clinic Exit Exam					
	Third Year Spring Totals	**144**	**36**	**102**	**282**	**16**

Master of Acupuncture and Chinese Herbal Medicine (MAcCHM) — 4-Year In-Person

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
HM541	Chinese History and Culture I			12	12	1
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**30**	**174**	**204**	**15.75**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
HM526	Herbs I			36	36	3
HM526L	Herbs I Practicum		18		18	0.75

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**60**	**162**	**240**	**16.75**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
HM536	Herbs II			36	36	3
HM536L	Herbs II Practicum		18		18	0.75
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
XC510	Clinical Observation/Theater I	48			48	2
	First Year Spring Totals	**48**	**66**	**150**	**264**	**17.25**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
HM616	Herbs III			36	36	3
HM616L	Herbs III Practicum		18		18	0.75
SB518	Pathology I		12	24	36	2.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**54**	**138**	**240**	**15.75**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
HM626	Herbs IV			36	36	3
HM626L	Herbs IV Practicum		18		18	0.75
HM628	Shiatsu I		36		36	1.5
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
	Second Year Winter Total	**0**	**90**	**150**	**240**	**16.25**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
HM636	Herbs V			36	36	3
HM636L	Herbs V Practicum		18		18	0.75
HM638	Taiji I Practicum		18		18	0.75
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
	Second Year Spring Total	**48**	**90**	**144**	**282**	**17.75**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
HM713	Integrative Endo, Reproductive; Herbal			18	18	1.5
HM716	Herbs VI			36	36	3
HM716L	Herbs VI Practicum		12		12	0.5
HM718	Qigong I Practicum		18		18	0.75
SC619	Lab Diagnosis			18	18	1.5
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Fall Totals	**48**	**30**	**114**	**192**	**12.75**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
HM723	Neuro-Ortho Herbal & Pain Mgnt			18	18	1.5
HM726	Integrative GI, GU & Derm; herbal			18	18	1.5
TH523	Fundamentals of Pharmacology			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC994	Clinic Internship Entrance Exam-Practical				0	0
	Third Year Winter Totals	**48**	**0**	**132**	**180**	**13**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal			18	18	1.5
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
XC770	Clinical Pre-Internship Rotation	24			24	1
XC995	Clinic Internship Entrance Exam-Written				0	0
	Third Year Spring Totals	**24**	**36**	**66**	**126**	**8**

FOURTH YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
	Fourth Year Summer Totals	**144**	**0**	**36**	**180**	**9**

FOURTH YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM810	Internship Case Presentation		12	6	18	1
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Fall Totals	**144**	**12**	**54**	**210**	**11**

FOURTH YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM823	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics			24	24	2
XC800	Clinical Internship Rotation	48			48	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Winter Totals	**144**	**0**	**54**	**198**	**10.5**

FOURTH YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM898	Acu-Moxa Board Review					
HM824	NCBAHM Board Review			36	36	3
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC996	Clinic Exit Exam					
	Fourth Year Spring Totals	**144**	**0**	**36**	**180**	**9**

Master of Acupuncture and Chinese Herbal Medicine (MAcCHM) — 4-Year (1st Year Online)

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
HM541	Chinese History and Culture I			12	12	1
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**12**	**168**	**180**	**14.5**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CMO552	Chinese Diagnostic Techniques I			12	12	1
HM526	Herbs I			36	36	3
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
	First Year Winter Totals	**0**	**12**	**156**	**168**	**13.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CMO572	Chinese Diagnostic Techniques II			12	12	1
HM536	Herbs II			36	36	3
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
	First Year Spring Totals	**0**	**12**	**144**	**156**	**12.5**

SECOND YEAR SUMMER In Person

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CMO572L	Chinese Diagnostic Techniques Lab		24		24	1
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
HM526L	Herbs I Practicum		18		18	0.75
HM536L	Herbs II Practicum		18		18	0.75
XC505	Intro to Clinic	18			18	0.75

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC510	Clinical Observation/Theater I	48			48	2
	Second Year Summer Totals	**66**	**120**	**18**	**204**	**9.25**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
HM616	Herbs III			36	36	3
HM616L	Herbs III Practicum		18		18	0.75
SB518	Pathology I		12	24	36	2.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**54**	**138**	**240**	**15.75**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
HM626	Herbs IV			36	36	3
HM626L	Herbs IV Practicum		18		18	0.75

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
HM628	Shiatsu I		36		36	1.5
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
	Second Year Winter Total	**0**	**90**	**150**	**240**	**16.25**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
HM636	Herbs V			36	36	3
HM636L	Herbs V Practicum		18		18	0.75
HM638	Taiji I Practicum		18		18	0.75
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
	Second Year Spring Total	**48**	**90**	**144**	**282**	**17.75**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
HM713	Integrative Endo, Reproductive; Herbal			18	18	1.5
HM716	Herbs VI			36	36	3
HM716L	Herbs VI Practicum		12		12	0.5
HM718	Qigong I Practicum		18		18	0.75
SC619	Lab Diagnosis			18	18	1.5
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Fall Totals	**48**	**30**	**114**	**192**	**12.75**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
HM723	Neuro-Ortho Herbal & Pain Mgnt			18	18	1.5
HM726	Integrative GI, GU & Derm; herbal			18	18	1.5
TH523	Fundamentals of Pharmacology			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC994	Clinic Internship Entrance Exam-Practical				0	0
	Third Year Winter Totals	**48**	**0**	**132**	**180**	**13**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal			18	18	1.5
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
XC995	Clinic Internship Entrance Exam-Written				0	0
XC770	Clinical Pre-Internship Rotation	24			24	1
	Third Year Spring Totals	**24**	**36**	**66**	**126**	**8**

FOURTH YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
	Fourth Year Summer Totals	**144**	**0**	**36**	**180**	**9**

FOURTH YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM810	Internship Case Presentation		12	6	18	1
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Fall Totals	**144**	**12**	**54**	**210**	**11**

FOURTH YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM823	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Winter Totals	**144**	**0**	**54**	**198**	**10.5**

FOURTH YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM898	Acu-Moxa Board Review					
HM824	NCBAHM Board Review			36	36	3
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC996	Clinic Exit Exam					

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Fourth Year Spring Totals	**144**	**0**	**36**	**180**	**9**

Doctor of Acupuncture and Chinese Herbal Medicine (DAcCHM) — 4-Year In-Person

First Year Fall

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH519	Classical Texts I			24	24	2
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	1
SN507	Fundamentals of Nutrition			24	24	2
HM541	Chinese History and Culture I			12	12	1
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**30**	**198**	**228**	**17.75**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH529	Classical Texts II			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
HM526	Herbs I			36	36	3
HM526L	Herbs I Practicum		18		18	0.75
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**60**	**186**	**264**	**18.75**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH539	Neijing Seminar I			24	24	2
CM531	Foundations of CCM III			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
HM536	Herbs II			36	36	3
HM536L	Herbs II Practicum		18		18	0.75
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
XC510	Clinical Observation/Theater I	48			48	2
	First Year Spring Totals	**48**	**66**	**174**	**288**	**19.25**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH619	Neijing Seminar II			24	24	2
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
HM616	Herbs III			36	36	3
HM616L	Herbs III Practicum		18		18	0.75

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB518	Pathology I		12	24	36	2.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**54**	**162**	**264**	**17.75**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH629	Neijing Seminar III			24	24	2
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
HM626	Herbs IV			36	36	3
HM626L	Herbs IV Practicum		18		18	0.75
HM628	Shiatsu I		36		36	1.5
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
	Second Year Winter Total	**0**	**90**	**174**	**264**	**18.25**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH639	Shanghan Lun/Jingui Yaolüe I			24	24	2
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
HM636	Herbs V			36	36	3
HM636L	Herbs V Practicum		18		18	0.75
HM638	Taiji I Practicum		18		18	0.75
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
	Second Year Spring Total	**48**	**90**	**168**	**306**	**19.75**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH719	Shanghan Lun/Jingui Yaolüe II			24	24	2
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
HM713	Integrative Endo,			18	18	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Reproductive; Herbal					
HM716	Herbs VI			36	36	3
HM716L	Herbs VI Practicum		12		12	0.5
HM718	Qigong I Practicum		18		18	0.75
SC619	Lab Diagnosis			18	18	1.5
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Fall Totals	**48**	**30**	**138**	**216**	**14.75**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH729	Shanghan Lun/Jingui Yaolüe III			24	24	2
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
HM723	Neuro-Ortho Herbal & Pain Mgnt			18	18	1.5
HM726	Integrative GI, GU & Derm; herbal			18	18	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
TH523	Fundamentals of Pharmacology			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC994	Clinic Internship Entrance Exam-Practical				0	0
	Third Year Winter Totals	**48**	**0**	**156**	**204**	**15**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal			18	18	1.5
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
XC710	Clinical Mentoring Rotation	48			48	2
XC770	Clinical Pre-Internship Rotation	24			24	1
XC995	Clinic Internship Entrance Exam-Written					

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Third Year Spring Totals	**72**	**36**	**66**	**174**	**10**

FOURTH YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
	Fourth Year Summer Totals	**144**	**0**	**36**	**180**	**9**

FOURTH YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CM810	Internship Case Presentation		12	6	18	1
GSGH521	Social & Behavioral Foundations of Healthcare			24	24	2
SC610	Diagnostic Imaging			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Fall Totals	**144**	**12**	**78**	**234**	**13**

FOURTH YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CM823	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC820	Collaborative Care Rotation	48			48	2
	Fourth Year Winter Totals	**192**	**0**	**54**	**246**	**12.5**

FOURTH YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH930	Collaborative Care Case Presentation	24			24	1
HM824	NCBAHM Board Review			36	36	3
CM898	Acu-Moxa Board Review				0	0
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC996	Clinic Exit Exam					
	Fourth Year Spring Totals	**168**	**0**	**36**	**204**	**10**

Doctor of Acupuncture and Chinese Herbal Medicine (DAcCHM) — 4-Year (1st Year Online)

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM542	Physics of the Human Body			12	12	1
CM543	Fundamentals of Nutrition			24	24	2
HM541	Chinese History and Culture I			12	12	1
SB510	Medical Physiology I			24	24	2
SB512	Clinical Anatomy I			24	24	2
SB512L	Clinical Anatomy I Lab		12		12	0.5
SB519	Introduction to Clinical Biochemistry			24	24	2
	First Year Fall Totals	**0**	**12**	**168**	**180**	**14.5**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CMO552	Chinese Diagnostic Techniques I			12	12	1
HM526	Herbs I			36	36	3
SB520	Medical Physiology II			24	24	2
SB522	Clinical Anatomy II			24	24	2
SB522L	Clinical Anatomy II Lab		12		12	0.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	1
	First Year Winter Totals	**0**	**12**	**156**	**168**	**13.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CMO572	Chinese Diagnostic Techniques II			12	12	1
HM536	Herbs II			36	36	3
SB530	Medical Physiology III			24	24	2
SB531	Clinical Anatomy III			24	24	2
SB531L	Clinical Anatomy III Lab		12		12	0.5
	First Year Spring Totals	**0**	**12**	**144**	**156**	**12.5**

SECOND YEAR SUMMER In Person

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CMO572L	Chinese Diagnostic Techniques Lab		24		24	1
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
HM526L	Herbs I Practicum		18		18	0.75
HM536L	Herbs II Practicum		18		18	0.75
XC505	Intro to Clinic	18			18	0.75

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC510	Clinical Observation/Theater I	48			48	2
	Second Year Summer Totals	**66**	**120**	**18**	**204**	**9.25**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH519	Classical Texts I			24	24	2
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	2
HM616	Herbs III			36	36	3
HM616L	Herbs III Practicum		18		18	0.75
SB518	Pathology I		12	24	36	2.5
XC520	Clinical Observation/Theater II	48			48	2
	Second Year Fall Total	**48**	**54**	**162**	**264**	**17.75**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH529	Classical Texts II			24	24	2
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
HM626	Herbs IV			36	36	3
HM626L	Herbs IV Practicum		18		18	0.75
HM628	Shiatsu I		36		36	1.5
SB528	Pathology II		12	24	36	2.5
SC524	Evidence Informed Practice			24	24	2
	Second Year Winter Total	**0**	**90**	**174**	**264**	**18.25**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH539	Neijing Seminar I			24	24	2
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	1.25
HM636	Herbs V			36	36	3
HM636L	Herbs V Practicum		18		18	0.75
HM638	Taiji I Practicum		18		18	0.75
SB535	Immunology			24	24	2
SB537	Microbiology			24	24	2
SB538	Pathology III		12	24	36	2.5
XC530	Clinical Observation/Theater III	48			48	2
	Second Year Spring Total	**48**	**90**	**168**	**306**	**19.75**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH619	Neijing Seminar II			24	24	2
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
HM713	Integrative Endo, Reproductive; Herbal			18	18	1.5
HM716	Herbs VI			36	36	3
HM716L	Herbs VI Practicum		12		12	0.5
HM718	Qigong I Practicum		18		18	0.75
SC619	Lab Diagnosis			18	18	1.5
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Fall Totals	**48**	**30**	**138**	**216**	**14.75**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH629	Neijing Seminar III			24	24	2
CM709	Chinese Dietetics			18	18	1.5
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
HM723	Neuro-Ortho Herbal & Pain Mgnt			18	18	1.5
HM726	Integrative GI, GU & Derm; herbal			18	18	1.5
TH523	Fundamentals of Pharmacology			24	24	2
XC710	Clinical Mentoring Rotation	48			48	2
XC994	Clinic Internship Entrance Exam-Practical				0	0

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
	Third Year Winter Totals	**48**	**0**	**156**	**204**	**15**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH639	Shanghan Lun/Jingui Yaolüe I			24	24	2
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal			18	18	1.5
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	1
XC710	Clinical Mentoring Rotation	48			48	2
XC770	Clinical Pre-Internship Rotation	24			24	1
XC995	Clinic Internship Entrance Exam-Written				0	0
	Third Year Spring Totals	**72**	**36**	**90**	**198**	**12**

FOURTH YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	2
BU840	Jurisprudence			12	12	1
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
XC790	Clinical Paired Internship Rotation	48			48	2
	Fourth Year Summer Totals	**144**	**0**	**36**	**180**	**9**

FOURTH YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	2
CH719	Shanghan Lun/Jingui Yaolüe II			24	24	2
CM810	Internship Case Presentation		12	6	18	1
GSGH521	Social & Behavioral Foundations of Healthcare			24	24	2
SC610	Diagnostic Imaging			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Fourth Year Fall Totals	**144**	**12**	**102**	**258**	**15**

FOURTH YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	1.5
CH729	Shanghan Lun/Jingui Yaolüe III			24	24	2
CM823	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC820	*Collaborative Care Rotation	48			48	2
	Fourth Year Winter Totals	**192**	**0**	**78**	**270**	**14.5**

FOURTH YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CH930	Collaborative Care Case Presentation	24			24	1
HM824	NCBAHM Board Review			36	36	3
CM898	Acu-Moxa Board Review					0
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC996	Clinic Exit Exam					
	Fourth Year Spring Totals	**168**	**0**	**36**	**204**	**10**

Doctor of Naturopathic Medicine / Master of Science in Clinical Nutrition (ND/MScN) — 4-Year Dual Degree

First Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
	First Year Fall Totals	**0**	**84**	**66**	**186**	**336**	**24.5**

First Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	60				60	2.5
GSN585	Healing Foods						4
	First Year Winter Totals	**60**	**48**	**54**	**216**	**378**	**31**

First Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical Anatomy III Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	0				0	0
GSN555	Clinical Biochemistry and Nutrition						3
	First Year Spring Totals	**6**	**75**	**87**	**180**	**348**	**28.625**

Second Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SB499	NPLEX I Biomedical Sciences Review Course					0	0
XC500	Hydrotherapy Clinical Rotation*	0				0	0
	Second Year Summer Totals	**0**	**0**	**0**	**0**	**0**	**0**

Second Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
SC615T	Clinical Reasoning I			36		36	3
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
SC617	Rheumatology and Clinical Immunology				36	36	3
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC620	Hematology				24	24	2
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH611	Botanical Medicine I				15	15	1.25
TH612	Physical Medicine IV		12	12		24	1.5
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
GSN502	Culinary Skills						2
GSN508	Fundamentals of Nutrition Workshop						1
	Second Year Fall Totals	**30**	**60**	**60**	**204**	**354**	**28.75**

Second Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE627	Clinical and Physical Diagnosis V (Gastro/Derm)		12			12	0.5
CE623	Clinic Synthesis I	6				6	0.25
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC621	Gastroenterology and Proctology				48	48	4
SC623	Dermatology				36	36	3
SC625T	Clinical Reasoning II			36		36	3
SC624	EIP Seminar I			6		6	0.5
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH621	Botanical Medicine II				15	15	1.25
TH622	Physical Medicine V		12	12		24	1.5
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
XC600	Clinical Clerkship Rotation*	30				30	1.25
GSN515	Nutritional Assessment						3
GSN614	Advanced Nutritional Biochemistry						3
	Second Year Winter Totals	**36**	**42**	**60**	**168**	**306**	**28.25**

Third Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE637	Clinical and Physical Diagnosis VI		12			12	0.5
SC633	Metabolic and Endocrine				48	48	4

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC634	EIP Seminar II			6		6	0.5
SC635T	Clinical Reasoning III			36		36	3
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH631	Botanical Medicine III				15	15	1.25
TH632	Physical Medicine VI		12	12		24	1.5
TH633	Pharmacology III				15	15	1.25
TH634	Clinical Nutrition III				15	15	1.25
XC600	Clinical Clerkship Rotation*	0				0	0
XC632	OSCE I	1				1	0.0417
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	0				0	0
GSN589	Nutritional Immunology						4
GSN503	Farm to Table						2
GSN591	Career Development II						1
	Third Year Summer Totals	**1**	**36**	**66**	**168**	**271**	**28.0417**

Third Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE713	Clinic Synthesis II	6				6	0.25
SC710	Gynecology and Andrology				60	60	5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC713	Urology and Nephrology				48	48	4
SC714	EIP Seminar III			6		6	0.5
SC715T	Clinical Reasoning IV			36		36	3
SC718	Natural Childbirth I				36	36	3
SC731	HEENT				36	36	3
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH711	Botanical Medicine IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
GSN534	Cultural Humility and Food Justice						2
GSN536	Gut Microbiome						2
	Third Year Fall Totals	**66**	**24**	**42**	**240**	**372**	**31.25**

Third Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC725T	Clinical Reasoning V			36		36	3
SC726	Neurology				48	48	4

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH721	Botanical Medicine V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
XC732	OSCE II	1				1	0.0417
GSN518	Food Relationship Coaching						3
	Third Year Winter Totals	**61**	**12**	**42**	**180**	**295**	**24.5417**

Third Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics/Oncology)		12			12	0.5
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC735T	Clinical Reasoning VI			36		36	3
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH731	Botanical Medicine VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
XC730	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
GSN524	Medical Nutrition Therapy						4
GSN529	Applied Medical Nutrition Therapy						2
	Third Year Spring Totals	**60**	**24**	**48**	**156**	**288**	**26.5**

Fourth Year Summer

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU820	Business I				24	24	2
BU840	Jurisprudence				12	12	1
CE814	Morbidity & Mortality			24		24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
XC840	Primary Intern Rotations	180				180	7.5
	Fourth Year Summer Totals	**330**	**0**	**36**	**36**	**402**	**14.5**

Fourth Year Fall

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
GSN526	Lifecycle Nutrition						3
GSN690	Nutrition Clinic Rotation I						2
	Fourth Year Fall Totals	**186**	**0**	**15**	**24**	**225**	**16**

Fourth Year Winter

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
BU725	Business III				18	18	1.5
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC900	OSCE III	1				1	0.0417
GSN691	Nutrition Clinic Rotation II						2
	Fourth Year Winter Totals	**181**	**0**	**15**	**18**	**214**	**12.2917**

Fourth Year Spring

Course #	Course Name	Clinic	Lab	Tut	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC840	Primary Intern Rotations	180				180	7.5
XC890	Clinical Skills Assessment	8				8	0.3333
GSN509	Community Nutrition & Food Policy						2
GSN692	Nutrition Clinic Rotation III						2
	Fourth Year Spring Totals	**188**	**0**	**15**	**0**	**203**	**13.0833**

Master of Science in Clinical Nutrition (MScN) — On-Campus — Clinical and Culinary Concentrations

MScN Clinical Concentration

First Year — Fall Term

Course #	Course Name	Credits
GSN502	Culinary Skills	2
SN507	Fundamentals of Nutrition I	2
SN508	Fundamentals of Nutrition II	2
GSN508	Fundamentals of Nutrition Workshop	1
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**14**

First Year — Winter Term

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN527	Research Fundamentals	2
GSN614	Advanced Nutritional Biochemistry	3
	Winter Total	**15**

First Year — Spring Term

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4

Course #	Course Name	Credits
GSN529	Applied Medical Nutrition Therapy	2
GSN555	Clinical Biochemistry and Nutrition	3
	Spring Total	**9**

Second Year — Summer Term

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN589	Nutritional Immunology	4
GSN591	Career Development II	1
	Summer Total	**7**

Second Year — Fall Term

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN690	Nutrition Clinic Rotation I	2
	Fall Total	**9**

Second Year — Winter Term

Course #	Course Name	Credits
GSN563	Business of Nutrition	2
GSN691	Nutrition Clinic Rotation II	2
	Elective	2

Course #	Course Name	Credits
	Winter Total	**6**

Second Year — Spring Term

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN692	Nutrition Clinic Rotation III	2
	Elective	2
	Spring Total	**6**

MScN Culinary Concentration

First Year — Fall Term

Course #	Course Name	Credits
GSN502	Culinary Skills	2
SN507	Fundamentals of Nutrition I	2
SN508	Fundamentals of Nutrition II	2
GSN508	Fundamentals of Nutrition Workshop	1
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**14**

First Year — Winter Term

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2
GSN515	Nutritional Assessment	3

Course #	Course Name	Credits
GSN518	Food Relationship Coaching	3
GSN527	Research Fundamentals	2
GSN561	Recipe & Menu Development	2
	Winter Total	**14**

First Year — Spring Term

Course #	Course Name	Credits
GSN512	Food Marketing & Communication	2
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
	Spring Total	**8**

Second Year — Summer Term

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN543	Personal Chef & Food Service	2
GSN591	Career Development II	1
	Summer Total	**5**

Second Year — Fall Term

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN558	Food as Medicine Everyday (FAME) Educator Training	2
	Fall Total	**9**

Second Year — Winter Term

Course #	Course Name	Credits
GSN557	Cooking with Medicinal Herbs	2
GSN563	Business of Nutrition	2
GSN697	Capstone I	2
	Electives	2
	Winter Total	**8**

Second Year — Spring Term

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN698	Capstone II	2
	Electives	4
	Spring Total	**8**

Master of Science in Clinical Nutrition (MScN) — Online — Clinical and Culinary Concentrations

MScN Clinical Concentration

First Year — Fall Term

Course #	Course Name	Credits
GSN502	Culinary Skills	2
SN507	Fundamentals of Nutrition I	2
GSN547	Fundamentals of Nutrition II	3
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**14**

First Year — Winter Term

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN527	Research Fundamentals	2
GSN585	Healing Foods	4
GSN614	Advanced Nutritional Biochemistry	3
	Winter Total	**15**

First Year — Spring Term

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
GSN555	Clinical Biochemistry and Nutrition	3

Course #	Course Name	Credits
	Spring Total	**9**

Second Year — Summer Term

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN589	Nutritional Immunology	4
GSN591	Career Development II	1
	Summer Total	**7**

Second Year — Fall Term

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN580	Virtual Nutrition Clinical Experience I	2
	Fall Total	**9**

Second Year — Winter Term

Course #	Course Name	Credits
GSN563	Business of Nutrition	2
GSN581	Virtual Nutrition Clinical Experience II	2
	Elective	2
	Winter Total	**6**

Second Year — Spring Term

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN582	Virtual Nutrition Clinical Experience III	2
	Elective	2
	Spring Total	**6**

MScN Culinary Concentration

First Year — Fall Term

Course #	Course Name	Credits
GSN502	Culinary Skills	2
SN507	Fundamentals of Nutrition I	2
GSN547	Fundamentals of Nutrition II	3
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**14**

First Year — Winter Term

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN527	Research Fundamentals	2
GSN585	Healing Foods	4
GSN561	Recipe & Menu Development	2
	Winter Total	**14**

First Year — Spring Term

Course #	Course Name	Credits
GSN512	Food Marketing & Communication	2
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
	Spring Total	**8**

Second Year — Summer Term

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN543	Personal Chef & Food Service	2
GSN591	Career Development II	1
	Summer Total	**5**

Second Year — Fall Term

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN558	Food as Medicine Everyday (FAME) Educator Training	2
	Fall Total	**9**

Second Year — Winter Term

Course #	Course Name	Credits
GSN557	Cooking with Medicinal Herbs	2
GSN563	Business of Nutrition	2
GSN697	Capstone I	2
	Electives	2

Course #	Course Name	Credits
	Winter Total	**8**

Second Year — Spring Term

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN698	Capstone II	2
	Electives	4
	Spring Total	**8**

Master of Science in Clinical Nutrition (MScN) — Online 3-Year — Clinical and Culinary Concentrations

MScN Online - 3-Year - Clinical

First Year Fall

Course #	Course Name	Credits
GSN584	Fundamentals of Nutrition	5
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**12**

First Year Winter

Course #	Course Name	Credits
GSN502	Culinary Skills	2
GSN515	Nutritional Assessment	3
GSN527	Research Fundamentals	2
GSN614	Advanced Nutritional Biochemistry	3
	Winter Total	**10**

First Year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
	Spring Total	**6**

Second Year Summer

Course #	Course Name	Credits
GSN589	Nutritional Immunology	4
	Summer Total	**4**

Second Year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN536	Gut Microbiome	2
	Fall Total	**5**

Second Year Winter

Course #	Course Name	Credits
GSN518	Food Relationship Coaching	3
GSN585	Healing Foods	4
	Winter Total	**7**

Second Year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN555	Clinical Biochemistry & Nutrition	3
	Spring Total	**5**

Second Year Summer

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN591	Career Development II	1
	Elective	2

Course #	Course Name	Credits
	Summer Total	**5**

Third Year Fall

Course #	Course Name	Credits
GSN534	Cultural Humility & Food Justice	2
GSN690	Nutrition Clinic Rotation I	2
GSN580	Virtual Nutrition Clinical Experience I	
	Fall Total	**4**

Third Year Winter

Course #	Course Name	Credits
GSN563	Business of Nutrition	2
GSN691	Nutrition Clinic Rotation II	2
GSN581	Virtual Nutrition Clinical Experience II	
	Winter Total	**4**

Third Year Spring

Course #	Course Name	Credits
GSN692	Nutrition Clinic Rotation III	2
GSN582	Virtual Nutrition Clinical Experience III	
	Electives	2
	Spring Total	**4**

MScN Online - 3-Year - Culinary

First Year Fall

Course #	Course Name	Credits
GSN584	Fundamentals of Nutrition	5
GSN514	Nutritional Biochemistry	3
GSN516	Pathophysiology	3
GSN590	Career Development I	1
	Fall Total	**12**

First Year Winter

Course #	Course Name	Credits
GSN502	Culinary Skills	2
GSN515	Nutritional Assessment	3
GSN527	Research Fundamentals	2
GSN561	Recipe & Menu Development	2
	Winter Total	**9**

First Year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
	Spring Total	**6**

Second Year Summer

Course #	Course Name	Credits
GSN543	Personal Chef & Food Service	2
	Elective	2

Course #	Course Name	Credits
	Summer Total	**4**

Second Year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN536	Gut Microbiome	2
	Fall Total	**5**

Second Year Winter

Course #	Course Name	Credits
GSN518	Food Relationship Coaching	3
GSN585	Healing Foods	4
	Winter Total	**7**

Second Year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN512	Food Marketing & Communication	2
	Spring Total	**4**

Second Year Summer

Course #	Course Name	Credits
GSN503	Farm to Table	2
GSN591	Career Development II	1
	Elective	2
	Summer Total	**5**

Third Year Fall

Course #	Course Name	Credits
GSN534	Cultural Humility & Food Justice	2
	Electives	2
	Fall Total	**4**

Third Year Winter

Course #	Course Name	Credits
GSN557	Cooking with Medicinal Herbs	2
GSN563	Business of Nutrition	2
GSN697	Capstone I	2
	Winter Total	**6**

Third Year Spring

Course #	Course Name	Credits
GSN558	Food As Medicine Everyday (FAME) Educator Training	2
GSN698	Capstone II	2
	Spring Total	**4**

Bachelor of Science in Integrative Health Sciences (BSiHS)

First Year — Fall Term

Course #	Course Name	Credits
IM311	Introduction to Integrative Medicine	3
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I w/Lab	3
SS311	Self-Care & Self Management	3
	Total	**17**

First Year — Winter Term

Course #	Course Name	Credits
IM422	Introduction to Botanical Medicine	4
NS325	General Chemistry II w/Lab	3
SS312	Introduction to Medical Anthropology	3
SS321	Culture, Identity & Emotion	3
SS331	Advanced Writing & Self-Reflective Skills	3
	Total	**16**

First Year — Spring Term

Course #	Course Name	Credits
ES321	Exercise Physiology I	3
IM411	Health Psychology & Mind Body Medicine	3
NS322	Immunology	4
NS324	Organic Chemistry I	3
SS332	Intercultural Communication Skills	3

Course #	Course Name	Credits
	Total	**16**

Second Year — Summer Term

Course #	Course Name	Credits
NS401	Biochemistry for Life Sciences	4
	Elective	2
	Total	**6**

Second Year — Fall Term

Course #	Course Name	Credits
NS334	Organic Chemistry II	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Elective	2
	Total	**14**

Second Year — Winter Term

Course #	Course Name	Credits
NS321	Genetics	4
NS421	Evidence-Based Practice for Pre-Health Professionals	3
SS421	Ethics & Philosophical Dilemmas	3
SS422	Careers - From Undergraduate Degree to Employment	2
	Elective	2
	Total	**14**

Second Year — Spring Term

Course #	Course Name	Credits
NS432	Physics	5
NU431	Whole Food: Rethinking the Science of Nutrition	4
SS499	Undergraduate Capstone	3
	Elective	2
	Total	**14**

Bachelor of Science in Integrative Health Sciences (BSiHS) — Online

First Year — Fall Term

Course #	Course Name	Credits
IM311	Introduction to Integrative Medicine	3
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
SS311	Self-Care & Self Management	3
	Total	**17**

First Year — Winter Term

Course #	Course Name	Credits
IM422	Introduction to Botanical Medicine	4
NS325	General Chemistry II	3
SS312	Introduction to Medical Anthropology	3
SS321	Culture, Identity & Emotion	3
SS331	Advanced Writing & Self-Reflective Skills	3
	Total	**16**

First Year — Spring Term

Course #	Course Name	Credits
ES321	Exercise Physiology I	3
IM411	Health Psychology & Mind Body Medicine	3
NS322	Immunology	4
NS324	Organic Chemistry I	3
SS332	Intercultural Communication Skills	3

Course #	Course Name	Credits
	Total	**16**

Second Year — Summer Term

Course #	Course Name	Credits
NS401	Biochemistry for Life Sciences	4
	Elective	2
	Total	**6**

Second Year — Fall Term

Course #	Course Name	Credits
NS334	Organic Chemistry II	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Elective	2
	Total	**14**

Second Year — Winter Term

Course #	Course Name	Credits
NS321	Genetics	4
NS421	Evidence-Based Practice for Pre-Health Professionals	3
SS421	Ethics & Philosophical Dilemmas	3
SS422	Careers - From Undergraduate Degree to Employment	2
	Elective	2
	Total	**14**

Second Year — Spring Term

Course #	Course Name	Credits
NS432	Physics	5
NU431	Whole Food: Rethinking the Science of Nutrition	4
SS499	Undergraduate Capstone	3
	Elective	2
	Total	**14**

Bachelor of Science in Nutrition (BScN)

First Year — Fall Term

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NU307	Fundamentals of Nutrition I	2
NU308	Fundamentals of Nutrition II	2
NU313	Fundamentals of Nutrition Workshop	1
NU314	Culinary Skills	2
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
	Total	**18**

First Year — Winter Term

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
NU422	Diet & Disease	3
SS321	Culture, Identity & Emotion	3
SS331	Advanced Writing & Self-Reflective Skills	3
	Total	**15**

First Year — Spring Term

Course #	Course Name	Credits
IM411	Health Psychology & Mind/Body Medicine	3
NS324	Organic Chemistry I with Lab	3
NU331	Foundations of Community Nutrition	3
NU322	Nutritional Anthropology	3

Course #	Course Name	Credits
SS332	Intercultural Communication Skills	3
	Total	**15**

First Year — Summer Term

Course #	Course Name	Credits
NS401	Biochemistry for Life Sciences	4
NU301	Farm to Table	2
	Total	**6**

Second Year — Fall Term

Course #	Course Name	Credits
NS334	Organic Chemistry II with lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
NU411	Food Security	3
	Total	**15**

Second Year — Winter Term

Course #	Course Name	Credits
NS321	Genetics	4
NS421	Evidenced-based practice for pre health professionals	3
NU318	Food Relationship Coaching	3
SS421	Ethics & Philosophical Dilemmas	3
SS422	Careers - From Undergraduate Degree to Employment	2
	Total	**15**

Second Year — Spring Term

Course #	Course Name	Credits
NU431	Whole Food: Rethinking the Science of Nutrition	4
NU432	Nutritional Epidemiology	4
SS499	Undergraduate Capstone	3
	Elective	4
	Total	**15**

Bachelor of Science in Nutrition (BScN) — Online

First Year — Fall Term

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
NU307	Fundamentals of Nutrition I	2
NU347	Fundamentals of Nutrition II	3
	Total	**16**

First Year — Winter Term

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
NU314	Culinary Skills	2
NU422	Diet & Disease	3
SS321	Culture, Identity & Emotion	3
SS331	Advanced Writing & Self-Reflective Skills	3
	Total	**17**

First Year — Spring Term

Course #	Course Name	Credits
IM411	Health Psychology & Mind/Body Medicine	3
NS324	Organic Chemistry I with Lab	3
NU331	Foundations of Community Nutrition	3
NU322	Nutritional Anthropology	3

Course #	Course Name	Credits
SS332	Intercultural Communication Skills	3
	Total	**15**

First Year — Summer Term

Course #	Course Name	Credits
NS401	Biochemistry for Life Sciences	4
NU301	Farm to Table	2
	Total	**6**

Second Year — Fall Term

Course #	Course Name	Credits
NS334	Organic Chemistry II with lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
NU411	Food Security	3
	Total	**15**

Second Year — Winter Term

Course #	Course Name	Credits
NS321	Genetics	4
NS421	Evidenced-based practice for pre health professionals	3
NU318	Food Relationship Coaching	3
SS421	Ethics & Philosophical Dilemmas	3
SS422	Careers - From Undergraduate Degree to Employment	2
	Total	**15**

Second Year — Spring Term

Course #	Course Name	Credits
NU431	Whole Food: Rethinking the Science of Nutrition	4
NU432	Nutritional Epidemiology	4
SS499	Undergraduate Capstone	3
	Elective	4
	Total	**15**

Bachelor of Science in Nutrition / Master of Science in Clinical Nutrition (BScN/MScN) — Clinical and Culinary Concentrations

BScN-MScN Clinical Concentration

First Year — 1st-year Fall

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
NU307	Fundamentals of Nutrition I	2
NU308	Fundamentals of Nutrition II	2
NU313	Fundamentals of Nutrition Workshop	1
NU314	Culinary Skills	2
	Total	**18**

First Year — 1st-year Winter

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
SS331	Advanced Writing & Self-Reflective Skills	3
SS321	Culture, Identity & Emotion	3
	Elective	2
	Total	**14**

First Year — 1st-year Spring

Course #	Course Name	Credits
IM411	Health Psychology and Mind-body Medicine	3

Course #	Course Name	Credits
NS324	Organic Chemistry I with Lab	3
NU322	Nutritional Anthropology	3
SS332	Intercultural Communications Skills	3
	Elective	2
	Total	**14**

First Year — 2nd-year Summer

Course #	Course Name	Credits
NU301	Farm to Table	2
NS401	Biochemistry for Life Sciences	4
	Total	**6**

Second Year — 2nd-year Fall

Course #	Course Name	Credits
GSN516	Pathophysiology	3
GSN590	Career Development I	1
NS334	Organic Chemistry II with Lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Total	**16**

Second Year — 2nd-year Winter

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3

Course #	Course Name	Credits
GSN614	Advanced Nutritional Biochemistry	3
NS321	Genetics	4
NS421	Evidenced-based practice for pre-health professionals	3
SS421	Ethics & Philosophical Dilemmas	3
	Total	**19**

Second Year — 2nd-year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
GSN555	Clinical Biochemistry and Nutrition	3
NU531	Whole Food: Rethinking the Science of Nutrition	4
NU532	Nutritional Epidemiology	4
	Total	**17**

Third Year — 3rd-year Summer

Course #	Course Name	Credits
GSN589	Nutritional Immunology	4
GSN591	Career Development	1
	Total	**5**

Third Year — 3rd-year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2

Course #	Course Name	Credits
GSN690	Clinic Nutrition Rotation I	2
	Total	**9**

Third Year — 3rd-year Winter

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2
GSN563	Business of Nutrition	2
GSN691	Clinic Nutrition Rotation II	2
	Electives	2
	Total	**10**

Third Year — 3rd-year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN692	Nutrition Clinic Rotation III	2
	Electives	2
	Spring Total	**6**

BScN-MScN Culinary Concentration

First Year — 1st-year Fall

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3

Course #	Course Name	Credits
NU307	Fundamentals of Nutrition I	2
NU308	Fundamentals of Nutrition II	2
NU313	Fundamentals of Nutrition Workshop	1
NU314	Culinary Skills	2
	Total	**18**

First Year — 1st-year Winter

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
SS331	Advanced Writing & Self-Reflective Skills	3
SS321	Culture, Identity & Emotion	3
	Elective	2
	Total	**14**

First Year — 1st-year Spring

Course #	Course Name	Credits
IM411	Health Psychology and Mind-body Medicine	3
NS324	Organic Chemistry I with Lab	3
NU322	Nutritional Anthropology	3
SS332	Intercultural Communications Skills	3
	Elective	2
	Total	**14**

First Year — 2nd-year Summer

Course #	Course Name	Credits
NU301	Farm to Table	2
NS401	Biochemistry for Life Sciences	4
	Total	**6**

Second Year — 2nd-year Fall

Course #	Course Name	Credits
GSN516	Pathophysiology	3
GSN590	Career Development I	1
NS334	Organic Chemistry II with Lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Total	**16**

Second Year — 2nd-year Winter

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN561	Recipe & Menu Development	2
NS321	Genetics	4
NS421	Evidenced-based practice for pre-health professionals	3
SS421	Ethics & Philosophical Dilemmas	3
	Total	**18**

Second Year — 2nd-year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
GSN512	Food Marketing & Communication	2
NU531	Whole Food: Rethinking the Science of Nutrition	4
NU532	Nutritional Epidemiology	4
	Total	**16**

Third Year — 3rd-year Summer

Course #	Course Name	Credits
GSN543	Personal Chef and Food Service	2
GSN591	Career Development	1
	Electives	2
	Total	**5**

Third Year — 3rd-year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN558	Food as Medicine Everyday (FAME) Educator Training	2
	Total	**9**

Third Year — 3rd-year Winter

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2

Course #	Course Name	Credits
GSN563	Business of Nutrition	2
GSN557	Cooking with Medicinal Herbs	2
GSN691	Capstone I	2
	Total	**10**

Third Year — 3rd-year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN692	Capstone II	2
	Electives	4
	Spring Total	**8**

Bachelor of Science in Nutrition / Master of Science in Clinical Nutrition (BScN/MScN) — Online — Clinical and Culinary Concentrations

BScN-MScN Clinical Concentration

First Year — 1st-year Fall

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NU307	Fundamentals of Nutrition I	2
NU347	Fundamentals of Nutrition II	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
	Total	**16**

First Year — 1st-year Winter

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
NU314	Culinary Skills	2
SS331	Advanced Writing & Self-Reflective Skills	3
SS321	Culture, Identity & Emotion	3
	Elective	2
	Total	**16**

First Year — 1st-year Spring

Course #	Course Name	Credits
IM411	Health Psychology and Mind-body Medicine	3
NS324	Organic Chemistry I with Lab	3

Course #	Course Name	Credits
NU322	Nutritional Anthropology	3
SS332	Intercultural Communications Skills	3
	Elective	2
	Total	**14**

First Year — 2nd-year Summer

Course #	Course Name	Credits
NU301	Farm to Table	2
NS401	Biochemistry for Life Sciences	4
	Total	**6**

Second Year — 2nd-year Fall

Course #	Course Name	Credits
GSN516	Pathophysiology	3
GSN590	Career Development I	1
NU334	Organic Chemistry II with Lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Total	**16**

Second Year — 2nd-year Winter

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN614	Advanced Nutritional Biochemistry	3

Course #	Course Name	Credits
NS321	Genetics	4
NS421	Evidenced-based practice for pre-health professionals	3
SS421	Ethics & Philosophical Dilemmas	3
	Total	**19**

Second Year — 2nd-year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2
GSN555	Clinical Biochemistry and Nutrition	3
NU531	Whole Food: Rethinking the Science of Nutrition	4
NU532	Nutritional Epidemiology	4
	Total	**17**

Third Year — 3rd-year Summer

Course #	Course Name	Credits
GSN589	Nutritional Immunology	4
GSN591	Career Development	1
	Total	**5**

Third Year — 3rd-year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN690	Clinic Nutrition Rotation I	2

Course #	Course Name	Credits
	Total	**9**

Third Year — 3rd-year Winter

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2
GSN563	Business of Nutrition	2
GSN691	Clinic Nutrition Rotation II	2
	Electives	2
	Total	**10**

Third Year — 3rd-year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN692	Nutrition Clinic Rotation III	2
	Electives	2
	Spring Total	**6**

BScN-MScN Culinary Concentration

First Year — 1st-year Fall

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NU307	Fundamentals of Nutrition I	2
NU347	Fundamentals of Nutrition II	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1

Course #	Course Name	Credits
NS315	General Chemistry I	3
	Total	**16**

First Year — 1st-year Winter

Course #	Course Name	Credits
NS325	General Chemistry II	3
NU312	American Food Systems	3
NU314	Culinary Skills	2
SS331	Advanced Writing & Self-Reflective Skills	3
SS321	Culture, Identity & Emotion	3
	Elective	2
	Total	**16**

First Year — 1st-year Spring

Course #	Course Name	Credits
IM411	Health Psychology and Mind-body Medicine	3
NS324	Organic Chemistry I with Lab	3
NU322	Nutritional Anthropology	3
SS332	Intercultural Communications Skills	3
	Elective	2
	Total	**14**

First Year — 2nd-year Summer

Course #	Course Name	Credits
NU301	Farm to Table	2
NS401	Biochemistry for Life Sciences	4

Course #	Course Name	Credits
	Total	**6**

Second Year — 2nd-year Fall

Course #	Course Name	Credits
GSN516	Pathophysiology	3
GSN590	Career Development I	1
NU334	Organic Chemistry II with Lab	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Total	**16**

Second Year — 2nd-year Winter

Course #	Course Name	Credits
GSN515	Nutritional Assessment	3
GSN518	Food Relationship Coaching	3
GSN561	Recipe & Menu Development	2
NS321	Genetics	4
NS421	Evidenced-based practice for pre-health professionals	3
SS421	Ethics & Philosophical Dilemmas	3
	Total	**18**

Second Year — 2nd-year Spring

Course #	Course Name	Credits
GSN524	Medical Nutrition Therapy	4
GSN529	Applied Medical Nutrition Therapy	2

Course #	Course Name	Credits
GSN512	Food Marketing & Communication	2
NU531	Whole Food: Rethinking the Science of Nutrition	4
NU532	Nutritional Epidemiology	4
	Total	**16**

Third Year — 3rd-year Summer

Course #	Course Name	Credits
GSN543	Personal Chef and Food Service	2
GSN591	Career Development	1
	Electives	2
	Total	**5**

Third Year — 3rd-year Fall

Course #	Course Name	Credits
GSN526	Lifecycle Nutrition	3
GSN534	Cultural Humility & Food Justice	2
GSN536	Gut Microbiome	2
GSN558	Food as Medicine Everyday (FAME) Educator Training	2
	Total	**9**

Third Year — 3rd-year Winter

Course #	Course Name	Credits
GSN505	Healing Foods	2
GSN506	Healing Foods Practicum	2
GSN563	Business of Nutrition	2
GSN557	Cooking with Medicinal Herbs	2

Course #	Course Name	Credits
GSN691	Capstone I	2
	Total	**10**

Third Year — 3rd-year Spring

Course #	Course Name	Credits
GSN509	Community Nutrition & Food Policy	2
GSN692	Capstone II	2
	Electives	4
	Spring Total	**8**

Bachelor of Science in Integrative Therapeutics — Massage Therapy (BSIT-MT)

First Year — Fall Term

Course #	Course Name	Credits
MT311	Foundations of Massage & Ethics	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
IM321	Critical Thinking for Pre-Health Professionals	3
NS315	General Chemistry I	3
SS311	Self-Care & Self Management	3
	Total	**17**

First Year — Winter Term

Course #	Course Name	Credits
MT321	Palpation & Surface Anatomy Lab	2
MT331	Kinesiology & Biomechanics	3
GSN316	Pathophysiology	3
MT402	Communication & Client Documentation	2
NS325	General Chemistry II	3
SS321	Culture, Identity & Emotion	3
	Total	**16**

First Year — Spring Term

Course #	Course Name	Credits
MT332	Pain Science & Neurophysiology	2
MT333	Movement Techniques	1
MT334	Hydrotherapy	1
IM411	Health Psychology & Mind Body Medicine	3
NS324	Organic Chemistry I	3

Course #	Course Name	Credits
SS332	Intercultural Communication Skills	3
	Total	**13**

Second Year — Summer Term

Course #	Course Name	Credits
MT401	Massage Techniques I: Swedish & Circulatory	3
NS401	Biochemistry for Life Sciences	4
	Elective	2
	Total	**9**

Second Year — Fall Term

Course #	Course Name	Credits
MT412	Massage Techniques II: Deep Tissue & Trigger Point	3
NS334	Organic Chemistry II	3
NS411	Biostatistics for Pre-Health Majors	3
NS412	Scientific & Professional Communication	3
NS413	Introduction to Research Methods	3
	Total	**15**

Second Year — Winter Term

Course #	Course Name	Credits
MT422	Business, Marketing, & Practice Management	2
MT421	Clinical Practice I: Supervised Intro	2
NS421	Evidence-Based Practice for Pre-Health Professionals	3
SS331	Advanced Writing & Self-Reflective Skills	3
SS421	Ethics & Philosophical Dilemmas	3

Course #	Course Name	Credits
	Elective	2
	Total	**15**

Second Year — Spring Term

Course #	Course Name	Credits
MT432	Capstone: Case-Based Integration & Licensure Prep	3
MT431	Clinical Practice II: Advanced Clinic	3
NS432	Physics	5
	Elective	2
	Total	**13**

Certificate in Massage Therapy — Winter Start

Winter Term

Course #	Course Title	Hours	Credits
MT311	Foundations of Massage & Ethics	36	3
NS311	Anatomy & Physiology	48	4
NS312	Anatomy & Physiology Lab	24	1
GSN316	Pathophysiology	36	3
MT321	Palpation & Surface Anatomy Lab	48	2
	Fall Term Total	**192**	**13**

Spring Term

Course #	Course Title	Hours	Credits
MT331	Kinesiology & Biomechanics	36	3
MT401	Massage Techniques I: Swedish & Circulatory	72	3
MT332	Pain Science & Neurophysiology	24	2
MT402	Communication & Client Documentation	24	2
	Winter Term Total	**156**	**10**

Summer Term

Course #	Course Title	Hours	Credits
MT412	Massage Techniques II: Deep Tissue & Trigger Point	72	3
MT333	Movement Techniques	24	1
MT334	Hydrotherapy	24	1
MT422	Business, Marketing, & Practice Management	24	2
MT421/MT521	Clinical Practice I: Supervised Intro	48	2
	Spring Term Total	**192**	**9**

Fall Term

Course #	Course Title	Hours	Credits
MT431	Clinical Practice II: Advanced Clinic	72	3
MT432/MT532	Capstone: Case-Based Integration & Licensure Prep	36	3
	Summer Term Total	**108**	**6**

Certificate in Massage Therapy — Fall Start

Fall Term

Course #	Course Title	Hours	Credits
MT311	Foundations of Massage & Ethics	36	3
NS311	Anatomy & Physiology	48	4
NS312	Anatomy & Physiology Lab	24	1
GSN316	Pathophysiology	36	3
MT321	Palpation & Surface Anatomy Lab	48	2
	Fall Term Total	**192**	**13**

Winter Term

Course #	Course Title	Hours	Credits
MT331	Kinesiology & Biomechanics	36	3
MT401	Massage Techniques I: Swedish & Circulatory	72	3
MT332	Pain Science & Neurophysiology	24	2
MT402	Communication & Client Documentation	24	2
	Winter Term Total	**156**	**10**

Spring Term

Course #	Course Title	Hours	Credits
MT412	Massage Techniques II: Deep Tissue & Trigger Point	72	3
MT333	Movement Techniques	24	1
MT334	Hydrotherapy	24	1
MT422	Business, Marketing, & Practice Management	24	2
MT421/MT521	Clinical Practice I: Supervised Intro	48	2
	Spring Term Total	**192**	**9**

Summer Term

Course #	Course Title	Hours	Credits
MT431	Clinical Practice II: Advanced Clinic	72	3
MT432/MT532	Capstone: Case-Based Integration & Licensure Prep	36	3
	Summer Term Total	**108**	**6**

Medical Assisting Certificate (MA)

Fall Term

Course #	Course Title	Contact Hours	Credits
MA313	Introduction to Medical Assisting & Healthcare Systems	24	2
MA314	Medical Terminology	12	1
NS311	Anatomy & Physiology	48	4
NS312	Anatomy & Physiology Lab	24	1
MA315	Administrative Procedures I (EHR, Records, Scheduling)	24	2
MT402	Communication & Client Documentation	24	2
MA316	Clinical Procedures I (Vital Signs, Patient Prep)	24	2
	Fall Term Total	**180**	**14**

Winter Term

Course #	Course Title	Contact Hours	Credits
NU422	Diet & Disease	36	3
MA323	Pharmacology & Medication Administration	24	2
MA325	Administrative Procedures II (Billing, Coding, Insurance)	24	2
MA326	Clinical Procedures II (Phlebotomy, ECG, Minor Procedures)	36	3
MA324	Laboratory Techniques (Urinalysis, CLIA-Waived Testing)	36	3
MA327	Professional Issues in Healthcare	12	1
	Winter Term Total	**168**	**14**

Spring Term

Course #	Course Title	Contact Hours	Credits
MA438	Capstone & Certification Exam Review	12	1
MA439	Externship/Practicum in Medical Assisting	168	7
	Spring Term Total	**180**	**8**

Pre-Medical Post-Baccalaureate Program

Fall Term

Course #	Course Title	Credits
NS315	General Chemistry I w/Lab	3
NS316	General Biology I w/Lab	4
NS411	Biostatistics for Pre-Health Majors	3
	Total credits	**10**

Winter Term

Course #	Course Title	Credits
IM411	Health Psychology & Mind Body Medicine	3
NS325	General Chemistry II w/Lab	3
NS326	General Biology II w/Lab	4
NS328	Microbiology	2
	Total credits	**12**

Spring Term

Course #	Course Title	Credits
NS324	Organic Chemistry I w/Lab	3
NS432	Physics	5
NS336	General Biology III w/Lab	4
NS322	Immunology	4
	Total credits	**16**

Summer Term

Course #	Course Title	Credits
NS401	Biochemistry for Life Sciences	4

Course #	Course Title	Credits
	Total credits	**4**

Bachelor of Science in Exercise Science (BScES)

First Year — Fall Term

Course #	Course Name	Credits
IM321	Critical Thinking for Pre-Health Professionals	3
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
NS315	General Chemistry I	3
NU307	Fundamentals of Nutrition II	2
NU308	Fundamentals of Nutrition I	2
	Total	**15**

First Year — Winter Term

Course #	Course Name	Credits
GSN316	Pathophysiology	3
ES354	Sports Nutrition I	2
ES321	Exercise Physiology I	3
NS325	General Chemistry II	3
SS321	Culture, Identity & Emotion	3
	Total	**14**

First Year — Spring Term

Course #	Course Name	Credits
ES331	Exercise Physiology II	3
ES332	Psychology of Exercise, Sport & Motivation	3
MT331	Kinesiology & Biomechanics	3
NS324	Organic Chemistry I	3
SS332	Intercultural Communication Skills	3

Course #	Course Name	Credits
	Total	**15**

Second Year — Summer Term

Course #	Course Name	Credits
NS401	Biochemistry for Life Sciences	4
ES404	Exercise Evaluation & Program Design I	3
ES403	Strength & Conditioning	3
	Total	**10**

Second Year — Fall Term

Course #	Course Name	Credits
ES414	Exercise Evaluation & Program Design II	3
	Sports Nutrition II	2
MT402	Communication & Client Documentation	2
NS334	Organic Chemistry II	3
NS412	Scientific & Professional Communication	3
RE427	Research Fundamentals	2
	Total	**15**

Second Year — Winter Term

Course #	Course Name	Credits
NS421	Evidence-Based Practice for Pre-Health Professionals	3
SS421	Ethics & Philosophical Dilemmas	3
MT422	Business, Marketing, & Practice Management	2
ES424	Exercise Science Internship I	2
	Elective	2

Course #	Course Name	Credits
	Total	**12**

Second Year — Spring Term

Course #	Course Name	Credits
ES434	Exercise Science Internship II	4
ES439	Professional Seminar & Certification Prep	1
SS499	Undergraduate Capstone	3
	Elective	6
	Total	**14**

Certificate in Exercise Science

First Year — Fall Term

Course #	Course Name	Credits
NS311	Anatomy & Physiology	4
NS312	Anatomy & Physiology Lab	1
GSN316	Pathophysiology	3
NU310	Fundamentals of Nutrition	4
	Total	**12**

First Year — Winter Term

Course #	Course Name	Credits
ES354	Sports Nutrition I	2
ES321	Exercise Physiology I	3
MT422	Business, Marketing, & Practice Management	2
MT402	Communication & Client Documentation	2
	Total	**9**

First Year — Spring Term

Course #	Course Name	Credits
MT331	Kinesiology & Biomechanics	3
ES331	Exercise Physiology II	3
ES404	Exercise Evaluation & Program Design I	3
ES332	Psychology of Exercise, Sport & Motivation	3
	Total	**12**

First Year — Fall Term

Course #	Course Name	Credits
ES414	Exercise Evaluation & Program Design II	3
ES360	Sports Nutrition II	2
ES403	Strength & Conditioning	3
ES424	Exercise Science Internship I	2
	Total	**10**

First Year — Winter Term

Course #	Course Name	Credits
ES434	Exercise Science Internship II	4
ES439	Professional Seminar & Certification Prep	1
	Total	**5**

Doctor of Naturopathic Medicine / Master of Acupuncture and Chinese Herbal Medicine (ND/MAcCHM) — Dual Degree

IF ONLINE - SECOND YEAR Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TH511	Physiotherapy		12			12	0.5
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
CE533	Intro to Clinic Synthesis	6				6	0.25
TH512	Physical Medicine I		12	12		24	1.5
TH522	Physical Medicine II		12	12		24	1.5
TH532	Physical Medicine III		12	12		24	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
CE537	Clinical and Physical Diagnosis III		12			12	0.5
	Term Totals	**6**	**105**	**57**	**0**	**168**	**9.375**

THIRD YEAR FALL

4 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC600	Clinical Clerkship Rotation*	30				30	1.25
XC710	Clinical Mentoring Rotation	48				48	2
XC710	Clinical Mentoring Rotation	48				48	2
XC710	Clinical Mentoring Rotation	48				48	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**174**	**0**	**0**	**0**	**174**	**7.25**

5 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU840	Jurisprudence				12	12	1
BU820	Business I				24	24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
CE814	Morbidity & Mortality			24		24	2
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**426**	**0**	**36**	**36**	**498**	**18.5**

FIRST YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
CM511	Foundations of CCM I				24	24	2
	Term Totals	**0**	**84**	**66**	**210**	**360**	**26.5**

FIRST YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	0				60	2.5
CM521	Foundations of CCM II				24	24	2
	Term Totals	**0**	**48**	**54**	**240**	**402**	**29**

FIRST YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical AnatomyIII Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	60				0	0
CM531	Foundations of CCM III				24	24	2
	Term Totals	**66**	**75**	**87**	**204**	**372**	**27.625**

SECOND YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC620	Hematology				24	24	2
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5
TH511	Physiotherapy		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
CE617	Clinical and Physical Diagnosis IV (MSK/Rheum/Heme)		12			12	0.5
TH611	Botanical Medicine I				15	15	1.25
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
SC615T	Clinical Reasoning I			36		36	3
CM513	Acu-Moxa Points I				24	24	2
CM513L	Acu-Moxa Techniques I		12		12	24	1.25
CM542	Physics of the Human Body		12		6	12	1
HM541	Chinese History and Culture I			12	12	12	1
	Term Totals	**0**	**84**	**60**	**222**	**348**	**25.75**

SECOND YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH622	Social Determinents of Health Workshop #1			6		6	0.5
SC623	Dermatology				36	36	3
TH621	Botanical Medicine II				15	15	1.25
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25
SC625T	Clinical Reasoning II			36		36	3
CE623	Clinic Synthesis I	6				6	0.25
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
SC624	EIP Seminar I			6		6	0.5
HM526L	Herbs I Practicum		18		18	18	0.75

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
HM526	Herbs I			36	36	72	3
CM523	Acu-Moxa Points II				24	24	2
CM523L	Acu-Moxa Techniques II		12		12	24	1.25
CM552	Chinese Diagnostic Techniques I		12		12	24	2
	Term Totals	**6**	**60**	**84**	**222**	**354**	**24**

SECOND YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH631	Botanical Medicine III				15	15	1.25
SC634	EIP Seminar II			6		6	0.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH633	Pharmacology III				15	15	1.25
SC635T	Clinical Reasoning III			36		36	3
TH634	Clinical Nutrition III				15	15	1.25
SC633	Metabolic and Endocrine				48	48	4
HM536	Herbs II			36	36	36	3
HM536L	Herbs II Practicum		18		18	18	0.75
CM533	Acu-Moxa Points III				24	24	2
CM533L	Acu-Moxa Techniques III		24		12	36	2
CM572	Chinese Diagnostic Techniques II		12		12	24	1.5
XC510	Clinical Observation/Theater I	48			48	48	2
XC600	Clinical Clerkship Rotation*	30				30	1.25
	Term Totals	**78**	**54**	**78**	**258**	**366**	**25**

THIRD YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC617	Rheumatology and Clinical Immunology				36	36	3
TH612	Physical Medicine IV		12	12		24	1.5
SC718	Natural Childbirth I				36	36	3
SC715T	Clinical Reasoning IV			36		36	3
TH711	Botanical Medicine IV				15	15	1.25
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25
CM609	Chinese Med Pathology I			24	24		2
HM616	Herbs III				36	36	3
HM616L	Herbs III Practicum		18			18	0.75
CM613	Acu-Moxa Points IV				24	24	2
CM613L	Acu-Moxa Techniques IV		24		6	30	1.5
CM641	Clinical Case Presentation I				24	24	2
XC520	Clinical Observation/Theater II	48				48	2
	Term Totals	**48**	**54**	**72**	**246**	**372**	**28.75**

THIRD YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC621	Gastroenterology and Proctology				48	48	4
CE627	Clinical and Physical Diagnosis V (Gastro)		12			12	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH622	Physical Medicine V		12	12		24	1.5
SC725T	Clinical Reasoning V			36		36	3
TH721	Botanical Medicine V				15	15	1.25
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
CM610	Chinese Med Pathology II			18	18		1.5
HM626	Herbs IV				36	36	3
HM626L	Herbs IV Practicum		18			18	0.75
CM623	Acu-Moxa Points V				24	24	2
CM623L	Acu-Moxa Techniques V		24		12	24	1.5
CM625	Auricular Points		6		12	18	1.5
XC994	Clinic Internship Entrance Exam-Practical					0	0
XC530	Clinical Observation/Theater III	48				48	2
	Term Totals	**48**	**72**	**66**	**210**	**348**	**26.25**

THIRD YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH632	Physical Medicine VI		12	12		24	1.5
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm)		12			12	0.5
SC735T	Clinical Reasoning VI			36		36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH731	Botanical Medicine VI				15	15	1.25
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
HM636	Herbs V				36	36	3
HM636L	Herbs V Practicum		18			18	0.75
CM633	Acu-Moxa Points VI				24	24	2
CM633L	Acu-Moxa Techniques VI		24		6	30	1.5
XC632	OSCE I	1				1	0.0417
	Term Totals	**1**	**78**	**60**	**186**	**325**	**23.7917**

FOURTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC710	Gynecology and Andrology				60	60	5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC713	Urology and Nephrology				48	48	4
SC731	HEENT				36	36	3
SC714	EIP Seminar III			6		6	0.5
CE713	Clinic Synthesis II	6				6	0.25
CM706	Orthopedic Acupuncture I				18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture				24	24	2
HM713	Integrative Endo, Reproductive; Herbal				18	18	1.5
HM716	Herbs VI				36	36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
HM716L	Herbs VI Practicum		12			12	0.5
HM718	Qigong I Practicum		18			18	0.75
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
	Term Totals	**114**	**54**	**6**	**240**	**414**	**27.5**

FOURTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
CS726	Neurology				48	48	4
CE727	Clinical and Physical Diagnosis VIII (Neuro/Psych)		12			12	0.5
PH722	Social Determinants of Health Workshop #2			6		6	0.5
XC732	OSCE II	1				1	0.0417
CM716	Orthopedic Acupuncture II				18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt				12	12	1
HM723	Neuro-Ortho Herbal & Pain Mgnt				18	18	1.5
CM726	Integrative GI, GU & Derm; acupuncture				24	24	2
HM726	Integrative GI, GU & Derm; herbal				18	18	1.5
CM709	Chinese Dietetics				18	18	1.5
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**109**	**12**	**6**	**228**	**355**	**24.5417**

FOURTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics)		12			12	0.5
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture				36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal				18	18	1.5
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
	Term Totals	**108**	**24**	**12**	**150**	**294**	**19**

FIFTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
CM810	Internship Case Presentation	24				18	1
XC800	Clinical Internship Rotation	48				48	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**306**	**0**	**15**	**24**	**339**	**16**

FIFTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
BU725	Business III				18	18	1.5
XC900	OSCE III	1				1	0.0417
HM628	Shiatsu I		36			36	1.5
CM823	Integrative Pediatrics; Acupuncture Therapeutics				12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics				24	24	2
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**277**	**36**	**15**	**54**	**382**	**18.7917**

FIFTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC890	Clinical Skills Assessment	8				4	0.3333
HM738	Tuina I		36			36	1.5
CM898	Acu-Moxa Board Review				12	0	0

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC996	Clinic Exit Exam						
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**284**	**36**	**15**	**12**	**331**	**14.5833**

Doctor of Naturopathic Medicine / Master of Acupuncture (ND/MAc) — Dual Degree

THIRD YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TBD	Physiotherapy		12			12	0.5
BS536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
CE531	Intro to Clinic Synthesis	6				6	0.25
TBD	Physical Medicine I		12	12		24	1.5
TBD	Physical Medicine II		12	12		24	1.5
TBD	Physical Medicine III		12	12		24	1.5
TBD	Clinical and Physical Diagnosis I		12			12	0.5
TBD	Clinical and Physical Diagnosis II		12			12	0.5
TBD	Clinical and Physical Diagnosis III		12			12	0.5
	THIRD YEAR FALL Total	**6**	**105**	**57**	**0**	**168**	**9.375**

4 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TBD	Option II -Clinical Clerkship Rotation -	30				30	1.25
CM700	Clinical Mentoring Rotation	48				48	2
CM700	Clinical Mentoring Rotation	48				48	2
CM700	Clinical Mentoring Rotation	48				48	2
	Term Totals	**174**	**0**	**0**	**0**	**174**	**7.25**

5 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BUS8400	Jurisprudence				12	12	1
BM720	Business I				24	24	2
CS800	Emergency Medicine			12		12	1
CLE8410	Preceptorship / Community Education	150				150	1
CE812	Morbidity & Mortality			24		24	2
CM800	Clinical Internship Rotation	48				48	2
CM800	Clinical Internship Rotation	48				48	2
CLE8400	Primarys (3)	180				180	7.5
	Term Totals	**426**	**0**	**36**	**36**	**498**	**18.5**

FIRST YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BS514T	Case-Based Biomedical Integration I			24		24	2
CE510T	Clinic Education I			18		18	1.5
BS512	Clinical Anatomy I				24	24	2
BS512L	Clinical Anatomy I Lab		12			12	0.5
TBD	Clinical and Physical Diagnosis I		12			12	0.5
BS511	Clinical Biochemistry I				24	24	2
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TBD	Fundamentals of Nutrition I				24	24	2
TBD	Fundamentals of Nutrition II				24	24	2
TBD	Introduction to Clinical Biochemistry				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BS515L	Medical Histology Lab		12			12	0.5
BS510	Medical Physiology I				24	24	2
PH510	Naturopathic History & Philosophy I				12	12	1
CE510	Navigating the Clinical Journey				6	6	0.5
TBD	Pathology I		12		24	36	2.5
TBD	Physical Medicine I		12	12		24	1.5
TBD	Physiotherapy		12			12	0.5
CM511	Foundations of CCM I				24	24	2
	Term Totals	**0**	**84**	**66**	**210**	**360**	**26.5**

FIRST YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BS524T	Case-Based Biomedical Integration II			24		24	2
CE520	Clinic Education II			18		18	1.5
BS522	Clinical Anatomy II				24	24	2
BS522L	Clinical Anatomy II Lab		12			12	0.5
TBD	Clinical and Physical Diagnosis II		12			12	0.5
BS521	Clinical Biochemistry II				48	48	4
TBD	Cultivating the Practitioner: Mind-Body Practices				12	12	1
CE516	Evidence Informed Practice				24	24	2
CS520	Fundamentals of Pharmacology				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
BS520	Medical Physiology II				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH520	Naturopathic History & Philosophy II				12	12	1
TBD	Pathology II		12		24	36	2.5
TBD	Physical Medicine II		12	12		24	1.5
CM521	Foundations of CCM II				24	24	2
	Term Totals	**0**	**48**	**54**	**240**	**342**	**26.5**

FIRST YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BS534T	Case-Based Biomedical Integration III			24		24	2
CE530	Clinic Education III			18		18	1.5
BS531L	Clinical Anatomy III Lab		12			12	0.5
BS531	Clinical Anatomy III				24	24	2
TBD	Clinical and Physical Diagnosis III		12			12	0.5
BS537	Fundamentals of Botanical Medicine				24	24	2
BS535	Immunology				24	24	2
CE531	Intro to Clinic Synthesis	6				6	0.25
TBD	Medical Ethics				12	12	1
TBD	Medical Genetics				24	24	2
BS530	Medical Physiology III				24	24	2
BS536	Microbiology				24	24	2
PH530	Naturopathic Medicine Retreat		18			18	0.75
TBD	Pathology III		12		24	36	2.5
TBD	Physical Medicine III		12	12		24	1.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BS536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
PH522	Social Determinants of Health			24		24	2
CM531	Foundations of CCM III				24	24	2
	Term Totals	**6**	**75**	**87**	**204**	**372**	**27.625**

SECOND YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS620	Hematology				24	24	2
CS619	Lab Diagnosis				18	18	1.5
CS619L	Lab Diagnosis Lab		24			24	1
CS616	Musculoskeletal Pathology				42	42	3.5
CS616T	Musculoskeletal System: Orthopedic Evaluation		12	12		24	1.5
TBD	Physiotherapy		12			12	0.5
CS610	Diagnostic Imaging				24	24	2
TBD	Clinical and Physical Diagnosis IV		12			12	0.5
BM611	Botanical Medicine I				15	15	1.25
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
CS612	Pharmacology I				15	15	1.25
CS613	Clinical Nutrition I				15	15	1.25
CS615	Clinical Reasoning I			36		36	3
CM513	Acu-Moxa Points I				24	24	2
CM514	Acu-Moxa Techniques I		12		12	24	1.25
IM6xx	Physics of the Human Body		12		6	12	1

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**0**	**84**	**48**	**210**	**336**	**24.75**

SECOND YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM621	Social Determinants of Health Workshop #1			6		6	0.5
CS625	Dermatology				36	36	3
BM624	Botanical Medicine II				15	15	1.25
PH610	Foundational Naturopathic Therapeutics II				15	15	1.25
CS622	Pharmacology II				15	15	1.25
CS623	Clinical Nutrition II				15	15	1.25
CS626T	Clinical Reasoning II			36		36	3
CE629	Clinic Synthesis I	6				6	0.25
CS627	Minor Surgery				24	24	2
CS627T	Minor Surgery Lab		18			18	0.75
BM614	EIP Seminar I			6		6	0.5
CM523	Acu-Moxa Points II				24	24	2
CM524	Acu-Moxa Techniques II		12		12	24	1.25
CM562	Chinese Diagnostic Techniques I		12		12	24	2
	Term Totals	**6**	**42**	**48**	**168**	**264**	**20.25**

SECOND YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM633	Botanical Medicine III				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM634	EIP Seminar II			6		6	0.5
PH630	Foundational Naturopathic Therapeutics III				15	15	1.25
CS632	Pharmacology III				15	15	1.25
CS635T	Clinical Reasoning III			36		36	3
CS634	Clinical Nutrition III				15	15	1.25
CS633	Metabolic and Endocrine				48	48	4
CM533	Acu-Moxa Points III				24	24	2
CM534	Acu-Moxa Techniques III		24		12	36	2
CM572	Chinese Diagnostic Techniques II		12		12	24	1.5
XCL600	Clinical Observation/Theater I	48			48	48	2
TBD	Clinical Clerkship Rotation - Option I	30				30	1.25
	Term Totals	**78**	**36**	**42**	**204**	**312**	**21.25**

THIRD YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS617	Rheumatology and Clinical Immunology				36	36	3
TBD	Physical Medicine IV		12	12		24	1.5
CS618	Natural Childbirth I				36	36	3
CS716T	Clinical Reasoning IV			36		36	3
BM713	Botanical Medicine IV				15	15	1.25
PH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
CS713	Pharmacology IV				15	15	1.25
CS714	Clinical Nutrition IV				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24		2
CM613	Acu-Moxa Points IV				24	24	2
CM614	Acu-Moxa Techniques IV		24		6	30	1.5
CM730	Clinical Case Presentation I				24	24	2
XCL610	Clinical Observation/Theater II	48				48	2
	Term Totals	**48**	**36**	**72**	**210**	**318**	**25**

THIRD YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS621	Gastroenterology and Proctology				48	48	4
TBD	Clinical and Physical Diagnosis V (Gastro)		12			12	0.5
TBD	Physical Medicine V		12	12		24	1.5
CS725T	Clinical Reasoning V			36		36	3
BM723	Botanical Medicine V				15	15	1.25
PH720	Foundational Naturopathic Therapeutics V				15	15	1.25
CS722	Pharmacology V				15	15	1.25
CS724	Clinical Nutrition V				15	15	1.25
CM610	Chinese Med Pathology II			18	18		1.5
CM623	Acu-Moxa Points V				24	24	2
CM624	Acu-Moxa Techniques V		24		12	24	1.5
CM625	Auricular Points		6		12	18	1.5
CM994	Clinic Internship Entrance Exam-Practical					0	0
XCL620	Clinical Observation/Theater III	48				48	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**48**	**54**	**66**	**174**	**294**	**22.5**

THIRD YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS636	Cardiology and Pulmonology				60	60	5
CS636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TBD	Physical Medicine VI		12	12		24	1.5
TBD	Clinical and Physical Diagnosis VI		12			12	0.5
CS738T	Clinical Reasoning VI			36		36	3
BM733	Botanical Medicine VI				15	15	1.25
PH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
CS732	Pharmacology VI				15	15	1.25
CS734	Clinical Nutrition VI				15	15	1.25
CM633	Acu-Moxa Points VI				24	24	2
CM634	Acu-Moxa Techniques VI		24		6	30	1.5
CLE932	OSCE I	1				1	0.0417
	Term Totals	**1**	**60**	**60**	**150**	**271**	**20.0417**

FOURTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS710	Gynecology and Andrology				60	60	5
TBD	Gynecology and Andrology Lab (i.e., CPD VII)		24			24	1
CS715	Urology and Nephrology				48	48	4

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS731	HEENT				36	36	3
BM714	EIP Seminar III			6		6	0.5
CE728	Clinic Synthesis II	6				6	0.25
CM644	Integrative Endo, Reproductive; Acupuncture				24	24	2
CM700	Clinical Mentoring Rotation	48				48	2
CLE7300	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Term Totals	**114**	**24**	**6**	**168**	**312**	**20.25**

FOURTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS720	Mind, Brain, and Behavior				36	36	3
CS723	Addiction Medicine				12	12	1
CS725	Pain Management				24	24	2
CS726	Neurology				48	48	4
TBD	Clinical and Physical Diagnosis VIII		12			12	0.5
TBD	Social Determinants of Health Workshop #2			6		6	0.5
CLE932	OSCE II	1				1	0.0417
CM640	Neuro-Ortho Acupuncture & Pain Mgnt				12	12	1
CM700	Clinical Mentoring Rotation	48				48	2
CLE7300	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Term Totals	**109**	**12**	**6**	**132**	**259**	**16.5417**

FOURTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CS712	Oncology				24	24	2
CS733	Pediatrics				32	32	2.6667
CS735	Geriatrics				16	16	1.3333
CS736	Environmental Medicine				24	24	2
CS737	Parenteral Therapy		12	12		24	1.5
TBD	Clinical and Physical Diagnosis IX (Peds and Geriatrics)		12			12	0.5
CM700	Clinical Mentoring Rotation	48				48	2
CLE7300	Secondary Intern Rotation - Pain, Nutrition or PCP	60				60	2.5
	Term Totals	**108**	**24**	**12**	**96**	**240**	**14.5**

FIFTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM716	Applied Holism in Naturopathic Practice I			15		15	1.25
BM715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
CM810	Internship Case Presentation	24				18	1
CM800	Clinical Internship Rotation	48				48	2
CM800	Clinical Internship Rotation	48				48	2
CLE8400	Primarys (3)	180				180	7.5
	Term Totals	**306**	**0**	**15**	**24**	**339**	**16**

FIFTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM724	Applied Holism in Naturopathic Practice II			15		15	1.25
BM725	Business III				18	18	1.5
OCM646	Integrative Pediatrics; Acupuncture Therapeutics				12	12	1
CM800	Clinical Internship Rotation	48				48	2
CM800	Clinical Internship Rotation	48				48	2
CLE8400	Primarys (3)	180				180	7.5
	Term Totals	**276**	**0**	**15**	**30**	**321**	**15.25**

FIFTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BM734	Applied Holism in Naturopathic Practice III			15		15	1.25
CM813	Acu-Moxa Board Review				12	0	0
CM996	Clinic Exit Exam						
CM871	Community Education ^		6			6	0.25
CM800	Clinical Internship Rotation	48				48	2
CM800	Clinical Internship Rotation	48				48	2
CLE8400	Primarys (3)	180				180	7.5
	Term Totals	**276**	**6**	**15**	**12**	**297**	**13**

Doctor of Naturopathic Medicine / Doctor of Acupuncture and Chinese Herbal Medicine (ND/DAcCHM) — Dual Degree

IF ONLINE - SECOND YEAR Summer

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
TH511	Physiotherapy		12			12	0.5
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
CE533	Intro to Clinic Synthesis	6				6	0.25
TH512	Physical Medicine I		12	12		24	1.5
TH522	Physical Medicine II		12	12		24	1.5
TH532	Physical Medicine III		12	12		24	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5
CE537	Clinical and Physical Diagnosis III		12			12	0.5
	Term Totals	**6**	**105**	**57**	**0**	**168**	**9.375**

THIRD YEAR FALL

4 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC600	Clinical Clerkship Rotation*	30				30	1.25
XC710	Clinical Mentoring Rotation	48				48	2
XC710	Clinical Mentoring Rotation	48				48	2
XC710	Clinical Mentoring Rotation	48				48	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**174**	**0**	**0**	**0**	**174**	**7.25**

5 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
BU840	Jurisprudence				12	12	1
BU820	Business I				24	24	2
SC800	Emergency Medicine			12		12	1
XC810	Preceptorship / Community Education	150				150	1
CE814	Morbidity & Mortality			24		24	2
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**426**	**0**	**36**	**36**	**498**	**18.5**

6 YEAR SUMMER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
	Term Totals	**144**	**0**	**0**	**0**	**144**	**6**

FIRST YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510	Navigating the Clinical Journey				6	6	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE510T	Clinic Education I			18		18	1.5
CE517	Clinical and Physical Diagnosis I		12			12	0.5
PH510	Naturopathic History & Philosophy I				12	12	1
SB510	Medical Physiology I				24	24	2
SB511	Clinical Biochemistry I				24	24	2
SB512	Clinical Anatomy I				24	24	2
SB512L	Clinical Anatomy I Lab		12			12	0.5
SB514T	Case-Based Biomedical Integration I			24		24	2
SB515L	Medical Histology Lab		12			12	0.5
SB518	Pathology I		12		24	36	2.5
SB519	Introduction to Clinical Biochemistry				24	24	2
SN507	Fundamentals of Nutrition I				24	24	2
SN508	Fundamentals of Nutrition II				24	24	2
TH511	Physiotherapy		12			12	0.5
TH512	Physical Medicine I		12	12		24	1.5
TH513T	Fundamentals of Hydrotherapy		12	12		24	1.5
CM511	Foundations of CCM I				24	24	2
	Term Totals	**0**	**84**	**66**	**210**	**360**	**26.5**

FIRST YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE521T	Clinic Education II			18		18	1.5
CE527	Clinical and Physical Diagnosis II		12			12	0.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH520	Naturopathic History & Philosophy II				12	12	1
SB520	Medical Physiology II				24	24	2
SB521	Clinical Biochemistry II				48	48	4
SB522	Clinical Anatomy II				24	24	2
SB522L	Clinical Anatomy II Lab		12			12	0.5
SB524T	Case-Based Biomedical Integration II			24		24	2
SB528	Pathology II		12		24	36	2.5
SC524	Evidence Informed Practice				24	24	2
TH520	Introduction to Foundational Naturopathic Therapeutics				24	24	2
TH522	Physical Medicine II		12	12		24	1.5
TH523	Fundamentals of Pharmacology				24	24	2
TH524	Cultivating the Practitioner: Mind-Body Practices				12	12	1
XC500	Hydrotherapy Clinical Rotation*	0				60	2.5
CM521	Foundations of CCM II				24	24	2
	Term Totals	**0**	**48**	**54**	**240**	**402**	**29**

FIRST YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CE531T	Clinic Education III			18		18	1.5
CE533	Intro to Clinic Synthesis	6				6	0.25
CE537	Clinical and Physical Diagnosis III		12			12	0.5
PH522	Social Determinants of Health			24		24	2
PH531	Medical Ethics				12	12	1

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH539	Naturopathic Medicine Retreat		18			18	0.75
SB530	Medical Physiology III				24	24	2
SB531	Clinical Anatomy III				24	24	2
SB531L	Clinical AnatomyIII Lab		12			12	0.5
SB534T	Case-Based Biomedical Integration III			24		24	2
SB535	Immunology				24	24	2
SB537	Microbiology				24	24	2
SB538	Pathology III		12		24	36	2.5
SB539	Medical Genetics				24	24	2
TH532	Physical Medicine III		12	12		24	1.5
TH536	Fundamentals of Botanical Medicine				24	24	2
TH536T	Phytochemistry and Botanical Medicine Preparations		9	9		18	1.125
XC500	Hydrotherapy Clinical Rotation*	60				0	0
CM531	Foundations of CCM III				24	24	2
	Term Totals	**66**	**75**	**87**	**204**	**372**	**27.625**

SECOND YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC620	Hematology				24	24	2
SC619	Lab Diagnosis				18	18	1.5
SC619L	Lab Diagnosis Lab		24			24	1
SC616	Musculoskeletal Pathology				42	42	3.5
SC616T	Musculoskeletal: Orthopedic Evaluation		12	12		24	1.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH511	Physiotherapy		12			12	0.5
SC610	Diagnostic Imaging				24	24	2
CE617	Clinical and Physical Diagnosis IV		12			12	0.5
TH611	Botanical Medicine I				15	15	1.25
TH610	Foundational Naturopathic Therapeutics I				15	15	1.25
TH613	Pharmacology I				15	15	1.25
TH614	Clinical Nutrition I				15	15	1.25
SC615T	Clinical Reasoning I			36		36	3
CM513	Acu-Moxa Points I				24	24	2
CM513L	Acu-Moxa Techniques I		12		12	24	1.25
CM542	Physics of the Human Body		12		6	12	1
HM541	Chinese History and Culture I			12	12	12	1
CH519	Classical Texts I				24	24	2
	Term Totals	**0**	**84**	**60**	**246**	**372**	**27.75**

SECOND YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
PH622	Social Determinants of Health Workshop #1			6		6	0.5
SC623	Dermatology				36	36	3
TH621	Botanical Medicine II				15	15	1.25
TH620	Foundational Naturopathic Therapeutics II				15	15	1.25
TH623	Pharmacology II				15	15	1.25
TH624	Clinical Nutrition II				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC625T	Clinical Reasoning II			36		36	3
CE623	Clinic Synthesis I	6				6	0.25
SC627	Minor Surgery				24	24	2
SC627L	Minor Surgery Lab		18			18	0.75
SC624	EIP Seminar I			6		6	0.5
HM526L	Herbs I Practicum		18		18	18	0.75
HM526	Herbs I			36	36	72	3
CM523	Acu-Moxa Points II				24	24	2
CM523L	Acu-Moxa Techniques II		12		12	24	1.25
CM552	Chinese Diagnostic Techniques I		12		12	24	2
CH529	Classical Texts II				24	24	2
	Term Totals	**6**	**60**	**84**	**246**	**378**	**26**

SECOND YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
TH631	Botanical Medicine III				15	15	1.25
SC634	EIP Seminar II			6		6	0.5
TH630	Foundational Naturopathic Therapeutics III				15	15	1.25
TH633	Pharmacology III				15	15	1.25
SC635T	Clinical Reasoning III			36		36	3
TH634	Clinical Nutrition III				15	15	1.25

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC633	Metabolic and Endocrine				48	48	4
HM536	Herbs II			36	36	36	3
HM536L	Herbs II Practicum		18		18	18	0.75
CM533	Acu-Moxa Points III				24	24	2
CM533L	Acu-Moxa Techniques III		24		12	36	2
CM572	Chinese Diagnostic Techniques II		12		12	24	1.5
XC510	Clinical Observation/Theater I	48			48	48	2
XC600	Clinical Clerkship Rotation*	30				30	1.25
CH539	Neijing Seminar I				24	24	2
	Term Totals	**78**	**54**	**78**	**282**	**390**	**27**

THIRD YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC617	Rheumatology and Clinical Immunology				36	36	3
TH612	Physical Medicine IV		12	12		24	1.5
SC718	Natural Childbirth I				36	36	3
SC715T	Clinical Reasoning IV			36		36	3
TH711	Botanical Medicine IV				15	15	1.25
TH710	Foundational Naturopathic Therapeutics IV				15	15	1.25
TH713	Pharmacology IV				15	15	1.25
TH714	Clinical Nutrition IV				15	15	1.25
CM609	Chinese Med Pathology I			24	24		2
HM616	Herbs III				36	36	3

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
HM616L	Herbs III Practicum		18			18	0.75
CM613	Acu-Moxa Points IV				24	24	2
CM613L	Acu-Moxa Techniques IV		24		6	30	1.5
CM641	Clinical Case Presentation I				24	24	2
XC520	Clinical Observation/Theater II	48				48	2
CH619	Neijing Seminar II				24	24	2
	Term Totals	**48**	**54**	**72**	**270**	**396**	**30.75**

THIRD YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC621	Gastroenterology and Proctology				48	48	4
CE627	Clinical and Physical Diagnosis V (Gastro)		12			12	0.5
TH622	Physical Medicine V		12	12		24	1.5
SC725T	Clinical Reasoning V			36		36	3
TH721	Botanical Medicine V				15	15	1.25
TH720	Foundational Naturopathic Therapeutics V				15	15	1.25
TH723	Pharmacology V				15	15	1.25
TH724	Clinical Nutrition V				15	15	1.25
CM610	Chinese Med Pathology II			18	18		1.5
HM626	Herbs IV				36	36	3
HM626L	Herbs IV Practicum		18			18	0.75
CM623	Acu-Moxa Points V				24	24	2

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CM623L	Acu-Moxa Techniques V		24		12	24	1.5
CM625	Auricular Points		6		12	18	1.5
XC994	Clinic Internship Entrance Exam-Practical					0	0
XC530	Clinical Observation/Theater III	48				48	2
CH629	Neijing Seminar III				24	24	2
	Term Totals	**48**	**72**	**66**	**234**	**372**	**28.25**

THIRD YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC636	Cardiology and Pulmonology				60	60	5
SC636T	Cardiology and Pulmonology: ECG and Spirometry Intensive		12	12		24	1.5
TH632	Physical Medicine VI		12	12		24	1.5
CE637	Clinical and Physical Diagnosis VI (Cardio/Pulm)		12			12	0.5
SC735T	Clinical Reasoning VI			36		36	3
TH731	Botanical Medicine VI				15	15	1.25
TH730	Foundational Naturopathic Therapeutics VI				15	15	1.25
TH733	Pharmacology VI				15	15	1.25
TH734	Clinical Nutrition VI				15	15	1.25
HM636	Herbs V				36	36	3
HM636L	Herbs V Practicum		18			18	0.75
CM633	Acu-Moxa Points VI				24	24	2
CM633L	Acu-Moxa Techniques VI		24		6	30	1.5
XC632	OSCE I	1				1	0.0417

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
CH639	Shanghan Lun/Jingui Yaolüe I				24	24	2
	Term Totals	**1**	**78**	**60**	**210**	**349**	**25.7917**

FOURTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC710	Gynecology and Andrology				60	60	5
CE717	Clinical and Physical Diagnosis VII (Gyn/Urology/HEENT)		24			24	1
SC713	Urology and Nephrology				48	48	4
SC731	HEENT				36	36	3
SC714	EIP Seminar III			6		6	0.5
CE713	Clinic Synthesis II	6				6	0.25
CM706	Orthopedic Acupuncture I				18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture				24	24	2
HM713	Integrative Endo, Reproductive; Herbal				18	18	1.5
HM716	Herbs VI				36	36	3
HM716L	Herbs VI Practicum		12			12	0.5
HM718	Qigong I Practicum		18			18	0.75
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
CH719	Shanghan Lun/Jingui Yaolüe II				24	24	2
	Term Totals	**114**	**54**	**6**	**264**	**438**	**29.5**

FOURTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC720	Mind, Brain, and Behavior				36	36	3
SC723	Addiction Medicine				12	12	1
SC725	Pain Management				24	24	2
SC726	Neurology				48	48	4
CE727	Clinical and Physical Diagnosis VIII (Neuro)		12			12	0.5
0	Social Determinents of Health Workshop #2			6		6	0.5
XC732	OSCE II	1				1	0.0417
CM716	Orthopedic Acupuncture II				18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt				12	12	1
HM723	Neuro-Ortho Herbal & Pain Mgnt				18	18	1.5
CM726	Integrative GI, GU & Derm; acupuncture				24	24	2
HM726	Integrative GI, GU & Derm; herbal				18	18	1.5
CM709	Chinese Dietetics				18	18	1.5
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
CH729	Shanghan Lun/Jingui Yaolüe III				24	24	2
	Term Totals	**109**	**12**	**6**	**252**	**379**	**26.5417**

FOURTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC732	Oncology				24	24	2
SC733	Pediatrics				32	32	2.6667
SC734	Geriatrics				16	16	1.3333

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC736	Environmental Medicine				24	24	2
SC737	Parenteral Therapy		12	12		24	1.5
CE737	Clinical and Physical Diagnosis IX (Peds/Geriatrics)		12			12	0.5
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture				36	36	3
HM733	Integrative HEENT, Respiratory & Cardio; Herbal				18	18	1.5
XC710	Clinical Mentoring Rotation	48				48	2
XC730	Secondary Intern Rotation - Nutrition, PCP, or Pain	60				60	2.5
	Term Totals	**108**	**24**	**12**	**150**	**294**	**19**

FIFTH YEAR FALL

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC816	Applied Holism in Naturopathic Practice I			15		15	1.25
BU715	Business II				24	24	2
CE813	Clinic Synthesis III	6				6	0.25
GSGH521	Social & Behavioral Foundations of Healthcare				24	24	2
CM810	Internship Case Presentation	24				18	1
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**306**	**0**	**15**	**48**	**363**	**18**

FIFTH YEAR WINTER

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC826	Applied Holism in Naturopathic Practice II			15		15	1.25
BU725	Business III				18	18	1.5
XC900	OSCE III	1				1	0.0417
HM628	Shiatsu I		36			36	1.5
CM823	Integrative Pediatrics; Acupuncture Therapeutics				12	12	1
HM823	Integrative Pediatrics; Herbal Therapeutics				24	24	2
0	Herbal Medicine Synthesis				36	36	3
XC800	Clinical Internship Rotation	48				48	2
XC820	Collaborative Care Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5
	Term Totals	**277**	**36**	**15**	**90**	**418**	**21.7917**

FIFTH YEAR SPRING

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
SC836	Applied Holism in Naturopathic Practice III			15		15	1.25
XC890	Clinical Skills Assessment	8				4	0.3333
CH930	Collaborative Care Case Presentation	24				24	1
HM738	Tuina I		36			36	1.5
CM898	Acu-Moxa Board Review				12	0	0
XC996	Clinic Exit Exam						
XC800	Clinical Internship Rotation	48				48	2
XC800	Clinical Internship Rotation	48				48	2
XC840	Primarys (3)	180				180	7.5

Course #	Course Name	Clinic	Lab	Tutorial	Lecture	Hours	Credits
	Term Totals	**308**	**36**	**15**	**12**	**355**	**15.5833**

Professional Master of Acupuncture (MAc) — Advanced Standing 2-Year In-Person Accelerated

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM609	Chinese Med Pathology I			24	24	2
CM542	Physics of the Human Body			12	12	
CM543	Fundamentals of Nutrition			24	24	
SB510	Medical Physiology I			24	24	
SB512	Clinical Anatomy I			24	24	
SB512L	Clinical Anatomy I Lab		12		12	
SB518	Pathology I		12	24	36	
SB519	Introduction to Clinical Biochemistry			24	24	
	First Year Fall Totals	**0**	**42**	**210**	**252**	**7.25**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
CM610	Chinese Med Pathology II			18	18	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM625	Auricular Points			18	18	1.5
SB520	Medical Physiology II			24	24	
SB522	Clinical Anatomy II			24	24	
SB522L	Clinical Anatomy II Lab		12		12	
SB528	Pathology II		12	24	36	
SC524	Evidence Informed Practice			24	24	
TH523	Fundamentals of Pharmacology			24	24	
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**54**	**234**	**306**	**10.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
HM738	Tuina I		36		36	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
SB530	Medical Physiology III			24	24	
SB531	Clinical Anatomy III			24	24	
SB531L	Clinical Anatomy III Lab		12		12	
SB535	Immunology			24	24	
SB537	Microbiology			24	24	

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB538	Pathology III		12	24	36	
XC510	Clinical Observation/Theater I	48			48	
XC710	Clinical Mentoring Rotation	48			48	2
XC710	Clinical Mentoring Rotation	48			48	2
XC995	Clinic Internship Entrance Exam-Written				0	0
XC994	Clinic Internship Entrance Exam-Practical					
	First Year Spring Totals	**144**	**96**	**186**	**426**	**12.5**

SECOND YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
BU820	Business I			24	24	
SC619	Lab Diagnosis			18	18	
XC770	Clinical Pre-Internship Rotation	24			24	1
	SECOND Year Summer Totals	**168**	**0**	**42**	**210**	**7**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM641	Clinical Case Presentation I			24	24	
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2
SC610	Diagnostic Imaging			24	24	
XC800	Clinical Internship Rotation	48			48	2
	Second Year Fall Total	**48**	**24**	**144**	**216**	**9**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM646	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
CM709	Chinese Dietetics			18	18	
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Second Year Winter Total	**96**	**24**	**132**	**252**	**13**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5
CM643	Clinical Physical Diagnosis		18	6	24	
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
CM810	Internship Case Presentation		12	6	18	1
PH531	Medical Ethics			12	12	
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Second Year Spring Total	**96**	**54**	**90**	**240**	**11.5**

Professional Master of Acupuncture (MAc) — Advanced Standing 3-Year In-Person

FIRST YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM511	Foundations of CCM I			24	24	2
CM513	Acu-Moxa Points I			24	24	2
CM513L	Acu-Moxa Techniques I		18	6	24	1.25
CM542	Physics of the Human Body			12	12	
CM543	Fundamentals of Nutrition			24	24	
SB510	Medical Physiology I			24	24	
SB512	Clinical Anatomy I			24	24	
SB512L	Clinical Anatomy I Lab		12		12	
SB519	Introduction to Clinical Biochemistry			24	24	
	First Year Fall Totals	**0**	**30**	**162**	**192**	**5.25**

FIRST YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM521	Foundations of CCM II			24	24	2
CM523	Acu-Moxa Points II			24	24	2
CM523L	Acu-Moxa Techniques II		18	6	24	1.25
CM552	Chinese Diagnostic Techniques I		12	12	24	1.5
SB520	Medical Physiology II			24	24	
SB522	Clinical Anatomy II			24	24	
SB522L	Clinical Anatomy II Lab		12		12	
TH524	Cultivating the Practitioner: Mind-Body Practices			12	12	

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
XC505	Intro to Clinic	18			18	0.75
	First Year Winter Totals	**18**	**42**	**126**	**186**	**7.5**

FIRST YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM531	Foundations of CCM III			24	24	2
CM533	Acu-Moxa Points III			24	24	2
CM533L	Acu-Moxa Techniques III		24	6	30	1.5
CM572	Chinese Diagnostic Techniques II		12	12	24	1.5
SB530	Medical Physiology III			24	24	
SB531	Clinical Anatomy III			24	24	
SB531L	Clinical Anatomy III Lab		12		12	
SB535	Immunology			24	24	
SB537	Microbiology			24	24	
XC510	Clinical Observation/Theater I	48			48	
	First Year Spring Totals	**48**	**48**	**162**	**258**	**7**

SECOND YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM609	Chinese Med Pathology I			24	24	2
CM613	Acu-Moxa Points IV			24	24	2
CM613L	Acu-Moxa Techniques IV		24	6	30	1.5
CM641	Clinical Case Presentation I			24	24	

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
SB518	Pathology I		12	24	36	
SC619	Lab Diagnosis			18	18	
XC520	Clinical Observation/Theater II	48			48	
	Second Year Fall Total	**48**	**36**	**120**	**204**	**5.5**

SECOND YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM610	Chinese Med Pathology II			18	18	1.5
CM623	Acu-Moxa Points V			24	24	2
CM623L	Acu-Moxa Techniques V		24	6	30	1.5
CM625	Auricular Points			18	18	1.5
CM709	Chinese Dietetics			18	18	
CM726	Integrative GI, GU & Derm; acupuncture			24	24	2
SB528	Pathology II		12	24	36	
SC524	Evidence Informed Practice			24	24	
TH523	Fundamentals of Pharmacology			24	24	
XC994	Clinic Internship Entrance Exam-Practical					
	Second Year Winter Total	**0**	**36**	**180**	**216**	**8.5**

SECOND YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM633	Acu-Moxa Points VI			24	24	2
CM633L	Acu-Moxa Techniques VI		24	6	30	1.5

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM643	Clinical Physical Diagnosis		18	6	24	
CM733	Integrative HEENT, Respiratory & Cardio; acupuncture			36	36	3
HM738	Tuina I		36		36	1.5
PH531	Medical Ethics			12	12	
SB538	Pathology III		12	24	36	
XC530	Clinical Observation/Theater III	48			48	
XC995	Clinic Internship Entrance Exam-Written				0	0
	Second Year Spring Total	**48**	**90**	**108**	**246**	**8**

THIRD YEAR SUMMER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU820	Business I			24	24	
BU840	Jurisprudence			12	12	
XC770	Clinical Pre-Internship Rotation	24			24	1
XC710	Clinical Mentoring Rotation	48			48	2
XC710	Clinical Mentoring Rotation	48			48	2
	Third Year Summer Totals	**120**	**0**	**36**	**156**	**5**

THIRD YEAR FALL

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU715	Business II			24	24	
CM706	Orthopedic Acupuncture I			18	18	1.5
CM713	Integrative Endo, Reproductive; Acupuncture			24	24	2

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM810	Internship Case Presentation		12	6	18	1
SC610	Diagnostic Imaging			24	24	
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Fall Totals	**144**	**12**	**96**	**252**	**10.5**

THIRD YEAR WINTER

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
BU725	Business III			18	18	
CM646	Integrative Pediatrics; Acupuncture Therapeutics			12	12	1
CM716	Orthopedic Acupuncture II			18	18	1.5
CM723	Neuro-Ortho Acupuncture & Pain Mgnt			12	12	1
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Winter Totals	**96**	**0**	**60**	**156**	**7.5**

THIRD YEAR SPRING

Course #	Course	Clinic	Lab	Lecture	Hours	Credits
CM898	Acu-Moxa Board Review					
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
XC800	Clinical Internship Rotation	48			48	2
	Third Year Spring Totals	**144**	**0**	**0**	**144**	**6**

Course Descriptions

National University of Natural Medicine — 2026–27 Academic Catalog

Academic Year 2026–2027

Courses are listed alphabetically by course title. Only active courses are included. Credit values reflect contact hours per NUNM's trimester calendar.

5 Element Wilderness Retreat CM16E

Credits: 1.5

This wilderness-based course facilitates the practitioner's journey toward a deeper connection to nature. During a two-day rafting trip in Central Oregon, students learn about the Chinese Five Elements and how nature reflects in human physiology.

5 Element Wilderness Retreat IM444E

Credits: 1.5

This wilderness-based course facilitates the practitioner's journey toward a deeper connection to nature. During a two-day rafting trip in Central Oregon, students learn about the Chinese Five Elements and how nature reflects in human physiology. Note: Additional fee required

Accessory Techniques OAC554

Credits: 0.75

Students learn and practice non-needling acupuncture techniques including moxibustion, cupping, and gua sha.

Acu-Moxa Board Review CM813

Credits: 1

This course is offered in the spring term of the final year in preparation for the NCBAHM board exams (Foundations of Oriental Medicine and Acupuncture with Point Location). The course outlines the national certification and state licensure processes, as well as essential resources and study strategies for the board exams. Topics are covered through lectures, quizzes and discussions.

Acu-Moxa Points I CM513

Credits: 2

This course introduces the acupuncture meridian and acupoint system as the bioenergetic anatomy of Chinese medicine. Students study the theoretical foundations of the channel system, major acupoints, and their physiological functions. The course focuses on the Lung (LU), Large Intestine (LI), and Stomach (ST) channels, emphasizing channel pathways, point locations, point functions, and their relationship to classical Chinese medical principles and treatment strategies.

Acu-Moxa Points II CM523

Credits: 2 | **Prerequisites:** CM513; CM513

This course continues the study of the acupuncture meridian system with emphasis on channel pathways, point locations, and therapeutic indications. Students focus on the Spleen (SP), Heart (HT), Small Intestine (SI), and Bladder (BL) channels, deepening their understanding of bioenergetic anatomy and the clinical application of acupoints within Chinese medicine treatment strategies.

Acu-Moxa Points III CM533

Credits: 2 | **Prerequisites:** CM5223; CM5223

This course expands the study of acupuncture points and channels with deeper focus on clinical application and point functions. Students study the Kidney (KD), Pericardium (PC), San Jiao (SJ), Gallbladder (GB), and Liver (LV) channels, exploring advanced channel relationships, point combinations, and their role in developing comprehensive acupuncture treatment strategies.

Acu-Moxa Points IV CM613

Credits: 2 | **Prerequisites:** CM533; CM533

This course explores the Jingluo system as an integrated physiological and pathological network. Students study channel branches, collaterals, sinew channels, divergent channels, and extraordinary vessels while learning their role in diagnosis and treatment.

Acu-Moxa Points V CM623

Credits: 2 | **Prerequisites:** CM613; CM613

This course focuses on acupuncture prescriptions used for common clinical conditions. Students learn principles of point combinations, compatibility, and treatment strategies based on classical Chinese medicine theory.

Acu-Moxa Points VI CM633

Credits: 2 | **Prerequisites:** CM623; CM623

This advanced course integrates acupuncture theory and clinical application in preparation for clinical internship. Students synthesize diagnostic reasoning, treatment principles, and point selection for common diseases and clinical scenarios. The course includes a review of scalp acupuncture points and needling strategies, with emphasis on their clinical applications in neurological and complex conditions. Instruction also explores advanced treatment systems and strategies including Korean Four-Needle technique, Extraordinary Vessel treatments, holographic imaging approaches, and selected secondary vessel applications. Students review key point categories such as antique points, master and couple points, source points, luo-connecting points, and xi-cleft points, and examine points along the extraordinary vessel pathways. Emphasis is placed on refining advanced needling strategies, treatment planning, and clinical reasoning, with a focus on practical techniques that support readiness for clinical internship.

Acu-Moxa Techniques III CM533L

Credits: 1.5 | **Prerequisites:** CM524; CM524

This course advances needling skills through practice with additional points and techniques. Students refine precision, technique variation, and sensitivity to qi sensation.

Acu-Moxa Techniques I CM513L

Credits: 1.25

This laboratory course introduces fundamental acupuncture needling techniques, safety protocols, and point location skills. Students develop hands-on proficiency in basic acupuncture procedures.

Acu-Moxa Techniques II CM523L

Credits: 1.25 | **Prerequisites:** CM514; CM514

This course builds on introductory needling skills and focuses on improving accuracy, depth control, and technique. Students gain confidence in performing acupuncture procedures safely and effectively.

Acu-Moxa Techniques IV CM613L

Credits: 1.5 | **Prerequisites:** CM534; CM534

This course focuses on tonification and reduction methods and the clinical application of classical needling techniques. Students develop flexibility and sensitivity in needle manipulation and therapeutic technique.

Acu-Moxa Techniques V CM623L

Credits: 1.5 | **Prerequisites:** CM614; CM614

This practicum develops clinical proficiency through practice with a wide range of acupuncture points. Students learn to manipulate qi through traditional techniques and integrate diagnosis with treatment.

Acu-Moxa Techniques VI CM633L

Credits: 1.5 | **Prerequisites:** CM624; CM624

This course integrates advanced acupuncture techniques including scalp and auricular acupuncture. Students refine clinical skills and develop readiness for clinical internship.

Acupuncture Chanels & Points I OAC530

Credits: 4

This first course in the Acupuncture Channels and Points course sequence presents the fundamental concepts of acupuncture channel theory and is designed to familiarize students with the role of the channel system as it functions within the practice of acupuncture. Students are introduced to the general concepts and components of the channel system, including detailed information on the nomenclature, distributing rules, and functions of the channel system. They will then apply this foundation to learning the pathways, functions, and pathologies of the 12 primary channels, the eight extraordinary vessels, the 12 divergent channels, the 15 luo collateral vessels, the 12 muscle-sinew channels, and the six cutaneous regions and their relationship to the zang-fu. In addition to lecture, students will have practical opportunities, including hands-on practice, to learn the pathways of the various channels. Corequisite(s): CM504

Acupuncture Chanels and Points II OAC531

Credits: 4

This second course in the Acupuncture Channels and Points course sequence begins by providing students with a thorough introduction to acupuncture points, including their historical development, definition, general functions, nomenclature, and their major theoretical and functional point categories. Students also learn how to use both anatomical landmarks and traditional, proportional measurement systems to accurately locate acupuncture points. Then, through a combination of lecture, demonstration, and hands-on practice, students learn to apply this information to locate points of the Lung, Large Intestine, Stomach, Spleen, Heart, Small Intestine channels and Du Mai and understand their applications through a study of their actions, indications, and designated point categories. Prerequisite(s): OAC530

Acupuncture Channels & Points III OAC532

Credits: 4

Through a combination of lecture, demonstration, and hands-on practice, students learn to accurately locate points of the Bladder, Kidney, Pericardium, San Jiao, Gallbladder, and Liver channels and Ren Mai understanding their applications through a study of their actions, indications, and designated point categories. Prerequisite(s): OAC531

Acupuncture Channels & Points IV OAC533

Credits: 2

Through a combination of lecture, demonstration, and hands-on practice, students learn to accurately locate the most common Extra Points and understand their applications through a study of their actions and indications. Students are also introduced to general principles and methods of acupuncture treatment. Remaining classes are devoted to regional review of the main points on each channel, and a comparison of the actions and indication of major acupuncture points. Prerequisite(s): OAC532

Acupuncture Microsystems OAC614

Credits: 3

Apart from the main channel system, Chinese medicine also utilizes a variety of local, ""holographic"" microsystems in acupuncture therapy. Through lecture, demonstration and practice, this course introduces the basic theory behind the three most important acupuncture microsystems of Chinese medicine - auricular, scalp and wrist/ankle acupuncture microsystems â€" and how they are utilized in treating such conditions as pain, stroke and musculoskeletal disorders. Auricular Acupuncture: Students will learn the Chinese auricular system (the French Nogier system will be introduced in the course of the class). Ear diagnosis class). Ear diagnosis and master points will be discussed along with how to build a point protocol for patients. The National Acupuncture Detoxification Association (NADA) protocol will be introduced, along with its development in both chemical dependency and mental health treatment settings.

Acupuncture Techniques I OAC610

Credits: 1.5

This course sequence introduces students to the clinical tools and foundational skills required of an acupuncturist. The curriculum emphasizes core techniques such as needle insertion, the elicitation of Qi sensation, and basic reinforcing and reducing methods. Students will also learn related therapeutic modalities including moxibustion, cupping, and gua sha. Techniques I focuses on basic needling techniques and introduces auxiliary methods while ensuring a strong grounding in Clean Needle Technique (CNT). Special attention is given to patient safety through proper needle depth and angle, infection control, and safe clinical practice. In addition, this course includes essential training in emergency procedures, equipping students to recognize and respond appropriately to adverse reactions such as fainting, needle shock, bleeding, or stuck needles. Students will learn how to manage emergencies in a calm, effective, and professional manner, ensuring patient well-being at all times. Prerequisite(s): OAC532

Acupuncture Techniques II OAC611

Credits: 3 | **Prerequisites:** AC554; AC554

This course sequence continues to develop students' proficiency with the clinical tools and essential skills of the acupuncturist. Building upon foundational techniques, this segment introduces specialized modalities including blood-letting, cutaneous (7-star) needling, and warm-needling techniques. Students will deepen their understanding of needling across different anatomical regions while expanding their

skills in related therapies such as moxibustion, cupping, and gua sha. Emphasis is also placed on the therapeutic use of heat and cold applications, including the clinical application of moxibustion and the appropriate use of ultrasound therapy as a modality within integrative care. Throughout the course, proper needle depth and angle, maintenance of clean fields, and rigorous adherence to aseptic and sterile techniques are consistently reinforced to ensure safe and effective practice. Note: Completion of this course sequence also requires successful completion of the Clean Needle Technique (CNT) class sponsored by the Council of Colleges of Acupuncture and Herbal Medicine (CCAHM). There is an additional fee for the CNT class. The CNT course is currently offered online. Students should complete it during the quarter they are enrolled in the Acupuncture II course.

Acupuncture Techniques III OAC612

Credits: 3

This course sequence continues to advance students' training in the clinical tools and essential skills of the acupuncturist. Students are introduced to advanced techniques and theoretical frameworks, including electroacupuncture settings, Five Element treatment strategies, holographic theory, motor and trigger point protocols, extraordinary channel theory, Luo vessel treatment, and muscle sinew treatment protocols. The course provides a solid foundation in both traditional and contemporary needle techniques, while also reinforcing competence in related therapies such as moxibustion, cupping, and gua sha. Clinical safety remains a core focus, with continued emphasis on correct needle depths and angles, maintaining clean fields, and applying aseptic and sterile procedures. Additionally, students receive training in the safe use and regular maintenance of clinical equipment, particularly electroacupuncture devices. Proper setup, calibration, inspection, and storage protocols are addressed to ensure effective treatment delivery and to prevent equipment-related hazards.

Acupuncture Techniques IV OAC613

Credits: 2

Students continue to practice and refine the basic skills acquired in Acupuncture Techniques I-III as they learn new acupuncture techniques to utilize in clinical practice. In addition, students begin to combine and apply these skills to complete acupuncture treatment protocols for some of the more commonly seen conditions in the clinic (e.g., reproductive issues, headache, neck pain, low back pain, stress, gastrointestinal issues). This course is designed to bring students to the required level of proficiency in acupuncture skills for entrance into Clinic Trainee.

Acupuncture Therapeutics I Pain OCM640

Credits: 2 | **Prerequisites:** AC533; AC533 | **Co-requisites:** OAC611

Utilizing case studies, this course provides students with practical experience in herbal prescription, counseling, and preparation. Students will explore strategies for writing, modifying, and individualizing herbal prescriptions, with a focus on clinical relevance and real-world application. Emphasis is placed on developing skills in selecting appropriate herbs and formulas based on diagnostic principles and patient presentation. Students will also learn how to counsel patients on the safe and effective use of herbal formulas, including guidance on dosage, preparation methods (such as decoctions, powders, pills, and tinctures), duration of use, and monitoring for potential side effects and herb-drug interactions. Counseling techniques will support clear, compassionate communication tailored to patient understanding and adherence. Designed to mirror the clinical decision-making process students will encounter as interns, this course uses instructor-assigned weekly case studies for homework and in-class discussion. Students are expected to come prepared with preliminary analyses to engage in collaborative case review, deepening their competence in both technical formulation and patient-centered care.

Acupuncture Therapeutics II EENT OCM641

Credits: 2 | **Prerequisites:** AC533; AC533 | **Co-requisites:** OAC612

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Acupuncture Therapeutics IV OB/GYN OCM644

Credits: 2 | **Prerequisites:** AC533; AC533 | **Co-requisites:** OIM544

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding.(Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Acupuncture Therapeutics V Behavioral Health OCM645

Credits: 2 | **Prerequisites:** AC533; AC533 | **Co-requisites:** OIM555

The six-quarter Chinese Clinical Medicine (CCM) course sequence provides an in-depth and integrative study of disease prevention, diagnosis, and treatment through the lens of Chinese medicine. Emphasizing acupuncture and Asian medicine specialties, the course covers a wide range of systems and clinical areas including internal medicine, orthopedics and traumatology, dermatology, gynecology, obstetrics, pediatrics, geriatrics, family medicine, ophthalmology, otolaryngology (EENT), respiratory and gastrointestinal disorders, hepatobiliary disease, and emergency care. Students examine each condition through traditional Chinese medical theory, learning to accurately assess etiology, pathophysiology, and pattern differentiation to guide comprehensive diagnosis and treatment planning. A strong focus is placed on designing and modifying acupuncture point prescriptions, herbal formulas, and lifestyle interventions to address common and complex clinical presentations. This course also integrates behavioral and mental health conditions, providing students with foundational and clinical perspectives on TCM disease categories such as: Mental-emotional functioning and Five Element imbalances Death and dying Lily disease (Bai He Bing ç™¾å□ˆç—…) Palpitations (å¿ƒ, ¸ xÄ«n jÃ¬) and Running Piglet Syndrome Depression (å¿§éƒ□ç—‡ YÃ¹ ZhÃ¨ng) Mania-withdrawal (é¢ ç‹‚ DiÄ□n KuÃ¡ng) Insomnia (å¤±çœ ShÄ«miÃ¡n) Post-traumatic stress disorder (PTSD) Students are trained to identify red flags, make appropriate referrals, and understand the role of acupuncture and Chinese medicine in emergency and urgent care contexts, especially when working in collaborative, integrative care settings. Content is anchored in both classical Chinese medical textsâ€"including the Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, and Wen Bing Xueâ€"and modern biomedical theory and research, supporting accurate communication with patients and other healthcare providers. Case management, continuity of care, and specialty-specific diagnostic and treatment strategies are emphasized to prepare students for the clinical realities of modern TCM practice.

Acupuncture Therapeutics VI Pediatrics OCM646

Credits: 1 | **Prerequisites:** OIM523; OIM523 | **Co-requisites:** OIM556

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Acupuncture Therapeutics VII- Geratrics OCM647

Credits: 2 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OIM557

"The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease

categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)"

Acupuncture Therapeutics VIII Derm OCM643

Credits: 1

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding.(Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Acupuncture Therapy III GI OCM642

Credits: 2 | **Prerequisites:** AC533; AC533 | **Co-requisites:** OAC613

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Addiction Medicine SC723

Credits: 1

Addiction Medicine examines substance use and addictive disorders as chronic biopsychosocial conditions, preparing third-year students to screen for, assess, and co-manage these patients in primary care. The seminar addresses the neurobiology of dependence and reward, validated screening and risk-assessment tools, behavioral and motivational interventions, harm reduction, recovery and relapse-prevention frameworks, and the legal and ethical dimensions of care, including scope and recognizing the limits of one's expertise. Building on the first two years and running alongside Pharmacology V, Neurology, and Mind, Brain, and Behavior, it emphasizes shared decision-making, appropriate referral, and interprofessional co-management in the psychosocial management of addiction.

Adult and Child CPR/First Aid/AED OIM606

Credits: 0.67

*LISTED IN CATALOG AS IM 606*In these courses, students learn and practice CPR, AED, and First Aid techniques specific to adults and children, and emergency protocols related to both populations. They are conducted in both lecture and demonstration format. To earn their certification, participants will demonstrate all skill sets. OCOM can only accept CPR/First Aid/AED certification from the American Heart Association or Red Cross. A copy of the certification needs to be current through graduation if not taking the course at OCOM. (Note: First Aid is a separate course for students who may already have CPR certification, but need First Aid training, which is required at OCOM.)

Adv. Topics Neuro Orthopedics OAC653

Credits: 3

This class teaches the evaluation and treatment of stroke and other types of paralysis and also trains the student how to effectively manage motor vehicle accident and workers' compensation cases (e.g., effective outcome reporting, how to meet medical necessity requirements, how to differentiate pre- and post-event conditions). Referral skills and effective communication with other providers are addressed.

Adv. Topics Neuro Orthopedics OAC653E

Credits: 3

Advanced Topics in Neuro-Orthopedics examines complex neurological and orthopedic interactions relevant to integrative clinical practice. Students develop clinical reasoning skills for diagnosing and managing conditions at the intersection of the nervous and musculoskeletal systems, with an emphasis on evidence-based natural and manual therapies.

Advance Case Analysis and Clinical Research OCL592

Credits: 1

This course is designed to help the students develop advanced skills in analyzing cases from both the Chinese medical and biomedical perspectives. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, to analyze cases they are seeing in the clinic. Students will research and write up a case study based on a case from their clinical practice with the goal of preparing the case study for publication. At the end of the course, students will give a brief, formal presentation of their case to their classmates.

Advance Surface Anatomy I Lab: Foundations of Surf BS13L

Credits: 0.5

"Explore the foundational elements of surface anatomy, focusing on the muscular, skeletal, and vascular systems. This lab course offers intensive hands-on sessions where students engage in palpation labs to identify key anatomical landmarks. Gain a practical understanding of the human body's structure as a base for advanced medical practice."

Advanced Botanical Medicine IMB430E

Credits: 3

Advanced Botanical Medicine provides an in-depth study of medicinal plant therapeutics for complex and chronic clinical conditions. Students explore advanced phytopharmacology, clinical herb-drug interactions, and the integration of botanical protocols into naturopathic and integrative care plans.

Advanced Botanical Medicine I NDEB6230E

Credits: 3

These courses build on the required botanical materia medica classes. Studies expand training in plant medicines and the creation of botanical formulas for various disorders. Plant energetics, the most recent research on botanical medicines, and the spiritual and metaphysical aspects of herbs are explored in more depth.

Advanced Case Analysis & Clinical Research IV OCL593

Credits: 1

This course is designed to help the students develop advanced skills in analyzing cases from both the Chinese medical and biomedical perspectives. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, to analyze cases they are seeing in the clinic. Students will research and write up a case study based on a case from their clinical practice with the goal of preparing the case study for publication. At the end of the course, students will give a brief, formal presentation of their case to their classmates.

Advanced Case Analysis and Clinical Research I OCL590

Credits: 1

This course is designed to help the students develop advanced skills in analyzing cases from both the Chinese medical and biomedical perspectives. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, to analyze cases they are seeing in the clinic. Students will research and write up a case study based on a case from their clinical practice with the goal of preparing the case study for publication. At the end of the course, students will give a brief, formal presentation of their case to their classmates.

Advanced Case Analysis and Clinical Research II OCL591

Credits: 1

This course is designed to help the students develop advanced skills in analyzing cases from both the Chinese medical and biomedical perspectives. Students are expected to access traditional and contemporary literature in acupuncture and Chinese medicine, as well as biomedical research, including research in epidemiology and treatment, to analyze cases they are seeing in the clinic. Students will research and write up a case study based on a case from their clinical practice with the goal of preparing the case study for publication. At the end of the course, students will give a brief, formal presentation of their case to their classmates.

Advanced Electorcardiogram & Spirometric Interpret NDEC6240E

Credits: 0.5 | **Co-requisites:** CLS6220

This tutorial emphasizes the interpretation and analysis of electrocardiographs and spirograms, as well as the presentation of case studies to provide additional context. The course also provides the opportunity for further discussion of the material from the lecture course.

Advanced Food Relationship Coaching GSN574E

Credits: 2

This course teaches an advanced approach to nutrition coaching by addressing the client's underlying relationship with food, rather than the micro or macro components of their diet. Students learn to focus on the psycho/spiritual/emotional roots of clients' day-to- day interactions with food and the influence of the larger social environment on those thoughts, feelings, beliefs and actions. Students learn the skills necessary to empower clients to make sustainable changes to their diet by helping them "rewrite" the story, or script, of their relationship with food.

Advanced Gastroenterology NDEC7342E

Credits: 2

This course explores certain key disorders of the digestive tract with a focus on the small intestine (bacterial overgrowth), celiac and non-celiac gluten intolerance, clinical pearls in Naturopathic gastroenterology and proton pump inhibition. Physical exam, lab and imaging studies, management of these disorders, as well as optimization of the digestive function are emphasized through lecture and case discussions.

Advanced Gynecology - Infertility & Endocrinology NDER7341E

Credits: 2.5

Students learn to assess/evaluate, treat and manage medical conditions related to endocrinology in women's health care. This includes: infertility, secondary amenorrhea, thyroid disease, hyperprolactinemia, adrenal dysfunction, premature ovarian failure, polycystic ovary syndrome, luteal phase defect, conditions that present with anovulation, hypothalamic dysfunction, age-related infertility, obesity and diabetes.

Advanced Gynecology - Special Topics NDER7331E

Credits: 2

Students learn to assess/evaluate, treat and manage female sexual dysfunction and interstitial cystitis; and receive updated information on menopause regarding HT prescribing, non-HT prescribing and management. Half of the class is focused on breast cancer risk factors, diagnosis, conventional treatment options, and naturopathic treatment as an integrative approach, followed by a class devoted to breast cancer cases. The majority of the course is lecture based, with some interactive cases and a final paper due week 10.

Advanced Medical Biochemistry NDEC6349E

Credits: 3

As biochemical knowledge has advanced, fundamental changes have emerged that require exploration. Basic principles have broader application than previously thought. This course reviews and builds on the major themes of the first course in biochemistry, especially as they relate to and highlight a medical practice. Topics such as calorie restriction, ketogenic diets, and cancer metabolism are used to engage students and reveal key ideas. Selected case studies are presented for students to conduct structured evaluations.

Advanced Nutritional Biochemistry GSN614

Credits: 3

Learn cutting-edge nutritional biochemistry and systems medicine concepts integrated with clinical nutrition knowledge, and explore the unifying metabolic processes that promote health or cause inflammation, illness and death. Study the interrelationships among the leading chronic diseases and diet composition, genomic, and epigenetic factors influencing nutrition status. Advanced understanding of various disease mechanisms, the dysregulation of glucose, fatty acid, protein, and micronutrient metabolism that promotes chronic activation of the inflammatory pathways, oxidative stress, and the contribution to cognitive decline. Relate the biochemical basis of disease to proactive and preventive nutritional interventions. Prerequisite: GSN514.

Advanced Pediatrics NDER8421E

Credits: 2

Advanced Pediatrics focuses on the clinical management of complex pediatric health conditions within a naturopathic and integrative medicine framework. Students develop advanced assessment, diagnosis, and treatment planning skills for pediatric patients across developmental stages, with an emphasis on family-centered care.

Advanced Physical Medicine NDET6251E

Credits: 1.5

This course provides an opportunity to consolidate and review physical medicine concepts and skills pertaining to the assessment and treatment of common primary care presentations. Students will review and practice cervical, lumbar, and pelvis/SI adjustment; and also further their clinical acumen in assessment and treatment of musculoskeletal conditions that commonly present to family practice.

Advanced Research Methods RES803E

Credits: 2

This advanced course delves deeper into how to create feasible hypotheses and research aims. It exposes students to techniques and instrumentation through visits to local labs. Small research projects are completed to utilize the new skills gained through this class. This course is offered in independent study format.

Advanced Surface Anatomy I Lab BS513L

Credits: 0.5

Explore the foundational elements of surface anatomy, focusing on the muscular, skeletal, and vascular systems. This lab course offers intensive hands-on sessions where students engage in palpation labs to identify key anatomical landmarks. Gain a practical understanding of the human body’s structure as a base for advanced medical practice.

Physical Medicine I TH512

Credits: 1.5

Physical Medicine I introduces the foundational principles of physical medicine and musculoskeletal assessment alongside the surface anatomy that underpins competent hands-on practice. Through intensive palpation labs, students locate key musculoskeletal, skeletal, and vascular landmarks while learning functional assessment techniques and the application of therapeutic exercise and rehabilitative concepts. As the first course in the Year 1 Physical Medicine sequence, it establishes the palpatory accuracy and assessment skills on which later diagnostic reasoning, treatment planning, and physical medicine content depend.

Advanced Surface Anatomy II Lab BS523L

Credits: 0.5

"This course builds off of Advanced Surface Anatomy I. Advance your skills in precise palpation techniques. In this lab course, students participate in supervised hands-on practice, enhancing their ability to locate and evaluate underlying tissues. The focus this term is on gastrointestinal, respiratory, and immunologic systems. This course is crucial for developing the tactile skills necessary for effective diagnosis and treatment in clinical settings."

Advanced Surface Anatomy III Lab BS533L

Credits: 0.5

"This course builds off of Advanced Surface Anatomy II. Advance your skills in precise palpation techniques. In this lab course, students participate in supervised hands-on practice, enhancing their ability to locate and evaluate underlying tissues. The focus this term is on neurologic and HEENT systems. Emphasis is placed on accuracy, diagnostic reasoning, and the therapeutic use of palpation in patient care."

Advanced Topics Behavioral Health OAC655

Credits: 3

This course presents advanced needling techniques, unique formulas, and important case management considerations for behavioral health conditions.

Advanced Topics in Botanical Medicine II NDEB6331E

Credits: 3

These courses build on the required botanical materia medica classes. Studies expand training in plant medicines and the creation of botanical formulas for various disorders. Plant energetics, the most recent research on botanical medicines, and the spiritual and metaphysical aspects of herbs are explored in more depth.

Advanced Topics in OB Gyn OAC654

Credits: 3

This class teaches the evaluation and treatment of stroke and other types of paralysis and also trains the student how to effectively manage motor vehicle accident and workers' compensation cases (e.g., effective outcome reporting, how to meet medical necessity requirements, how to differentiate pre- and post-event conditions). Referral skills and effective communication with other providers are addressed.

Advanced Topics in Obstetrics and Gynecology OAC654E

Credits: 3

This course presents advanced theory, treatment techniques, and important case management considerations for OB/GYN conditions from a Chinese Medicine framework. Both Classical and modern principles will be used to present treatment strategies for common GYN topics such as infertility, endometriosis, recurrent miscarriage, PCOS, perimenopause, and pregnancy & postpartum care. Integrative medicine approaches will provide students with fluency in Chinese Medicine-based treatment of IVF and pregnant patients in the modern clinic. Relevant research will also be covered, giving future Chinese Medicine providers a well-rounded approach to the modern OB/GYN patient.

Advanced Topics Neuro-Orthopedic Acupuncture OAC633

Credits: 3

This class teaches the evaluation and treatment of stroke and other types of paralysis and also trains the student how to effectively manage motor vehicle accident and workers’ compensation cases (e.g., effective outcome reporting, how to meet medical necessity requirements, how to differentiate pre- and post-event conditions). Referral skills and effective communication with other providers are addressed. Prerequisite(s): OAC533, OAC613, OAC614, CM506, CM507, OCM640, OIM521, OIM522, OIM523, OIM551

Advanced Writing & Self-Reflective Skills SS331

Credits: 3

This course provides intensive practice in the process of producing thoughtful and polished essays that start with the writer's experiences and move on to explore the relationship of the self to the external world. Emphasis is placed on finding a personal voice, exploring and developing one's ideas, and effectively revising one's work.

African Herbal Medicine GSGH800E

Credits: 2

African Herbal Medicine surveys the traditional medicinal plant systems of sub-Saharan Africa, exploring the ethnobotanical knowledge, therapeutic applications, and cultural significance of indigenous herbs. Students examine the intersection of traditional African healing practices with contemporary global health frameworks.

American Food Systems NU312

Credits: 3

The food system is a complex network that is deeply connected to health, society, and the environment. This survey of local, regional, and national food systems will provide students with a basic understanding of how to analyze individual elements of the systems and their interrelationships and how to begin assessing the "sustainability" of those food systems at different scales and in different bioregions.

Anatomy & Physiology NS511

Credits: 4

An introduction to the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, immune and endocrine systems are covered. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored.

Anatomy & Physiology I OIM502

Credits: 2.5

* called IM502 in catalog* The purpose of this course is to introduce students to medically relevant terminology and the structures and functions of human cells, tissues and organ systems. Concepts of homeostasis and the interrelationship of organ system function will be introduced. This is the first course in a three-course sequence. Systems covered include the integumentary, skeletal, muscular, special senses, and nervous systems including nervous histology, physiology, spinal cord and nerves.

Anatomy & Physiology II OIM503

Credits: 2.5

called IM503 in catalog The purpose of this course is to introduce students to medically relevant terminology and the structures and functions of human cells, tissues and organ systems. Concepts of homeostasis and the interrelationship of organ system function will be introduced. This is the second course in a three-course sequence. Systems covered include a continuation of the nervous system, including brain, cranial nerves, and autonomic nervous system, the endocrine, cardiovascular and immune systems.

Anatomy & Physiology III OIM504

Credits: 2.5

called IM 504 in catalog This is the third course in a three-course sequence. Systems covered include the respiratory, digestive, urinary and reproductive systems, metabolism and fluid and electrolyte balances, embryology and genetics.

Anatomy & Physiology Lab NS512

Credits: 1

This course introduces the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, and immune systems, and endocrine systems will be covered. Mechanisms for maintaining homeo/allostasis as well as concepts of development, metabolism, fluid and electrolyte balance, and acid- base balance will be explored.

Anatomy and Physiology NS311

Credits: 4 | **Co-requisites:** NS312

An introduction to the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, immune and endocrine systems are covered. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored. Corequisite(s): NS 312.

Anatomy and Physiology Lab NS312

Credits: 1 | **Co-requisites:** NS311

This course introduces the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, and immune systems, and endocrine systems will be covered. Mechanisms for maintaining homeo/allostasis as well as concepts of development, metabolism, fluid and electrolyte balance, and acid- base balance will be explored. Corequisite(s): NS 311. Note: Additional fee required.

Applied Holism in Naturopathic Practice I SC816

Credits: 1.25

Holism in Practice I: With an aim to synthesize the information learned in the clinical medicine and therapeutic modalities courses, the Holism in Practice series utilizes a case-based learning model to demonstrate how the naturopathic philosophical framework and core therapeutics are applied in practice. Students are presented with complex cases where they will pull upon their biomedical knowledge, but must also consider physical, mental, emotional, social, and spiritual aspects of health and well-being. Students will be challenged to utilize the full range of therapeutic skills to create comprehensive, yet practical, holistic treatment plans. Successful implementation of care, as well as therapy selection are emphasized in each case.

Applied Holism in Naturopathic Practice II SC826

Credits: 1.25

Holism in Practice II: With an aim to synthesize the information learned in the clinical medicine and therapeutic modalities courses, the Holism in Practice series utilizes a case-based learning model to demonstrate how the naturopathic philosophical framework and core therapeutics are applied in practice. Students are presented with complex cases where they will pull upon their biomedical knowledge, but must also consider physical, mental, emotional, social, and spiritual aspects of health and well-being. Students will be challenged to utilize the full range of therapeutic skills to create comprehensive, yet practical, holistic treatment plans. Successful implementation of care, as well as therapy selection are emphasized in each case.

Applied Holism in Naturopathic Practice III SC836

Credits: 1.25

Holism in Practice III: With an aim to synthesize the information learned in the clinical medicine and therapeutic modalities courses, the Holism in Practice series utilizes a case-based learning model to demonstrate how the naturopathic philosophical framework and core therapeutics are applied in practice. Students are presented with complex cases where they will pull upon their biomedical knowledge, but must also consider physical, mental, emotional, social, and spiritual aspects of health and well-being. Students will be challenged to utilize the full range of therapeutic skills to create comprehensive, yet practical, holistic treatment plans. Successful implementation of care, as well as therapy selection are emphasized in each case.

Applied Medical Nutrition Therapy GSN529

Credits: 2 | **Co-requisites:** GSN524

In this experiential course, students develop recipes and menus, as well as prepare meals for specific medical conditions.

Argentina Global Health Experience GSGH834E

Credits: 4

Argentina Global Health Experience is an immersive field-based learning program situated in Argentina, providing direct engagement with local communities, health systems, and public health challenges. Students integrate classroom knowledge with experiential learning through clinical observation, community health projects, and cross-cultural collaboration.

Aromatherapy IM441E

Credits: 1.5

Aromatherapy introduces the therapeutic use of essential oils derived from medicinal plants, covering their botanical origins, chemical constituents, safety profiles, and clinical applications. Students learn to incorporate aromatherapy into integrative health care practice through evidence-informed protocols.

Aromatherapy in Chinese Medicine CM46E

Credits: 2

This course explores aromatherapy and essential oils through the lens of Chinese medicine. A brief overview of the chemistry of oils helps elucidate the mechanism of action, in particular as it affects the body systems (most notably the neuroendocrine system). The energetics of the oils are studied through the lenses of five-element theory, 12-organ system theory, and other foundational Chinese medicine concepts, including the basics of Chinese herbal formulation.

Asian Bodywork Clinic OCL619

Credits: 1 | **Prerequisites:** AC526; AC526 | **Co-requisites:** OIM509

Any student who completes Shiatsu I-IV or Tuina I-IV (through selective or elective) may take Asian Bodywork Clinic as part of their pre-internship clinical requirement instead of Herbal Rounds I-II. In this supervised bodywork clinic, students apply their shiatsu or tuina skills to the treatment of patients. They engage in patient interviews, assessment, charting, and treatment. This experience will enhance their clinical skills as they prepare for clinical internship.

Asian Bodywork Clinic - Shiatsu OCL616

Credits: 2

Any student who completes Shiatsu I-IV or Tuina I-IV (through selective or elective) may take Asian Bodywork Clinic as part of their pre-internship clinical requirement instead of Herbal Rounds I-II. In this supervised bodywork clinic, students apply their shiatsu or tuina skills to the treatment of patients. They engage in patient interviews, assessment, charting, and treatment. This experience will enhance their clinical skills as they prepare for clinical internship. Prerequisite(s): Prerequisite Shiatsu: AC527, CL539, IM508. Prerequisite Tuina: AC526, CL539, IM508. Corequisite(s): Co-requisite (Shiatsu or Tuina): OIM509

Asian Bodywork Clinic - Tuina OCL617

Credits: 2 | **Prerequisites:** AC526; AC526 | **Co-requisites:** OIM509

"Any student who completes Shiatsu I-IV or Tuina I-IV (through selective or elective) may take Asian Bodywork Clinic as part of their pre-internship clinical requirement instead of Herbal Rounds I-II. In this supervised bodywork clinic, students apply their shiatsu or tuina skills to the treatment of patients. They engage in patient interviews, assessment, charting, and treatment. This experience will enhance their clinical skills as they prepare for clinical internship."

Auricular Points CM625

Credits: 1.5

This course introduces auricular acupuncture, a microsystem approach that utilizes diagnostic and therapeutic points located on the ear. As one of the most widely used microsystems in contemporary acupuncture practice, auricular medicine provides a complete framework for diagnosis and treatment. Students study auricular anatomy, point location, diagnostic methods, and treatment strategies using ear needles, ear seeds, and pellets. The course emphasizes practical clinical application for pain management, addiction treatment, stress disorders, and internal conditions. Students learn to integrate auricular therapy into broader acupuncture treatment strategies and develop competency in safe, effective ear acupuncture techniques.

Autoimmunity GSN592E

Credits: 3

Autoimmune disease prevalence is increasing worldwide. This increase is contributed to both genetic and environmental factors. In this course, students learn autoimmune disease mechanism, staging, diagnosis and treatment. Nutritional, environmental and physiological (e.g., hormones, neurotransmitters, etc.) effects on autoimmunity are explored using real-life clinical cases. This course includes interviews with naturopathic doctors and nutritionists who work with autoimmune patients.

Autoimmunity NS492E

Credits: 3

Autoimmune disease prevalence is increasing worldwide. This increase is contributed to both genetic and environmental factors. In this course, students learn autoimmune disease mechanism, staging, diagnosis and treatment. Nutritional, environmental and physiological (e.g., hormones, neurotransmitters, etc.) effects on autoimmunity are explored using real-life clinical cases. This course includes interviews with naturopathic doctors and nutritionists who work with autoimmune patients. Prerequisite(s): One of the following: CLS 7311, CM 699, RES 702, GSN 546E, GSN 589 or NS 322.

Ayurvedic Herbs GSA543E

Credits: 2

The course examines basic principles of Ayurvedic botanicals and their connections with wellness. It introduces students to taste, properties, energies, selected Ayurvedic classification and actions, and effect on doshas with study of herbs acceptable within the US. Selected individual herbs and their classical and possible combination Ayurvedic approach to clinical application of herbal medicines, their combinations, formulations and their appropriate timing, dosing, and administration details, essential carrier medium consumed along with the herb will be covered in this course. An overview of precise and ethical use of Ayurvedic food supplements and daily supplementary herbs will be also included.

Ayurvedic Herbs NU443E

Credits: 2

The course examines basic principles of Ayurvedic botanicals and their connections with wellness. It introduces students to taste, properties, energies, selected Ayurvedic classification and actions, and effect on doshas with study of herbs acceptable within the US. Selected individual herbs and their classical and possible combination Ayurvedic approach to clinical application of herbal medicines, their combinations, formulations and their appropriate timing, dosing, and administration details, essential carrier medium consumed along with the herb will be covered in this course. Overview of precise and ethical use of Ayurvedic food supplements and daily supplementary herbs will be also included.

Ayurvedic Nutrition GSA542E

Credits: 2

This course observes the Ayurvedic foundational concepts of nutrition that include individualistic approaches, preventative and seasonal nutrition, and incompatible food. Also covered are Ayurvedic rituals, regimens, classifications, and qualities of foods, resources, and lists of materials for setting up an Ayurvedic kitchen. To evaluate effect of food on the mind, body, organs, and soul, (Ayurvedic atman- The term is often translated as soul but is better translated as "self") we will explore significance and connections of Ayurvedic concepts and techniques in menu planning. This includes cooking foods in general and including high protein, herbs infused, no sugar, low sodium, vegan, gluten free, cholesterol free, vegetarian, and non-vegetarian diets. Students will also examine healing diets to balance vata or pitta or kapha, separately, and collectively two or all three doshas. Application of Ayurvedic strategies to modern, and western foods, ayurvedic regimen, mantras, rituals regarding cooking, eating, serving of food, and mindful eating will also be practiced. Recordings of instructor's downloadable videos of mindful cooking, eating, serving and ayurvedic rituals enhance the opportunity for absorption of the course material.

Ayurvedic Nutrition NU442

Credits: 2

This course observes the Ayurvedic foundational concepts of nutrition that include individualistic approach, preventative and seasonal nutrition, and incompatible food. Also covered are Ayurvedic rituals, regimens, classifications, and qualities of foods, resources, and lists of

materials for setting up an Ayurvedic kitchen. To evaluate effect of food on the mind, body, organs, and soul, (Ayurvedic atman- The term is often translated as soul, but is better translated as “self”) we will explore significance and connections of Ayurvedic concepts and techniques in menu planning. This includes cooking foods in general and by including high protein, herbs infused, no sugar, low sodium, vegan, gluten free, cholesterol free, vegetarian, and non-vegetarian diets. Students will also examine healing diets to balance vata or pitta or kapha, separately, and collectively two or all three doshas. Application of Ayurvedic strategies to modern, and western foods, ayurvedic regimen, mantras, rituals regarding cooking, eating, serving of food, and mindful eating will also be practiced. Recordings of instructor’s downloadable videos of mindful cooking, eating, serving and ayurvedic rituals enhance the opportunity for absorption of the course material.

Ayurvedic Nutrition NU442E

Credits: 2

This course observes the Ayurvedic foundational concepts of nutrition that include individualistic approach, preventative and seasonal nutrition, and incompatible food. Also covered are Ayurvedic rituals, regimens, classifications, and qualities of foods, resources, and lists of materials for setting up an Ayurvedic kitchen. To evaluate effect of food on the mind, body, organs, and soul, (Ayurvedic atman- The term is often translated as soul, but is better translated as “self”) we will explore significance and connections of Ayurvedic concepts and techniques in menu planning. This includes cooking foods in general and by including high protein, herbs infused, no sugar, low sodium, vegan, gluten free, cholesterol free, vegetarian, and non-vegetarian diets. Students will also examine healing diets to balance vata or pitta or kapha, separately, and collectively two or all three doshas. Application of Ayurvedic strategies to modern, and western foods, ayurvedic regimen, mantras, rituals regarding cooking, eating, serving of food, and mindful eating will also be practiced. Recordings of instructor’s downloadable videos of mindful cooking, eating, serving and ayurvedic rituals enhance the opportunity for absorption of the course material.

Ayurvedic Wellness Practice GSA546E

Credits: 2

Ayurvedic approach to wellness practice incorporates the strengthening approaches and techniques for mind, body, organs and soul (Ayurvedic atman- The term is often translated as soul but is better translated as "self"). This course culminates with the collective and connective knowledge on the Ayurvedic gross and individualistic approaches and user-friendly strategies for identification of body type, mind type, dhatu type, and their interlock and connecting each of them with the application of foods, lifestyle, herbs, ayurvedic yoga, detoxification, and rejuvenation focused on the conservation of health and wellness.

Ayurvedic Wellness Practice NU325E

Credits: 2

Ayurvedic approach to wellness practice incorporates the strengthening approaches and techniques for mind, body, organs and soul (Ayurvedic atman- The term is often translated as soul but is better translated as “self”). This course culminates with the collective and connective knowledge on the Ayurvedic gross and individualistic approaches and user-friendly strategies for identification of body type, mind type, dhatu type, and their interlock and connecting each of them with the application of foods, lifestyle, herbs, ayurvedic yoga, detoxification, and rejuvenation focused on the conservation of health and wellness.

Ayurvedic Yoga GSA544E

Credits: 2

Ayurveda is the science and system of medicine that teaches the wisdom of living life! Yoga indicates the life of awareness, by awareness, and for awareness! This course examines selected aspects of philosophy and eight limbs of "Yoga" from an Ayurvedic perspective. Logical application of various aspects of Yoga as modalities in the Ayurvedic practice with their indications and contraindications for "Tridosha wise" body types, conditions of balance and imbalance, for the objective of conservation of health, prevention and pacification of disorders will be explored through instruction and practice. In class demonstrations of practices of selected asana-yoga postures, mantra, mudra-hand gestures, bandha- energy locks, breathing technique, and meditation will be covered.

Ayurvedic Yoga NU444E

Credits: 2

Ayurveda is the science and system of medicine that teaches wisdom of living life! Yoga indicates the life of awareness, by awareness, for awareness! This course examines selected aspects of philosophy and eight limbs of "Yoga" with Ayurvedic perspective. Logical application

of various aspects of Yoga as modalities in the Ayurvedic practice with their indications and contraindications for "Tridosha wise" body types, conditions of balance and imbalance, for the objective of conservation of health, prevention and pacification of disorders will be explored through instruction and practice. In class demonstrations of practices of selected asana-yoga postures, mantra, mudra-hand gestures, bandha- energy locks, breathing technique, meditation will be covered.

Basic Science Board Review CLE499E

Credits: 0

"Prepare for the NPLEX I biomedical sciences exam in this comprehensive review course tailored for naturopathic medical students. Through simulated exams, you'll pinpoint your strengths and areas needing improvement in foundational sciences. This course provides structured content reviews in anatomy, physiology, biochemistry, microbiology, and pathology, ensuring a well-rounded preparation. You will develop a personalized study plan that aligns with your specific needs, enhancing your mastery of each subject"

Bazi Suanming I CM11E

Credits: 1.5

The Bazi Suanming series provides an introduction to "The Calculation of Life According to the Eight Signs"â€”a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. In courses I and II, students learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual "bazi" charts. Note: Additional fee required.

Bazi Suanming II CM21E

Credits: 1.5

The Bazi Suanming series provides an introduction to ""The Calculation of Life According to the Eight Signs""â€”a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. In courses I and II, students learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual ""bazi"" charts.

Behavioral Neuroscience NS423E

Credits: 3

Behavioral Neuroscience examines the neurological basis of behavior, cognition, emotion, and mental health, with attention to how brain structure and function underlie psychological experience. Students explore current research in neuroscience and its relevance to integrative mental health and clinical practice.

Biochemistry for Life Science NS401

Credits: 4

This course covers the structure, function and metabolism of biomolecules—especially proteins, carbohydrates, lipids and steroids. Nucleic acids and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanisms, thermodynamics and metabolism. Prerequisite(s): NS 324, NS 334.

Biochemistry for Life Sciences NS501

Credits: 4

This course covers the structure, function and metabolism of biomolecules—especially proteins, carbohydrates, lipids and steroids. Nucleic acids and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanisms, thermodynamics and metabolism. Prerequisite(s): NS 324, NS 334.

Bioethics RES505

Credits: 2

Advances and use of biotechnologies as well as revelations of research scandals in the last several decades has necessitated applying the lens of ethics to offer guidance and guidelines for clinicians and researchers. In this course students will learn the ethical theories that provide different perspectives and then apply them in scrutinizing current bioethical issues in the news. As well, students explore ethical

issues and common problems encountered in human research and program/service protocols. Students review the roles and responsibilities of those involved in the conduct of health-related research and practice/service, with special attention to vulnerable populations in diverse settings.

Biostatistics for Pre Health Majors NS411

Credits: 3

Topics include the collection, classification and presentation of descriptive data; the rationale of estimation and hypothesis testing; analysis of variance; analysis of contingency tables; correlation and regression analysis; multiple regression, logistic regression, and the statistical control of confounding; sample size and power considerations; and survival analysis.

Biostatistics I RES600

Credits: 2

This course covers different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This equips students to understand the statistical rationale and analysis presented in medical literature. They are introduced to basic concepts of probability, random variation, and common statistical probability distributions; and understand the roles of descriptive versus inferential statistics. Students will also understand the different statistical designs, concepts and analysis.

Biostatistics II RES601

Credits: 3

In this advanced course, students learn techniques appropriate for handling a single outcome variable and multiple predictors. They develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes developing basic skills for analyzing data using statistical computing software packages.

Bodywork 1 Massage Foundations NDET5120E

Credits: 1

Bodywork I teaches the basic language and strokes of Swedish massage, and is the foundation course for Bodywork II and III. Students learn by giving and receiving treatments while being guided in hands-on classes.

Bodywork 1: Massage Foundations IMT3120E

Credits: 1

Bodywork I teaches the basic language and strokes of Swedish massage, and is the foundation course for Bodywork II and III. Students learn by giving and receiving treatments while being guided in hands-on classes. Note: Additional fee required.

Bodywork II : Advanced Massage IMT3130E

Credits: 1

Bodywork II covers advanced massage techniques—trigger point work and therapeutic touch. Students learn by giving and receiving treatments in supervised hands-on classes. Prerequisite(s): NDET 5120E. Note: Additional fee required.

Bodywork II Advanced Massage NDET5130E

Credits: 1

Bodywork II covers advanced massage techniquesâ€”trigger point work and therapeutic touch. Students learn by giving and receiving treatments in supervised hands-on classes.

Bodywork III NDET5140E

Credits: 1

Bodywork III teaches students to open, become sensitive to, and develop their energy work. This is taught in several ways, including subtle energy techniques and the vocabulary of energy. Respect for personal boundaries is emphasized.

Bodywork III : Energy Work IMT3140E

Credits: 1

Bodywork III teaches students to open, become sensitive to, and develop their energy work. This is taught in several ways, including subtle energy techniques and the vocabulary of energy. Respect for personal boundaries is emphasized. Note: Additional fee required.

Botanical Board Review CLE496

Credits: 0

Botanical Board Review prepares students for the botanical medicine section of naturopathic licensing examinations (NPLEX). Administrative preparation course; no clinical credit awarded.

Botanical Cell Biology, Molecular Mechanical Resea NDEB6330E

Credits: 1

This physiology and research-based class focuses on chemical constituents in plants, published research on mechanisms of action, and clinical trial results. Plants affecting cell membrane receptors, glycoproteins, neurotransmitters, action potential, ion gates, liver enzymes, collagen regeneration, photosensitization, and many other molecular mechanisms of action are covered. The important and popular topics of drug herb interactions, cancer management tools, and herbs in pregnancy and lactation will also be addressed.

Botanical Medicine I BM611

Credits: 1.5

"The Botanical Medicine series of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust material medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This first course focuses on immunomodulating and inflammation modulating botanical medicines and how they are applied in rheumatologic, autoimmune and musculoskeletal disorders."

Botanical Medicine I TH611

Credits: 1.25

Botanical Medicine I: The Botanical Medicine sires of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This first course focuses on immunomodulating and inflammation modulating botanical medicines and how they are applied in rheumatologic, autoimmune, and musculoskeletal disorders.

Botanical Medicine II BM624

Credits: 1.5

The Botanical Medicine sieres of courses explore the therapeutic use of botanical

Botanical Medicine II TH621

Credits: 1.25

Botanical Medicine II: The Botanical Medicine sires of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence- based practices in botanical medicine in patient care. This second course focuses on application of botanical medicines in dermatologic, gastrointestinal and proctologic disorders.

Botanical Medicine III BM633

Credits: 1.5

"The Botanical Medicine sieres of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This third course focuses on the application of botanical medicines in metabolic, endocrine, cardiologic and pulmonary disorders."

Botanical Medicine III TH631

Credits: 1.25

Botanical Medicine III: The Botanical Medicine series of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This third course focuses on the application of botanical medicines in metabolic, endocrine, cardiologic, and pulmonary disorders.

Botanical Medicine IV TH711

Credits: 1.25

Botanical Medicine IV: The Botanical Medicine series of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This fourth course focuses on the application of botanical medicines in urologic, nephrologic, and reproductive disorders, as well as the use of herbs as adjuncts in cancer therapy.

Botanical Medicine V TH721

Credits: 1.25

Botanical Medicine V: The Botanical Medicine series of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This fifth course focuses on the effects of herbal medicines on the nervous system and how they are applied in mental health, addiction, chronic pain, and neurological disorders.

Botanical Medicine VI TH731

Credits: 1.25

Botanical Medicine VI: The Botanical Medicine sires of courses explore the therapeutic use of botanical medicines in functional disorders and pathological conditions. Throughout this series, we will develop a robust materia medica, and understand how to blend traditional and evidence-based practices in botanical medicine in patient care. This sixth course focuses on the application of botanical medicines in conditions of the eyes, ears, nose, and throat, as well as the use of herbs in augmenting biotransformation and elimination of wastes. An additional focus on the use of herbs in geriatric and pediatric populations is also covered.

Botanicals: Bench to Bedside RES622E

Credits: 2

Students in this course read botanical research papers, including basic science, translational and clinical studies. They discuss the challenges and limitations of conducting botanical research and why many large clinical botanical research studies have failed. Students also work in a botanical lab and develop the skills to conduct research on botanicals.

Business Administration NPH725

Credits: 1

Business Administration provides foundational knowledge in administrative systems, operations management, and organizational structures relevant to natural medicine private practice. Students examine practice management tools, staffing considerations, and administrative workflows to support a well-functioning healthcare business.

Business Development NPH727

Credits: 1

Business Development introduces strategies for growing a natural medicine practice, including patient acquisition, professional networking, referral relationships, and service expansion. Students develop a practical business development plan tailored to their clinical focus and intended practice setting.

Business I BUS8421

Credits: 2

This course is the second in a three-course series. This second course provides a deeper understanding of how to operate a business by learning about different business systems. Students will learn how to read contracts. Students will learn the components of a business plan. Students will further explore professionalism through CV development and interviewing skills. The course will additionally introduce students to medical billing

Business I BU820

Credits: 2

This course introduces a skills-based approach to professional business development and career planning for an East Asian medicine provider. Students begin building a professional business/career plan and develop foundational skills in financial management, public speaking, and networking. Emphasis is placed on aligning professional goals with ethical standards and the values of classical Chinese medicine.

Business I BU820

Credits: 2

Business I: Business I covers fundamental principles of business management, healthcare economics, practice management, healthcare ethics, legal considerations, healthcare policy, and professional development in healthcare settings. From Anna: This course is the first in a three-course professional development and business series designed to introduce students to the personal, financial, and professional foundations of career planning within healthcare practice. Students explore financial literacy concepts including debt management, future financial planning, cost-of-living considerations, and the role of goal setting in long-term professional success. The course also examines the opportunities and challenges associated with entrepreneurship and employment models within healthcare settings. Through self-assessment and reflective exercises, students identify personal strengths, barriers, and values that may influence financial wellbeing, career satisfaction, and professional decision-making.

Business II BUS7321

Credits: 2

This course is the first in a three-course series. This first course is set around defining professional and personal goals, understanding financial literacy, exploring different career paths with the ND degree, and understanding the economics of practice. The course will additionally introduce students to the psychology of business, professionalism and success.

Business II BU715

Credits: 2

This course deepens students' ability to conceptualize, start up, and manage a practice that is profitable and sustainable while resonating with the practitioner's personality and ethical standards. Students continue building the business/career plan with emphasis on operations planning, branding/positioning, patient-centered service design, and resources for practice management across the training continuum.

Business II BU715

Credits: 2

Business II: Business II expands on foundational business concepts and focuses on advanced topics related to healthcare management and entrepreneurship. Topics include healthcare finance, strategic planning, marketing strategies, healthcare policy analysis, quality improvement initiatives, risk management, leadership development, and innovation in healthcare delivery models. From Anna: This course is the second in a three-course professional development and business series designed to prepare students for successful clinical practice and career advancement. Students gain a deeper understanding of business operations, marketing strategies, and administrative systems within healthcare and wellness settings. Course content includes business plan development, foundational medical billing practices,

contract interpretation, and key legal and financial considerations relevant to professional practice. Additional emphasis is also placed on professional development through CV creation, interviewing skills, and effective professional communication.

Business III BUS8430

Credits: 1.5

This course is the third in a three-course series. This third course is largely a survey course in which different health professionals will be explaining the business elements of their career paths. The course will also take a deeper look into billing practices and the development of a professional network.

Business III BU725

Credits: 1.5

This course integrates the former Business III–IV emphases into a capstone-level experience focused on rules and regulations, operations systems, insurance billing basics, technology utilization, and financial readiness (taxes, start-up costs, financing options). Students finalize a practical, implementation-ready business or career plan aligned with legal requirements and sustainable operations.

Business III BU725

Credits: 1.5

Business III: Business III is an advanced course that focuses on strategic management and leadership in healthcare settings. Topics include healthcare economics, financial management, healthcare policy analysis, regulatory compliance, risk management, quality improvement strategies, leadership styles, organizational behavior, change management, and innovation in healthcare delivery models. Students engage in case studies, projects, and discussions to develop strategic thinking, decision-making skills, and leadership competencies relevant to healthcare management and administration. From Anna: This course is the third in a three-course professional development and business series focused on career pathways, practice management, and professional networking within healthcare and wellness professions. Through presentations and discussions with a variety of healthcare professionals, students explore diverse business models, career trajectories, and practical approaches to building successful practices. The course provides insight into insurance-based billing practices, non insurance-based practice models, interprofessional collaboration, and the development of professional networks that support career growth and long-term practice sustainability.

Business Marketing NPH726

Credits: 1

Business Marketing covers the principles and tools of marketing as applied to natural medicine and integrative health practices. Students explore branding, digital marketing, community outreach, and ethical communication strategies to build a sustainable and mission-aligned practice.

Business of Nutrition GSN563

Credits: 2

Nutritional counseling or being a personal chef requires the knowledge of running a small business. This course teaches students how to launch and operate a small business, from filing for a business license, to marketing and basic accounting. Students learn practical skills, such as software for nutrition professionals and when to file self-employment taxes. NUNM graduates will guest lecture to discuss their experiences and provide valuable insight into their business ventures. Students will have the opportunity to develop a business plan for their own business.

Business Operations NPH724

Credits: 1

Business Operations examines the operational infrastructure required to manage a successful natural medicine practice, including scheduling systems, billing and coding, compliance, and vendor relationships. Students develop practical competence in day-to-day practice operations.

Capstone 1: Internship GSN691

Credits: 2

This course operationalizes the student's approved capstone project as an internship. Prerequisite: GSN690

Capstone I : Directed Study GSN697

Credits: 2

This version of Capstone I allows students to design their own capstone project to meet their specific employment goals. They must develop a directed study proposal, obtain the consent of a faculty member to serve as their mentor during the directed study, and then carry out the activities necessary to attain the learning objectives they have developed in the directed study proposal. Prerequisite: GSN690

Capstone II: Directed Study GSN698

Credits: 2

In this course, students continue in their approved capstone project. Student will give an oral presentation to the NUNM community at an organized event intended to highlight their work. Prerequisite: GSN691

Capstone II: Internship GSN692

Credits: 2

In this course, students continue in their approved capstone project. Students will give apresentation to the NUNM community at an organized event intended to highlight their work. Prerequisite: GSN691

Capstone Prep GSN690

Credits: 1

This course assists students in finding an appropriate capstone project, either an internship or directed study. If the capstone experience is to be an internship, students are taught how to properly carry out the activity, make the connection with the host site, and select a mentor to guide the process. If the capstone experience is to be a directed study, students are taught how to properly develop their project proposal and select a mentor to guide the process.

Capstone Preparation RES690

Credits: 3

This course focuses on development of each student's thesis project. Students learn about assessment and evaluation of current research publications, and begin literature searches to establish a gap in knowledge where they may focus their own research agenda.

Capstone: Virtual Nutrition Clinic Experience GSN581E

Credits: 2 | **Prerequisites:** GSN514; GSN514 | **Co-requisites:** CLE5000

In this virtual clinic experience, students individually and in groups participate in real-life simulated case scenarios to address multiple nutrition-related concerns. Learn client management and pre-visit planning. Increase confidence in clinical proficiency skills and clinical rationale by applying medical nutrition therapy to treat various nutrition-related conditions. Perform all aspects of the Nutrition Care Process, including nutrition assessment, nutrition diagnosis, nutrition intervention and nutrition evaluation and monitoring for initial and follow-up encounters. Assess and Evaluate Drug-Nutrient, Drug-Herb, Alcohol, and Dietary Interactions, food allergies, sensitivities, and intolerances. Participate in virtual grand rounds, discussing and analyzing case strategies and interventions. Develop client/patient education handouts. Complete all regulatory trainings, including HIPAA, will be completed before engaging in patient/client care.

Cardiology & Pulmonary CLS6220

Credits: 9 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6220T

Cardiovascular disease is the leading cause of death in the United States; followed not far behind by chronic and infectious pulmonary disease. What role does naturopathic medicine have in the prevention and treatment of cardiovascular and pulmonary disease? In this

course, we will develop the skills and knowledge to diagnose and treat acute and chronic cardiovascular and pulmonary conditions using nutrition, mind-body medicine, homeopathy, botanical medicine, and pharmacology.

Cardiology & Pulmonary Lab CLS6220L

Credits: 0.5 | **Co-requisites:** CLS6220T

How do cardiovascular and pulmonary physical examinations confirm our findings in history taking and support our working diagnosis in our patients? In this course, we will learn how pathology translates into abnormal physical exam findings including a review of cardiac murmurs, irregular heart rates and rhythms, and extra lung sounds. We learn how to use medical equipment to further examine heart and lung function such as electrocardiograms and spirometry. We will apply our skills and knowledge in the murmur lab where we will be auscultating guest patients with heart murmurs. This course complements the material learned in the Cardiology and Pulmonology Lecture and Tutorial courses.

Cardiology & Pulmonary Tutorial CLS6220T

Credits: 4 | **Co-requisites:** CLS6220L

In this case-based course, we will explore how to diagnose and treat acute and chronic cardiovascular and pulmonary conditions reviewed in Cardiology and Pulmonology. We will practice our history taking skills and refine critical thinking while developing differential diagnoses. We synthesize this information to develop treatment plans and determine appropriate referrals for patients. We will apply our skills and knowledge at the end of the term in the simulation lab. In this experiential learning activity, we will diagnose and treat acute cardiovascular and pulmonary complaints in standardized patients.

Cardiology and Pulmonology CS636

Credits: 5.5

Cardiovascular disease is the leading cause of death in the United States; followed not far behind by chronic and infectious pulmonary disease. What role does naturopathic medicine have in the prevention and treatment of cardiovascular and pulmonary disease? In this course, we will develop the skills and knowledge to diagnose and treat acute and chronic cardiovascular and pulmonary conditions using nutrition, mind-body medicine, homeopathy, botanical medicine, and pharmacology.

Cardiology and Pulmonology SC636

Credits: 5

Cardiology and Pulmonology: Cardiovascular disease is the leading cause of death in the United States; followed not far behind by chronic and infectious pulmonary disease. What role does naturopathic medicine have in the prevention and treatment of cardiovascular and pulmonary disease? In this course, we will develop the skills and knowledge to diagnose and treat acute and chronic cardiovascular and pulmonary conditions using nutrition, mind-body medicine, homeopathy, botanical medicine, and pharmacology.

Cardiology and Pulmonology Lab CS636L

Credits: 0.5

"How do cardiovascular and pulmonary physical examinations confirm our findings in history taking and support our working diagnosis in our patients? In this course, we will learn how pathology translates into abnormal physical exam findings including a review of cardiac murmurs, irregular heart rates and rhythms, and extra lung sounds. We learn how to use medical equipment to further examine heart and lung function such as electrocardiograms and spirometry. We will apply our skills and knowledge in the murmur lab where we will be auscultating guest patients with heart murmurs. This course complements the material learned in the Cardiology and Pulmonology Lecture and Tutorial courses."

Clinical and Physical Diagnosis III CE637

Credits: 0.5

CPD III will cover the physical examinations performed to evaluate patient presentations with cardiopulmonary, or endocrine complaints. Advanced physical exam techniques to identify heart murmurs, heart rhythm irregularities, abnormal lung sounds are included. Emphasis is on correct technique and interpretation of results based on the evidence-informed physical exam.

Cardiology and Pulmonology Tutorial CS636T

Credits: 2

"In this case-based course, we will explore how to diagnose and treat acute and chronic cardiovascular and pulmonary conditions reviewed in Cardiology and Pulmonology. We will practice our history taking skills and refine critical thinking while developing differential diagnoses. We synthesize this information to develop treatment plans and determine appropriate referrals for patients. We will apply our skills and knowledge at the end of the term in the simulation lab. In this experiential learning activity, we will diagnose and treat acute cardiovascular and pulmonary complaints in standardized patients. Students are assessed via a Mini-Clinical Evaluation Exercise to ensure their competence prior to moving into their Core Clerkship Clinical Rotation."

Cardiology and Pulmonology: ECG and Spirometry Intensive SC636T

Credits: 1.5

Cardiology and Pulmonology Tutorial: In this case-based course, we will explore how to diagnose and treat acute and chronic cardiovascular and pulmonary conditions reviewed in Cardiology and Pulmonology. We will practice our history taking skills and refine critical thinking while developing differential diagnoses. We synthesize this information to develop treatment plans and determine appropriate referrals for patients. We will apply our skills and knowledge at the end of the term in the simulation lab. In this experiential learning activity, we will diagnose and treat acute cardiovascular and pulmonary complaints in standardized patients. Students are assessed via a Mini-Clinical Evaluation Exercise to ensure their competence prior to moving into their Core Clerkship Clinical Rotation.

Cardiology Simulation Lab CLS6220S

Credits: 0

Cardiology Simulation Lab provides structured simulation experiences in cardiovascular assessment and emergency response relevant to clinical practice. Administrative simulation credit; no didactic credit awarded.

Cardiovascular & Pulmonary Medicine NOS630

Credits: 3

Cardiovascular and Pulmonary Medicine provides a comprehensive examination of diseases of the heart, vasculature, and lungs from a naturopathic and integrative medicine perspective. Students develop clinical reasoning skills for assessment, differential diagnosis, and evidence-based integrative treatment of cardiovascular and respiratory conditions.

Career Development I GSGH590

Credits: 1

This course provides students with skills, knowledge and perspectives that are germane to professional development in the health sciences. Specifically, it will discuss critical thinking, professional ethics, creativity, oral and written communication, teamwork and leadership, engaging diversity, community engagement, digital literacy, career management, and durable learning.

Career Development I GSN590

Credits: 1

This course provides students with the skills and strategies needed for successful career planning and development. Students will engage in self-reflection and assessment, identify career objectives, explore potential career options, and develop an actionable plan to achieve their professional goals.

Career Development I RES590

Credits: 1

This course provides students with skills, knowledge, and perspectives that are germane to professional development in the health sciences. Specifically, it will discuss critical thinking, professional ethics, creativity, oral and written communication, teamwork and leadership, engaging diversity, community engagement, digital literacy, career management, and durable learning.

Careers: From Undergraduate Degree to Employment SS422

Credits: 2

Experts suggest that many students completing their education today will find themselves in careers that did not exist 10 years ago. Identifying a career in the health and wellness field (relevant to an undergraduate student's major) that fits talents and skills, as well as interests, is not always straightforward. This interactive course equips students with career planning skills that they can use immediately or in the future.

Cascade Mountain Herbal Intensive NDEB5201E

Credits: 2

This course delivers a direct experience of medicinal plants in their natural habitat under the guidance of an experienced herbalist and wild crafter, grower and botanist. The first day is spent in the lush plant life of the Columbia River Gorge. The second and third days are spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants and their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them.

Cascade Mountain Herbal Intensive NS405E

Credits: 2

This course delivers a direct experience of medicinal plants in their natural habitat under the guidance of an experienced herbalist and wild crafter, grower and botanist. The first day is spent in the lush plant life of the Columbia River Gorge. The second and third days are spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants and their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them. Note: Additional fee required.

Case Based Biomedical Integration II BS524T

Credits: 2

"Dive into the complexities of biomedical sciences through a dynamic, case-based learning course which integrates anatomy, physiology, and biochemistry, focusing on systems such as urinary, respiratory, immunologic, and gastrointestinal. Each clinical case presented challenges students to apply multidisciplinary knowledge to diagnose and understand disease processes. By linking theory with practical clinical applications, students will gain a deeper appreciation of the interconnectedness of human body systems and their relevance in medical practice. This course is designed to enhance clinical reasoning and problem- solving skills essential for future healthcare professionals."

Case Based Biomedical Integration II BS524T-2

Credits: 2

Dive into the complexities of biomedical sciences through a dynamic, case-based learning course which integrates anatomy, physiology, and biochemistry, focusing on systems such as urinary, respiratory, immunologic, and gastrointestinal. Each clinical case presented challenges students to apply multidisciplinary knowledge to diagnose and understand disease processes. By linking theory with practical clinical applications, students will gain a deeper appreciation of the interconnectedness of human body systems and their relevance in medical practice. This course is designed to enhance clinical reasoning and problem-solving skills essential for future healthcare professionals.

Case-Based Biomedical Integration II SB524T

Credits: 2

Case-Based Biomedical Integration II uses clinical cases to integrate anatomy, physiology, pathology, and biochemistry across the urinary, respiratory, immunologic, and gastrointestinal systems. Students apply multidisciplinary knowledge to explain disease processes and link mechanism to presentation across organ systems. This tutorial parallels the second-term biomedical science courses and reinforces the integrated understanding needed for clinical reasoning.

Case Integration Mentorship I CLE8400T

Credits: 1.5 | **Co-requisites:** CLE8400

In this first quarter of the four-course series, we will begin our work cultivating reflective practitioners, fostering critical thinking, and enhancing clinical judgment through team-based learning, self-awareness and peer evaluation. Through mentorship and evidence-informed knowledge translation, beginning practitioners will gain a deeper appreciation of the structural complexity of medical practice, learn inter-professional communication skills, and solve complex adaptive problems. Prerequisite(s): Students must take in their last year of the ND program Corequisite(s): CLE 8400.

Case Integration Mentorship II CLE8410T

Credits: 1.5 | **Co-requisites:** CLE8400

The purpose of this four-course series is to cultivate reflective practitioners, foster critical thinking, and enhance clinical judgment through team-based learning, self-awareness and peer evaluation. Through mentorship and evidence-informed knowledge translation, nascent practitioners will gain a deeper appreciation of the structural complexity of medical practice, learn inter-professional communication skills, and solve complex adaptive problems. Prerequisite(s): Students must take in their last year of the ND program Corequisite(s): CLE 8400.

Case Integration Mentorship III CLE8420T

Credits: 1.5 | **Co-requisites:** CLE8400

In this third, of a four-course series, we will continue our work cultivating reflective practitioners, fostering critical thinking, and enhancing clinical judgment through team-based learning, self-awareness, and peer evaluation. Through mentorship and evidence-informed knowledge translation, nascent practitioners will gain a deeper appreciation of the structural complexity of medical practice, learn inter-professional communication skills, and solve complex adaptive problems. Prerequisite(s): Students must take in their last year of the ND program Corequisite(s): CLE 8400.

Case Integration Mentorship IV CLE8430T

Credits: 1.5 | **Co-requisites:** CLE8400

The purpose of this four-course series is to cultivate reflective practitioners, foster critical thinking, and enhance clinical judgment through team-based learning, self-awareness and peer evaluation. Through mentorship and evidence-informed knowledge translation, nascent practitioners will gain a deeper appreciation of the structural complexity of medical practice, learn inter-professional communication skills, and solve complex adaptive problems. Prerequisite(s): Students must take in their last year of the ND program Corequisite(s): CLE 8400.

Case Management I OCL633

Credits: 1.5 | **Co-requisites:** OCL655

This year-long course, which runs concurrently with clinical internship, provides students with a structured opportunity to develop and refine their clinical patient care and case management skills through regular chart reviews, case presentations, and faculty-guided group discussion and reflection. Using a medical-legal case review model as its core framework, the course explores essential elements of clinical care and documentation needed to establish medical necessity and construct an effective, patient-centered treatment plan. Students will examine the responsibilities of both primary care and secondary/specialty care providers, with particular attention to the appropriate scope of practice, collaboration, and referrals to ensure quality continuity of care. The course also addresses treatment contraindications and potential complications, including a focused review of drug-herb interactions, safety considerations, and risk mitigation in clinical decision-making. Emphasis is placed on integrating biomedical knowledge into treatment planning to support effective, evidence-informed practice. Students will further develop practical competencies in medical-legal documentation, including expert testimony, independent medical review, and the preparation of professional medical-legal reports related to personal injury, workers' compensation, and insurance disputes. Students will practice drafting such reports as part of their portfolio of skills. In the latter part of the course, students will engage in follow-up care planning, functional outcome measurement, and final treatment evaluations to ensure long-term progress and positive health outcomes for their patients.

Case Management II OCL634

Credits: 1.5 | **Co-requisites:** OCL656

This year-long course, which runs concurrently with clinical internship, provides students with an opportunity to develop and refine their clinical patient care and case management skills through regular chart reviews and case presentations, supported by faculty feedback,

group discussion, and reflective practice. Using a medical-legal case review model as its framework, the course covers the essential elements of clinical care and documentation required to establish medical necessity and design an appropriate and effective treatment plan. Key components include the roles and responsibilities of practitioners in both primary care and secondary/specialty care, with emphasis on recognizing scope of practice, coordinating referrals, and ensuring continuity of care through effective collaboration with other health professionals. Students will examine treatment planning in depth, including strategies for anticipating and managing treatment contraindications and complications, such as drug-herb interactions, and addressing safety considerations in complex patient cases. The course also covers follow-up care, final case review, and the use of functional outcome measurements to evaluate clinical progress and guide future care. In addition, students will learn to assess prognosis and identify the need for ongoing or future medical care. A significant component of the course focuses on medical-legal documentation and communication, including medical-legal report writing, expert medical testimony, and independent medical review in the context of personal injury, workers' compensation, and insurance-related cases. Students will prepare sample medical-legal reports to develop professional competencies in this specialized area of clinical practice. Finally, students will also gain foundational knowledge of emergency procedures, preparing them to respond appropriately in urgent care situations that may arise during clinical encounters.

Case Management III OCL635

Credits: 1.5 | **Co-requisites:** OCL657

This year-long course, which runs concurrently with clinical internship, provides students with an opportunity to develop and refine their clinical patient care and case management skills through regular chart reviews, case presentations, and faculty-guided group discussion and reflection. Using a medical-legal case review model as its framework, the course covers the essential elements of care and clinical documentation required to establish medical necessity and develop appropriate, effective, and defensible treatment plans. Students explore the responsibilities of practitioners in both primary care and secondary/specialty care contexts, with a strong emphasis on treatment planning, referrals, collaboration, and ensuring continuity of care. The course addresses a wide range of critical clinical competencies, including the recognition and management of treatment contraindications, complications, and drug-herb interactions. Students also learn to conduct comprehensive follow-up care, perform final case reviews, assess functional outcome measurements, and develop informed prognoses with plans for future medical care. Additional emphasis is placed on awareness of at-risk populations, including considerations for gender, age, socioeconomic status, and disease-specific vulnerabilities, to support equitable and culturally sensitive care. Students are introduced to the foundational aspects of regulatory compliance and jurisprudence, including municipal, California, and federal laws relevant to healthcare practice, such as OSHA, the Labor Code, and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). To support long-term success in clinical practice, the course also incorporates discussions around practice growth and development, including strategies for building patient trust, managing risk, and sustaining a successful integrative medicine practice. Finally, students engage in medical-legal writing, including the preparation of medical-legal reports, expert medical testimony, and independent medical review in the context of personal injury, workers' compensation, and insurance-related claims. These activities are designed to strengthen students' professional documentation skills and prepare them for real-world scenarios requiring legal and interprofessional communication.

Case Management IV OCL636

Credits: 1.5 | **Co-requisites:** OCL658

"This year-long course, which runs concurrently with clinical internship, provides students with an opportunity to develop and refine their clinical patient care and case management skills through regular chart reviews, case presentations, and faculty-guided group discussion and reflection. Using the medical-legal case review model as its framework, the course covers the essential elements of care and documentation required to establish medical necessity and create appropriate, effective, and defensible treatment plans for a wide range of patients. Students explore the responsibilities of practitioners in both primary care and secondary/specialty care roles, with attention to scope of practice, referral coordination, and interprofessional collaboration. The course emphasizes core competencies in treatment planning, including the integration of biomedical knowledge into clinical decision-making. Special attention is given to identifying and managing treatment contraindications and complications, such as drug-herb interactions, to ensure patient safety and optimize therapeutic outcomes. Students will also gain experience in conducting follow-up care, performing final reviews, and applying functional outcome measurements to assess patient progress and the effectiveness of care. Additionally, students will develop skills in evaluating prognosis and planning for future medical care to support long-term patient well-being. To prepare students for work in complex legal and insurance environments, the course includes training in expert medical testimony, independent medical review, and medical-legal report writing, particularly in the context of personal injury, workers' compensation, and insurance-related disputes. Students will produce sample reports as part of their applied learning."

Case Managemment II OCLS634

Credits: 1.5

Case Management II builds on foundational case management skills, advancing students' ability to coordinate complex patient care across multiple providers and settings. Students develop competency in longitudinal case planning, referral pathways, and interdisciplinary communication in clinical environments.

Case Portfolio CLE8499

Credits: 0 | **Co-requisites:** CLE8400

Each student is required to write six case papers, which will be selected from patients seen on different shifts during each quarter as a primary intern; generally, two papers per term are completed. These papers are used to assess the following: • Demonstrate knowledge of patient assessment, diagnosis, treatment and management. • Ability to write a clear, concise report on a patient's condition, analysis, treatment and therapeutic outcome in a professional manner, including the appropriate use of references. • Ability to critically analyze a patient's diagnosis and management. Corequisite(s): CLE 8400.

Case Portfolio CLS999

Credits: 1

Case Portfolio is an administrative course in which students compile and submit a portfolio of clinical cases documenting their clinical training progression and competency development. No didactic instruction is provided; credit reflects portfolio completion.

Case-Based Biomedical Integration I BS514T

Credits: 2

"Dive into the complexities of biomedical sciences through a dynamic, case-based learning course which integrates anatomy, physiology, biochemistry, and histology, focusing on systems such as musculoskeletal, cardiovascular, circulatory, integumentary, and hematologic. Each clinical case presented challenges students to apply multidisciplinary knowledge to diagnose and understand disease processes. By linking theory with practical clinical applications, students will gain a deeper appreciation of the interconnectedness of human body systems and their relevance in medical practice. This course is designed to enhance clinical reasoning and problem-solving skills essential for future healthcare professionals."

Case-Based Biomedical Integration I SB514T

Credits: 2

Case-Based Biomedical Integration I uses clinical cases to integrate anatomy, physiology, pathology, biochemistry, and histology across the musculoskeletal, cardiovascular, circulatory, integumentary, and hematologic systems. Working through cases, students apply knowledge from several disciplines to explain disease processes and connect basic-science mechanisms to clinical presentations. This tutorial parallels the first-term biomedical science courses and reinforces the integrated understanding needed for clinical reasoning.

Case-Based Biomedical Integration III BAS534T

Credits: 2

Dive into the complexities of biomedical sciences through a dynamic, case-based learning course which integrates anatomy, physiology, and biochemistry, focusing on systems such as urinary, respiratory, immunologic, and gastrointestinal. Each clinical case presented challenges students to apply multidisciplinary knowledge to diagnose and understand disease processes. By linking theory with practical clinical applications, students will gain a deeper appreciation of the interconnectedness of human body systems and their relevance in medical practice. This course is designed to enhance clinical reasoning and problem solving skills essential for future healthcare professionals.

Case-Based Biomedical Integration III BS534T

Credits: 2

Dive into the complexities of biomedical sciences through a dynamic, case-based learning course which integrates anatomy, physiology, and biochemistry, focusing on systems such as urinary, respiratory, immunologic, and gastrointestinal. Each clinical case presented challenges students to apply multidisciplinary knowledge to diagnose and understand disease processes. By linking theory with practical clinical applications, students will gain a deeper appreciation of the interconnectedness of human body systems and their relevance in medical practice. This course is designed to enhance clinical reasoning and problem-solving skills essential for future healthcare professionals.

Case-Based Biomedical Integration III SB534T

Credits: 2

Case-Based Biomedical Integration III uses clinical cases to integrate anatomy, physiology, pathology, immunology, microbiology, and genetics across the nervous, sensory, endocrine, and reproductive systems. Students apply multidisciplinary knowledge to explain disease processes and consolidate clinical reasoning. This tutorial parallels the third-term biomedical science courses, reinforcing the integrated understanding students carry into clinical training.

CASEE Center Herb Walk NDEB5231E

Credits: 0.5

This field study course is intended to be part botanical and medical, part ecological, and part energetic and awareness building. Held at the CASEE Center in Brush Prairie, Washington, the course focuses on Pacific Northwest ecosystems, plant identification and basic taxonomy. The medicinal properties of both introduced and native plants will be presented. The class includes time to discuss and experience the different feel and energy of the various gardens, deep forest, and grassland regions of the center. The interconnectedness of the plants of these various ecosystems is examined, and from there the interconnectedness of the various insects and animals with the plants is examined.

Childhood Nutrition GSN573E

Credits: 2

This course is an exploration of childhood nutrition, addressing nutrient needs, developmental stages and their impact on food preferences; and personal, familial and environmental barriers to healthy eating for children. Students will also investigate physiological, genetic, environmental, and behavioral factors that increase risk for diet-related diseases. The course emphasizes ways to help children build healthy relationship with foods, engage children with their food, and help families provide age-appropriate nutrient-dense foods to their children.

China Trip CM01E

Credits: 5.5

During two weeks of lineage-style study in China, students are immersed in particular classical Chinese medical approaches to diagnosis, herbalism, acupuncture and self-cultivation. The course includes instruction by local masters, as well as the exploration of traditional culture.

Chinese Clinical Medicine - Herbal Therapeutics V OCM665

Credits: 1 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OCM645

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease

categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Chinese Clinical Medicine - Herbal Therapeutics VI OCM666

Credits: 1 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OCM646

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Chinese Diagnostic Techinques I CM552

Credits: 1.5

Introduces the four diagnostic methods of Chinese medicine: observation, listening/smelling, inquiry, and palpation. Students practice pulse diagnosis, physical examination, and classical diagnostic reasoning based on foundational medical texts including the Huangdi Neijing and Nanjing.

Chinese Diagnostic Techniques II CM572

Credits: 1.5

Builds upon foundational diagnostic skills through additional practice of pulse diagnosis, observation, inquiry, and palpation. Emphasizes refinement of clinical reasoning and synthesis of diagnostic findings using classical Chinese medicine frameworks.

Chinese Dietetics CM06E

Credits: 1.5

Through didactic and hands-on cooking instruction, students learn to use the power of food as medicine through the lens of Chinese medicinal principles. It is a course for people who love food and its power to heal and transform. Topics include the nature and flavor of food, a seasonal overview of eating, cooking with medicinal and common herbs/spices, and creating individualized nutrition plans. The weekend format affords the time to go in-depth and create a restorative experience while developing skills to integrate food recommendations into clinical practice.

Chinese Herbal Medicinary Practicum OCL611

Credits: 2 | **Prerequisites:** CL539; CL539 | **Co-requisites:** CM521

During their study of herbal medicine, students have an opportunity to enhance their familiarity with the preparation and dispensing of medicinal substances. Under the guidance of supervisors, students assist in the operation of the college's OCOM Herbal Medicinary and participate in preparing granule and bulk herb formulas. Through this process, students learn identification, sorting, preparation, and storage of individual herbs, as well as combinations of herbs for health conditions. (Note: only MACM and DACM students take this course.)

Chinese Herbal Medicine I OCM521

Credits: 4

This three-quarter sequence provides an in-depth introduction to approximately 365 of the most commonly used medicinal substances in Chinese Medicine. Building upon the foundational herbal medicine course, this series begins with a detailed study of 50 essential

medicinals. Once these are mastered, students will expand their learning through a structured exploration of CM Herbal Categories. In addition to traditional CM concepts such as substance identification, nature and flavor, major functions, actions, and indications, this course incorporates a critical pharmacological assessment of each substance. Special emphasis is placed on potential side effects, toxicities, and clinically significant herb-drug interactions, equipping students with the skills to evaluate safety and integrative use in contemporary healthcare settings. Course content includes cross-referencing substances by their botanical, pharmaceutical, common English, and Chinese names; examination of preparation methods; and review of current scientific research related to physiological actions and mechanisms. Students will develop a nuanced understanding of both the traditional and biomedical frameworks relevant to Chinese herbal medicine.

Chinese Herbal Medicine II OCM522

Credits: 4

This course builds upon our ongoing study of herbal medicine by deepening students' understanding of the 50 core medicinals in Chinese Medicine (CM) and expanding mastery of all herbal categories introduced in OCM 521. Additional herbal categories and individual medicinals will be introduced and integrated into the comprehensive list of substances to be memorized. Each herbal category will be studied in detail, including Chinese (Pinyin), English, and botanical names; traditional properties such as flavor and nature; channels and organ systems entered; clinical functions; therapeutic applications; dosage ranges; and contraindications. A central focus of the course is on pharmacological assessment, with particular attention to the biochemical components of each substance, side effects, toxicities, and clinically relevant herb-drug interactions. Students will analyze how herbal substances interact with Western pharmaceuticals and consider implications for integrative treatment planning and patient safety. Further topics include the impact of environmental and horticultural factors on medicinal quality and efficacy, as well as discussions on legal and ethical considerations surrounding the use of herbal substances. By integrating classical CM knowledge with modern pharmacological perspectives, students will be better prepared to apply herbal medicine safely and effectively in diverse clinical settings.

Chinese Herbal Medicine III Pao Zhi OCM528

Credits: 1

This class introduces students to different Pao Zhi preparations that can give a single herb different functions. Students prepare both single herbs and formulas while simultaneously reviewing the main functions of commonly used clinical medicinals. The course covers a cross section of herbs from Chinese Herbal Medicine I-III: The Pharmacopeia.

Chinese Herbal Medicine IV- Formulas OCM621

Credits: 4

In this course sequence, students learn how the individual medicinal substances of Chinese herbal medicine are combined into coherent, clinically specific formulas. Study focuses primarily upon the approximately 150 classical formulas and their variations. These classical formulas are used to determine a recommended strategy, and modified for individual clinical presentations. Prerequisite(s): OCM526

Chinese Herbal Medicine V: Formulas OCM622

Credits: 4

In this course sequence, students learn how the individual medicinal substances of Chinese herbal medicine are combined into coherent, clinically specific formulas. Study focuses primarily upon the approximately 150 classical formulas and their variations. These classical formulas are used to determine a recommended strategy, and modified for individual clinical presentations.

Chinese Herbs III OCM526

Credits: 3

This course continues our study of herbal medicine. We will continuously review the 50 commonly used medicinals in CM as well as all the herbal categories introduced in CM 521. Additional categories and individual medicinals will be added to our comprehensive list of items to be memorized. Each herbal category will include detailed study of the following: names (Chinese Pinyin, English, botanical), properties, flavors, channels/organs entered, functions, clinical applications, dosage, and contraindications. An important focus of this course is pharmacological assessment, emphasizing the identification of potential side effects, toxicities, and clinically relevant herb-drug interactions. Students will critically evaluate how herbal substances may interact with Western pharmaceuticals and the implications for patient safety and treatment efficacy. Additional topics include legal and ethical considerations, the impact of environmental and horticultural factors on herbal characteristics, and the study of biochemical components and naturally occurring compounds. These

discussions will support a more integrative and evidence-informed understanding of Chinese herbal medicine in contemporary clinical practice.

Chinese Herbs Medicine III Review OCM527

Credits: 1

This class reviews all single herbs and herb categories covered in Chinese Herbal Medicine I-III: The Pharmacopeia.

Chinese History and Culture I HM541

Credits: 1

This course creates a foundation for the study of Chinese medicine by presenting an overview of Chinese history and culture to help students understand the worldview that shaped this medical system. It surveys major historical developments from early Chinese civilization through the classical period and emphasizes cultural influences on the evolution of Chinese medicine.

Chinese Medical Psychology I CM715

Credits: 2

This course explores principles of general psychology, and compares them to Chinese medicine approaches to psychological pathology, including etiology, diagnosis, and treatment in the context of a classical body-mind paradigm. It explores how the five-phase model can be applied to a humanistic psychology, and the use of common herbal formulas and acupuncture to aid in the evolution of being.

Chinese Medical Theory III OCM506

Credits: 4

Chinese Medical Theory III completes the foundational sequence in Classical Chinese Medicine theory, integrating knowledge of the Eight Principles, the Six Stages, the Four Levels, and the Triple Burner system. Students develop clinical reasoning within the framework of classical diagnostic paradigms.

Chinese Medicine Diagnosis Lab OCM507

Credits: 0.75

Chinese Medicine Diagnosis Lab provides supervised practice in classical diagnostic techniques including tongue and pulse diagnosis, patient interview, and physical observation. Students develop proficiency in integrating diagnostic findings into coherent clinical patterns within the framework of Chinese medical theory.

Chinese Medicine Theory I OCM504

Credits: 4

Chinese Medicine Theory I introduces the foundational theoretical frameworks of Classical Chinese Medicine, including Yin-Yang theory, the Five Elements, Qi, Blood, Body Fluids, and the Zang-Fu organ system. Students build the conceptual vocabulary necessary for clinical reasoning within the Chinese medical tradition.

Chinese Medicine Theory II OCM505

Credits: 48

Chinese Medicine Theory II advances students' understanding of Chinese medical theory through study of the channel system, pathogenic factors, disease causation, and the Six Stages of disease. Students develop the analytical tools to interpret complex clinical presentations through classical theoretical frameworks.

Chinese Nutrition OCM603

Credits: 1.5

"This course integrates Chinese dietary therapy with acupuncture and herbal treatment to enhance the practitioner's ability to support patients in achieving balance and improved health. Students will explore the Chinese classification of foods by energetic nature, flavor, and therapeutic function, and learn to combine foods with herbs to formulate clinically effective meals and remedies. In addition to traditional dietary strategies, the course introduces key principles of Asian and Western clinical and medical nutrition, including the role of macro- and micronutrients, evidence-based therapeutic diets, and dietary and supplement prescription. Emphasis is placed on safe, effective integration of nutritional and herbal interventions in clinical settings. The course also includes training in herbal prescription, patient counseling, and herbal preparation techniques, equipping students to formulate individualized herbal and dietary plans. Students will practice communicating dietary and herbal recommendations clearly and ethically, considering patient lifestyle, preferences, and potential contraindications. Hands-on components involve the preparation of therapeutic dishes and basic herbal formulas tailored to specific health conditions, blending culinary skills with clinical application. Students will gain practical experience in designing holistic treatment plans that combine nutrition, herbs, and counseling to support patient-centered care."

Chinese Nutrition ocm603-2

Credits: 1.5

This course integrates Chinese dietary therapy with acupuncture and herbal treatment to enhance the practitioner's ability to support patients in achieving balance and improved health. Students will explore the Chinese classification of foods by energetic nature, flavor, and therapeutic function, and learn to combine foods with herbs to formulate clinically effective meals and remedies. In addition to traditional dietary strategies, the course introduces key principles of Asian and Western clinical and medical nutrition, including the role of macro- and micronutrients, evidence-based therapeutic diets, and dietary and supplement prescription. Emphasis is placed on safe, effective integration of nutritional and herbal interventions in clinical settings. The course also includes training in herbal prescription, patient counseling, and herbal preparation techniques, equipping students to formulate individualized herbal and dietary plans. Students will practice communicating dietary and herbal recommendations clearly and ethically, considering patient lifestyle, preferences, and potential contraindications. Hands-on components involve the preparation of therapeutic dishes and basic herbal formulas tailored to specific health conditions, blending culinary skills with clinical application. Students will gain practical experience in designing holistic treatment plans that combine nutrition, herbs, and counseling to support patient-centered care. Prerequisite(s): CM506

Chinese Pathology I CM609

Credits: 2

This course introduces the foundational mechanisms of disease and pattern differentiation in Chinese medicine. Students examine the interaction between pathogenic factors and Upright Qi, Yin-Yang imbalance, disorders of Qi movement, and the principles of pattern identification according to the Eight Principles and Qi-Blood-Body Fluids. The course then introduces the major Zang-Fu pattern identification systems, emphasizing the etiology, pathology, clinical manifestations, and differential diagnosis of common Internal Organ disorders. Through case-based learning, students develop foundational clinical reasoning skills that serve as the basis for diagnosis and treatment planning.

Chinese Pathology II CM610

Credits: 1.5

This course continues the study of Chinese medicine pathology through advanced Zang-Fu pattern differentiation and the integration of multiple diagnostic systems. Students examine Kidney, Intestine, Bladder, and combined organ patterns, as well as pattern identification according to pathogenic factors, Six Stages, Four Levels, Three Burners, channel systems, Extraordinary Vessels, and Five Element relationships. Emphasis is placed on complex case analysis, differential diagnosis, and integration of multiple pattern identification frameworks for clinical practice.

Classical Texts I CH519

Credits: 2

This course introduces students to the study of classical Chinese medical literature through guided translation and textual analysis. Students develop foundational skills in classical Chinese grammar, vocabulary, and the use of Chinese dictionaries and translation tools. Through close reading of selected passages from classical medical texts, students gain an understanding of the philosophical language and conceptual structure underlying Chinese medicine.

Classical Texts II CH529

Credits: 2

This course continues the development of classical Chinese reading skills through deeper translation and analysis of medical texts. Students examine passages from foundational works including the Huangdi Neijing, while expanding their ability to interpret classical language and apply textual insights to contemporary clinical thinking. Emphasis is placed on understanding the relationship between classical theory and clinical reasoning in Chinese medicine.

Clinic Anatomy II Lab BASO5121L

Credits: 0.75 | **Co-requisites:** BASO5121

(Virtual). This series covers the anatomy of the muscular, skeletal, vascular and nervous elements of the extremities, spinal column and skull. The lab component includes participation in Surface Anatomy labs and Cadaver Labs as an aid to learning the interrelationships of the parts of the human body.

Clinic Anatomy Lab Surface Palpation II BASO5132L

Credits: 0.75 | **Co-requisites:** BASO5131

Surface Anatomy covers the palpable anatomy of the muscular, skeletal, vascular, and nervous elements of the extremities, spinal column and skull which are palpable. The lab component includes participation in palpation labs as an aid to learning the interrelationships of the parts of the human body.

Clinic Anatomy Surface Palpation I BASO5131L

Credits: 0.75 | **Co-requisites:** BASO5131

(Virtual). Surface Anatomy covers the anatomy of the muscular, skeletal, vascular and nervous elements of the extremities, spinal column and skull which are palpable. The lab component includes participation in palpation labs as an aid to learning the interrelationships of the parts of the human body.

Clinic Education CEO520T

Credits: 1.5

Pulled from Winter 26 syllabus In this second course of the series, we continue to build a scaffolding for clinical reasoning and the approach to patient care. We will further develop medical interviewing and physical examination skills while strongly emphasizing the development of a diagnostic framework leading to a working diagnosis. Critical thinking in medical assessment is paramount in the design of this course.

Clinic Education CEO530

Credits: 1.5

Clinic Education provides structured supervised clinical training in an outpatient naturopathic or integrative medicine setting. Students develop patient care skills including intake, assessment, treatment planning, and documentation under faculty supervision.

Clinic Education I CLE5110

Credits: 1.25

In this three-course series, we will explore what it means to be a physician through lecture, small group case-based tutorials, hands-on labs and clinic observation. In the first course of this series, the class begins with developing professional reflection and discussing the doctor patient relationship. We will apply these principles while taking mock patient medical interviews. Through the interviewing process, we will learn medical charting (SOAP notes) and develop critical thinking skills. Physical exam practice will further develop and enhance critical thinking and medical assessment skills. Students will have the opportunity to reflect on real patient visits through 10 hours of clinic observation. Note: Additional fee required.

Clinic Education I CLEO5110

Credits: 2.38

(Virtual) This course series focuses on early development of knowledge, skills and judgement essential for clinical practice. This includes a focus on cultivation of the practitioner, professionalism, evidence-informed practice, foundational clinical skills, charting and physical clinical diagnosis, observation of praxis, and reflection. Throughout the series, year-one students are assigned to NUNM clinic shifts where they will observe routine clinical policies and procedures, doctor/student intern-patient relationships, diagnosis and treatment, application of therapeutic modalities, and referral management.

Clinic Education I Tutorial CE510T

Credits: 1.5

This course develops the foundational skills for functioning as a clinician. We will build a scaffolding for clinical reasoning, diagnosis, and the approach to patient care through cultivating the doctor-patient relationship, conducting a medical interview, charting, performing physical examinations.

Clinic Education I Tutorial CLE5110T

Credits: 1.83

In this three-course series, we will explore what it means to be a physician through small group case-based tutorials and hands-on labs. In the first course of this series, the class will apply the principles of professional reflection and the doctor-patient relationship while taking mock patient medical interviews. Through the interviewing process, we will learn medical charting (SOAP notes) and develop critical thinking skills. Physical exam practice will further develop and enhance critical thinking and medical assessment skills.

Clinic Education I CE510T

Credits: 1.5

Clinic Education I develops the foundational skills for functioning as a clinician. As the first tutorial in a three-term series, it builds a scaffolding for clinical reasoning, diagnosis, and patient-centered care by cultivating the doctor-patient relationship, conducting the medical interview, and documenting the clinical encounter. Through guided practice and reflection, students establish the professional habits and reasoning framework that subsequent Clinic Education courses and clinical training will extend.

Clinic Education II CE520T

Credits: 2.5

In this second course of the series, we continue to build a scaffolding for clinical reasoning and the approach to patient care. We will further develop medical interviewing and physical examination skills while strongly emphasizing the development of a diagnostic framework leading to a working diagnosis. Critical thinking in medical assessment is paramount in the design of this course.

Clinic Education II CLE5121

Credits: 3.08

In this second course of this three-course series, we continue what it means to be a physician through hands-on labs with medical interviewing, medical terminology, medical charting (SOAP notes), and physical exams to add in diagnostic reasoning. We begin to develop working diagnoses and treatment plans meeting specific needs of the patient with regards to determinants of health. Students will have the opportunity to reflect on real patient visits through 10 hours of clinic observation. Note: Additional fee required.

Clinic Education II CLEO5121

Credits: 2.54

(Virtual) This course series focuses on early development of knowledge, skills and judgement essential for clinical practice. This includes a focus on cultivation of the practitioner, professionalism, evidence-informed practice, foundational clinical skills, charting and physical clinical diagnosis, observation of praxis, and reflection. Throughout the series, year-one students are assigned to NUNM clinic shifts where they will observe routine clinical policies and procedures, doctor/student intern-patient relationships, diagnosis and treatment, application of therapeutic modalities, and referral management.

Clinic Education II CE521T

Credits: 1.5

Clinic Education II continues to build the scaffolding for clinical reasoning and patient-centered care begun in Clinic Education I. Students further develop medical interviewing skills while emphasizing the construction of a diagnostic framework that leads to a working diagnosis. Critical thinking in medical assessment is central to this second tutorial in the series, preparing students to reason through increasingly complex presentations in later coursework and clinical training.

Clinic Education III CE530

Credits: 2

"In this third course of the three-class series, we further refine and practice foundational clinical skills with more complex medical cases. We continue to learn and practice regional physical exam skills to support the development of a working diagnosis and begin formation of treatment plans. Using a patient-centered care model, we practice delivering difficult medical news, learn how to take a sexual health interview, and talk to patients about sensitive topics. Emphasis is placed of professionalism and reflection as the student builds knwoledge and skills for practice."

Clinic Education III CEO530T

Credits: 1.5

In this third course of the three-class series, we further refine and practice foundational clinical skills with more complex medical cases. We continue to learn and practice regional physical exam skills to support the development of a working diagnosis and begin formation of treatment plans. Using a patient-centered care model, we practice delivering difficult medical news, learn how to take a sexual health interview, and talk to patients about sensitive topics. Emphasis is placed of professionalism and reflection as the student builds knowledge and skills for practice.

Clinic Education III CLE5132

Credits: 2.92

In this third course of the three-class series, we further refine and practice foundational clinical skills with more complex medical cases. We continue to learn and practice regional physical exam skills to support the development of a working diagnosis and begin formation of treatment plans. Using patient centered care, we practice delivering difficult medical news and learn how to take a sexual health interview. We will have the opportunity to continue to reflect on real patient visits through 10 hours of clinic observation. Note: Additional fee required.

Clinic Education III CLEO5132

Credits: 2.21

In this third course of the three-class series, we further refine and practice foundational clinical skills with more complex medical cases. We continue to learn and practice regional physical exam skills to support the development of a working diagnosis and begin formation of treatment plans. Using patient centered care, we practice delivering difficult medical news and learn how to take a sexual health interview. We will have the opportunity to continue to reflect on real patient visits through 10 hours of clinic observation.

Clinic Education III CE531T

Credits: 1.5

Clinic Education III refines and applies foundational clinical skills to more complex medical cases in the final tutorial of the three-course series. Students continue to develop the working diagnosis and begin forming treatment plans within a patient-centered care model. The course emphasizes the communication competencies essential to practice, including delivering difficult medical news, conducting a sexual health interview, and discussing sensitive topics with patients. Professionalism and reflection are emphasized throughout as students consolidate the knowledge and skills they will carry into clinical training.

Clinic Education Tutorial CLEO5110T

Credits: 2.17

Clinic Education Tutorial provides small-group tutorial instruction complementing clinic education coursework, focusing on clinical reasoning, case analysis, and the integration of naturopathic principles into patient care. Students present and discuss cases in a collaborative learning environment.

Clinic Education Tutorial CLEO5121T

Credits: 1.33

Apply what we have learned in Clinical Education during the school year and put our physical exam skills into practice. This hands-on class will have us practicing like a doctor as we explore vitals, listen to heart and lungs sounds, complete a skin and abdominal exam, and conduct EENT, thyroid and neurological exams, and chart our medical findings.

Clinic Education Tutorial II CLE5121T

Credits: 0

In this second course of this three-course series, we continue to explore what it means to be a physician through hands-on labs with medical interviewing, medical terminology, medical charting (SOAP notes), and physical exams to aid in diagnostic reasoning. We begin to develop working diagnoses and treatment plans meeting specific needs of the patient with regards to determinants of health.

Clinic Education Tutorial III CLE5132T

Credits: 0

In this third course of the three-class series, we further refine and practice foundational clinical skills with more complex medical cases. We continue to learn and practice regional physical exam skills to support the development of a working diagnosis and begin formation of treatment plans. Using patient centered care, we practice delivering difficult medical news and learn how to take a sexual health interview.

Clinic Entrance Exam OAC649

Credits: 0

Clinic Entrance Examination is an administrative assessment that evaluates student readiness to enter the clinical phase of training. No didactic instruction is provided; credit reflects successful examination completion.

Clinic Entrance Exam Biomedicine OBM649

Credits: 0

Clinic Entrance Exam Biomedicine is an administrative assessment evaluating competency in biomedical sciences as a prerequisite for clinical training. No didactic instruction is provided; credit reflects examination completion.

Clinic Entrance Exam Chinese Medicine OCM649

Credits: 0

Clinic Entrance Exam Chinese Medicine is an administrative assessment evaluating foundational competency in Classical Chinese Medicine theory and diagnosis as a prerequisite for clinical internship. No didactic instruction is provided; credit reflects examination completion.

Clinic Exit Examination OCL698

Credits: 0

Clinic Exit Examination is an administrative comprehensive assessment evaluating student competency across clinical and didactic domains as a requirement for program completion. No didactic instruction is provided; credit reflects successful examination completion.

Clinic Internship OCL568

Credits: 2

"Clinical Rounds I and II continue the process of preparing students for clinical internship through observation of a licensed practitioner treating patients in a clinical setting. Over two quarters, students follow a faculty practitioner treating patients in one of the school's teaching

clinics. Under the constant, direct supervision of the faculty practitioner, students will participate in case presentations and take chart notes, recording a patient's history and exam results, as well as assessments and treatments for each patient they observe. Students will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Under the direct supervision of the faculty practitioner, students may participate in direct patient care by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary. Finally, as part of the overall strategy for developing the skills required of a successful practitioner, students will be responsible for cleaning and stocking the treatment rooms at the beginning and the end of each shift and preparing the room between patients."

Clinic Internship Exit Exam CM996

Credits: 0

Clinic Internship Exit Exam is an administrative clinical assessment that evaluates student competency and readiness for independent practice upon completion of the clinical internship. Credit reflects successful examination completion.

Clinic Internship Entrance Exam - Written CM995

Credits: 0

The Clinic Internship Exam is a comprehensive exam assessing student understanding of core course material up until the spring of the third year. Successful passage qualifies the student to enter the clinic as an Intern.

Clinic Internship Entrance Practical Exam CM994

Credits: 0

Clinic Internship Entrance Practical Exam is an administrative hands-on assessment confirming students possess the clinical skills necessary to begin supervised patient care in the internship phase. Credit reflects successful examination completion.

Clinic Internship I OCL656

Credits: 2 | **Co-requisites:** OCL655

At this stage of internship, DACM and MACM degree program students progress from working in pairs to assuming individual responsibility for greeting patients, explaining their role, conducting patient histories and exams, documenting all patient progress and treatment interactions, and proposing to the clinical supervisor a diagnosis and treatment plan for the patient. After the clinical supervisor examines the patient and reviews the diagnosis and treatment plan, the student is responsible for explaining the treatment plan to the patient and administering the treatment, which the supervisor observes, as necessary, to ensure proper treatment.

Clinic Internship II OCL657

Credits: 2

DACM and MACM degree program students' skill, autonomy, and confidence increase at this stage as they assume a greater range of clinical responsibilities. Students continue to conduct patient histories and exams, document all patient progress and treatment interactions, and propose to the clinical supervisor a diagnosis and treatment plan for the patient. The clinical supervisor continues to examine the patient, review the diagnosis and treatment plan, and observe and provide guidance as needed to the student, who administers the treatment and explains the treatment plan to the patient.

Clinic Internship Rotation OCL658

Credits: 1.33

Building on the skills developed in the previous quarters of internship, DACM and MACM degree program students attain a higher level of knowledge, ability, and independence as clinicians while continuing to assume the complete range of treatment responsibilities under the supervision of a clinic faculty member. This phase of training culminates in DACM (and MACM) degree program student interns achieving the level of clinical ability and independence appropriate for entry into the profession.

Clinic Nutrition Rotation GSN580E

Credits: 2

In this clinical immersion experience, students work with patients individually and in a group setting to address nutrition-related concerns. Students will conduct nutrition counseling, nutrition assessment, dietary and menu planning, and write clinical chart notes.

Clinic Observation CLEO5143

Credits: 1.25

In this course, we will continue to explore what it means to be a physician through clinic observation. Students will have the opportunity to reflect on real patient visits through 15 hours of in-person clinic observation.

Clinic Observation Clerkship CE600

Credits: 0.42

"The Clinic Observation Clerkship provides students with supervised observation experiences in clinical settings, allowing them to observe patient interactions, healthcare workflows, interprofessional collaboration, and clinical decision-making processes."

Clinical Clerkship Rotation XC600

Credits: 0

Clinic Observation Clerkship: The Clinic Observation Clerkship provides students with supervised observation experiences in clinical settings, allowing them to observe patient interactions, healthcare workflows, interprofessional collaboration, and clinical decision-making processes.

Clinic Paired Internship OCL655

Credits: 2

This course marks the first phase of supervised clinical internship for DACM and MACM students, involving a minimum of 275 hours of hands-on patient care. Under the direct supervision of licensed acupuncturists, student interns work in pairs to provide comprehensive treatment using acupuncture and Asian medicine modalities as defined in California Business and Professions Code sections 4927(d) and 4937(b). These may include, but are not limited to, acupuncture, moxibustion, cupping, electroacupuncture, tui na, herbal medicine, dietary therapy, and breathing techniques. Students are responsible for greeting patients, explaining their role as interns, conducting patient histories and physical exams, and documenting all clinical interactions. They must present a proposed diagnosis and treatment plan to the clinical supervisor, who reviews and approves it before treatment begins. Once approved, students explain the plan to the patient and carry out the treatment, with the supervisor present for all acupuncture needling procedures to ensure safety and accuracy. This internship provides essential, practical experience in delivering patient-centered care and applying core principles of diagnosis, treatment planning, and therapeutic communication within a supervised clinical setting

Clinic Synthesis I CE628

Credits: 0.5

"The critical element of the development of strong clinicians is synthesizing information learned in the academic setting and bringing it into practical application in the clinical setting. The Clinic Synthesis course series is designed to provide students with practical skill building in creating a diagnostic framework, interviewing, physical examination, diagnostics, resource utilization, and generation of holistic treatment plans. The course series develops a scaffold that helps students develop efficient and effective clinical practice methods with an emphasis on how to specifically operate as a holistic naturopathic practitioner. This second course in the series focuses on advancing skills in interviewing, physical examination and diagnosis in the setting of acute conditions."

Clinic Synthesis I CE623

Credits: 0.25

Clinic Synthesis I: The critical element of the development of strong clinicians is synthesizing information learned in the academic setting and bringing it into practical application in the clinical setting. The Clinic Synthesis course series is designed to provide students with practical skill building in creating a diagnostic framework, interviewing, physical examination, diagnostics, resource utilization, and generation of holistic treatment plans. The course series develops a scaffold that helps students develop efficient and effective clinical

practice methods with an emphasis on how to specifically operate as a holistic naturopathic practitioner. This second course in the series focuses on advancing skills in interviewing, physical examination and diagnosis in the setting of acute conditions.

Clinic Synthesis II CE713

Credits: 0.25

Clinic Synthesis II: Clinic Synthesis II focuses on integrating theoretical knowledge with clinical practice in the context of reproductive medicine, urology, nephrology, oncology, and related specialties. Students develop clinical reasoning skills, patient management strategies, and interdisciplinary collaboration.

Clinic Synthesis III CE813

Credits: 0.25

Clinic Synthesis III: Clinic Synthesis III builds upon previous clinical experiences and integrates theoretical knowledge with advanced clinical practice in diverse healthcare settings. Students further develop clinical reasoning, patient management skills, interprofessional collaboration, and continuity of care within a supervised clinical environment.

Clinic Synthesis Intro CE531

Credits: 0.5

"The critical element of the development of strong clinicians is synthesizing information learned in the academic setting and bringing it into practical application in the clinical setting. The Clinic Synthesis course series is designed to provide students with practical skill building in creating a diagnostic framework, interviewing, physical examination, diagnostics, resource utilization, and generation of holistic treatment plans. The course series develops a scaffold that helps students develop efficient and effective clinical practice methods with an emphasis on how to specifically operate as a holistic naturopathic practitioner. This introductory course in the series focuses on integrating information learned in the biomedical sciences and clinical education courses."

Clinic Trainee OCL620

Credits: 2 | **Prerequisites:** OAC611; OAC611 | **Co-requisites:** OAC612

In Clinic Trainee I-III, students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor, who is physically present at all times to observe all student-patient interactions. Students are responsible for greeting patients, explaining their role, conducting patient histories and exams, and documenting all patient progress and treatment interactions. In concert with the clinical supervisor, students formulate a diagnosis and devise an appropriate treatment plan after which they are assisted by the supervisor in treating the patient. Over the course of Clinic Trainee I-III, students will assume a greater role in the diagnosis, treatment planning, and actual treatment of patients themselves as they prepare for the next phase of their clinical education, where they will function with greater autonomy in caring for patients. (Note: these courses are for MACM and DACM students.)

Clinic Trainee II OCL621

Credits: 2 | **Prerequisites:** OAC611; OAC611 | **Co-requisites:** OAC612

Clinic Trainee II provides advancing supervised clinical experience in patient assessment, differential diagnosis, and treatment in the outpatient clinic setting. Students build on foundational clinical training with increasing clinical responsibility and case complexity.

Clinic Trainee III OCL622

Credits: 2 | **Prerequisites:** OCL620; OCL620 | **Co-requisites:** OCL621

"In Clinic Trainee I-III, students participate in all facets of patient care, including needling, under the direct supervision of a clinical supervisor, who is physically present at all times to observe all student-patient interactions. Students are responsible for greeting patients, explaining their role, conducting patient histories and exams, and documenting all patient progress and treatment interactions. In concert with the clinical supervisor, students formulate a diagnosis and devise an appropriate treatment plan after which they are assisted by the supervisor in treating the patient. Over the course of Clinic Trainee I-III, students will assume a greater role in the diagnosis, treatment

planning, and actual treatment of patients themselves as they prepare for the next phase of their clinical education, where they will function with greater autonomy in caring for patients. (Note: these courses are for MACM and DACM students.)"

Clinical Anatomy I BAS5111

Credits: 3 | **Co-requisites:** BAS5111T

Clinical Anatomy I covers the anatomy of the upper extremity, joint types, muscle types, heart, great vessels, neuromuscular units, lungs, arthrokinematics, pelvis, hip, renal anatomy, gluteal region and thigh.

Clinical Anatomy I BS512

Credits: 2

Explore the detailed anatomy of the musculoskeletal, integumentary, cardiovascular, and circulatory systems in this first course of a three-part series that parallels the other biomedical sciences curriculum. This course emphasizes the clinical applications and integrates lectures with case studies to demonstrate the practical relevance of anatomical knowledge in medical practice. Students will gain insights into the anatomical basis of common clinical procedures, pathological conditions, and their relationship with pathophysiology, preparing them for advanced clinical roles.

Clinical Anatomy I BS512-2

Credits: 2

Explore the detailed anatomy of the musculoskeletal, integumentary, cardiovascular, and circulatory systems in this first course of a three-part series that parallels the other biomedical sciences curriculum. This course emphasizes the clinical applications and integrates lectures with case studies to demonstrate the practical relevance of anatomical knowledge in medical practice. Students will gain insights into the anatomical basis of common clinical procedures, pathological conditions, and their relationship with pathophysiology, preparing them for advanced clinical roles.

Clinical Anatomy I SB512

Credits: 2

Clinical Anatomy I is the first of a three-course series examining human anatomy by organ system. It covers the musculoskeletal, integumentary, cardiovascular, and circulatory systems, emphasizing the clinical relevance of anatomical structure to common procedures, pathological conditions, and pathophysiology. Taught alongside Medical Physiology I and the Clinical Anatomy I Lab, it builds the structural foundation applied throughout the biomedical sciences and clinical training.

Clinical Anatomy I Lab BASO5111L

Credits: 0.75

(Virtual). Surface Anatomy covers the anatomy of the muscular, skeletal, vascular and nervous elements of the extremities, spinal column and skull which are palpable. The lab component includes participation in palpation labs as an aid to learning the interrelationships of the parts of the human body.

Clinical Anatomy I Lab BS512L

Credits: 0.5

This lab course accompanies clinical anatomy, providing hands-on experience with the state-of-the-art Anatomage Table. This revolutionary technology offers students an opportunity to explore human anatomy in a digital format, combining patient data with interactive 3D technology to simulate dissection and functional studies of all body systems. In this first course of a three-part series the emphasis will be on the musculoskeletal, cardiovascular, and circulatory organ systems. Through virtual dissections and identification of key anatomical landmarks students will bridge the gap between theoretical knowledge and practical application.

Clinical Anatomy I Lab SB512L

Credits: 0.5

This lab accompanies Clinical Anatomy I, using high resolution physical models, diagnostic images, and the Anatomage virtual dissection table to study anatomy through interactive 3D imaging and integrated patient data. Students can perform virtual dissections and identify key anatomical landmarks of the musculoskeletal, cardiovascular, and circulatory systems, translating lecture content into applied structural knowledge. It is the first of three lab courses paralleling the Clinical Anatomy series.

Clinical Anatomy II BAS5121

Credits: 3 | **Prerequisites:** BAS5111; BAS5111 | **Co-requisites:** BAS 5121T

Clinical Anatomy II covers the anatomy of the internal organs and muscular, skeletal, vascular and nervous elements of the extremities, spinal column and skull.

Clinical Anatomy II BS522

Credits: 2

"Explore the detailed anatomy of the urinary, respiratory, immunologic, and gastrointestinal systems in this second course of a three-part series that parallels the other biomedical sciences curriculum. This course emphasizes the clinical applications and integrates lectures with case studies to demonstrate the practical relevance of anatomical knowledge in medical practice. Students will gain insights into the anatomical basis of common clinical procedures, pathological conditions, and their relationship with pathophysiology, preparing them for advanced clinical roles."

Clinical Anatomy II SB522

Credits: 2

Clinical Anatomy II, the second course in the series, examines the urinary, respiratory, immunologic, and gastrointestinal systems. It emphasizes the clinical relevance of anatomical structure to common procedures, pathological conditions, and pathophysiology. Taught alongside Medical Physiology II and the Clinical Anatomy II Lab, it continues the structural foundation carried into pathology and clinical training.

Clinical Anatomy II Lab BAS5121L

Credits: 1.5 | **Co-requisites:** BAS 5121

This course is presented in two parts. Part one includes training in the art of surface palpation to identify anatomical structures on a student partner supplemented by anatomical aides. Surface palpation helps the practitioner acquire the skills to recognize anatomical structures, communicate professionally and honor modesty with patients throughout the process. Part two includes use of digital cadaver dissection, and anatomical models and atlases, allowing students to identify macroscopic internal and external structures of the body. This course provides students with the opportunity to apply knowledge learned in Clinical Anatomy II lecture to hands on application.

Clinical Anatomy II Lab BS522L

Credits: 0.5

This lab course accompanies clinical anatomy, providing hands-on experience with the state-of-the-art Anatomage Table. This revolutionary technology offers students an opportunity to explore human anatomy in a digital format, combining patient data with interactive 3D technology to simulate dissection and functional studies of all body systems. In this second course of a three-part series the emphasis will be on the urinary, respiratory, immunologic, and gastrointestinal organ systems. Through virtual dissections and identification of key anatomical landmarks students will bridge the gap between theoretical knowledge and practical application.

Clinical Anatomy II Lab SB522L

Credits: 0.5

This lab accompanies Clinical Anatomy II, using high resolution physical models, diagnostic images, and the Anatomage virtual dissection table for interactive 3D study of the urinary, respiratory, immunologic, and gastrointestinal systems. Students can perform virtual dissections and identify key anatomical landmarks, applying lecture content to structural analysis. It is the second of three lab courses in the series.

Clinical Anatomy II Tutorial BAS5121T

Credits: 1 | **Co-requisites:** BAS 5121

In this course, using clinical cases, students further explore the principles of differential diagnosis, medical imaging, and clinical pathology as they relate to clinical anatomy. Point-of-Care Ultrasound is used to visualize anatomical structures which allows students to develop a deeper understanding of anatomy as it applies to structure and function. This course provides students with the opportunity to apply knowledge learned in Clinical Anatomy II to clinical cases.

Clinical Anatomy III BS531

Credits: 2

"Explore the detailed anatomy of the central and peripheral nervous sytem, specialized sense, endocrine system, and reproductive system in this third course of a three-part series that parallels the other biomedical sciences curriculum. This course emphasizes the clinical applications and integrates lectures with case studies to demonstrate the practical relevance of anatomical knowledge in medical practice. Students will gain insights into the anatomical basis of common clinical procedures, pathological conditions, and their relationship with pathophysiology, preparing them for advanced clinical roles."

Clinical Anatomy III SB531

Credits: 2

Clinical Anatomy III, the final course in the series, examines the central and peripheral nervous systems and the endocrine and reproductive systems. It emphasizes the clinical relevance of anatomical structure to common procedures, pathological conditions, and pathophysiology. Taught alongside Medical Physiology III and the Clinical Anatomy III Lab, it completes the structural foundation carried into clinical training.

Clinical Anatomy III Lab BS531L

Credits: 0.5

"This lab course accompanies clinical anatomy, providing hands-on experience with the state-of-the-art Anatomage Table. This revolutionary technology offers students an opportunity to explore human anatomy in a digital format, combining patient data with interactive 3D technology to simulate dissection and functional studies of all body systems. In this third course of a three-part series the emphasis will be on the central and peripheral nervous system, specialized sense, endocrine system, and reproductive system. Through virtual dissections and identification of key anatomical landmarks students will bridge the gap between theoretical knowledge and practical application."

Clinical Anatomy III Lab SB531L

Credits: 0.5

This lab accompanies Clinical Anatomy III, using high resolution physical models, diagnostic images, and the Anatomage virtual dissection table for interactive 3D study of the nervous system and the endocrine and reproductive systems. Students can perform virtual dissections and identify key anatomical landmarks, completing the applied anatomy series.

Clinical Anatomy Lab I BAS5111L

Credits: 1.5 | **Co-requisites:** BAS5111

This course is presented in two parts. Part one includes training in the art of surface palpation to identify anatomical structures on a student partner supplemented by anatomical aides. Surface palpation helps the practitioner acquire the skills to recognize anatomical structures, communicate professionally and honor modesty with patients throughout the process. Part two includes use of digital cadaver dissection, and anatomical models and atlases, allowing students to identify macroscopic internal and external structures of the body. This course provides students with the opportunity to apply knowledge learned in Clinical Anatomy I lecture to hands on application. Corequisite(s): BAS 5111, BAS 5111T. Note: Additional fee required.

Clinical Anatomy Tutorial I BAS5111T

Credits: 1 | **Co-requisites:** BAS5111

In this course, using clinical cases, students are introduced to the principles of differential diagnosis, medical imaging, and clinical pathology as they relate to clinical anatomy. Point-of-Care Ultrasound is used to visualize anatomical structures which allows students to develop a deeper understanding of anatomy as it applies to structure and function. This course provides students the opportunity to apply knowledge learned in Clinical Anatomy I to clinical cases. Corequisite(s): BAS 5111, BAS 5111L.

Clinical and Physical Diagnosis I CE617

Credits: 0.5

No description yet (do not use AY24 listed in column AA)

Clinical and Physical Diagnosis IV CE717

Credits: 1

The course provides an opportunity to learn and perform clinical breast/chest exams, pelvic exams, and male genital exams and various special procedures with standardized patients in the lab. We will also cultivate professionalism during exams and procedures.

Clinical and Physical Diagnosis V CE727

Credits: 0.5

No description yet (do not use AY24 listed in column AA)

Clinical and Physical Diagnosis VI CE737

Credits: 0.5

No description yet (do not use AY24 listed in column AA)

Clinical Assessment & Physical Diagnosis I CE517

Credits: 0.5

Clinical Assessment & Physical Diagnosis I introduces students to the foundations of patient assessment and professional clinical practice. Through a combination of didactic instruction, demonstration, and hands-on laboratory experiences, students develop core skills in patient communication, professionalism, trauma-informed care, and evidence-based clinical examination. Laboratory activities emphasize assessment of vital signs, cardiovascular examination, and peripheral vascular evaluation while reinforcing concepts from concurrent coursework in anatomy, physiology, and biochemistry. Students learn to correlate normal structure and function with physical examination findings and begin integrating clinical reasoning through case-based applications.

Clinical Assessment & Physical Diagnosis II CE527

Credits: 0.5

In this second course of the CAPD series, several more regional physical exams will be explored: Lung/thorax exam, Abdominal exam, Dermatology exam, and Lymph exam. Emphasis will be on performing correct exam techniques and charting normal findings. There will be opportunities to build skills and integrate learning from previous terms.

Clinical Assessment & Physical Diagnosis III CE537

Credits: 0.5

Clinical Assessment & Physical Diagnosis III builds on previously acquired examination skills through advanced assessment of the nervous system and the head and neck. Students develop proficiency in neurologic and ear, eye, nose, and throat (EENT) examinations while continuing to apply evidence-based principles and professional clinical behaviors. Laboratory experiences reinforce foundational knowledge from anatomy, physiology, and related biomedical sciences by connecting physical examination findings with underlying structure and function. The course culminates in the performance of a comprehensive annual physical examination, integrating examination skills from across the curriculum into a systematic patient assessment and clinical reasoning process.

Clinical Biochemistry and Nutrition GSN555

Credits: 3 | **Co-requisites:** GSN524

Learn the science-based and personalized approach to medical nutrition therapy that uses conventional and functional medicine specialty laboratory tests to screen, diagnose and monitor nutrition-related problems and diseases. Apply clinical nutrition knowledge and nutritional biochemistry to interpret qualitative and quantitative biomarkers that reveal nutrient status, disorders of metabolism, oxidative damage, toxic exposure, neuroendocrine activity, intestinal dysbiosis, genomic and epigenetic Factors that influence nutrition status and requirements. Correlate laboratory findings with other biomarkers to formulate nutrition care plans that address the unique biochemical profiles of patients. Prerequisite: GSN514 or equivalent

Clinical Biochemistry I BS511

Credits: 4

"Unlock the secrets of human health at the molecular level in this dynamic Clinical Biochemistry course. Explore the intricate world of biomolecules, enzyme kinetics, metabolic pathways, and biochemical regulation through the lens of clinical relevance and real-world applications. Learn how these fundamental concepts underpin medical diagnostics and treatment strategies, equipping you with the knowledge to address complex clinical challenges. Engage in a curriculum that not only deepens your understanding but also empowers you to apply biochemical principles to innovate in the field of medicine."

Clinical Biochemistry I SB511

Credits: 2

Clinical Biochemistry I is a deep dive into carbohydrate and energy metabolism and the biochemistry of hemoglobin. Building on the foundational survey in Introduction to Clinical Biochemistry, students trace glucose through glycolysis, pyruvate oxidation, the TCA cycle, and oxidative phosphorylation, then examine gluconeogenesis, glycogen metabolism, the pentose phosphate pathway, and fructose and galactose metabolism. Throughout, pathway defects are tied to clinical disease, from glycogen storage and G6PD deficiencies to galactosemia, sickle cell disease, and the thalassemias. As a first-year foundational course, it develops the mechanistic and laboratory reasoning assessed on NPLEX Part I and carried into pathology and clinical diagnosis.

Clinical Biochemistry II BS521

Credits: 4

"Build on your foundational knowledge with Clinical Biochemistry II, where advanced topics in molecular biology, genetics, and metabolic disorders take center stage. Delve deeper into the complexities of biochemical markers that are pivotal in clinical diagnosis and ongoing patient monitoring. This course offers an immersive exploration of how genetic variations and molecular interactions influence health and disease, preparing you to harness these insights in clinical practice."

Clinical Biochemistry II SB521

Credits: 4

Clinical Biochemistry II continues to build from the concepts in Clinical Biochemistry I. Students work through lipid and lipoprotein metabolism and cardiovascular risk; amino acid catabolism, the urea cycle, and one-carbon and nucleotide pathways; hormone-mediated signal transduction and metabolic integration; and heme, iron, and copper biology. The course adds the biochemistry of amino acid-derived neurotransmitters, reactive oxygen species and drug detoxification, and altered cancer metabolism. Throughout, enzyme defects and regulatory disruptions are linked to clinical disease, from familial dyslipidemias to porphyrias, Wilson disease, and gout. As a first-year foundational course, it consolidates the metabolic biochemistry assessed on NPLEX Part I and underpins pharmacology and clinical diagnosis.

Clinical Board Reveiw CLE495

Credits: 0

This course provides naturopathic medical (ND) students with a comprehensive review of foundational and clinical concepts in preparation for licensure examinations and clinical practice. Emphasis is placed on the integration and application of core competencies, including diagnosis, treatment planning, clinical reasoning, and patient management across diverse patient populations.

Clinical Case Presentation CM641

Credits: 2

Introduces students to clinical case presentation using simulated cases. Emphasis is placed on organization, diagnostic reasoning, and communication using CM frameworks. Students are also introduced to basic research literacy, including how to identify relevant literature, interpret clinical evidence, and incorporate evidence-informed perspectives into case analysis.

Clinical Internship Rotation XC800

Credits: 2

Students begin assuming primary responsibility for patient care under close supervision, including patient intake, interviewing, assessment, charting, and formulation of CM diagnoses with attention to biomedical red flags. Emphasis is placed on safe practice, professional conduct, and understanding the full arc of patient care. Students begin integrating Chinese medicine principles into clinical reasoning and treatment planning, with directly supervised needling and therapeutic interventions.

Clinical Mentoring Rotation XC710

Credits: 2

Introduces students to direct patient care under continuous, on-site supervision by a licensed clinical supervisor. Students participate in all facets of patient care, including greeting patients, conducting histories and examinations, documenting encounters, formulating diagnoses (Eastern and Western red flag), and assisting with treatment delivery (including needling). Emphasis is placed on safe clinical practice, professional communication, and application of Eastern diagnosis and Western (red flag) diagnostic procedures.

Clinical Nutrition I CS613

Credits: 1.5

The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutcal supplementation are covered as forms of therapy. This first course focuses on nutritional strategies to support musculoskeletal health as well as decrease inflammation. A particular emphasis of this course is the role of nutrition in the gut immune axis. Nutritional approaches to various forms of anemia are also covered.

Clinical Nutrition I TH614

Credits: 1.25

Clinical Nutrition I: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as forms of therapy. This first course focuses on nutritional strategies to support musculoskeletal health as well as decrease inflammation. A particular emphasis of this course is the role of nutrition in the gut immune axis. Nutritional approaches to various forms of anemia are also covered.

Clinical Nutrition II CS623

Credits: 1.5

The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This second course focuses on nutritional strategies to treat gastrointestinal and dermatologic conditions.

Clinical Nutrition II TH624

Credits: 1.25

Clinical Nutrition II: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This second course focuses on nutritional strategies to treat gastrointestinal and dermatologic conditions.

Clinical Nutrition III CS634

Credits: 1.5

The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This third course focuses on nutritional strategies to treat metabolic, endocrine, cardiovascular, and pulmonary conditions. The role of diet in cardiovascular disease prevention and the treatment of metabolic syndrome and diabetes are strongly emphasized.

Clinical Nutrition III TH634

Credits: 1.25

Clinical Nutrition III: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This third course focuses on nutritional strategies to treat metabolic, endocrine, cardiovascular, and pulmonary conditions. The role of diet in cardiovascular disease prevention and the treatment of metabolic syndrome and diabetes are strongly emphasized.

Clinical Nutrition IV TH714

Credits: 1.25

Clinical Nutrition IV: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This fourth course focuses on nutritional strategies to treat reproductive, nephrological, and urological conditions, as well as nutritional strategies to support patients undergoing cancer treatment.

Clinical Nutrition V TH724

Credits: 1.25

Clinical Nutrition V: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This fifth course focuses on the role of nutritional medicine in psychiatric and neurological conditions. The gut brain axis is emphasized as an avenue for applying nutritional concepts in a holistic paradigm.

Clinical Nutrition VI TH734

Credits: 1.25

Clinical Nutrition VI: The Clinical Nutrition course series focuses on the role of nutrition in health promotion, disease prevention, and disease-specific therapeutic interventions. Both dietary patterns and nutraceutical supplementation are covered as elements of therapy. This sixth course focuses on the role of nutritional medicine in conditions of the eyes, ears, nose and throat. There is an additional focus on nutritional considerations in pediatric and geriatric populations.

Clinical Observation / Theater II Rotation XC520

Credits: 2

Expands students' clinical observation experience through mentorship. Students observe experienced practitioners treating diverse patient populations and pathologies, emphasizing diagnostic reasoning (Eastern and Western red flag), patient–practitioner interaction, procedural flow, integrative standards of care, and case documentation, including patient timelines and clinical reasoning.

Clinical Physical Diagnosis CM643

Credits: 1.25

Students learn to perform and interpret integrative physical examinations of major body systems, with emphasis on recognizing red flags requiring referral or co-management.

Clinical Pre-Internship Rotation XC770

Credits: 1

This course prepares students for entry into clinical internship through supervised pre-internship clinical training. Students develop foundational clinical competencies including patient intake, documentation, treatment planning, and professional communication. Emphasis is placed on safe practice, integration of Chinese medicine theory with clinical application, and readiness for supervised patient care.

Clinical Reasoning I CS615

Credits: 1.67

This course employs a problem-based learning model within small groups to enhance clinical reasoning and familiarity with medical evidence. Students engage in case studies that are intricately designed around key organ systems such as the musculoskeletal, rheumatologic, immunologic, and hematologic systems. Through collaborative discussion and active exploration, students address common healthcare challenges, integrating clinical science principles. The course emphasizes the development of critical clinical skills, including patient interviewing, physical examinations, clinical assessments, and medical charting. This dynamic, active learning environment equips students with the essential skills and attitudes needed to excel as medical professionals.

Clinical Reasoning I SC615T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Reasoning II CS626T

Credits: 1.67

"This course employs a problem-based learning model within small groups to enhance clinical reasoning and familiarity with medical evidence. Students engage in case studies that are intricately designed around key organ systems such as the gastrointestinal and dermatologic systems as well as minor surgery application. Through collaborative discussion and active exploration, students address common healthcare challenges, integrating clinical science principles. The course emphasizes the development of critical clinical skills, including patient interviewing, physical examinations, clinical assessments, and medical charting. This dynamic, active learning environment equips students with the essential skills and attitudes needed to excel as medical professionals"

Clinical Reasoning II SC625T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Reasoning III CS635T

Credits: 1.67

This course employs a problem-based learning model within small groups to enhance clinical reasoning and familiarity with medical evidence. Students engage in case studies that are intricately designed around key organ systems such as the cardiovascular, respiratory, and endocrine systems. Through collaborative discussion and active exploration, students address common healthcare challenges, integrating clinical science principles. The course emphasizes the development of critical clinical skills, including patient interviewing, physical examinations, clinical assessments, and medical charting. This dynamic, active learning environment equips students with the essential skills and attitudes needed to excel as medical professionals.

Clinical Reasoning III SC635T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Reasoning IV SC715T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Reasoning V SC725T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Reasoning VI SC735T

Credits: 3

This course employs a team-based, case-based learning model to develop clinical reasoning, medical decision making, and critical thinking skills essential to medical practice. Each term, students engage with patient cases aligned to the clinical topics under concurrent study across the curriculum, applying clinical science principles, working through diagnostic reasoning, and arriving at clinical conclusions. Through collaborative discussion and exploration, students build competency in patient interviewing, clinical assessment, and medical documentation.

Clinical Remediation CM997

Credits: 0

Clinical Remediation is an administrative course for students who require additional supervised clinical training to meet competency requirements. No didactic instruction is provided; credit reflects completion of the remediation plan.

Clinical Rounds I OCL567

Credits: 1

"Clinical Rounds I and II continue the process of preparing students for clinical internship through observation of a licensed practitioner treating patients in a clinical setting. Over two quarters, students follow a faculty practitioner treating patients in one of the school's teaching clinics. Under the constant, direct supervision of the faculty practitioner, students will participate in case presentations and take chart notes, recording a patient's history and exam results, as well as assessments and treatments for each patient they observe. Students will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Under the direct supervision of the faculty practitioner, students may participate in direct patient care by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary. Finally, as part of the overall strategy for developing the skills required of a successful practitioner, students will be responsible for cleaning and stocking the treatment rooms at the beginning and the end of each shift and preparing the room between patients."

Clinical Secondary Rotation Transition CLE7302

Credits: 1.5

Clinical Secondary Rotation Transition provides bridging instruction and orientation as students move between clinical rotation assignments. Students receive guidance on adapting clinical skills and patient care approaches to new clinical environments and supervisory contexts.

Clinical Skills Assessment XC890

Credits: 0.333333333333333

Clinical Skills Assessment is an administrative OSCE-style evaluation used to assess students' clinical competency at defined points in their training. Credit reflects successful assessment completion.

Clinical Skills Enhancement Tutoring CLE827

Credits: 0

This course is assigned to students who require extra support in meeting minimal levels of clinical competency. Students are referred for additional instruction by their clinical supervisors or program director. During this six-week course, students are tutored individually or in a small group in areas where they need skill development.

Clinical Theater I OCL538

Credits: 2

The purpose of this course sequence is to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live “clinical theaters” in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients’ conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients’ tongues to understand how this diagnostic element factors into the instructor’s overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite(s): CL535

Clinical Theater I OCL542

Credits: 1

Clinical Theater I introduces students to the supervised clinical environment through structured observation of patient encounters and clinical procedures. Students develop professional presence, observational skills, and familiarity with clinic workflows prior to independent patient care.

Clinical Theater II OCL539

Credits: 2

The purpose of this course sequence is to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live “clinical theaters” in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients’ conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients’ tongues to understand how this diagnostic element factors into the instructor’s overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite(s): CL535

Clinical Tutoring CLE829

Credits: 0

This course provides one-on-one tutoring in the clinical setting, by a faculty member, for students who require extra support in meeting minimal levels of clinical competency.

Collaborative Care Case Presentation CH930

Credits: 1

Focuses on interdisciplinary case presentation and collaborative care for complex cases. Students synthesize CM, biomedical, and research evidence to support clinical decision-making, with emphasis on critical appraisal of literature, outcome evaluation, and communication within integrative healthcare teams.

Collaborative Care Internship Rotation XC820

Credits: 2

In the collaborative care rotation, DAcCHM interns and their supervisor collaborate with naturopathic primaries and their ND supervisor to provide patient-centered care focused on the non-opioid treatment of pain. Students are provided with opportunities to broaden and strengthen their clinical skills within the context of diverse pain pathologies, patient populations, and uniquely individualized treatments. All aspects of the therapeutic encounter are addressed and assessedâ€"with special attention to the arc of patient care management, interviewing and assessment, clinical reasoning, therapeutics, integrative medical systems, and the standard of care expected of a licensed practitioner.

Collaborative Global Health Experience GSGH837E

Credits: 4

This course allows students to opportunity for an experiential learning course or trip offered by or through a non-NUNM organization, such as Child Family Health International (CFHI). Students select an opportunity that will provide insight into diverse public health and/or healthcare systems; assist with health-related program development, implementation or evaluation; engage in health-related research or surveillance activities; or participate in other health-related activities. Students work with the Dean of the School of Undergraduate and Graduate Studies (SUGS) to select an appropriate, structured global health opportunity that will consist of a minimum of 36 hours (three credits) of work or programming to satisfy this academic requirement.

Collaborative Global Health Experience IM443E

Credits: 4

This course allows students to opportunity for an experiential learning course or trip offered by or through a non-NUNM organization, such as Child Family Health International (CFHI). Students select an opportunity that will provide insight into diverse public health and/or healthcare systems; assist with health-related program development, implementation or evaluation; engage in health-related research or surveillance activities; or participate in other health-related activities. Students work with the Dean of the School of Undergraduate and Graduate Studies (SUGS) to select an appropriate, structured global health opportunity that will consist of a minimum of 36 hours (three credits) of work or programming to satisfy this academic requirement. Prerequisite(s): Prerequisite(s): Approval from the Dean of SUGS. Note: Itinerary-specific trip fee applies. Note: Itinerary-specific trip fee applies.

Community Education CLE930

Credits: 1

Community Education provides structured experience in delivering health education to community members. Students develop and implement public health education initiatives under faculty guidance, building skills in health communication and community engagement.

Community Education CM871

Credits: 0.5

Toward the attainment of this credit assignment, students are supported through the process of developing professional relationships and creating/delivering educational offerings to the public.

Community Education- Doctorate CMD871

Credits: 1

Community Education — Doctorate provides advanced supervised experience in health education program development and delivery for doctoral-level students. Students design and lead community health education initiatives that integrate evidence-based naturopathic medicine principles.

Community Engagement and Service Learning CLE7311

Credits: 2

Holism is a central theme in naturopathic medicine. This is a paradigm of medicine that takes into account all of the factors that influence a person's health and includes the person within their community and social construct. The purpose of this course is to provide a variety of opportunities in community engagement and service learning in order to help students develop a fist-hand understanding of socioeconomic and environmental factors that affect individual and community health. Through authentic community engagement and service, students can better understand the fundamental challenges in health equity, and they will be poised to dismantle barriers as future physicians Prerequisite(s): CLE 5131.

Community Health & Chemical Dependency OIM560E

Credits: 2

"Chemical dependency on alcohol and drugs remains a critical public health challenge in our society. This course explores the role of Chinese medicine as a leading drug-free therapy in the treatment of chemical dependency, emphasizing its integration with counseling, support networks, and community health resources. Students will examine the unique physiological, socioeconomic, cultural, and spiritual dimensions of addiction, with a focus on clinical strategies used by chemical dependency acupuncture therapists to support detoxification and withdrawal. In addition to treatment methods, the course provides comprehensive training in HIV/AIDS education and presents models for applying Chinese medicine to broader community health initiatives. Through a combination of theoretical study and practical application, students will gain a holistic understanding of how Chinese medicine can support recovery and wellness in diverse populations."

Community Health and Chemical Dependency OIM560

Credits: 2

"Chemical dependency on alcohol and drugs remains a critical public health challenge in our society. This course explores the role of Chinese medicine as a leading drug-free therapy in the treatment of chemical dependency, emphasizing its integration with counseling, support networks, and community health resources. Students will examine the unique physiological, socioeconomic, cultural, and spiritual dimensions of addiction, with a focus on clinical strategies used by chemical dependency acupuncture therapists to support detoxification and withdrawal. In addition to treatment methods, the course provides comprehensive training in HIV/AIDS education and presents models for applying Chinese medicine to broader community health initiatives. Through a combination of theoretical study and practical application, students will gain a holistic understanding of how Chinese medicine can support recovery and wellness in diverse populations."

Community Nutrition and Food Policy GSN509

Credits: 2

This course examines community nutrition within the context of our current globalized food system. It is an overview of factors influencing nutritional health within the population at large with a focus on how communities meet their nutritional needs. We use an intersectional lens to understand the complexity of working within a community to empower and mobilize participants towards greater health. In addition, the coursework examines the role of public and private agencies in community assessment, nutritional interventions and public health assurance. This includes an investigation and discussion of how policy influences the nutritional status of communities. We use the socio-ecological model to assess how social determinants of health and systems of oppression. are interwoven with all aspects of the food system. This course will also examine various theories and model of public health and how they are utilized to gain a greater understanding of the current landscape of community nutrition. Lastly, students will research the needs of a specific population and create a nutritional intervention that aims to decrease health disparities by addressing issues of equity within a public health model.

Community Outreach Practicum OPD505

Credits: 0.89

"Community Outreach allows students to develop essential skills and experience in educating and informing the public about Chinese medicine. Participating in outreach events such as health fairs, educational forums, and community wellness programs helps students build strong communication and public engagement skills that directly support practice growth and development after graduation. These experiences foster confidence in promoting their services, building professional networks, and connecting with diverse patient communities. Faculty are available to meet individually with each student to support the completion of Community Outreach learning objectives. They serve as a resource for education in public speaking, community engagement, network-building, and foundational marketing strategies relevant to clinical practice. Faculty collaborate with the course TA and work-study students to coordinate offsite opportunities and support student-led outreach initiatives. Additionally, they provide consent forms, supervisor liability coverage, and promotional materials to assist with both independent proposals and school-sponsored events."

Comparative Global Health Systems GSGH513

Credits: 2

In this course, students examine diverse models of health systems currently in use around the globe. Topics include service delivery; access and utilization; workforce preparation and practice; health information systems; the distribution of, and access to, medical products (medicine, vaccines, technology); financing; and governance and leadership. Additional topics include resource allocation challenges and relevant policy development and implementation processes.

Comparative Health Professions OIM660

Credits: 2

The aim of this course is to foster awareness of the range of health care professions in our society and develop an understanding and appreciation of their different philosophies, cultures, and health care practices. Particular attention is paid to exploring the many ways in which health care professionals from diverse professions may collaborate and refer patients in the delivery of cost effective health care. (This course is for DACM students only.)

Conference in Global Health GSGH706E

Credits: 1

To obtain credit for this course, students must attend an academic or professional conference or three local presentations/workshops that focus on global health issues. Several assignments relating to conference or local presentation/workshop content and networking opportunities are required. This course may be taken during any term and repeated once for elective credit. Note: Additional fee required

Cooking and Considering Meat & Seafood GSN542E

Credits: 2

This course familiarizes students with various means of sourcing, handling and preparing meat and seafood. Students learn about the ecological considerations of meat consumption, as well as specific culinary techniques and recipe patterns for preparing and serving a variety of proteins.

Cooking and Considering Meat and Seafood NU472E

Credits: 2

This course familiarizes students with various means of sourcing, handling and preparing meat and seafood. Students learn about the ecological considerations of meat consumption, as well as specific culinary techniques and recipe patterns for preparing and serving a variety of proteins. Note: Additional fee required.

Cooking Pedagogy GSN538

Credits: 2

This course teaches students how to teach others in a kitchen setting. In addition, students learn proper food preparation techniques, recipes and menu development, and food pairings.

Cooking Pedagogy NU469E

Credits: 2

This course teaches students how to teach others in a kitchen setting. In addition, students learn proper food preparation techniques, recipes and menu development, and food pairings. Note: Additional fee required when in-person.

Cooking with Medicinal Herbs GSN557

Credits: 2

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use. This course focuses on the use of Western medicinal herbs.

Cooking with Medicinal Herbs NU457E

Credits: 2

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use. This course focuses on the use of Western medicinal herbs. Note: Additional fee required when in-person

Cooking with Medicinal Herbs: A Chinese Medicine P GSN556E

Credits: 2

Cooking with Medicinal Herbs: A Chinese Medicine Perspective explores the culinary and therapeutic applications of herbs within the Classical Chinese Medicine tradition. Students learn to prepare medicinal food recipes and integrate Chinese dietary therapy principles into wellness and clinical practice.

CPR Certification CPR100

Credits: 0

This course provides foundational training in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) use, and basic first aid for adults, children, and infants. Students will learn to recognize and respond to life-threatening emergencies, including cardiac arrest, choking, and respiratory distress. Emphasis is placed on hands-on skill development, emergency scene assessment, and effective response techniques in both clinical and community settings. Upon successful completion, students may be eligible for certification through a nationally recognized provider.

CPR for Wilderness First Aid CPR101

Credits: 0 | **Co-requisites:** GSGH714

This is CPR training course that accompanies GSGH714E Wilderness 1st and results in a CPR certificate.

CPR Re-certification CPR200

Credits: 0

CPR Recertification is an administrative course fulfilling the American Heart Association or equivalent CPR/AED recertification requirement for clinical training eligibility. No academic credit is awarded.

Critical Thinking for Pre-Health Professionals IM321

Credits: 3

Critical thinking is a vital skill for healthcare professionals and civilians alike. It takes effort and discernment to critique sources of information to identify facts which then guide sound decision-making. In this course, we will explore the realms of thinking capacity and informal logic, and identify logical fallacies, cognitive biases, and heuristics (thinking short-cuts). We then apply this knowledge/awareness in analyzing arguments, constructing and defending arguments and, ultimately, to critically assess scientific and health information for validity and reliability. Critical thinking skills are used daily by health professionals so as to best serve those seeking help.

Croatia Culinary and Cultural Immersion Trip GSN839E

Credits: 4

In this course, students are immersed in the Mediterranean diet and culture of Croatia, one of only seven countries recognized by UNESCO as a carrier of the cultural heritage of this dietary pattern. Students will discuss the present-day benefits and challenges of this diet and examine what may be threatening its preservation. Local immersion includes exploring the most famous local food markets, visiting an olive grove and a vineyard, and traveling to the island of Hvar for a multi-day Mediterranean diet experience.

Culinary Skills GSN502

Credits: 2

This hands-on course exposes students to the basics of culinary skills, including proper knife and cooking preparation techniques. Students develop a solid foundation of kitchen essentials to promote culinary competence and confidence. These skills are honed through food preparation, reinforcing their nutritional and culinary applications.

Culinary Skills NU314

Credits: 2

This hands-on course exposes students to the basics of culinary skills, including proper knife and cooking preparation techniques. Students develop a solid foundation of kitchen essentials to promote culinary competence and confidence. These skills are honed through food preparation, reinforcing their nutritional and culinary applications.

Cultivating the Practitioner: Mind-Body Practices TH524

Credits: 1

This course supports the personal and professional development of students as future practitioners of classical Chinese medicine. Through reflective exercises, discussion, and experiential activities, students explore their motivations, values, personal strengths, and potential professional challenges. The course emphasizes self-awareness, ethical development, resilience, and the cultivation of personal character as foundational qualities for clinical practice.

Cultivating the Practitioner: Mind-Body Practices TH524

Credits: 1

Cultivating the Practitioner introduces mind-body practices and the inner skills that sustain a resilient, self-aware clinician. Students explore techniques for stress regulation, self-reflection, and emotional intelligence, and consider how these capacities shape the therapeutic relationship and support sound clinical judgment. Situated early in the program, the course establishes habits of self-awareness and professional well-being that students carry through the rigors of medical training and into patient care.

Cultural Humility and Food Justice GSN534

Credits: 2

This course is designed to explore the broad context of social justice issues within nutritional settings. Students will consider the complexities of working with individuals' specific needs. In addition, the course covers the impact of systems, institutions and policies that relate to food equity issues.

Culture, Identity & Emotion SS321

Credits: 3

This course explores the interrelation of culture, thought, emotion and social realities. Students examine the role of language and culture in shaping emotional experience and self-understanding, including the formation of social identities, such as gender, ethnicity and nationality.

Data Analysis RES695

Credits: 2

Students will analyze the data collected during their research project.

Data Collection RES694

Credits: 2

Students will continue to operationalize their research project and collect data.

Dermatology CS625

Credits: 3

The skin is the largest organ of the body and our direct interface with the world. This course covers acute and chronic skin disorders commonly seen in clinical practice. Benign, pre-malignant and malignant skin tumors, bacterial, viral and superficial fungal infections, eczema, psoriasis and many other autoimmune skin disorders are explored in detail. We learn to provide a variety of diagnostic and treatment options. Naturopathic approaches including nutritional, botanical, hydrotherapy and homeopathic therapies are explored as the foundation of care. Pharmaceutical interventions will be discussed in detail to understand their utility when appropriate and necessary.

Dermatology NOS711

Credits: 2

Dermatology provides a comprehensive study of common and complex skin conditions from a naturopathic and integrative medicine perspective. Students examine the pathophysiology, differential diagnosis, and integrative treatment approaches for dermatological conditions, with attention to the skin as a reflection of systemic health.

Dermatology SC623

Credits: 3

The skin is the largest organ of the body and our direct interface with the world. This course covers acute and chronic skin disorders commonly seen in clinical practice. Benign, pre-malignant and malignant skin tumors, bacterial, viral and superficial fungal infections, eczema, psoriasis and many other autoimmune skin disorders are explored in detail.

Dermatology & Minor Surgery CLS7321

Credits: 7.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7321T

The skin is the largest organ of the body and our direct interface with the world. This course covers acute and chronic skin disorders commonly seen in clinical practice. Benign, pre-malignant and malignant skin tumors, bacterial, viral and superficial fungal infections, eczema, psoriasis and many other autoimmune skin disorders are explored in detail. We learn to provide a variety of diagnostic and treatment options. Naturopathic approaches including nutritional, botanical, hydrotherapy and homeopathic therapies are explored as the foundation of care. Pharmaceutical and minor surgical interventions will be discussed in detail to understand their utility when appropriate and necessary. Suturing techniques and other procedures such as biopsies, toenail removals, cryotherapy and laceration repair are also covered.

Dermatology & Minor Surgery Lab CLS7321L

Credits: 1 | **Co-requisites:** CLS7321T

In this lab course, we learn and practice minor surgery office procedures. Suturing techniques, biopsies, toenail removals, cryotherapy, laceration repair, and other procedures are covered.

Dermatology & Minor Surgery Tutorial CLS7321T

Credits: 2 | **Co-requisites:** CLS7321L

This tutorial class utilizes a small group setting to integrate and expand upon the information learned in the Dermatology/Minor surgery lecture course. We use mock cases to demonstrate, practice and learn the importance of history taking, physical exams and medical knowledge when diagnosing and treating patients with skin conditions.

Dermatology Tutorial CS625T

Credits: 1.5

"This tutorial class utilizes a small group setting to integrate and expand upon the information learned in the Dermatology lecture course. We use mock cases to demonstrate, practice and learn the importance of history taking, physical exams and medical knowledge when diagnosing and treating patients with skin conditions."

Detox and Cleanse NU459E

Credits: 2

This course uses an evidence-based approach to examine the body's natural detoxification processes and how to optimize detoxification through the use of whole-food nutrition. It focuses on the physiological processes responsible for detoxification. Sources of toxicity are also discussed. Students research and develop whole-food-based interventions to support the detoxification process. Note: Additional fee required.

Detoxification and Cleanses GSN549E

Credits: 2

Abnormal eating patterns are discussed, including bulimia, anorexia nervosa and binge eating. The course includes detailed examination of the physiology, psychology, prevention and treatment of various eating disorders. Intuitive eating philosophy is explored to understand how the human body can signal the need for food and nutrition.

Diagnostic Imaging CS610

Credits: 2

This course covers principles and applications of diagnostic imaging modalities such as X-rays, ultrasound, CT scans, MRI, and nuclear medicine. Students learn to interpret imaging studies and understand their clinical implications in diagnosing and managing various medical conditions.

Diagnostic Imaging SC610

Credits: 2

Diagnostic Imaging: This course covers principles and applications of diagnostic imaging modalities such as X-rays, ultrasound, CT scans, MRI, and nuclear medicine. Students learn to interpret imaging studies and understand their clinical implications in diagnosing and managing various medical conditions.

Diet & Disease NU323

Credits: 3

Increasingly, more diseases have been shown to have nutritional components. This course introduces students to the nutritional causes of modern diseases, and basic diet therapies and how they apply to different disease pathologies. Evidence that supports dietary prevention of disease is also addressed.

Diet & Disease NU422

Credits: 3

Increasingly, more diseases have been shown to have nutritional components. This course introduces students to the nutritional causes of modern diseases, and basic diet therapies and how they apply to different disease pathologies. Evidence that supports dietary prevention of disease is also addressed.

Diet & Nutrition OIM640

Credits: 2.5

This course explores the vital role that diet and nutrition play in an overall approach to patient care. Students study this topic from a modern Western perspective, focusing on developing a broad understanding of the essential elements of nutritional physiology, the roles of vitamins

and minerals in health maintenance and as therapeutic supplements, and the use of food as medicinal substances. The course also includes Western clinical and medical nutrition applications, dietary and supplement prescription and counseling, as well as nutritional lifestyle counseling and self-care recommendations. This course complements the material taught in the Chinese Nutrition class, offering students a broad perspective on integrative nutritional care.

DIY Kitchen Staples NU437E

Credits: 2

This course covers how to make commonly purchased, healthy, kitchen staples. Students participate in recipe planning and evaluation, and hands-on preparation of foods (e.g., nut milks, non-dairy cheeses, yogurt, fermented vegetables, hummus/vegetables spreads, crackers and energy bars). This course also reviews ingredients found in packaged foods, including additives and preservatives, and evaluates their role in foods and any health consequences to their consumption.

Doctoral Capstone Mentorship CM993

Credits: 2

Over the course of their final year in the program, students are mentored by their doctoral capstone committee chair to research, write and present their doctoral capstone project.

Dui Yao OCM625

Credits: 2

In this course sequence, students learn how the individual medicinal substances of Chinese herbal medicine are combined into coherent, clinically specific formulas. Study focuses primarily upon the approximately 150 classical formulas and their variations. These classical formulas are used to determine a recommended strategy, and modified for individual clinical presentations.

Eating Disorders and Intuitive Eating GSN548E

Credits: 2

Abnormal eating patterns are discussed, including bulimia, anorexia nervosa and binge eating. The course includes detailed examination of the physiology, psychology, prevention and treatment of various eating disorders. Intuitive eating philosophy is explored to understand how the human body can signal the need for food and nutrition.

EENT Lab CLS7320L

Credits: 0.25 | **Co-requisites:** CLS7320T

Students who successfully complete the CLS 7320 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic ophthalmologic and otorhinolaryngeal conditions.

EENT Tutorial CLS7320T

Credits: 2 | **Co-requisites:** CLS7320L

Students who successfully complete the CLS 7320 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic ophthalmologic and otorhinolaryngeal conditions.

EENT- Ears, Eyes, Nose & Throat CLS7320

Credits: 5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7320T

Students who successfully complete the CLS 7320 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic ophthalmologic and otorhinolaryngeal conditions.

Effective Formulas for Top General Practice Condit NDEB6310E

Credits: 1

This course considers the conditions most common to general family practice (gynecologic conditions, common infections, common skin complaints, diabetes and most common complications, etc.) and focuses on sophisticated formulations for a variety of presentations. Students hone their formulation skills and include energetic and constitutional considerations and specific indications of niche herbs. A variety of formulation styles and practices are addressed using dietary herbs and approaches, teas versus tinctures versus pill, topical applications and cost, and practical considerations.

Elective Transfer Course - ND CLS400

Credits: 0

Elective Transfer Course — ND is an administrative course used to transfer approved elective credits into the naturopathic medicine program from external or non-standard sources. Credit is awarded following institutional review.

Emergency Medicine SC800

Credits: 1

Emergency Medicine: Acute Care in Real-World Scenarios: This course equips students with the essential knowledge and skills required to recognize and manage sudden, severe illnesses and traumatic injuries in nonclinical settings. Using simulation labs, problem-based learning, and skills practice, it covers the fundamentals of first aid safety, triage, victim assessment, and basic life support, including healthcare provider-level CPR. Students will learn to identify emergency signs and symptoms across various organ systems. The curriculum integrates Good Samaritan Laws, allopathic treatments, and naturopathic approaches to acute care, ensuring a comprehensive understanding of both conventional and complementary medical practices in emergency situations.

Endocrinology NOS712

Credits: 2

Endocrinology examines the structure, function, and clinical disorders of the endocrine system from a naturopathic and integrative medicine perspective. Students develop competency in the assessment and management of hormonal conditions including thyroid disorders, diabetes, adrenal dysfunction, and reproductive endocrine imbalances.

Environment and Health NS341E

Credits: 3

The role of the environment on health issues is often underplayed. This course surveys current environmental health issues, such as hazardous waste and water-borne diseases, as well as emerging global health threats including global warming, ozone depletion and sustainability. Positive influences of the environment on health are also discussed.

Environmental Medicine SC736

Credits: 2

Environmental Medicine: This course focuses on the health effects of pollutants in the environment and in the workplace. Students are taught how chemical substances and radiation affect the human organism and how to diagnose and treat the disease conditions that occur from environmental exposures.

Essentials of Integrative Oncology RES806E

Credits: 2

Cancer patients who pursue integrative care often receive conventional chemotherapy and radiation with natural medicine modalities. This evidence-based course familiarizes students with the basics of cancer diagnosis, an overview of conventional therapies, and evidence that supports natural therapies for cancer. Students read landmark studies and cutting-edge oncology research. Students discuss scientific validity, clinical benefits, toxicities, and limitations of state-of-the-art integrative therapies when applied to oncology patients.

Ethics & Jurisprudence OPD601

Credits: 0.5

This survey course provides students with a basic knowledge of ethics, jurisprudence (municipal, California, and federal laws), and regulatory compliance issues (OSHA, Labor Code, Health Insurance Portability and Accountability Act of 1966 â€“ HIPAA) related to the practice of Chinese medicine. Topics covered include an overview of the legal system, professional ethics and peer review, national certification, professional licensure, scope of practice, grounds for discipline, disciplinary procedures and sanctions, informed consent, confidentiality, OSHA and HIPAA regulations, record keeping, continuing education, and risk management.

Ethics & Philosophical Dilemmas SS421

Credits: 3

This course is an introduction to moral philosophy and the guidance people look to when faced with a value-laden dilemma of "What is the right thing to do?" Both personal and cultural factors influence this process. The course explores how individuals develop their value system which then guides their decision-making, and explores/critiques the most influential ethical theories. The application of ethical theory to healthcare and medical research guides practitioners towards their ethical obligations such as informed consent, working in the patient's interest, working to advance the public good in research, and more.

Ethnobotany Intensive NS402E

Credits: 5

Ethnobotany Intensive is an immersive field-based course exploring the relationships between plants, people, and culture across diverse ecological and cultural contexts. Students examine indigenous plant knowledge, medicinal plant identification, and the role of ethnobotany in natural medicine and conservation.

Evidence Informed Pactice Seminar I BM614

Credits: 0.5

Seminars are interactive sessions where students discuss and analyze current topics, research findings, case studies, or ethical dilemmas related to healthcare practice, public health issues, or integrative medicine concepts.

EIP Seminar I SC624

Credits: 0.5

The Evidence Informed Practice Seminars are a longitudinal tutorial series in which students apply, in small groups, the appraisal skills introduced in Evidence Informed Practice (SC524) to current research, clinical guidelines, and cases. Across three terms the seminars progress from appraising individual studies to synthesizing and communicating evidence for patient care. In seminar I, students critically appraise primary research studies through structured journal-club discussion, addressing study design, validity, and research ethics, and practice communicating their appraisals to peers.

Evidence Informed Pactice Seminar II BM634

Credits: 0.5

Seminars are interactive sessions where students discuss and analyze current topics, research findings, case studies, or ethical dilemmas related to healthcare practice, public health issues, or integrative medicine concepts.

EIP Seminar II SC634

Credits: 0.5

The Evidence Informed Practice Seminars are a longitudinal tutorial series in which students apply, in small groups, the appraisal skills introduced in Evidence Informed Practice (SC524) to current research, clinical guidelines, and cases. Across three terms the seminars progress from appraising individual studies to synthesizing and communicating evidence for patient care. In seminar II, students learn to critically appraise the analytical validity, clinical validity, and reliability of diagnostic and functional laboratory tests. The course concludes with a brief overview on case papers and case reports, where students learn the structure and purpose of the CARE guidelines for case report writing.

Evidence Informed Pactice Seminar III BM714

Credits: 0.5

Seminars are interactive sessions where students discuss and analyze current topics, research findings, case studies, or ethical dilemmas related to healthcare practice, public health issues, or integrative medicine concepts.

EIP Seminar III SC714

Credits: 0.5

Students write a clinical case report on a patient they have seen in clinic, following the CARE (CAse REport) guidelines, present it orally, and complete a structured mock peer review of a classmate's manuscript. The seminar develops the ability to communicate research findings through written and oral work, completing the EIP arc from appraising evidence to producing and disseminating it.

Evidence Informed Practice SC524

Credits: 2

This course builds students' research literacy skills. In order to become successful, holistic practitioners, students learn to read and critically evaluate medical literature, and to weigh this evidence with clinical experience and patient values when making clinical decisions. Students learn to quickly locate relevant medical literature, as well as evaluate the strengths and weaknesses of the studies they need to support their clinical practice.

Evidence Informed Practice SC524

Credits: 2

Evidence Informed Practice introduces the principles and skills of evidence-informed healthcare: formulating clinical questions, searching and appraising the literature, understanding research design and statistics, and integrating valid findings with clinical judgment and patient values. As a first-year course, it establishes the appraisal skills students apply throughout the curriculum and extend in the EIP Seminar series. Students finish able to critically appraise a study and apply its findings to patient care.

Evidence Informed Practice Seminar CE516

Credits: 0.5

This seminar introduces graduate medical students to the principles and practices of evidence-informed healthcare. The course covers essential topics including literature reviews, critical analysis of research studies, understanding research methodologies, and applying evidence to clinical practice. Students will learn to evaluate the quality of research, integrate scientific evidence with clinical expertise, and consider patient values in decision-making. By the end of the course, students will be equipped with the skills necessary to critically appraise research and apply evidence-based approaches to patient care.

Evidence Informed Practice SC524

Credits: 2

Evidence Informed Practice introduces the principles and skills of evidence-informed healthcare: formulating clinical questions, searching and appraising the literature, understanding research design and statistics, and integrating valid findings with clinical judgment and patient values. As a first-year course, it establishes the appraisal skills students apply throughout the curriculum and extend in the EIP Seminar series. Students finish able to critically appraise a study and apply its findings to patient care.

Evidence Informed Practice Seminar I BS516

Credits: 0.5

This seminar introduces graduate medical students to the principles and practices of evidence-informed healthcare. The course covers essential topics including literature reviews, critical analysis of research studies, understanding research methodologies, and applying evidence to clinical practice. Students will learn to evaluate the quality of research, integrate scientific evidence with clinical expertise, and consider patient values in decision-making. By the end of the course, students will be equipped with the skills necessary to critically appraise research and apply evidence-based approaches to patient care.

Evidenced-based practice for pre health profession NS421

Credits: 3

Medical literature plays an important role in clinical decision-making as well as scientific careers. However, locating the correct evidence and critically evaluating the results requires training and practice. This course equips students with the basics of evidence-based medicine. Prerequisite(s): NS 412.

Exercise Science IM331

Credits: 3

This course covers the research behind the value of exercise in the promotion of wellness and prevention of disease. Topics include the physiological, mechanical and psychological mechanisms of movement; strength and conditioning; sports psychology; and methods of rehabilitation. Students commit to a form of exercise for the duration of this course and journal about their experience.

Experimental Design RES692

Credits: 2

Students will focus on experimental design and methodology development that best answers their research question.

Farm to Table GSN503

Credits: 2

This course trains students in the process of local food systems, specifically increasing awareness of local agriculture and the food service industry. Students will appraise food production, distribution and accessibility. A variety of class experiences include visiting local farms, farm-to-table restaurants, and farmers' markets.

Farm to Table NU301

Credits: 2

This course trains students in the process of local food systems, specifically increasing awareness of local agriculture and the food service industry. Students will appraise food production, distribution and accessibility. A variety of class experiences include visiting local farms, farm-to-table restaurants, and farmers' markets.

Fieldwork Preparation GSGH690

Credits: 2

Students work with their faculty mentor to plan for their global health fieldwork experience. Students will create learning objectives for their fieldwork that align with their professional goals and the MScGH program competencies; design a project that meets these objectives; secure a site and qualified supervisor to host and assist them; prepare a learning contract; and make all travel-related arrangements.

Fieldwork Presentation GSGH692

Credits: 2

Students have an opportunity to reflect on their fieldwork experience, disseminate the final product of the fieldwork experience so as to benefit both the student and the host site, and present a summary of their reflections at an annual capstone symposium.

Fieldwork Travel GSGH691

Credits: 8

Fieldwork provides students with supervised, advanced practical experience in a population-focused, health-related local, national or international setting. Students demonstrate achievement of professional and MScGH program outcomes and competencies through the design, implementation and evaluation of their fieldwork project; realization of their fieldwork learning objectives; and the dissemination of a final product that mutually benefits both the student and the host site.

Five Element Acupuncture OAC658

Credits: 3

This class is intended to give the student a thorough introduction to the table of correspondences associated with the Five Elements/Wu Xing. We will explore the colors, sounds, odors, and emotions used diagnostically. As well as the natures of each phase described more philosophically, through the tones and numbers, the virtues and imbalances; in terms of locatable occurrences in the body, nature and society. We will practice needling specific points to encourage deeper understanding of the combinations of elements and choosing points from a constitutional perspective. Finally an understanding of how the elements can be used to engage more deeply in the clinical interview will be demonstrated and encouraged in practice. Direct moxibustion will be practiced in class. Prerequisite(s): CM506, OAC613

Five Element Acupuncture OAC658E

Credits: 3

This class is intended to give the student a thorough introduction to the table of correspondences associated with the Five Elements/Wu Xing. We will explore the colors, sounds, odors, and emotions used diagnostically. As well as the natures of each phase described more philosophically, through the tones and numbers, the virtues and imbalances; in terms of locatable occurrences in the body, nature and society. We will practice needling specific points to encourage deeper understanding of the combinations of elements and choosing points from a constitutional perspective. Finally an understanding of how the elements can be used to engage more deeply in the clinical interview will be demonstrated and encouraged in practice. Direct moxibustion will be practiced in class. Prerequisite(s): CM506, OAC613

Focused Study Elective GSN699E

Credits: 1

Students work with a faculty mentor on a project that does not fit within an existing course. The student and faculty mentor will develop a project outline, learning objectives, and assessments that meet program outcomes and competencies. Credit assignment (1.00-4.00) is determined by the Dean based on the scope of the proposed project.

Food Accessibility in Vulnerable Populations GSN570E

Credits: 2

Through course studies and lab time in the kitchen, students will learn how to identify barriers to food accessibility and preparation for vulnerable populations. Following the course, students will be able to effectively utilize appropriate nutritional resources and techniques for CDC-recognized vulnerable populations, including those who are affected by low social economic status, homelessness, disabilities, incarceration and trauma.

Food Allergies and Intolerances GSN546E

Credits: 2

Students are exposed to delicious cuisine from around the world. The course demonstrates how food availability, local ecosystems, cooking traditions, and cultural differences vary from region to region. Preparation of regional cuisine each week supports these concepts.

Food Anthropology GSN565E

Credits: 2

Explore the interconnections of cultural forces that influence what, when, where and how we eat. This course is organized around critical analysis and discussion of why and how these cultural forces are successful in developing and reinforcing personal food choices; and is based on historical, anthropological and literary sources, as well as contemporary writing and films on the politics and socioeconomics of food.

Food Anthropology NU404E

Credits: 2

Explore the interconnections of cultural forces that influence what, when, where and how we eat. This course is organized around critical analysis and discussion of why and how these cultural forces are successful in developing and reinforcing personal food choices; and is

based on historical, anthropological and literary sources, as well as contemporary writing and films on the politics and socioeconomics of food.

Food as Medicine Everyday (FAME) Educator Training GSN558

Credits: 2

Community cooking and nutrition programs have been identified as a key factor in reducing chronic diseases, such as diabetes and obesity. The Food as Medicine Everyday (FAME) series focuses on this need by providing hands-on cooking and community-based nutrition education. Learn how to become a FAME Educator and utilize the curriculum to build and teach a successful FAME series in your own community. Training includes FAME Educator competency development and training materials, location development and marketing, navigating cooking workshop management and logistics, and more. This class is for those who intend to teach the FAME series in their community, thereby supporting the Food as Medicine Institute's mission to make whole-foods nutrition education more accessible. Prerequisite(s): GSN 502, GSN 524 and instructor approval. Note: Additional fee required when in-person.

Food as Medicine Everyday Educator Training GSN558E

Credits: 2

Community cooking and nutrition programs have been identified as a key factor in reducing chronic diseases, such as diabetes and obesity. The Food as Medicine Everyday (FAME) series focuses on this need by providing hands-on cooking and community-based nutrition education. Learn how to become a FAME Educator and utilize the curriculum to build and teach a successful FAME series in your own community. Training includes FAME Educator competency development and training materials, location development and marketing, navigating cooking workshop management and logistics, and more. This class is for those who intend to teach the FAME series in their community, thereby supporting the Food as Medicine Institute’s mission to make whole-foods nutrition education more accessible. Prerequisite(s): GSN 502, GSN 524 and instructor approval. Note: Additional fee required when in-person.

Food Marketing & Communication GSN512

Credits: 2

This course provides students the opportunity to explore and utilize multimedia to create culinary and nutrition-centered content. Students will practice communication skills and create a framework for defining their purpose, content and audience. Students will learn and practice food photography, digital media content creation, writing for social media and professional communication, and other marketing and brand development strategies.

Food Relationship Coaching GSN518

Credits: 3

This course examines our relationship to food, including neurobiological and behavioral connections that influence food choices. Students learn an integrative health coaching framework that includes models of behavior change, goal setting, identifying obstacles to success, and developing support systems. Skills in motivational interviewing and one-on-one coaching are highlighted. Practical application of the material is woven throughout the course.

Food Relationship Coaching NU418

Credits: 3

This course examines our relationship to food, including neurobiological and behavioral connections that influence food choices. Students learn an integrative health coaching framework that includes models of behavior change, goal setting, identifying obstacles to success, and developing support systems. Skills in motivational interviewing and one-on-one coaching are highlighted. Practical application of the material is woven throughout the course.

Food Security NU411

Credits: 3

This survey is a critical and interdisciplinary exploration of current issues of local, regional and national strategies to address food insecurity and provides students with a basic understanding of the social, political and economic foundations of food security, food sovereignty, and food justice. Students analyze individual elements of food security, the approaches and interrelationships and assess the individual, community impacts and sustainability of those practices at different levels and diverse locations.

Food Systems: Global and Ecological Issues GSN544E

Credits: 2

In this course, students explore global and federal organizations participating in the food system; global food policy and trade agreements; food production, processing and distribution; and food security, food access, food waste, and agricultural sustainability on a global perspective. Students will examine food certification, food labeling, food marketing misinformation, food health claims, organic, GMO, farmed fish, cultural traditions and religious impacts of food choice, and the global malnutrition paradox.

Food Systems: Global and Ecological Issues NU344E

Credits: 2

In this course, students explore global and federal organizations participating in the food system; global food policy and trade agreements; food production, processing and distribution; and food security, food access, food waste, and agricultural sustainability on a global perspective. Students will examine food certification, food labeling, food marketing misinformation, food health claims, organic, GMO, farmed fish, cultural traditions and religious impacts of food choice, and the global malnutrition paradox.

Foundational Naturopathic Therapeutics I TH610

Credits: 1.25

"This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, repertorization, potency selection, case magement and the principles of individualized treatment."

Foundational Naturopathic Therapeutics I TH610

Credits: 1.25

Foundational Naturopathic Therapeutics I: This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, reperforation, potency selection, case mazement and the principles of individualized treatment.

Foundational Naturopathic Therapeutics II PH610

Credits: 1.25

"This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, repertorization, potency selection, case magement and the principles of individualized treatment."

Foundational Naturopathic Therapeutics II TH620

Credits: 1.25

Foundational Naturopathic Therapeutics II: This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, reperforation, potency selection, case mazement and the principles of individualized treatment.

Foundational Naturopathic Therapeutics III PH630

Credits: 1.25

Homeopathy introduces students to the principles and practice of homeopathic medicine. Students learn about homeopathic remedies, potency selection, case taking, repertorization, and the principles of individualized treatment based on the law of similars.

Foundational Naturopathic Therapeutics III TH630

Credits: 1.25

Foundational Naturopathic Therapeutics III: Homeopathy introduces students to the principles and practice of homeopathic medicine. Students learn about homeopathic remedies, potency selection, case taking, reperforation, and the principles of individualized treatment based on the law of similar.

Foundational Naturopathic Therapeutics IV TH710

Credits: 1.25

Foundational Naturopathic Therapeutics IV: This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, reperforation, potency selection, case mazement and the principles of individualized treatment.

Foundational Naturopathic Therapeutics V TH720

Credits: 1.25

Foundational Naturopathic Therapeutics V: Homeopathy introduces students to the principles and practice of homeopathic medicine. Students learn about homeopathic remedies, potency selection, case taking, reperforation, and the principles of individualized treatment based on the law of similar.

Foundational Naturopathic Therapeutics VI TH730

Credits: 1.25

Foundational Naturopathic Therapeutics VI: This series teaches the homeopathic materia medica and skills in the practice of homeopathy including case taking, reperforation, potency selection, case management and the principles of individualized treatment.

Foundations of Aesthetic Medicine NDEC695E

Credits: 2

"This exciting course provides an integrative approach to aesthetic medicine. Students gain didactic knowledge in lasers, IPL, microneedling, injectables, acupuncture facelifts, and sclerotherapy, paired with clinical nutrition, skin care, and lifestyle interventions. The course stresses safety protocols, adaptive techniques for diverse skin tones, and engaging sessions with industry experts."

Foundations of CCM IM412E

Credits: 2

Foundations of Classical Chinese Medicine introduces students from non-CCM programs to the theoretical foundations and clinical philosophy of Classical Chinese Medicine. Students gain conceptual grounding in Yin-Yang theory, the Five Elements, and basic diagnostic frameworks as they apply to integrative clinical practice.

Foundations of CCM I CM511

Credits: 2

Introduces the common philosophical and scientific principles underlying traditional natural sciences as interpreted through classical Chinese medicine. Core concepts include Dao, Heaven–Earth–Human relationships, yin-yang, five phases, zangxiang theory, and the relationship between matter, energy, and spirit (jing-qi-shen).

Foundations of Classical Chinese Medicine II CM521

Credits: 2

Introduces classical Chinese medicine anatomy and physiology including definitions, functions, and relationships among the zàng-fǔ organ systems and extraordinary organs. Emphasizes functional relationships and systemic interactions described in classical medical literature.

Foundations of Classical Chinese Medicine III CM531

Credits: 2

Focuses on channel anatomy and physiology in classical Chinese medicine. Students study the structure, pathways, and functions of the channel system and its relationship to the organ systems using classical sources including the Huangdi Neijing, Ling Shu, Nan Jing, and Zhen Jiu Jia Yi Jing.

Foundations of Community Nutrition NU331

Credits: 3

Community nutrition is a discipline that helps individuals, families, and groups within a community setting improve their dietary intake and food security to promote health and prevent disease. Students examine the complex biological, economic, social, cultural, and public policy issues that cause poor nutrition and increase disease risk. Through analysis, discussion, and research, students advocate for and plan community programs and personalized services that positively affect nutrition knowledge, food consumption behavior, and health outcomes.

Foundations of Cooking Techniques NU423E

Credits: 3

In order to practically apply nutrition theory to real meals, cooking skills are required. This course teaches students how to prepare and cook nutritious food for individuals or groups. Additional 'art of cooking' components are introduced, and students begin experimenting with flavors.

Foundations of Global Health GSGH511

Credits: 3

This course introduces students to key global health topics and issues. Each week students are exposed to different social, economic, political, and environmental factors that affect global health. Students explore global health organizations and major players in global health. Focus is on interventions that address health disparities, social justice and low-income settings; students learn to appraise global health problems and suggest innovative solutions. At the end of the course, students will be able to identify key global health questions and suggest projects to address these questions.

Foundations of Pathology BS532

Credits: 4

"Dive into the core principles of pathology in this dynamic, case-based course tailored for medical students that explores essential pathophysiological processes including cellular pathology, inflammation, apoptosis, necrosis, and more. Through interactive case studies, students will connect these foundational concepts to specific organ system pathologies, gaining a deeper understanding of disease mechanisms and their clinical implications. This course emphasizes critical thinking and diagnostic skills, enabling students to apply theoretical knowledge to real-world medical scenarios, thereby enhancing their ability to diagnose and manage disease. "

Pathology III SB538

Credits: 2.5

Pathology III, the third course in the series, examines the pathology of the nervous, sensory, endocrine, and reproductive systems, paralleling Medical Physiology III. It establishes the general principles of neoplasia, then applies them to common neoplastic diseases. Building on Pathology II, students develop the ability to identify the etiology, pathogenesis, and key features of common diseases of these systems through lecture and laboratory work. The course completes the pathology foundation and prepares students for clinical diagnosis.

Fundamentals of Botanical Medicine BS536

Credits: 2

"Discover new depths in the understanding of the intricate relationship of people and nature through the study of botanical medicine. This course sets the foundation for a modern practice of herbal medicine, which has strong roots in the rich history and philosophy of botanical medicine, and also utilizes an evidence-informed approach. We will develop our understanding of plant medicines through multiple lenses, including historical use and traditional preparation methods, knowledge of phytochemistry and modern research on medicinal plant constituents, understanding of basic botany and ecology of plant medicines, and actions, indications, and contraindications of many medicinal plants. The concepts of whole plant medicine and holistic prescribing are emphasized along with safety, efficacy and accessibility."

Fundamentals of Botanical Medicine TH536

Credits: 2

Fundamentals of Botanical Medicine establishes the foundation for a holistic, physician-level practice of botanical medicine through the study of the history, philosophy, and developing evidence base in the field. Students study plant medicines through multiple lenses: traditional use and preparation, phytochemistry and modern research on plant constituents, basic botany and ecology, and the actions,

indications, and contraindications of common medicinal plants. The course emphasizes whole-plant medicine, holistic prescribing, and the safety, efficacy, and accessibility of botanical treatments.

Fundamentals of Botanical Medicine Tutorial BS536T

Credits: 1.5

"This small group class complements the lecture course with experiential learning activities in botanical medicine. Each student will have the opportunity to develop and understanding of the medicinal qualities of herbs through experiencing the flavor and aroma of various preparations. Students will also make various forms of herbal medicines in class in order to understand, first hand, how herbs are prepared, dosed, and dispensed. Knowledge of phytochemistry is also applied through preparing and evaluating botanical remedies using traditional and modern techniques. "

Phytochemistry and Botanical Medicine Preparations TH536T

Credits: 1.125

Phytochemistry and Botanical Medicine Preparation is a hands-on course that develops foundational skills in the sensory evaluation and preparation of botanical medicines. Students use organoleptic assessment to explore the relationship between plant characteristics, phytochemistry, and therapeutic action. By preparing and evaluating a variety of herbal dosage forms, students examine how preparation methods affect phytochemical extraction, product quality, dosing, and therapeutic outcomes. The course integrates traditional herbal pharmacy principles with contemporary standards of botanical medicine.

Fundamentals of Hydrotherapy TH510T

Credits: 2

"The physical and chemical properties of water make it a unique medium for natural healing. This dynamic course combines lecture and hands on experience to explore the therapeutic application of water. The unique properties of water, its physiological effects on the body, and a variety of therapeutic techniques are explored academically, and through giving and receiving hydrotherapy treatments."

Fundamentals of Hydrotherapy TH513T

Credits: 1.5

Fundamentals of Hydrotherapy introduces the therapeutic use of water through lecture and hands-on practice. Students study the physical and chemical properties of water and its physiological effects on the body, and learn a range of therapeutic techniques by giving and receiving hydrotherapy treatments. The course establishes a core naturopathic modality and prepares students for the Hydrotherapy Clinical Rotation.

Fundamentals of Nutrition CM543

Credits: 2

This introductory course examines the scientific foundations of nutrition and the relationship between diet, nutrients, health, and disease. Students learn the physiological roles of macronutrients and micronutrients, dietary patterns that promote health, and contemporary issues in nutrition science. The course also explores connections between modern nutritional science and traditional dietary principles within Chinese medicine.

Fundamentals of Nutrition GSN507

Credits: 4

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements and how dietary excess or deficiencies present clinically. Corequisite(s): GSN 508 is required for MScN students; not required for MSCR or ND students.

Fundamentals of Nutrition NU310

Credits: 4

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements and how dietary excess or deficiencies present clinically.

Fundamentals of Nutrition NU384

Credits: 5

Fundamentals of Nutrition provides a comprehensive introduction to nutritional science, covering macronutrients, micronutrients, digestion, metabolism, and the role of nutrition in health promotion and disease prevention. Students develop a foundation for clinical nutrition practice grounded in current evidence.

Fundamentals of Nutrition TH507

Credits: 4 | **Co-requisites:** GSN508

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements and how dietary excess or deficiencies present clinically.

Fundamentals of Nutrition II SN508

Credits: 2

Building on the macronutrient and micronutrient foundations established in Fundamentals of Nutrition I, this course advances students' capacity for clinical reasoning and integrative nutritional assessment through a food-as-medicine philosophy. Students apply core biochemical concepts to complex clinical cases, developing competency in identifying nutritional contributors to disease, interpreting clinical data, and constructing evidence-based, food-first intervention strategies. By the end of the course, students are equipped to synthesize knowledge across nutrient systems to deliver sophisticated, patient-centered nutritional care.

Fundamentals of Nutrition with Workshop GSN584

Credits: 5

An in-depth look at carbohydrates, proteins, lipids, vitamins, and minerals, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students examine the US Dietary Guidelines, explore dietary requirements, and learn how nutrient excess or deficiency presents clinically. This course includes a hands-on component emphasizing the objectives of macro- and micronutrient nutrition. Students will learn through a variety of culinary experiments and case-based activities.

Fundamentals of Nutrition Workshop GSN508

Credits: 1 | **Co-requisites:** TH507

This hands-on class emphasizes the objectives of macro- and micronutrient nutrition. Students learn through a variety of culinary experiments and case-based activities.

Fundamentals of Nutrition Workshop NU313

Credits: 1 | **Co-requisites:** NU310

This hands-on class emphasizes the objectives of macro- and micronutrient nutrition. Students learn through a variety of culinary experiments and case-based activities. Corequisite: NU307 or NU310

Fundamentals of Pharmacology TH523

Credits: 2

This course provides an in-depth foundation in pharmacotherapy, covering pharmacokinetics, pharmacodynamics, and the relevant legislation regulating drug use, including controlled substances. It examines the major drug classes and their mechanisms of action for antimicrobials, CNS agents, and anti-inflammatories. Emphasis is placed on understanding individual variability in drug response, drug interactions, and potential adverse reactions. This curriculum is designed to prepare clincians to effectively and safely integrate pharmaceutical medications within a holistic health framework, enhancing both safety and therapeutic outcomes in clinical practice.

Fundamentals of Pharmacology TH523

Credits: 2

Fundamentals of Pharmacology establishes the foundation for the pharmacology series: pharmacokinetics, pharmacodynamics, and the legislation governing drug use, including controlled substances. Students examine how major drug classes act, using CNS agents and anti-inflammatories as worked examples, and study the sources of individual variability in drug response, including pharmacogenomics, alongside drug interactions and adverse reactions. The course emphasizes safe, evidence-informed integration of pharmaceuticals within a naturopathic framework, including interactions with botanical medicines and nutritional supplements.

Gastroenterology & Proctology CLS6230

Credits: 8.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6230T

The gastroenterology and proctology course will begin with a brief overview of structure, function, anatomy, physiology, and wellness. The bulk of the course will be devoted to understanding pathology, disease diagnosis/assessment/differential diagnosis, and management of common gastroenterology and proctology conditions. Emphasis will be placed on a whole-systems approach and the application of naturopathic philosophy to patient care. Supplementary topics such as cultural competency, ethics, evidence-informed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout each course.

Gastroenterology & Proctology Lab CLS6230L

Credits: 0.25 | **Co-requisites:** CLS6230

The gastroenterology and proctology lab course will include a brief overview of structure, function, anatomy, physiology and wellness. The course will be devoted to diagnosis and assessment through advanced physical exam techniques of common proctology and gastroenterology conditions. Students obtain experience in performing sensitive rectal exams using standardized patients.

Gastroenterology & Proctology Simulation Lab CLS6230S

Credits: 0

Gastroenterology and Proctology Simulation Lab provides structured simulation training in the assessment and clinical management of gastrointestinal and colorectal conditions. Administrative simulation credit; no didactic credit awarded.

Gastroenterology & Proctology Tutorial CLS6230T

Credits: 2 | **Co-requisites:** CLS6230

This case-based course will apply knowledge of anatomy, physiology, pathology, diagnosis, and management of common gastroenterology and proctology conditions by using whole-systems medicine and the application of naturopathic philosophy to patient care. Supplementary topics such as cultural competency, ethics, evidence-informed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout the class.

Gastroenterology and Proctology CS621

Credits: 4

The gastroenterology and proctology course will begin with a brief overview of structure, function, anatomy, physiology, and wellness. The bulk of the course will be devoted to understanding pathology, disease diagnosis/assessment/differential diagnosis, and management of common gastroenterology and proctology conditions. Emphasis will be placed on a whole-systems approach and the application of naturopathic philosophy to patient care. Supplementary topics such as cultural competency, ethics, evidenceinformed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout each course.

Gastroenterology and Proctology SC621

Credits: 4

Gastroenterology & Proctology: The gastroenterology and proctology course will begin with a brief overview of structure, function, anatomy, physiology, and wellness. The bulk of the course will be devoted to understanding pathology, disease diagnosis/assessment/differential diagnosis, and management of common gastroenterology and proctology conditions. Emphasis will be placed on a whole-systems approach and the application of naturopathic philosophy to patient care. Supplementary topics such as cultural competency, ethics,

evidence informed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout each course.

Gastroenterology and Proctology Lab CS621L

Credits: 0.25

"The gastroenterology and proctology lab course will include a brief overview of structure, function, anatomy, physiology and wellness. The course will be devoted to diagnosis and assessment through advanced physical exam techniques of common proctology and gastroenterology conditions. Students obtain experience in performing sensitive rectal exams using standardized patients"

Clinical and Physical Diagnosis II CE627

Credits: 0.5

No description yet (do not use AY24 description in column AA)

Gastroenterology and Proctology Tutorial CS621T

Credits: 2

"This case-based course will apply knowledge of anatomy, physiology, pathology, diagnosis, and management of common gastroenterology and proctology conditions by using whole-systems medicine and the application of naturopathic philosophy to patient care. Supplementary topics such as cultural competency, ethics, evidence-informed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout the class. Students are assessed via a Mini-Clinical Evaluation Exercise to ensure their competence prior to moving into their Core Clerkship Clinical Rotation."

Gastroenterology Lab NDEC8430E

Credits: 1

Meets Saturday May 2 and Saturday May 9 This lab covers techniques used in a functional gastroenterology practice: GI reflex point testing, applied kinesiology for GI organs, adrenal and thyroid, visceral release and energetic psychology techniques. It is a mixture of both scientifically based and clinically proven techniques.

General Chemistry 1 NS315

Credits: 3

This course is an accelerated version of General Chemistry I. It includes a lab, and covers topics, including measurements, atoms, ions, and molecules, chemical formulas and equations, stoichiometry, states of matter, thermochemistry, atomic theory, ionic and covalent bonding, molecular geometry, and solutions.

General Chemistry II w/Lab NS325

Credits: 3

This course is an accelerated version of General Chemistry II. It includes a lab, and covers topics, including rates of reaction, chemical equilibria, acids and basis, plus chemical properties of main group elements and transition elements. This course will also cover introductions to electrochemistry, nuclear chemistry, organic chemistry (carbon bonding) and polymer chemistry. Prerequisite(s): NS 315E or equivalent. Note: Additional course fee.

General Physics OIM643

Credits: 2

This course provides an introduction to the fundamental concepts of physics and an understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, waves, electricity and magnetism, and fundamental quantum theory. Students will apply these principles using practical examples and facilitated discussions. This course also introduces the concept of biophysics â€" the science that applies the laws and methods of physics to the study of biological phenomena â€" through a survey of its applications in modern medicine and a presentation and discussion of some of the more interesting hypotheses currently being researched with regards to biophysics and acupuncture theory. (Corequisite for students who have not taken General Physics prior to admission.)

Genetics NS321

Credits: 4

An introduction to the application of basic genetic principles to the study of human health and disease. Topics include Mendelian genetics, cytogenetics, population genetics, molecular cytogenetics, oncocytogenetics and clinical applications of principles. The importance and implication of genetic disease is also discussed.

Geriatrics SC734

Credits: 1.33333333333333

No changes from Golani

Ghana Global Health Experience- (6 credits) GSGH835E

Credits: 6

This course is a global health experience trip in Ghana, West Africa. The coursework will cover topics in globalization, natural childbirth, maternal and child health, cultural humility, West African herbalism, clinical services in an international setting, and working with local NGOs to empower and educate rural Ghanaian women. For students in clinical programs (ND, CM), clinical shadowing hours may be applied toward preceptorship hours or community education with prior approval in addition to the course experience.

Global Health Directed Study GSGH699

Credits: 0

Global Health Directed Study is an independent, faculty-supervised study in a specialized area of global health chosen by the student. Students develop a study plan, complete substantive scholarly work, and present findings for faculty evaluation.

Global Health Discussion Series GSGH510

Credits: 1

The purpose of this course is to engage students in discussion on topics that integrate the concepts introduced in MScGH core courses. Each session in the series will have a thematic frame that guides facilitated discussion. Themes will be recommended by students and participating faculty. Formats might include: presentations, showing and discussion of a documentary, discussion of a news report, discussion of a book chapter or article, or attending a special campus speaker's presentation or event. Students will present their proposed projects in this forum for feedback from other students and faculty.

Global Health Service-Learning Experience GSGH719E

Credits: 2

This course invites students to reflect upon and academically analyze their previous service-learning experience within the context of global health theories, frameworks, and challenges. Through structured assignments, readings, and discussions, students will critically evaluate how their past service work intersected with global health principles such as health equity, social determinants of health, and community-based interventions. Students will have the opportunity to connect their personal experiences with broader global health issues, contributing to their professional development as global health practitioners.

Graduation Completion CLE999

Credits: 1

Graduation Completion is an administrative course marking the fulfillment of all clinical and didactic requirements for graduation from the naturopathic medicine clinical program. No instruction is provided; credit reflects verified program completion.

Graduation Completion CM999

Credits: 1

Graduation Completion is an administrative course confirming that all requirements for graduation from the Classical Chinese Medicine program have been satisfied. No instruction is provided; credit reflects verified program completion.

Graduation Completion GSN999

Credits: 1

Graduation Completion is an administrative course confirming that all requirements for graduation from the Nutrition program have been satisfied. No instruction is provided; credit reflects verified program completion.

Graduation Completition GSGH999

Credits: 1

Graduation Completion is an administrative course confirming that all requirements for graduation from the Global Health program have been satisfied. No instruction is provided; credit reflects verified program completion.

Grand Rounds CLE8411

Credits: 1.5

Grand Rounds lectures are given by physicians or subject matter experts, typically from outside the NUNM community. Topics may include the Health Insurance Portability and Accountability Act (HIPAA), OSHA and other regulating agencies, best practice charting principles, cultural sensitivity, clinical cases, and other areas that are important in a physician's practice. Students are exposed to a variety of clinical conditions and treatments designed to augment material delivered in the core curriculum.

Grand Rounds CLE8421

Credits: 1.5

Grand Rounds lectures are given by physicians or subject matter experts, typically from outside the NUNM community. Topics may include the Health Insurance Portability and Accountability Act (HIPAA), OSHA and other regulating agencies, best practice charting principles, cultural sensitivity, clinical cases, and other areas that are important in a physician's practice. Students are exposed to a variety of clinical conditions and treatments designed to augment material delivered in the core curriculum.

Grand Rounds CLE8431

Credits: 1.5

Grand Rounds lectures are given by physicians or subject matter experts, typically from outside the NUNM community. Topics may include the Health Insurance Portability and Accountability Act (HIPAA), OSHA and other regulating agencies, best practice charting principles, cultural sensitivity, clinical cases, and other areas that are important in a physician's practice. Students are exposed to a variety of clinical conditions and treatments designed to augment material delivered in the core curriculum.

Grant Writing GSGH610

Credits: 2

This course teaches skills in grant proposal development. Students are introduced to the processes of identifying funding sources for needed projects or programs; establishing relationships with potential funding agencies; and planning, writing, revising, budgeting and submitting grant proposals that are responsive to the stated interests of funding agencies.

Gut Microbiome GSN536

Credits: 2

The microbiome/host relationship in human health is widely recognized. Microbiota impact nearly every aspect of human health. Yet, the diversity of microbes between individuals leaves us pondering how to best influence this health system. This course explores the ecology and evolution of the microbiome, how to measure the microbiome, and the relevance of microbial change. Students will examine the current research literature, discuss "-omics", and collect and analyze microbiome data.

Gut Microbiome NDEC6241E

Credits: 2

The microbiome/host relationship in human health is widely recognized. Microbiota impact nearly every aspect of human health. Yet, the diversity of microbes between individuals leaves us pondering how to best influence this health system. This course explores the ecology and evolution of the microbiome, how to measure the microbiome, and the relevance of microbial change. Students will examine the current research literature, discuss "-omics", and collect and analyze microbiome data.

Gut Microbiome NU436E

Credits: 2

This course investigates the basic, scientific and applied concepts of nutrition and substrate utilization as they apply to energy production for exercise, body composition, weight control and thermoregulation. Emphasis is given to analyzing nutritional requirements for enhanced exercise and sport performance.

Gynecology and Andrology SC710

Credits: 5

No changes

Healing Foods I GSN505

Credits: 2 | **Prerequisites:** TH507; TH507 | **Co-requisites:** GSN506

In this course students discover how to use food as medicine. They examine how food and food choices impact health and disease. Students will discuss specific foods that can be utilized to support health and prevent disease.

Healing Foods I GSN585

Credits: 4

This course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with specific properties, including anti-inflammatory and detoxifying foods will be covered. Following the course, students will be able to identify specific foods that can be utilized to support health and prevent disease. Culinary assignments will complement the course content.

Healing Foods I Practicum GSN506

Credits: 2 | **Co-requisites:** GSN505

This complementary course brings to life the content covered in Healing Foods 1. Students will have hands-on experience preparing foods and meals that showcase their healing properties in creative ways.

Healing Foods II GSN567E

Credits: 2 | **Co-requisites:** GSN567E

This course examines how bioactive compounds in foods can influence human health and wellness. This course blends didactic and experiential learning in an alternating lecture and cooking format. A variety of foods like herbs, spices, seaweeds, mushrooms, and medicinal plants with healing and nourishing properties are covered. Students will practice more advanced cooking techniques like fermentation, dehydration, sprouting, and other techniques in the teaching kitchen. This is a standalone elective with no prerequisite.

Healing Foods II NU467E

Credits: 2

This course examines how bioactive compounds in foods can influence human health and wellness. This course blends didactic and experiential learning in an alternating lecture and cooking format. A variety of foods like herbs, spices, seaweeds, mushrooms, and medicinal plants with healing and nourishing properties are covered. Students will practice more advanced cooking techniques like fermentation, dehydration, sprouting, and other techniques in the teaching kitchen. This is a standalone elective with no prerequisite. Note: Additional course fee.

Healing Foods II Practicum GSN568E

Credits: 2

Students discover how to make food as medicine in a kitchen setting. This course is a continuation of Healing Foods I ([[permalink=205|tooltip:{'title':1}]]%prefix% %code%[[/permalink]]). The course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with specific properties, including anti-inflammatory and detoxifying effects, are covered, and students practice food preparation in an active learning kitchen setting.

Healing Foods II Praticum NU468E

Credits: 2

Healing Foods II Practicum provides supervised practical experience in applying therapeutic whole-food nutrition principles to patient care or community wellness programming. Students implement healing food protocols, document outcomes, and engage in reflective practice under faculty guidance.

Health Coaching GSN528

Credits: 2

Students learn an integrative health coaching framework that includes models of behavior change, goal setting, identifying obstacles to success, and developing support systems. Skills in motivational interviewing, and one-on-one and group coaching are highlighted. Practical application of the material is woven throughout the course.

Health Psychology & Mind Body Medicine IM411

Credits: 3

This course explores the link between mind and body from social, clinical and psychobiological perspectives. The role of stress, emotion, self-regulation, and individual differences as predictors of health and illness are addressed.

HEENT SC731

Credits: 3

HEENT: Upon completion of this course, students will have the skills required for diagnosing, treating, and referring common and dangerous ophthalmologic and otolaryngology problems. Emphasis is placed on integrating naturopathic therapeutics as they are informed by naturopathic philosophy and evidence-based medicine.

Hematology CS620

Credits: 1.5

This course provides an overview of hematology. Through clinical science lectures, we develop proficiency in the diagnosis and naturopathic treatment approach to blood disorders such as anemia, bleeding and clotting conditions. The rationale for and successful delivery of screening recommendations, and prognostic information are discussed. Research is presented to appreciate evidence of naturopathic adjunctive treatments for co-managing care within a collaborative, integrative model.

Hematology SC620

Credits: 2

No changes

Hematology & Oncology Tutorial CLS6221T

Credits: 1.5 | **Co-requisites:** CLS6221

In this clinical lab class, we establish proficiency in basic phlebotomy and injection techniques. Students perform blood draws to conduct and analyze laboratory tests including hematocrit, blood antigens, erythrocyte sedimentation rate and microscopic evaluation on blood samples. Corequisite(s): CLS 6221, CLS 6221T. Note: Additional fee required.

Hematology and Oncology CLS6221

Credits: 6.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6221T

This course provides an overview of hematology and oncology at the level of the second-year medical student. Through clinical science lectures, we develop proficiency in the diagnosis and naturopathic treatment approach to blood disorders such as anemia, bleeding and clotting conditions, leukemia, lymphoma, and solid tumors. Environmental and lifestyle influences of cancer epidemiology are analyzed. The rationale for and successful delivery of screening recommendations, and prognostic information are discussed. Research is presented to appreciate evidence of naturopathic adjunctive treatments for co-managing care within a collaborative, integrative model.

Hematology and Oncology Lab CLS6221L

Credits: 0.5 | **Co-requisites:** CLS6221T

In this clinical lab class, we establish proficiency in basic phlebotomy and injection techniques. Students perform blood draws to conduct and analyze laboratory tests including hematocrit, blood antigens, erythrocyte sedimentation rate and microscopic evaluation on blood samples. Corequisite(s): CLS 6221, CLS 6221T. Note: Additional fee required.

Herb Garden Processing NDEB5210E

Credits: 0.5

Held in Battle Ground, Washington, this outdoor course provides hands-on experience with items grown in the garden. Demonstrations will include sprouting; fermenting; making tinctures, salves, oils, creams and vinegars; canning; preserving flowers; harvesting seeds and more. Students will gain experience working with a variety of recipes and more than a dozen live plants. Note: Additional fee required.

Herb Garden Processing NU446E

Credits: 0.5

Held in Battle Ground, Washington, this outdoor course provides hands-on experience with items grown in the garden. Demonstrations will include sprouting; fermenting; making tinctures, salves, oils, creams and vinegars; canning; preserving flowers; harvesting seeds and more. Students will gain experience working with a variety of recipes and more than a dozen live plants. Note: Additional fee required.

Herbal Internship OCL671

Credits: 2

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options.

Herbal Internship OCL676

Credits: 2.38

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options.

Herbal Internship OCL677

Credits: 1.58

In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options.

Herbal Internship OCM676

Credits: 2.38

not in catalog, but OCL676 is In this portion of internship, a small group of DACM and MACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options. Prerequisite(s): OCL655

Herbal Internship II OCL672

Credits: 2.38

In this portion of internship, a small group of DACM degree program interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options. Interns will participate in two sections of Herbal Internship at some point of their internship at OCOM. This course focuses on the professional skills needed to provide safe and effective Chinese herbal therapy in a clinical setting. During Herbal Internship, students will combine their classroom knowledge and clinical skills in treating patients with Chinese herbs under the supervision of clinical faculty. Students in Herbal Internship will see up to 4 patients per shift. For every patient seen, one student serves as the Primary Intern, leading the patient interview, recording findings in the patient's chart and managing the patient, while remaining students act as Secondary Interns, observing the interview, asking additional questions as necessary and supporting the Primary intern and the supervisor throughout the case. All students work together with the supervisor to assess, devise an appropriate treatment plan and create a custom herbal formula. As with other facets of internship at OCOM, students in Herbal Internship are expected to develop and demonstrate proficiency in interviewing, charting, physical examination, diagnosis, treatment planning, making prognoses, case management, referral, and basic Western clinical medicine. These are the necessary skills of a competent, entry level practitioner of Oriental medicine.

Herbal Intership OCL675

Credits: 2

Herbal Internship provides advanced supervised clinical experience in herbal medicine, allowing students to deepen their botanical clinical skills through direct patient care in an herbal specialty setting. Students develop competency in botanical case management, formula design, and patient education.

Herbal Prepared Medicine OCM632

Credits: 1

This course serves as a bridge between the learning of single herb medicinals and herbal formulas. The course provides students with an understanding of how Chinese medicinals combine for greater synergy and how these combinations serve as the building blocks of the most common formulations. Herbal pairs, triads and larger groupings are studied in depth to understand the therapeutic mechanisms and foundational methodologies that are the bedrock of formula science.

Herbal Prescription Strategies OCM633

Credits: 2

This portion of the program in traditional Chinese herbal medicine introduces the study and application of prepared powders, pills and tablets, as well as substances for external application (e.g., traditional Chinese medical liniments). Study focuses on preparations from mainland China as well as products produced in the United States. The concept of quality control is emphasized.

Herbal Rounds OCL597

Credits: 1.19

Herbal Rounds provides structured group case review and discussion of herbal medicine protocols in a clinical supervision setting. Students present patient cases, review botanical treatment plans, and receive peer and faculty feedback to refine their herbal clinical reasoning.

Herbal Rounds I OCL598

Credits: 2

"These two courses support the student's learning of Chinese herbal medicine by allowing them to observe a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Under the constant, direct supervision of the faculty practitioner, the student will participate in case presentations and take chart notes, recording a patient's history and exam results as well as assessments and treatments for each patient they observe. The student will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. In Herbal Rounds I students will observe a faculty practitioner interview, diagnose and create a herbal prescription.Herbal Rounds II this observation will take place in an Herbal Internship clinic where the student will observe clinical interns. (Note: only MACM and DACM students take this course.)"

Herbal Rounds II OCL599

Credits: 1

"These two courses support the student's learning of Chinese herbal medicine by allowing them to observe a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Under the constant, direct supervision of the faculty practitioner, the student will participate in case presentations and take chart notes, recording a patient's history and exam results as well as assessments and treatments for each patient they observe. The student will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. In Herbal Rounds I students will observe a faculty practitioner interview, diagnose and create a herbal prescription. Herbal Rounds II this observation will take place in an Herbal Internship clinic where the student will observe clinical interns. (Note: only MACM and DACM students take this course.)"

Herbal Theater IA OCL595

Credits: 0.83

Herbal Theater IA introduces students to the clinical application of herbal medicine through structured observation and supervised participation in herbal patient care. Students develop clinical familiarity with common botanical presentations and treatment protocols under faculty supervision.

Herbal Therapeutics I Pain OCM660

Credits: 1 | **Prerequisites:** OIM521; OIM521 | **Co-requisites:** OCM621

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbal Therapeutics II EENT OCM661

Credits: 1 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OCM622

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbal Therapeutics III GI OCM662

Credits: 1 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OCM642

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of

treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbal Therapeutics IV OB/GYN OCM664

Credits: 1 | **Prerequisites:** OCM621; OCM621 | **Co-requisites:** OCM644

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbal Therapeutics VII- Geriatrics OCM667

Credits: 1

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbal Therapeutics VIII Derm OCM663

Credits: 0.5

The six-quarter Chinese Clinical Medicine (CCM) course sequence covers a variety of topics in the areas of orthopedics/traumatology/pain; internal medicine; eye, ear, nose, and throat (EENT); respiratory; gastrointestinal (GI); hepatobiliary; dermatological; obstetric (OB); gynecological (GYN); pediatric; and geriatric disorders. Students study the disease process from the perspective of Chinese medicine and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Chinese medicine disease categories are studied according to their pathophysiology and most common presenting patterns to facilitate accurate Chinese medical diagnosis. Treatment strategies, including acupuncture point prescriptions and herbal formulas, are discussed along with concepts of treatment planning, case management, and continuity of care. Emergency care and urgent care considerations are addressed where appropriate as part of the larger issue of referral and collaborative care. Classical texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) and modern, biomedical concepts are referenced as necessary to facilitate clinical understanding. (Note: students in the MAc program do not take Herbal Therapeutics I-VIII.)

Herbs I HM526

Credits: 3

The first course in the Chinese herbal medicine sequence introduces the historical development of Chinese herbology and the foundations of the Chinese materia medica. Students study approximately 120 medicinal herbs widely used in classical Chinese medicine traditions from the Shanghan (Cold Damage) to Wenbing (Warm Disease) schools. Herbs are studied according to therapeutic categories, energetic

properties, actions, indications, preparation methods, and classical combinations. Students also explore herb patterns and pathomechanisms within classical diagnostic frameworks.

Herbs II CM536

Credits: 3

Herbs II continues the systematic study of the Chinese materia medica, expanding students' knowledge of individual medicinal substances and their therapeutic applications. Students study approximately 120 medicinal herbs and deepen their understanding of herb properties, categories, combinations, and classical herbal theory. Emphasis is placed on herb pattern differentiation, pathomechanisms, and the expanding clinical repertoire of individual herbs used in traditional formulas.

Herbs II Practicum HM536L

Credits: 0.75

This practicum continues experiential exploration of Chinese herbs through organoleptic study and direct engagement with medicinal substances. Students compare herb pairs and explore differences in energetic signatures, movement patterns, and classical descriptions of medicinal herbs.

Herbs III HM616

Credits: 3

Herbs III completes the foundational study of approximately 60 key Chinese medicinal herbs and 44 paired herbs (Duiyao). Students learn the properties, actions, indications, contraindications, preparation methods, and dosage of commonly used herbs. Emphasis is placed on clinical safety, herb identification, and appropriate therapeutic use within Chinese medicine practice.

Herbs III Practicum HM616L

Credits: 0.75

Herbs Practicum III introduces students to herb pair combinations (dui yao) and explores herbal synergy within the Six-Phase energetic model of the Shanghan Lun. Students integrate diagnosis with herbal energetics and deepen their understanding of classical herbal practice, including paozhi processing methods and dietary therapy.

Herbs IV HM626

Credits: 3

Herbs IV begins the Chinese herbal formula sequence. Students study classical herbal formulas (jingfang) and modern formulas (shifang) used in clinical practice. Approximately 60 core formulas derived from classical texts such as the Shanghan Zabing Lun are studied. Emphasis is placed on formula composition, diagnostic indications, therapeutic strategies, pattern differentiation, modifications, and clinical application.

Herbs IV Practicum CM626

Credits: 0.75

In this practicum series, students explore the experiential aspects of Chinese herbal formulas through preparation, tasting, and discussion. The course emphasizes formula architecture, preparation methods, organoleptic evaluation, and experiential understanding of herbal formulas used in classical practice.

Herbs Practicum I HM526L

Credits: 0.75

This practicum introduces students to experiential learning in Chinese herbal medicine through direct sensory interaction with medicinal substances. Students explore the energetic properties and qi dynamics of herbs through tasting, handling, and classical preparation

methods. The course emphasizes organoleptic assessment, energetic awareness, and comparison of experiential observations with classical descriptions.

Herbs V HM636

Credits: 3

Herbs V expands students' knowledge of classical and modern herbal formulas used in Chinese medicine practice. Students continue to study approximately 60 formulas relevant to national board exams and California licensure requirements. Emphasis is placed on case-based learning, diagnostic differentiation, formula modification, and clinical application.

Herbs V Practicum HM636L

Credits: 0.75

This practicum builds on formula studies through preparation, tasting, and case discussion of classical prescriptions. Students learn diagnostic indications, clinical application, and safe prescribing practices while engaging with classical texts and formula structures.

Herbs VI HM716

Credits: 3

Herbs VI completes the herbal formula curriculum with advanced clinical application of Chinese herbal medicine. Students continue to study approximately 60 formulas relevant to national board exams and California licensure requirement. Students synthesize knowledge of formulas, herb interactions, and diagnostic frameworks through case analysis and clinical scenarios. Emphasis is placed on pattern differentiation, individualized prescription, and safe clinical practice.

Herbs VI Practicum HM716L

Credits: 1

This practicum integrates herbal theory and clinical application through experiential preparation and analysis of formulas. Students synthesize diagnostic reasoning, formula modification, and clinical safety considerations while engaging with classical prescriptions and modern prescribing practices.

HIPAA, OSHA, Mandatory Reporting Training CLE5000

Credits: 0

HIPAA, OSHA, and Mandatory Reporting Training is a required administrative training course covering federal and state requirements for patient privacy, workplace safety, and mandated reporter obligations. Completion is required prior to participation in clinical activities; no didactic credit is awarded.

Homeopathy 2 NDEH7320E

Credits: 3

This course series builds on the core homeopathic curriculum. The courses are intended to help students advance their understanding and practical application of homeopathy in a clinical setting. Students will further develop their skills in case analysis, symptom and rubric selection, navigation of the computerized repertory, special functions of the computerized repertory, and familiarity with the reportorial language.

Homeopathy I NDEH7310E

Credits: 3

This course series builds on the core homeopathic curriculum. The courses are intended to help students advance their understanding and practical application of homeopathy in a clinical setting. Students will further develop their skills in case analysis, symptom and rubric selection, navigation of the computerized repertory, special functions of the computerized repertory, and familiarity with the reportorial language.

Homeopathy III NDEH7331E

Credits: 3

This course series builds on the core homeopathic curriculum. The courses are intended to help students advance their understanding and practical application of homeopathy in a clinical setting. Students will further develop their skills in case analysis, symptom and rubric selection, navigation of the computerized repertory, special functions of the computerized repertory, and familiarity with the reportorial language.

Homeopathy IV NDEH7332E

Credits: 3

This course series builds on the core homeopathic curriculum. The courses are intended to help students advance their understanding and practical application of homeopathy in a clinical setting. Students will further develop their skills in case analysis, symptom and rubric selection, navigation of the computerized repertory, special functions of the computerized repertory, and familiarity with the reportorial language. Prerequisite(s): THR 5131, NDEH 7330E.

How to Write & Publish Case Studies RES615E

Credits: 2

This practical course teaches how to conduct case studies and case series. Students use real-world cases to learn to form hypotheses, collect clinical data, analyze data, and write a case report. While this course requires substantial work outside the class, students finish the course with a publishable case report in just 12 weeks.

Hydrotherapy Clinical Rotation CE500

Credits: 2.5

"Students administer hydrotherapeutic treatments to NUNM health center patients under the supervision of a licensed naturopathic physician. Students continue to develop their diagnostic assessment and patient communication skills, refine their hydrotherapeutic treatment skills, monitor patients during treatment, and recommend hydrotherapeutic home treatments"

Hydrotherapy Clinical Rotation XC500

Credits: 0

Hydrotherapy Clinical Rotation: Students administer hydrotherapeutic treatments to NUNM health center patients under the supervision of a licensed naturopathic physician. Students continue to develop their diagnostic assessment and patient communication skills, refine their hydrotherapeutic treatment skills, monitor patients during treatment, and recommend hydrotherapeutic home treatments.

Hydrotherapy Rotation CLE6222

Credits: 2

Students administer hydrotherapeutic treatments to NUNM health center patients under the supervision of a licensed naturopathic physician. Students continue to develop their diagnostic assessment and patient communication skills, refine their hydrotherapeutic treatment skills, monitor patients during treatment, and recommend hydrotherapeutic home treatments. Prerequisite(s): CLE 5120, CLE 5130, THR 5120, THR 5120T, THR 5120L.

Imagination and Wellbeing GSN601E

Credits: 2

Students will explore the intersection of creativity, neuroscience, and personal transformation. Through a blend of contemporary research, reflective exercises, and hands-on experiences, students will deepen their understanding of imagination as a dynamic process central to vitality and resilience. Emphasizing both knowledge and practice, the course will examine how imagination shapes perception, fosters adaptability, and supports well-being. Students will gain tools to disrupt automaticity, cultivate creative agency, and harness imagination as a force for personal and professional growth. Designed to be both informational and transformational, this course is an opportunity to reawaken the innate power of creativity and apply it meaningfully in life and practice.

Imagination and Wellbeing IM301E

Credits: 2

Students will explore the intersection of creativity, neuroscience, and personal transformation. Through a blend of contemporary research, reflective exercises, and hands-on experiences, students will deepen their understanding of imagination as a dynamic process central to vitality and resilience. Emphasizing both knowledge and practice, the course will examine how imagination shapes perception, fosters adaptability, and supports well-being. Students will gain tools to disrupt automaticity, cultivate creative agency, and harness imagination as a force for personal and professional growth. Designed to be both informational and transformational, this course is an opportunity to reawaken the innate power of creativity and apply it meaningfully in life and practice.

Immunology BS535

Credits: 2

"This foundational course offers comprehensive exploration of the human immune system, both in health and disease. The curriculum covers key topics such as mechanisms of innate and adapative immunity, focusing on immune cell functions and the histologic organization of immune system structures. Students will gain understanding of how immune responses are orchestrated and what happens when they fail."

Immunology SB535

Credits: 2

This course explores inflammation and immunological responses as underlying causes in many chronic diseases. Nutritional influences on the inflammatory process and immune balance are analyzed in depth. Students will discover how to use nutrition to impact immunological outcomes using real-life clinical cases. Environmental exposures that affect the immune system are also reviewed.

Immunology NS322

Credits: 4

An introduction to the principles of immunology, including: development of the immune system; cells and organs of the immune system; the immune system in health and disease; and infectious organisms, allergies and more.

Immunology SB535

Credits: 2

Immunology examines the human immune system in health and disease. It covers the mechanisms of innate and adaptive immunity, immune cell functions, and the histologic organization of immune structures, and how dysregulated immune responses produce disease. The course builds the immunologic foundation applied across clinical immunology and rheumatology.

Immunology SB535

Credits: 2

Immunology examines the human immune system in health and disease. It covers the mechanisms of innate and adaptive immunity, immune cell functions, and the histologic organization of immune structures, and how dysregulated immune responses produce disease. The course builds the immunologic foundation applied across clinical immunology and rheumatology.

India Global Health Experience GSGH838E

Credits: 4

India Global Health Experience Travel course offers the India immersion trip with the Ayurvedic doctor as an instructor who is a born, raised and familiar with India. Study, experience and examine India's multiple options of medicine, e.g., Ayurveda, Yoga, Uniani, Siddha, Homeopathy, traditional medicines, tribal healthcare, their facilities, scheduling, insurance, taxations, challenges, pharmacies, rich culture, abundant food, cooking strategies, and shopping, etc. India is the diverse, ancient country. Our course destination Nashik as one of the five cities that developed in the stone age has been the largest marketplace in the country then and currently, grapes and wine capital of India which is considered equivalent to Napa Valley. It is renowned for the medical education's headquarter MUHS (Maharashtra University of Health Sciences), hospitals and pharmacies, its world heritage sites, temples, Ellora caves, textile, engineering and IT industries, creave

shops, incredible varieties of wine and street food and vipassana meditation center. While being based in Nashik, we will take excursions to the countryside where we will have the opportunity to learn about tribal health, agriculture, organic farming, honeybee farming, animal feeding, self-reliance and indigenous life. This Global Health trip provides an experiential understanding of medicine, culture and life through sampling, study and community experiences with a Christmas Party in India with your class. Open to all students and all programs.

Indian Cooking GSN572E

Credits: 2

Traditional Indian cooking is based on the foundations of Indian philosophy. This course explores the concepts of Indian cooking, the properties of food, and the seasonal selection of dishes to achieve optimum health for body, mind and spirit. This course covers classic and regional dishes, including vegetarian, non-vegetarian, vegan, gluten-free, low-calorie, low-sodium and Ayurvedic dishes. The Indian concepts of Tridosha (Vata, Pitta, Kapha), individual dietary requirements, and disease-specific diets are also covered.

Indian Cooking NU413E

Credits: 2

Traditional Indian cooking is based on the foundations of Indian philosophy. This course explores the concepts of Indian cooking, the properties of food, and the seasonal selection of dishes to achieve optimum health for body, mind and spirit. This course covers classic and regional dishes, including vegetarian, non-vegetarian, vegan, gluten-free, low-calorie, low-sodium and Ayurvedic dishes. The Indian concepts of Tridosha (Vata, Pitta, Kapha), individual dietary requirements, and disease-specific diets are also covered.

Integrated Clinical Theater OCL541

Credits: 1.5 | **Prerequisites:** OIM523; OIM523 | **Co-requisites:** OCL620

This course, specifically designed for students in the four-year DACM program, is structured like Clinical Theater I-II. However, at this stage in their learning, students are expected to participate more fully in discussion of Western medical assessment and therapies and how to integrate this information effectively into patient care as a Chinese medical practitioner.

Integrative Endo, Reproductive; Acupuncture CM713

Credits: 1.5

This course integrates biomedical and classical Chinese medicine perspectives on endocrine and reproductive disorders. Students study etiology, pattern differentiation, and acupuncture treatment strategies for conditions such as menstrual disorders, infertility, thyroid disorders, metabolic dysfunction, and hormonal imbalance. Emphasis is placed on classical medical texts, modern biomedical understanding, the identification of clinical red flags requiring referral or co-management, and collaborative care with other healthcare providers.

Integrative Endo, Reproductive; Herbal HM713

Credits: 1.5

This course focuses on Chinese herbal strategies for endocrine and reproductive disorders. Students examine classical formulas, herbal modifications, and biomedical considerations in treating menstrual disorders, infertility, endocrine imbalance, and metabolic syndromes. Emphasis is also placed on the recognition of clinical red flags and contraindications that require biomedical referral, co-management, or modification of herbal treatment. Case-based learning supports the integration of classical herbal knowledge into modern clinical practice.

Integrative Case Management II EENT OIM652

Credits: 1 | **Co-requisites:** OCM641

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and effective coordination with other medical providers. Through a combination of lecture, demonstration, and case-based web learning, the course focuses on improving your ability to manage complex patient cases, with an emphasis on integrating conventional and alternative care. Students will learn to evaluate when integrative care is appropriate, develop comprehensive treatment plans, and enhance collaboration with a variety of healthcare professionals. Key topics include primary care responsibilities, as well as secondary and specialty care responsibilities, psychosocial assessment, treatment planning, continuity of care, referrals, and collaborative care. The course will also address treatment contraindications and complications, including drug and herb interactions, along with follow-up care, final review, functional outcome measurements, prognosis, and future medical care. Additionally, students will explore clinical lab data interpretation,

understand diagnostic reports, and survey the clinical practices of other healthcare disciplinesâ€”including medicine, osteopathy, dentistry, psychology, nursing, chiropractic, podiatry, naturopathy, and homeopathyâ€”to better understand the broader healthcare landscape. This knowledge will equip students to recognize when referrals are appropriate and how to work effectively across disciplines to achieve optimal patient outcomes.

Integrative Case Management III OIM653

Credits: 1 | **Co-requisites:** OCM642

This course will enhance your understanding of and ability to manage patient cases through evidence-informed decision-making and coordination with other medical providers. Using a combination of lecture, demonstration, and case-based web learning, students will explore how to evaluate and manage patients using integrative approaches that include both conventional and complementary medical practices. The focus will be on improving the management of patients with gastrointestinal, hepatobiliary, and dermatological conditions. Students will learn to apply evidence-based approaches to assess when integrative care is appropriate, develop comprehensive treatment plans, and enhance collaboration with a range of healthcare providers. Key topics include primary care responsibilities, as well as secondary and specialty care responsibilities, psychosocial assessment, treatment planning, continuity of care, referrals, and collaborative care. The course will also cover treatment contraindications and complications, including drug and herb interactions, along with follow-up care, final review, functional outcome measurements, prognosis, and planning for future medical care. In addition, the course provides a survey of the clinical practices of medicine, osteopathy, dentistry, psychology, nursing, chiropractic, podiatry, naturopathy, and homeopathy to familiarize students with the approaches and scope of practice of other healthcare professionals. This broad understanding will prepare students to make informed referrals and collaborate effectively within multidisciplinary healthcare teams to support optimal patient outcomes.

Integrative Case Management III GI OIM663

Credits: 1

not listed in catalog

Integrative Case Management IV OB/GYN OIM654

Credits: 1 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM644

This course will enhance your understanding and ability to manage patient cases through evidence-informed decision-making and effective coordination with other medical providers. Using a combination of lecture, demonstration, and case-based web learning, this course prepares students to deliver comprehensive integrative care in clinical medicine, with a focus on primary, secondary, and specialty care responsibilities. Students will develop competency in: Determining the appropriateness of integrative care for diverse patient presentations, including medically necessary interventions and recognizing when referral or collaboration with other health professionals is indicated. Understanding and integrating clinical findings, including lab data, radiographic and diagnostic study reports, into individualized treatment planning. Conducting psychosocial assessments and incorporating this information into clinical decision-making, ensuring holistic patient care. Identifying treatment contraindications and managing complications, including recognizing potential drug, supplement, and herb interactions. Developing and implementing treatment plans that support continuity of care, establish clear referral pathways, and involve collaborative practice with conventional and complementary healthcare providers. Delivering follow-up care, conducting final reviews, and utilizing functional outcome measurements to assess treatment efficacy. Formulating prognoses and planning for future medical care, taking into account patient-specific goals and evolving clinical needs. Students will also become familiar with common integrative treatment modalities, procedures, and clinical strategies used to manage a range of obstetric (OB) and gynecological (GYN) conditions. Emphasis will be placed on medical record-keeping guidelines for complex cases and ensuring high standards of documentation and communication across the healthcare team.

Integrative Case Management V Behavioral Health OIM655

Credits: 0.5 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM645

This advanced course is designed to strengthen students' ability to manage complex patient cases involving behavioral health through evidence-informed decision-making and interprofessional collaboration. Students will engage with lectures, clinical demonstrations, and case-based online learning modules to build integrative case management competencies. Students will develop skills in conducting thorough psychosocial assessments and learn to incorporate these insights into holistic treatment planning for patients with behavioral health needs. The course will also address considerations for providing care to special populations, including seriously ill patients, emphasizing the importance of sensitivity, individualized care strategies, and coordinated support. In addition, the course includes a survey of clinical practices across multiple healthcare disciplinesâ€”such as medicine, osteopathy, dentistry, psychology, nursing, chiropractic, podiatry, naturopathy, and homeopathyâ€”to familiarize students with the approaches and scopes of practice of other healthcare

professionals. This foundation equips students to communicate effectively, make informed referrals, and collaborate within multidisciplinary teams to ensure comprehensive, patient-centered care.

Integrative Case Management VII - Geriatrics OIM657

Credits: 1 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM647

This course is designed to enhance students' ability to manage complex patient cases using evidence-informed decision-making and effective collaboration with other healthcare providers. It focuses on the practical responsibilities of practitioners within both primary care and secondary or specialty care settings, with attention to recognizing the scope of practice and identifying when referral or co-management is appropriate. To support interdisciplinary collaboration, the course includes a survey of the clinical practice of medicine, osteopathy, dentistry, psychology, nursing, chiropractic, podiatry, naturopathy, and homeopathy. This overview is intended to familiarize students with the roles, responsibilities, and treatment approaches of other healthcare disciplines, promoting more effective communication and coordination in integrative clinical settings. Through a combination of lecture, demonstration, and case-based web learning, students will develop clinical competencies in: Identifying when integrative or interdisciplinary care is appropriate and implementing referral or consultation accordingly Evaluating and documenting medically necessary interventions in accordance with current clinical and regulatory guidelines Interpreting and integrating clinical laboratory results, radiographic and diagnostic study reports into treatment planning Conducting psychosocial assessments and understanding how emotional, behavioral, and environmental factors influence health and treatment outcomes Identifying treatment contraindications and complications, including drug and herb interactions, comorbidities, and red flags requiring referral or modification of care Emphasis will be placed on comprehensive treatment planning, continuity of care, and measuring outcomes through functional assessment tools. Students will also learn the principles of follow-up care and final case review, ensuring quality assurance and improved long-term patient outcomes. Special attention will be given to managing patients with complex or serious health conditions, including the geriatric population and those requiring special care. Students will become familiar with common procedures and treatment protocols used in integrative and conventional care, learning how to safely and effectively coordinate with medical professionals across a range of disciplines. By the end of the course, students will be equipped to navigate the clinical responsibilities of a modern healthcare provider, communicate effectively with patients and colleagues, and deliver high-quality, collaborative care rooted in both traditional and biomedical models.

Integrative Clinic OCL659

Credits: 1.58 | **Co-requisites:** OCL655

In the Integrative Clinic, DACM students will work in-an integrative health facility such as a hospital, supervised by a clinical faculty member who is experienced in integrative patient assessment and case management. Integrating all the skills they have learned to date, interns in Integrative Clinic will demonstrate the ability to apply basic clinical bio- and integrative medicine in patient care, analyze situations requiring referral or emergency interventions and respond appropriately, and collaborate effectively with other health care providers. (Note: this course is for four year DACM degree program students only.)

Integrative clinic (offsite) OCL668

Credits: 2.38 | **Co-requisites:** OCL655

In the Integrative Clinic, DACM students will work in-an integrative health facility such as a hospital, supervised by a clinical faculty member who is experienced in integrative patient assessment and case management. Integrating all the skills they have learned to date, interns in Integrative Clinic will demonstrate the ability to apply basic clinical bio- and integrative medicine in patient care, analyze situations requiring referral or emergency interventions and respond appropriately, and collaborate effectively with other health care providers. (Note: this course is for fouryear DACM degree program students only.)

Integrative GI, GU & Derm; acupuncture CM726

Credits: 2

This course examines gastrointestinal, genitourinary, and dermatological disorders through both Chinese medicine and biomedical frameworks. Students develop acupuncture strategies for digestive disorders, urinary conditions, and dermatologic diseases commonly encountered in clinical practice. Emphasis is also placed on recognizing biomedical red flags and warning signs that may indicate serious or emergent conditions and require referral or co-management with other healthcare providers. Case discussions support the integration of classical Chinese medicine principles with modern biomedical understanding in clinical decision-making.

Integrative GI, GU & Derm; herbal HM726

Credits: 1.5

This course emphasizes Chinese herbal approaches to gastrointestinal, genitourinary, and dermatological diseases. Students examine classical formulas and herbal modifications relevant to digestive disorders, urinary dysfunction, inflammatory skin diseases, and chronic dermatologic conditions. Emphasis is placed on recognizing biomedical red flags that require referral or co-management, such as severe or persistent gastrointestinal bleeding, unexplained weight loss, acute abdominal pain, hematuria, recurrent or complicated urinary tract infections, rapidly progressing skin lesions, suspected malignancy, and systemic signs of infection. Students learn to integrate herbal treatment strategies with appropriate clinical judgment, patient safety considerations, and collaborative care with other healthcare providers.

Integrative HEENT, Respiratory & Cardio; acupuncture CM733

Credits: 3

This course examines diseases of the head, eyes, ears, nose, throat, respiratory system, and cardiovascular system through the integrative framework of Chinese medicine and biomedical science. Students develop acupuncture strategies for respiratory diseases, cardiovascular disorders, and HEENT conditions. Emphasis is placed on recognizing biomedical red flags that require immediate referral or co-management, including chest pain suggestive of cardiac ischemia, shortness of breath or respiratory distress, hemoptysis, severe or worsening cough, high fever with systemic symptoms, sudden onset of neurological deficits (e.g., stroke), syncope, uncontrolled hypertension, signs of heart failure, rapidly progressive vision or hearing loss, severe headache with neurological signs, and suspected infections or malignancies. Students learn to integrate acupuncture treatment with appropriate clinical judgment, patient safety considerations, and interprofessional collaboration.

Integrative HEENT, Respiratory & Cardio; Herbal HM733

Credits: 1.5

This course focuses on Chinese herbal treatment of respiratory, cardiovascular, and HEENT disorders. Students analyze classical formulas and develop herbal strategies for respiratory infections, cardiovascular conditions, and chronic pulmonary diseases. Emphasis is placed on recognizing biomedical red flags that require immediate referral or co-management, including chest pain suggestive of cardiac ischemia, shortness of breath or respiratory distress, hemoptysis, persistent or worsening cough, high fever with systemic symptoms, syncope, uncontrolled hypertension, signs of heart failure, sudden onset of neurological deficits (e.g., stroke), rapidly progressive vision or hearing loss, and suspected severe infection or malignancy. Students also learn to identify herb–drug interactions and contraindications, particularly in patients using anticoagulants, antihypertensives, or cardiovascular medications. The course emphasizes safe, evidence-informed integration of herbal medicine within collaborative, patient-centered care.

Integrative Immunology RES702

Credits: 3

This course focuses on the basic functions of the immune system, with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

Integrative Medical Research ORE503

Credits: 0.33

not listed in catalog

Integrative Medical Research IB- Research Literacy ORE504

Credits: 0.33

not listed in catalog

Integrative Medical Research IC-Research Literacy ORE505

Credits: 0.34

not listed in catalog

Integrative Medicine Research Fundamentals RES520

Credits: 1

This course provides foundational knowledge to support students through the MSCR program. The course covers landmark studies in integrative medicine and integrative medicine research concepts. Students learn about researchers, mentors and projects at NUNM and other locations in the vicinity, and develop their individual research interests and program goals.

Integrative Medicine Research I ORE502

Credits: 1

not listed in catalog

Integrative Medicine Research II ORES602

Credits: 2 | **Co-requisites:** RE502

As research in acupuncture and Chinese herbology grows in significance, it plays a critical role in enhancing the credibility and integration of Chinese medicine within the biomedical community, insurance industry, and health policy discussions. This course provides students with a foundation in research and evidence-based medicine, with a focus on developing the skills necessary to critically evaluate and design research relevant to clinical practice. Students will explore the current evidence base for acupuncture, engage with methodological challenges unique to Chinese medicine research, and learn to critique research methods for validity, reliability, and applicability. The course includes instruction in evaluating clinical trials, understanding physiological theories of acupuncture mechanisms, and applying principles of rigorous scientific inquiry to both acupuncture and herbal medicine research.

Integrative Medicine Research Seminar RES531

Credits: 1

This course is meant to inspire and inform students about integrative medicine research ideas and the researchers in the field by attending a research conference.

Integrative Pediatrics; Acupuncture Therapeutics CM823

Credits: 1

This course examines pediatric health through classical Chinese medicine and biomedical frameworks. Students learn acupuncture treatment strategies for common pediatric disorders and explore developmental physiology, family-centered care, and pediatric clinical safety. Emphasis is placed on recognizing pediatric biomedical red flags that require immediate referral or co-management, including high or persistent fever, lethargy or altered responsiveness, dehydration, difficulty breathing or respiratory distress, seizures, severe or persistent vomiting or diarrhea, failure to thrive, unexplained rash (e.g., petechiae), signs of infection, trauma or non-accidental injury, and developmental regression or delay. Students learn to integrate acupuncture treatment with age-appropriate safety considerations, parental communication, and collaborative care with pediatric and other healthcare providers.

Integrative Pediatrics; Herbal Therapeutics HM823

Credits: 2

This course focuses on herbal treatment strategies for pediatric conditions. Students explore classical pediatric formulas, dosage adjustments, safety considerations, and the integration of herbal medicine in pediatric clinical care. Emphasis is placed on recognizing pediatric biomedical red flags that require immediate referral or co-management, including high or persistent fever, lethargy or altered responsiveness, dehydration, difficulty breathing or respiratory distress, seizures, severe or persistent vomiting or diarrhea, failure to thrive, unexplained rash (e.g., petechiae), signs of serious infection, trauma or non-accidental injury, and developmental regression or delay. Students also learn to identify herbal safety concerns, including age-appropriate dosing, contraindications, and potential herb–drug interactions. The course emphasizes safe, evidence-informed use of herbal medicine within collaborative, family-centered pediatric care.

Intercultural Communication Skills SS332

Credits: 3

Cultural humility requires that people give careful consideration to their assumptions and beliefs that affect how they communicate. This course teaches students to identify characteristics of their own worldview as they learn to navigate professional interpersonal relationships.

International Community Engagement or Preceptorshi CLE5001

Credits: 0

International Community Engagement or Preceptorship is an administrative course recording credit earned through approved international community health engagement or supervised clinical preceptorship outside NUNM's primary clinical sites. Credit is awarded following program review and verification of completed hours.

Internship Case Presentation CM810

Credits: 1

Students present real clinical cases, integrating CM and biomedical perspectives with outcome evaluation. The course emphasizes evidence-informed practice, requiring students to incorporate and critically appraise relevant research literature to support diagnosis, treatment planning, and assessment of clinical outcomes.

Intro Community Outreach Practicum OPD504

Credits: 0.11

deleted in catalog

Intro to Clinic CLE6212

Credits: 0.25

This course gives students an overview of NUNM clinic procedures and includes required OSHA training. Prerequisite(s): CLE 5120 , CLE 5130 . Note: Additional fee required.

Intro to Clinic Observation OCL535

Credits: 1

Intro to Clinic Observation provides initial structured exposure to the outpatient clinical environment through supervised observation of patient encounters. Students develop professional awareness, observational skills, and understanding of clinic protocols prior to beginning direct patient care.

Intro to Community Education CLE5131

Credits: 0.25

This course covers the community education guidelines and required paperwork, and provides resources and support needed to complete CLE 7311.

Intro to Homeopathy HOM5131

Credits: 2

"Naturopathic doctors are trained to offer a broad scope of therapeutic options ranging from nature cure to pharmaceuticals chosen in accordance with The Therapeutic Order. In this class, students will explore the history, philosophy, and foundational concepts of Classical Homeopathy. Students will be introduced to the key skills needed to prescribe effective and safe homeopathic medicines in patient care, including repertorization, remedy selection, medicine dosing, and case management. "

Intro to Homeopathy Tutorial HOM5131T

Credits: 0.67

This class builds upon the foundations and principles of Classical Homeopathy discussed in HOM5131. This engaging course will support students to build case-taking skills, a working knowledge of the homeopathic repertory, and knowledge of major homeopathic remedies so they may ultimately use this modality effectively and safely as part of a holistic approach to patient care.

Intro to Integrative Medicine IM311

Credits: 3

This course introduces a variety of integrative medical modalities. Students explore the history, philosophy and major concepts of botanical medicine, clinical nutrition, mind-body medicine, health psychology and more. Major medical systems of the world are also covered, such as naturopathic medicine, Chinese medicine, osteopathy, Ayurvedic medicine and energy healing systems.

Intro to Medical Systems PHL5113

Credits: 2

This course introduces the U.S. medical system and the developing role of naturopathic medicine within both the U.S. and the global healthcare systems. It also explores the history, philosophy, and influencing factors of major medical systems around the world. Through contrast and comparison, students will gain deeper insights into insurance practices, strategies for delivering quality care, and best practices in the referral and management of patients to practitioners of other forms of healing (ie Ayurveda, Chinese Medicine, Chiropractic, etc.).

Intro to Organic Agriculture NU439E

Credits: 2

Introduction to Organic Agriculture explores the principles, practices, and systems of organic and regenerative food production. Students examine soil health, crop management, farm ecology, and the connections between agricultural practice, food quality, and human health.

Intro to Therapeutic Modalities I Lab THRO5120L

Credits: 1

Apply what we have learned about hydrotherapy and physical medicine during the school year in the summer intensive. In the hydrotherapy portion, we will review and practice how to perform constitutional hydrotherapy, hot fomentation and other hydrotherapy treatments. In the physical medicine portion, we will review and practice the use of various physiotherapy machines. We will give and receive these treatments enhancing our knowledge of the treatments from both a patient and a clinician perspective. This prepares us for delivering these treatments in our clinical rotations.

Introduction to Botanical Medicine GSN521E

Credits: 4

This hands-on course allows students to continuing learning and practicing culinary skills, including proper knife and food preparation techniques. Note: Additional fee required.

Introduction to Botanical Medicine IM422

Credits: 4

Many plant substances are powerful medicines. This course explains the traditional, historical and scientific uses of plants. Traditional herbal medicine is contrasted with modern pharmacological uses. Plant identification, ethical harvesting, drying techniques, and medicinal plant chemistry are thoroughly explored. Students also learn how to prepare herbal tinctures, salves, oils and other therapeutic preparations.

Introduction to Chinese Herbal Medicine OCM519

Credits: 1

listed in catalog as CM519 This course begins the Chinese herbal medicine series of individual herbs, substances, and herbal formulas, and introduces the practice of Chinese herbal medicine. It provides a general overview of the concepts of herbal alchemy, herbal energetics including natures and flavors, herbal directional movement, botany, taxonomy, pharmacology, ethics, philosophy, and theoretical application of herbs, and addresses the historical development of Chinese herbal medicine in Asia and the United States. It introduces categories of individual herbs and formulas, preparation of herbal formulas, general precautions, and potential problems with herbs (including herb-drug interactions), and relevant research on Chinese herbs. Prerequisite(s): CM504

Introduction to Chinese Herbal Medicine OIM519

Credits: 1

Introduction to Chinese Herbal Medicine provides foundational knowledge of the principles, categories, and clinical applications of herbal medicine within the Classical Chinese Medicine tradition. Students are introduced to commonly used herbs, their properties and indications, and the fundamentals of formula composition.

Introduction to Clinic XC505

Credits: 0.75

Introduces students to the fundamentals of working in the NUNM clinics, including clinic policies and procedures, hygienic standards, charting, patient confidentiality, patient–practitioner relationships, addiction and chemical dependency issues, and cultural competency and humility. Prepares students to begin clinical observation and to support clinical supervisors effectively and professionally.

Introduction to Clinical Biochemistry SB519

Credits: 2

Introduction to Clinical Biochemistry is a foundational survey of the molecules and reactions that underlie human physiology. Working at a conceptual level and in clinical terms, students build from the properties of water, pH, buffers, and bioenergetics through amino acid and protein structure, enzyme function and regulation, and the flow of carbohydrate energy metabolism from glycolysis to oxidative phosphorylation. The course then turns to vitamins, minerals, and trace elements as cofactors; lipid structure, membranes, and lipoprotein metabolism; nucleic acids and the central dogma; and cell signaling and metabolic integration across fed and fasted states. Case-based application and integration sessions recur throughout, developing the acid-base, enzyme, and nutrient reasoning required clinically and prepares ND students for the deeper biochemical metabolism sequence that follows.

Introduction to Evolutionary Medicine SS403E

Credits: 3

not listed in catalog

Introduction to Foundational Naturopathic Therapeu TH520

Credits: 2

"This course explores the foundational principles of homeopathy. Students will learn the philosophical concepts underlying homeopathy as well as the techniques used in homeopathic casetaking, repertorization and prescribing. Utilization of homeopathy as a holistic system of assessment is emphasized."

Introduction to Foundational Naturopathic Therapeu TH520T

Credits: 0.75

"Students will discuss key concepts as well as practice skills in homeopathic intake and repertorization in this active learning class."

Introduction to Foundational Naturopathic Therapeutics TH520

Credits: 2

Introduction to Foundational Naturopathic Therapeutics explores the foundational principles of homeopathy. Students learn the philosophical concepts underlying homeopathy and the techniques of homeopathic case-taking, repertorization, and prescribing. The course emphasizes homeopathy as a holistic system of assessment and is supported by a tutorial in which students practice case-taking and repertorization skills.

Introduction to Human Sexuality SS402E

Credits: 3

This course is designed to ground students in the foundational basics of human sexuality. Sexuality is the way our gender and sexual orientation influence how we act in the world and the way the world reacts to us. Healthy sexuality means having an accurate and positive view of ourselves, and using that as a basis for our relationships and life choices. This course examines sexuality not just as a physical act, but also as a philosophical concept. Students are introduced to concepts and issues related to topics of: consent, sexual identity, sexual orientation, gender, relationships, reproductive politics, sexual violence, love, and cross-cultural human sexuality. By the end of this course, students will have a more critical and dynamic understanding of sexuality and how these topics directly impact their lives.

Introduction to Human Sexuality SS502E

Credits: 3

This course is designed to ground students in the foundational basics of human sexuality. Sexuality is the way our gender and sexual orientation influence how we act in the world and the way the world reacts to us. Healthy sexuality means having an accurate and positive view of ourselves, and using that as a basis for our relationships and our life choices. This course examines sexuality not just as a physical act, but as a philosophical concept as well. Students are introduced to concepts and issues related to topics of: consent, sexual identity, sexual orientation, gender, relationships, reproductive politics, sexual violence, and love. By the end of this course, students will have a more critical and dynamic understanding of human sexuality and how these topics directly impact their lives.

Introduction to Integrative Medicine RES510

Credits: 2

The field of integrative medicine involves many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese medicine, naturopathic medicine, homeopathy, shamanic healing, and other integrative medicine practices.

Introduction to Medical Anthropology SS312

Credits: 3

This course includes the study of health, illness and healing from a cross-cultural perspective. Medical anthropology is a multi-faceted subject, offering a critical and applicable lens to better understand health for all health-related disciplines and circumstances. The course examines aspects of health and illness, drawing from theoretical, evidence-based, and ethnographic perspectives to develop a more critical understanding; and highlights how health, illness and healing practices are culturally constructed, mediated, and inextricably linked.

Introduction to Organic Agriculture GSN571E

Credits: 2

This course provides an introduction to the science and practice of organic agriculture. Students gain insight into the cultivation of various plant species through scientific literature, lectures, assignments and case-based projects. Fundamental concepts of biology and soil chemistry are presented as the basis for environmentally sustainable agricultural practices. Plant biology, physiology and ecology serve as the context for practical concepts, such as crop rotation, cover crops, integrative pest management and seasonality. Course topics are discussed within the framework of current agro-economic and political systems and their environmental

Introduction to Psychedelic Medicine NS435E

Credits: 2

This elective course is intended to provide students a robust introduction to the history, science, ethics, and practice of the diverse field of psychedelic medicine. Students will be introduced to the rich global history of diverse cultures that have maintained psychedelic and entheogenic traditions for centuries. They will learn the pharmacology and neuroscience that potentiate these powerful experiences and inform theories of consciousness. Ethical issues surrounding these substances including equity, access, and regulation, will also be explored.

Introduction to Psychedelic Medicine RES635E

Credits: 2

This elective course is intended to provide students a robust introduction to the history, science, ethics, and practice of the diverse field of psychedelic medicine. Students will be introduced to the rich global history of diverse cultures that have maintained psychedelic and entheogenic traditions for centuries. They will learn the pharmacology and neuroscience that potentiate these powerful experiences and inform theories of consciousness. Ethical issues surrounding these substances including equity, access, and regulation, will also be explored.

Introduction to Research Methods NS413

Credits: 3

Students become acquainted with the fundamentals of research through an overview of research questions and methods in the natural, clinical and social sciences. Students will be prepared to act as an educated consumer of research, data and results; and use their knowledge to support their capstone in the spring.

Introduction to the College of Classical Chinese M IM447E

Credits: 1

Introduction to the College of Classical Chinese Medicine provides an orientation to the Classical Chinese Medicine program at NUNM, including its philosophy, curriculum structure, clinical training model, and professional pathways. Students engage with faculty, current students, and program resources to support informed academic planning.

Introduction to Tropical Disease GSGH842

Credits: 2

This course examines the biologic, social, and epidemiological aspects of tropical diseases.

Israel Culinary and Cultural Immersion Trip GSN838E

Credits: 3

Students are immersed in the rich culture of Israel by experiencing the local food, customs and traditions. A seven-day excursion will take students to the food markets in Jerusalem, a local farm that grows herbs and spices, and an olive farm. Explore the vast countryside of Israel, including the Dead Sea, Tel Aviv, Nazareth, and the Sea of Galilee, while learning about the health benefits of the local cuisine and lifestyle.

Issues in Public Health OBM652

Credits: 1

The final course in the pharmacology sequence applies learned principles to the management of chronic diseases across additional organ systems. Topics encompass the pharmacologic treatment of gastrointestinal conditions such as gastroesophageal reflux disease (GERD), inflammatory bowel disease (IBD), and motility disorders; endocrine disorders including diabetes, thyroid disease, hyperlipidemia, and hormone imbalances; and common infectious diseases managed with antibacterial, antiviral, antifungal, and antiparasitic agents. Students evaluate the potential impact of herbal preparations on gastrointestinal medications and examine how antidiabetic agents, including metformin, sulfonylureas, and insulin, may interact with botanical hypoglycemics. The course also includes pharmacologic approaches to coagulation disorders, including warfarin, direct oral anticoagulants (DOACs), and antiplatelet medications, along with a review of common herb-drug interactions that heighten bleeding risk. Students are expected to exhibit proficiency in identifying contraindications and modifying herbal protocols within the context of pharmaceutical treatment regimens.

Issues in Public Health OIM530

Credits: 1

The final course in the pharmacology sequence applies learned principles to the management of chronic diseases across additional organ systems. Topics encompass the pharmacologic treatment of gastrointestinal conditions such as gastroesophageal reflux disease (GERD), inflammatory bowel disease (IBD), and motility disorders; endocrine disorders including diabetes, thyroid disease, hyperlipidemia, and hormone imbalances; and common infectious diseases managed with antibacterial, antiviral, antifungal, and antiparasitic agents. Students evaluate the potential impact of herbal preparations on gastrointestinal medications and examine how antidiabetic agents, including metformin, sulfonylureas, and insulin, may interact with botanical hypoglycemics. The course also includes pharmacologic approaches to coagulation disorders, including warfarin, direct oral anticoagulants (DOACs), and antiplatelet medications, along with a review of common herb-drug interactions that heighten bleeding risk. Students are expected to exhibit proficiency in identifying contraindications and modifying herbal protocols within the context of pharmaceutical treatment regimens.

Japanese Meridian Therapy OAC657

Credits: 3

This class is designed to introduce the student to the theory and practice of Japanese Meridian Therapy (keiraku chiryo). A primary focus will be the work of Shudo Denmei. However, the work of Fukaya, Mizutani, Sawada, Manaka, and others will also be referenced. Pulse diagnosis, meridian palpation, hara diagnosis, needle techniques, and moxibustion will be covered and practiced with a focus on clinical application. The class will also introduce the structural therapy of Dr. Hashimoto (sotai).

Japanese Meridian Therapy OAC657E

Credits: 3

This class is designed to introduce the student to the theory and practice of Japanese Meridian Therapy (keiraku chiryo). A primary focus will be the work of Shudo Denmei. However, the work of Fukaya, Mizutani, Sawada, Manaka, and others will also be referenced. Pulse diagnosis, meridian palpation, hara diagnosis, needle techniques, and moxibustion will be covered and practiced with a focus on clinical application. The class will also introduce the structural therapy of Dr. Hashimoto (sotai). Prerequisite(s): AC533; OAC613; OAC614

Jin Gui Yao Lue OCM538

Credits: 2

"This course focuses on the study of Wen Bing Xue (""Warm Pathogen Diseases""), a major school of theory and clinical practice that developed in the Ming and Qing dynasties as a response to epidemic febrile diseases afflicting China at that time. The course covers the historical development of Wen Bing Xue and its major contributors (Wu You Ke, Ye Tian Shi, Xue Sheng Bai, Wu Ju Tong, and Wang Meng Ying), and presents the etiology, pathogenesis, diagnosis, and treatment of disease within the context of the two main theoretical systems within the Wen Bing Xue school: the Four Levels and San Jiao systems. The major formulas associated with each of these systems are covered, and implications for the applications of Wen Bing theory and herbal formulas to modern diseases are discussed."

Jin Gui Yao Lue OCM538E

Credits: 1

not listed in catalog listed as OCM535E The Jin Gui Yao Lue (Essentials of the Golden Cabinet) is a Han dynasty text by Zhang Zhongjing. Originally part of the Shang Han Za Bing Lun, it was separated out into a text of its own during the Song Dynasty. The focus of this course is an exploration of the Jin Gui and its discussions surrounding both the pathomechanism and treatment of chronic, challenging and difficult illnesses. This will include an investigation into understanding the formulas and diseases discussed as well as their clinical application to diseases that are as prevalent in the modern clinical setting as they were in Zhang Ji's time. Diseases and topics covered will include cardiovascular, gynecological, respiratory, metabolic disease and mental emotional disorders. This is a six week course. Prerequisite(s): OCM534, OCM622

Journal Club RES501

Credits: 1

In this course, students present and discuss recently published articles in natural medicine and health-related behaviors.

Jurisprudence BUS8400

Credits: 1

This course surveys medical healthcare law as it applies to naturopathic physicians. Topics include licensing and regulation, reporting requirements, informed consent, patient confidentiality, advanced directives, HIPAA, malpractice and provider service agreements.

Jurisprudence BU840

Credits: 1

This course prepares Naturopathic Doctors and Chinese Medicine practitioners for the legal and regulatory responsibilities of clinical practice. Taken in the final didactic year, it bridges foundational science training and clinical internship by equipping students with the professional and legal literacy required for licensure and practice entry. Core topics include scope of practice, informed consent, mandatory reporting, HIPAA and HITECH compliance, malpractice liability, and business formation.

Jurisprudence BU840

Credits: 1

This course prepares Naturopathic and Chinese Medicine practitioners for the legal and regulatory responsibilities of clinical practice. Taken in the final didactic year, it bridges foundational science training and clinical internship by equipping students with the professional and legal literacy required for licensure and practice entry. Core topics include scope of practice, informed consent, mandatory reporting, HIPAA and HITECH compliance, malpractice liability, and business formation.

Jurisprudence BU840

Credits: 1

This course prepares Naturopathic and Chinese Medicine practitioners for the legal and regulatory responsibilities of clinical practice. Taken in the final didactic year, it bridges foundational science training and clinical internship by equipping students with the professional and legal literacy required for licensure and practice entry. Core topics include scope of practice, informed consent, mandatory reporting, HIPAA and HITECH compliance, malpractice liability, and business formation.

Lab Diagnosis CS619

Credits: 1.5

Laboratory Diagnosis covers principles of laboratory testing, interpretation of lab results, diagnostic algorithms, and correlations between laboratory findings and clinical conditions across various medical specialties.

Lab Diagnosis SC619

Credits: 1.5

Lab Diagnosis: Laboratory Diagnosis covers principles of laboratory testing, interpretation of lab results, diagnostic algorithms, and correlations between laboratory findings and clinical conditions across various medical specialties.

Lab Diagnosis Lab CS619L

Credits: 1

"The Laboratory Diagnosis Lab provides hands-on experience in laboratory and diagnostic skills crucial for modern medical practice. Students will gain practical experience in a range of techniques including phlebotomy, various injection methods, and hangling and analysis of clinical specimens."

Lab Diagnosis Lab SC619L

Credits: 1

Lab Diagnosis Lab: The Laboratory Diagnosis Lab provides hands-on experience in laboratory and diagnostic skills crucial for modern medical practice. Students will gain practical experience in a range of techniques including phlebotomy, various injection methods, and hanging and analysis of clinical specimens.

Lifecycle Nutrition GSN526

Credits: 4

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. Topics include preconception, pregnancy, lactation, childhood, adolescent, adulthood and geriatric nutrition.

Lifestyle and Wellness GSN569E

Credits: 2

This course offers an in-depth look at modifiable behaviors that directly influence chronic disease, mortality and healthcare costs. The areas of focus include diet and nutrition, exercise, stress management and sleep behaviors, social support and environment impacts. Students learn comprehensive lifestyle interventions to prevent and potentially reverse the progression of chronic disease.

Living Anatomy I OIM505

Credits: 2

called IM 505 in catalog As a practitioner of a physical medicine, an acupuncturist utilizes information from the body's palpable structures, including skeletal structures, muscles, and neurovasculature, to formulate a diagnosis and treatment strategy. Through supervised, hands-on practice, Living Anatomy trains students to recognize, effectively locate, and skillfully palpate the surface structures of the body. Corequisite(s): IM502

Living Anatomy II OIM506

Credits: 2

As a practitioner of a physical medicine, an acupuncturist utilizes information from the body's palpable structures, including skeletal structures, muscles, and neurovasculature, to formulate a diagnosis and treatment strategy. Through supervised, hands-on practice, Living Anatomy trains students to recognize, effectively locate, and skillfully palpate the surface structures of the body. Corequisite(s): IM503

Living Anatomy II OIM516

Credits: 1.5

By the end of the course, students will be equipped not only to take and document a high-quality medical history, but also to apply that information in both clinical and legal contexts, supporting accurate diagnoses, sound treatment decisions, and professional communication.

Living Anatomy III OIM507

Credits: 2

called IM 507 in catalog As a practitioner of a physical medicine, an acupuncturist utilizes information from the body's palpable structures, including skeletal structures, muscles, and neurovasculature, to formulate a diagnosis and treatment strategy. Through supervised, hands-on practice, Living Anatomy trains students to recognize, effectively locate, and skillfully palpate the surface structures of the body. Corequisite(s): IM504

Living Anatomy III OIM517

Credits: 1.5

Living Anatomy III completes the Living Anatomy series with advanced study of anatomical regions through palpatory and movement-based exploration of the body. Students deepen their tactile anatomical knowledge and refine clinical skills in physical assessment and therapeutic touch.

MAc Clinic Internship III OCL628

Credits: 2.38

Building on the skills developed in the previous quarters of internship, MAc degree program students attain a higher level of knowledge, ability, and independence as clinicians while continuing to assume the complete range of treatment responsibilities under the supervision

of a clinic faculty member. This phase of training culminates in MAc degree program student interns achieving the level of clinical ability and independence appropriate for entry into the profession.

MAc Clinic Theater OCL536-2

Credits: 1

This course sequence is for MAc students and is designed to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live “clinical theaters” in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients’ conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients’ tongues to understand how this diagnostic element factors into the instructor’s overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite(s): CL535

MAc Clinical Internship III OCL625

Credits: 38

MAc Clinical Internship III provides advanced supervised clinical training in the acupuncture and Chinese medicine internship setting. Students assume increasing clinical responsibility for patient management, treatment planning, and inter-professional collaboration under faculty supervision.

MAc Clinical Rounds I OCL565

Credits: 2 | **Co-requisites:** CL537

"These two courses continue the process of preparing students for clinical internship through observation of a licensed practitioner treating patients in a clinical setting. Over two quarters, students follow a faculty practitioner treating patients in one of the school's teaching clinics. Under the constant, direct supervision of the faculty practitioner, students will participate in case presentations and take chart notes, recording a patient's history and exam results as well as assessments and treatments for each patient they observe. As they progress through this course and they gain facility with charting, students may be asked by the practitioner to record the actual chart notes for a patient. Students will have the opportunity to take patients' pulses and observe their tongues to understand how these diagnostic elements factor into the instructor's overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Under the direct supervision of the faculty practitioner, students will participate in direct patient care by administering cupping, gua sha, tuina/shiatsu, and moxibustion as necessary. Once CNT is completed, students will also remove needles from patients. Finally, as part of the overall strategy for developing the skills required of a successful practitioner, students will be responsible for cleaning and stocking the treatment rooms at the beginning and the end of each shift and preparing the room between patients."

MAc Clinical Theater II OCL536

Credits: 1

This course sequence is for MAc students and is designed to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live “clinical theaters” in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients’ conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients’ tongues to understand how this diagnostic element factors into the instructor’s overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite(s): CL535

MAc Clinical Theater II OCL537

Credits: 2

This course sequence is for MAc students and is designed to prepare students for clinical internship by having them observe a licensed practitioner treating patients in a clinical theater setting. Over two quarters, in live “clinical theaters” in a classroom setting, students observe real-life patient care as provided by an OCOM faculty member who is a licensed acupuncturist. Students will have the opportunity to observe how an experienced practitioner presents case presentations, establishes rapport, conducts patient histories and examinations, charts patient progress thoroughly yet concisely, selects appropriate assessment measures to demonstrate patient progress, and arrives at a quick and accurate diagnosis of patients’ conditions using Eastern and Western diagnostic procedures. Students will practice comprehensive history taking by recording patient history and exam results for every patient they observe and will have the opportunity to observe patients’ tongues to understand how this diagnostic element factors into the instructor’s overall diagnosis and treatment. At appropriate times, students will have the opportunity to ask questions regarding each case. Prerequisite(s): CL535

MAc Team Intern Clinic OCL629-2

Credits: 2

MAc Team Intern Clinic provides collaborative supervised clinical training in which students work in teams to deliver acupuncture and Chinese medicine care to patients. Students develop skills in collaborative case management, professional communication, and peer-supported clinical decision-making.

MAc Team Intern Clinic II OCL629

Credits: 2

MAc Team Intern Clinic II advances team-based supervised clinical training, building on Team Intern Clinic I with increased clinical complexity and student leadership in collaborative patient care. Students refine their ability to contribute to and lead team-based acupuncture and Chinese medicine treatment.

Maternal and Child Health GSGH703E

Credits: 2

This class focuses on improving the health of mothers, children, youth and families, including socially vulnerable populations, and the environments and policies that affect their well-being. Students learn about nonprofit organizations, research organizations, public health agencies, and healthcare organizations that focus on maternal and child health.

Medical Charting OIM508

Credits: 1

*CALLED IM508 in catalog*Medical Documentation and Clinical Reasoning is a foundational course designed to build essential competencies in clinical documentation, diagnosis formulation, and informed decision-making. Accurate, comprehensive charting is critical to ensuring safe, effective, and coordinated care, while also meeting institutional, professional, and regulatory requirements. Through a combination of lecture, demonstration, and hands-on practice, students will develop confidence and proficiency in documenting clinical encounters using standard medical charting formats, including SOAP notes and narrative charting. Emphasis is placed on the structure and function of medical records as tools for communication, continuity of care, treatment planning, and compliance. Students will strengthen their clinical reasoning and problem-solving skills through case-based exercises that simulate real-world scenarios requiring accurate documentation, critical thinking, and treatment planning. The course will cover procedures for ordering diagnostic imaging, radiological, and laboratory tests, and interpreting and incorporating test results into clinical documentation. Students will learn to apply these findings to support clinical impressions and refine treatment strategies. Key skills taught include: • Performing and documenting comprehensive health histories • Understanding and documenting Medical Necessity, outcome goals, and treatment plans • Medical coding and billing fundamentals, including the application of ICD-10 codes • Clinical reasoning and problem-solving, with a focus on forming clear and defensible working diagnoses • Integrating both acupuncture and Asian medicine diagnoses and biomedical assessments into documentation • Recognizing and documenting key findings that influence prognosis, referral decisions, and interdisciplinary communication By the end of the course, students will be equipped to document clinical encounters clearly and professionally while supporting diagnostic accuracy, effective case management, and interprofessional collaboration in both conventional and integrative care settings.

Medical Ethics PH531

Credits: 1

This course introduces ethical principles and professional standards relevant to the practice of Chinese medicine. Students examine ethical decision-making in clinical practice, including professional conduct, confidentiality, informed consent, practitioner–patient boundaries, peer review processes, and culturally sensitive patient care. The course emphasizes ethical reasoning and the responsibilities of healthcare providers within integrative and patient-centered care systems.

Medical Ethics PH531

Credits: 1

Medical practitioners have ethical obligations towards the patients/clients they serve, including minimizing harm, working in their best interest, honoring their autonomy, among others. This course explores the principles of medical ethics that guide both professional behavior and can instruct decision-making when a practitioner encounters an ethical dilemma.

Medical Genetics CLS621

Credits: 2

Medical Genetics introduces students to the molecular and clinical principles of human heredity, beginning with gene expression, regulation, and cell cycle control before advancing to the mechanisms underlying inherited and acquired genetic disease. Students will examine Mendelian and nonclassical inheritance patterns, chromosomal abnormalities, epigenetic regulation, and the molecular basis of metabolic, cardiovascular, neurologic, and reproductive disorders. The course also addresses modern diagnostic approaches including next-generation sequencing and precision medicine, preparing students to apply genetic reasoning in clinical contexts. By the end of the course, students will be equipped to integrate genetic principles into patient evaluation, diagnosis, and individualized care.

Medical Genetics SB539

Credits: 2

Medical Genetics introduces the molecular and chromosomal basis of human health and disease, spanning gene structure, expression, and regulation; Mendelian and non-Mendelian inheritance; cytogenetic disorders; population genetics; and the genetic contributions to multifactorial and neoplastic disease. As a first-year foundational course, it prepares students to reason from genetic mechanism to phenotype, recognize patterns of heritability in a family history, and interpret the principles behind common genetic and prenatal screening tests. The course builds on Clinical Biochemistry I and II and runs alongside Medical Physiology III and Pathology III, supplying the genetic reasoning that recurs across organ systems and underpins later clinical diagnosis.

Medical Histology Lab BS515L

Credits: 0.5

"Embark on a detailed exploration of human tissue types in this histology lab course, designed to complement studies in physiology and anatomy. Students will delve into the microscopic world of the four foundational tissue types: epithelial, connective, muscle, and nervous tissues. The course extends to practical hematologic and immunologic cell identification, enhancing understanding of cellular function and pathology across the body. Through hands-on lab sessions, students will master essential diagnostic skills such as microscopic analysis, urinalysis, and blood smear techniques. This comprehensive introduction not only builds foundational knowledge but also equips students with the analytical skills necessary for recognizing and diagnosing various pathological conditions"

Medical Histology Lab SB515L

Credits: 0.5

Medical Histology Lab complements physiology and anatomy with the microscopic study of the four primary tissue types: epithelial, connective, muscle, and nervous. Students also perform hematologic and immunologic cell identification. The course builds the tissue-level foundation for recognizing normal and pathological structure in later coursework.

Medical History Taking OIM509

Credits: 2

The medical history is one of the foundational elements of medical diagnosis and serves as the first and often most critical step in every clinical encounter. A comprehensive and well-structured history enables the clinician to define the patient's problem and, in combination with physical examination findings, supports the formulation of an accurate and defensible diagnosis. This course is designed to build student confidence and competence in eliciting, organizing, and documenting a thorough clinical history through a combination of lecture, demonstration, and supervised practice. Emphasis is placed on the development of strong clinical reasoning and problem-solving skills, teaching students how to synthesize patient information to inform diagnostic hypotheses, guide further examination, and support the creation of a working diagnosis. Students will learn advanced interviewing techniques, strategies for maintaining clinical focus, and the role of the medical history in shaping differential diagnosis and treatment planning. The course also addresses the integration of the clinical interview with medical documentation standards, emphasizing both clinical accuracy and legal defensibility. Special topics include: • Medical-legal report writing for personal injury, insurance, and disability cases • Principles and protocols for providing expert medical testimony • The clinician's role in independent medical reviews (IMRs) and third-party evaluations • Ethical and legal responsibilities in clinical documentation and communication • The use of the medical history in collaborative, integrative care settings By the end of the course, students will be equipped not only to take and document a high-quality medical history, but also to apply that information in both clinical and legal contexts, supporting accurate diagnoses, sound treatment decisions, and professional communication.

Medical History: East and West OPD500

Credits: 2

"Through lecture and visual presentations, this course offers a historical and cultural perspective on the development of medicine throughout the world. The first six weeks will review the emergence and evolution of traditional East Asian medicine in China and around the world in light of evolving and competing worldviews. During the second six weeks, the course looks at the history of medicine in ""animistic"" societies and then through other global cultures, especially the ancient Mediterranean, Europe and North America, to see how history, culture, and worldviews shape the perception of health and disease and the practice of medicine in contemporary America. Through the methodology of historical analysis and cultural contextualization this course will further enable each student to assess assumptions and constructs regarding health, disease causation, medicine, the therapeutic relationship, and the healing process. Thus, the emergent practitioner will understand both the content and context of Chinese medical traditions as well as the origins and evolution of the culture in which each patient is embedded."

Medical Nutrition Therapy GSN524

Credits: 4 | **Prerequisites:** GSN515; GSN515 | **Co-requisites:** GSN529

Evaluate the evidence-based research of dietary interventions for various disease states. Develop a nutrition diagnosis that aligns with a medical diagnosis. Create and integrate nutrition interventions with standards of medical care and alternative methodologies to treat common nutrition-related diseases. Modify therapeutic meal plans from a nutritionally adequate diet (NAD) and science-based eating patterns. Design personalized nutrition interventions targeting the etiology of nutrition-related problems within the context of an individual's genetics, capabilities, lifestyle, environment and motivation for behavioral change to achieve a medical or health goal while considering food sourcing, culturally appropriate food selections, and meal preparation strategies that engage clients/patients in accomplishing their medical and nutrition goals.

Medical Physiology I BS510

Credits: 5

Dive into the complexities of medical physiology in this engaging course, designed to lay a foundational understanding of the human body. In this first course of a three-part series, we will explore cellular physiology, histology of primary tissue types, and the structure and function of several organ systems: integumentary, musculoskeletal, cardiovascular, circulatory, and hematologic. Through interactive sessions and case studies, learn how these organ systems sustain life and how they relate to pathophysiology of disease states. The principles of homeostasis will be explored, with an understanding that the interactions between organ systems are fundamental to the maintenance of health and the development of disease

Medical Physiology I SB510

Credits: 2

Medical Physiology I is the first of a three-course series on the normal function of the human body. It covers cellular physiology, the histology of primary tissue types, and the structure and function of the integumentary, musculoskeletal, cardiovascular, circulatory, and hematologic

systems. Using homeostasis as a framework, the course relates organ-system function to the maintenance of health and the development of disease. It runs alongside Clinical Anatomy I and Pathology I and builds the physiology foundation for pathology and clinical medicine.

Medical Physiology II BS520

Credits: 5

"Dive into the complexities of medical physiology in this engaging course, designed to lay a foundational understanding of the human body. In this second course of a three-part series, we will continue our exploration of the structure and function of several organ systems: urinary, respiratory, immunologic, and gastrointestinal. Through interactive sessions and case studies, learn how these organ systems sustain life and how they relate to pathophysiology of disease states. The principles of metabolism will be explored with an emphasis on the role of macronutrients and micronutirents and their role in maintaining homeostasis."

Medical Physiology II SB520

Credits: 2

Medical Physiology II, the second course in the series, covers the structure and function of the urinary, respiratory, immunologic, and gastrointestinal systems. It emphasizes metabolism and the roles of macronutrients and micronutrients in maintaining homeostasis. Taught alongside Clinical Anatomy II and Pathology II, it continues the physiology foundation for pathology and clinical medicine.

Medical Physiology III BS530

Credits: 5

"Dive into the complexities of medical physiology in this engaging course, designed to lay a foundational understanding of the human body. In this third course of a three-part series, we will continue our exploration of embryology as well as the structure and function of several organ systems: nervous, specialized senses, endocrine, and reproductive. Through interactive sessions and case studies, learn how these organ systems sustain life and how they relate to pathophysiology of disease states. The importance of the neuroendocrine system and how it maintains homeostasis by communicating and coordinating with other organ systems will be emphasized."

Medical Physiology III SB530

Credits: 2

Medical Physiology III, the third course in the series, covers the structure and function of the nervous, endocrine, and reproductive systems. It emphasizes embryology, and the importance of the neuroendocrine system, and how it coordinates with other organ systems to maintain homeostasis. Taught alongside Clinical Anatomy III and Pathology III, it continues the physiology foundation for pathology and clinical medicine.

Mediterranean Diet Immersion in Croatia GSN576E

Credits: 2

In this course students will be immersed in the Mediterranean Diet and culture, in one of only seven countries recognized by UNESCO as a carrier of the cultural heritage of this dietary pattern. In the country's capital of Zagreb, will discuss the dietary pattern with a professor of food anthropology. Students will also discuss the present-day benefits and challenges of this diet with a biological anthropologist and examine what may be challenging its perseveration with a specialty in food security. Local immersion includes the exploring the most famous local food markets, visiting an olive grove and a vineyard, and traveling to the Island of Hvar for a multi-day Mediterranean Diet experience. There will be opportunities to harvest produce, wildcraft herbs, and fist.

Metabolic and Endocrine CS633

Credits: 4

Explore the intricacies of the body's inter- and intracellular messaging systems and how it regulates itself in this fascinating course. We will develop an in-depth understanding of the complex interactions of the body's hormonal system and metabolism, as well as the causes and effects of metabolic and hormonal imbalances. Foundational naturopathic modalities, skillful application of the naturopathic therapeutic order, and evidence informed approaches are presented to strengthen our skills in diagnosing and managing endocrine conditions in both a primary care setting as well as in an adjunctive role.

Metabolic and Endocrine SC633

Credits: 4

Explore the intricacies of the body's inter- and intracellular messaging systems and how it regulates itself in this fascinating course. We will develop an in-depth understanding of the complex interactions of the body's hormonal system and metabolism, as well as the causes and effects of metabolic and hormonal imbalances.

Metabolic and Endocrine Tutorial CS633T

Credits: 2

Apply what you learn in Metabolism-Endocrinology lecture in this small group tutorial course focused on clinical cases to practice the diagnosis, treatment, and management of metabolic and endocrine conditions. Learn to apply the myriad of modalities available to naturopathic physicians: pharmacology, botanical medicine, nutrition, homeopathy, and lifestyle medicine. Develop an understanding of how to order and interpret labs and imaging, as well as when to refer to a specialist.

Metabolism & Endocrinology CLS6232

Credits: 7 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6232T

Explore the intricacies of the body's inter- and intracellular messaging systems and how it regulates itself in this fascinating course. We will develop an in-depth understanding of the complex interactions of the body's hormonal system and metabolism, as well as the causes and effects of metabolic and hormonal imbalances. Foundational naturopathic modalities, skillful application of the naturopathic therapeutic order, and evidence-informed approaches are presented to strengthen our skills in diagnosing and managing endocrine conditions in both a primary care setting as well as in an adjunctive role.

Metabolism & Endocrinology Tutorial CLS6232T

Credits: 3 | **Co-requisites:** CLS6232

Apply what you learn in Metabolism-Endocrinology lecture in this small group tutorial course focused on clinical cases to practice the diagnosis, treatment, and management of metabolic and endocrine conditions. Learn to apply the myriad of modalities available to naturopathic physicians: pharmacology, botanical medicine, nutrition, homeopathy, and lifestyle medicine. Develop an understanding of how to order and interpret labs and imaging, as well as when to refer to a specialist.

Microbiology BS537

Credits: 2

"This course provides a deep dive into the general principles of microbiology, focusing on the structure and biochemical characteristics of pathogens crucial to human health. It offers a comprehensive study of bacteria, viruses, fungi, and parasites with a particular emphasis on those most commonly involved in human infections. Course activities are designed to bridge theoretical knowledge with practical applications, preparing students for clinical challenges in diagnosing and treating microbial infections."

Microbiology SB537

Credits: 2

This course provides a deep dive into the general principles of microbiology, focusing on the structure and biochemical characteristics of pathogens crucial to human health. It offers a comprehensive study of bacteria, viruses, fungi, and parasites with a particular emphasis on those most commonly involved in human infections. Course activities are designed to bridge theoretical knowledge with practical applications, preparing students for clinical challenges in diagnosing and treating microbial infections.

Microbiology SB537

Credits: 2

Microbiology covers the general principles of medical microbiology and the structure and biochemical characteristics of human pathogens. Students study the bacteria, viruses, fungi, and parasites most commonly involved in human infection, linking microbial mechanisms to the diagnosis and treatment of infectious disease. The course builds the microbiology foundation drawn on throughout clinical training.

Microbiology SB537

Credits: 2

Microbiology covers the general principles of medical microbiology and the structure and biochemical characteristics of human pathogens. Students study the bacteria, viruses, fungi, and parasites most commonly involved in human infection, linking microbial mechanisms to the diagnosis and treatment of infectious disease. The course builds the microbiology foundation drawn on throughout clinical training.

Microbiology I BAS419

Credits: 2

Microbiology I introduces the biology of microorganisms — including bacteria, viruses, fungi, and parasites — and their relationships to human health and disease. Students examine microbial physiology, host-pathogen interactions, immune responses, and the principles of antimicrobial therapy as foundational knowledge for clinical practice.

Microbiology, Public Health, Immunology BAS5131

Credits: 3 | **Co-requisites:** BAS5131T

Why do some microbes cause harm and others improve our health? How have we co-evolved with viruses, bacteria, parasites and mold?This foundational course explores the influence of medically important pathogens and how our immune system responds in a dynamic interplay of survival through adaptation. We examine how our environment affects disease outcomes with emphasis placed on modifiable factors including nutrition, stress, the microbiome, and access to health care. We develop an appreciation for public health's role in disease prevention, data collection, analysis and how naturopathic practitioners effectively collaborate with public health agencies.

Microbiology, Public Health, Immunology Tutorial BAS5131T

Credits: 2 | **Co-requisites:** BAS5131

This case-based course utilizes a small group setting to integrate and expand upon the information learned in the Microbiology, Public Health and Immunology lecture course. We analyze cases, generate treatment plans and discuss philosophical elements of each modality, transforming didactic knowledge into dynamic working knowledge and practical application.

Microbiome NDEC7320E

Credits: 1

This course focuses on the importance of the gut microflora to human health. Emphasis is given to traditional naturopathic practices that support healthy gut flora and overall health. Students will also learn about the Human Microbiome Project and the American Gut Project.

Military, Veterans and Mental Health IMMH435E

Credits: 2

Military, Veterans, and Mental Health examines the unique mental health needs, cultural considerations, and evidence-based treatment approaches for military service members and veterans. Students explore the psychological impact of military service, including trauma, moral injury, and the transition to civilian life, and develop culturally competent clinical skills for this population.

Militrary, Veterans and Mental Health IMMH435E-2

Credits: 2

Military, Veterans, and Mental Health examines the unique mental health needs, cultural considerations, and evidence-based treatment approaches for military service members and veterans. Students explore the psychological impact of military service, including trauma, moral injury, and the transition to civilian life, and develop culturally competent clinical skills for this population.

Mind as Medicine: Mind-Body Therapies RES623E

Credits: 2

Students in this course experience and read research papers on a variety of different mind-body modalities, such as meditation, mindfulness-based stress reduction, and guided imagery. Students become familiar with the breadth and depth of diseases and conditions for which they are used. They discuss the challenges and limitations of conducting mind-body research. Students practice different mind-body techniques each week.

Mind, Brain, and Behavior SC720

Credits: 3

Mind, Brain, and Behavior: Mind, Brain, and Behavior delves into the neurobiological and psychological aspects of mental health and behavior. Topics include brain anatomy and function, neurotransmitter systems, mental health disorders, psychological theories, behavioral interventions, and psychopharmacology.

Mindful Self-Compassion IM423E

Credits: 2

This is an eight-week course with a half-day silent retreat designed to explicitly teach skills of self-compassion. This experiential course uses meditations, informal practice, group discussion and dyads, and homework exercises. A variety of guided meditations (loving-kindness, affectionate breathing, giving and receiving meditation [11 meditations total]), informal practices for use in daily life (soothing touch, self-compassionate letter writing, compassionate listening, self-compassion for care givers [18 total]) are taught and practiced. Self-compassion is evoked during the classes using experiential exercises, and home practices are taught to help develop the habit of self-compassion. Students will be asked to incorporate evidence-based literature into reflective journals.

Mindful Self-Compassion NDET6230E

Credits: 2

This is an eight-week course with a half-day silent retreat designed to explicitly teach skills of self-compassion. This experiential course uses meditations, informal practice, group discussion and dyads, and homework exercises. A variety of guided meditations (loving-kindness, affectionate breathing, giving and receiving meditation [11 meditations total]), informal practices for use in daily life (soothing touch, self-compassionate letter writing, compassionate listening, self-compassion for care givers [18 total]) are taught and practiced. Self-compassion is evoked during the classes using experiential exercises, and home practices are taught to help develop the habit of self-compassion. Students will be asked to incorporate evidence-based literature into reflective journals.

Minor Surgery CS627

Credits: 2

"The skin is the largest organ of the body and our direct interface with the world. This course covers basic principles and techniques of minor surgical procedures performed in outpatient settings. Topics include wound management, suturing techniques, excisions, biopsies, toenail removals, cryotherapy, local anesthesia administration, sterile techniques, and post-operative care. "

Minor Surgery SC627

Credits: 2

Minor Surgery: The skin is the largest organ of the body and our direct interface with the world. This course covers basic principles and techniques of minor surgical procedures performed in outpatient settings. Topics include wound management, suturing techniques, excisions, biopsies, toenail removals, cryotherapy, local anesthesia administration, sterile techniques, and post-operative care.

Minor Surgery Board Review CLE497

Credits: 0

Minor Surgery Board Review prepares students for the minor surgery section of naturopathic licensing examinations (NPLEX). Administrative preparation course; no clinical credit awarded.

Minor Surgery Lab CS627T

Credits: 1.5

"In the Minor Surgery Lab, students engage in hands-on practice of minor surgical techniques under supervision. This lab provides opportunities to develop proficiency in surgical skills, instrument handling, wound closure methods, and patient safety protocols. In this lab course, we learn and practice minor surgery office procedures. Suturing techniques, biopsies, toenail removals, cryotherapy, laceration repair, and other procedures are covered."

Minor Surgery Lab SC627L

Credits: 0.75

Minor Surgery Tutorial: In the Minor Surgery Lab, students engage in hands-on practice of minor surgical techniques under supervision. This lab provides opportunities to develop proficiency in surgical skills, instrument handling, wound closure methods, and patient safety protocols. In this lab course, we learn and practice minor surgery office procedures. Suturing techniques, biopsies, toenail removals, cryotherapy, laceration repair, and other procedures are covered.

Morbidity & Mortality CE814

Credits: 2

Case Integration Mentorship I: The purpose of this series is to cultivate reflective practitioners, foster critical thinking, and enhance clinical judgment through team- based learning, self-awareness, and peer evaluation. Through mentorship and evidence-informed knowledge translation, nascent practitioners will gain a deeper appreciation of the structural complexity of medical practice, learn inter-professional communication skills, and solve complex adaptive problems. This series of courses emphasizes skills in navigating medicine considering social, ethical, and legal aspects. This course design, including group process and mentorship, fosters professional growth, clinical competence, and reflective practice.

MSK Tutorial CS637T

Credits: 2

MSK Tutorial provides small-group tutorial instruction to complement the musculoskeletal medicine curriculum, with a focus on clinical reasoning, case analysis, and the integration of physical medicine principles in patient care. Students present and discuss cases in a collaborative learning environment.

Musculoskeletal CLS6210

Credits: 9 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6210T

Students who successfully complete the CLS 6210 series will integrate information learned and applied in first-year courses to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, orthopedics, exercise physiology, physical rehabilitation, pain education and neurophysiology, neurodynamics and manual therapies.

Musculoskeletal CLS6210L

Credits: 3 | **Co-requisites:** CLS6210

Students who successfully complete the CLS 6210 series will integrate information learned and applied in first-year courses to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, orthopedics, exercise physiology, physical rehabilitation, pain education and neurophysiology, neurodynamics and manual therapies.

Musculoskeletal CLS6210T

Credits: 6 | **Co-requisites:** CLS6210

Students who successfully complete the CLS 6210 series will integrate information learned and applied in first-year courses to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, orthopedics, exercise physiology, physical rehabilitation, pain education and neurophysiology, neurodynamics and manual therapies.

Musculoskeletal CS616

Credits: 3.5

Information learned in the biomedical sciences will be integrated and applied to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, pain education and neurophysiology, and neurodynamics.

Musculoskeletal Pathology SC616

Credits: 3.5

Musculoskeletal: Information learned in the biomedical sciences will be integrated and applied to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, pain education and neurophysiology, and neurodynamics.

Musculoskeletal Tutorial CS616T

Credits: 2

"This course will build off of the information learned in the Musculoskeletal lecture course. The course focuses on orthopedic physical examinations, including joint assessments, range of motion testing, muscle strength evaluations, special orthopedic tests, and clinical reasoning in orthopedic medicine. Students are assessed via a MiniClinical Evaluation Exercise to ensure their competence prior to moving into their Core Clerkship Clinical Rotation."

Musculoskeletal System: Orthopedic Evaluation SC616T

Credits: 1.5

Musculoskeletal: Orthopedic Evaluation: This course will build off of the information learned in the Musculoskeletal lecture course. The course focuses on orthopedic physical examinations, including joint assessments, range of motion testing, muscle strength evaluations, special orthopedic tests, and clinical reasoning in orthopedic medicine. Students are assessed via a Mini Clinical Evaluation Exercise to ensure their competence prior to moving into their Core Clerkship Clinical Rotation.

Natural Childbirth CS618

Credits: 3

This course is required in the naturopathic curriculum, and prepares the student to provide health care appropriate to the special circumstances of pregnancy. Topics include diagnosis of pregnancy, initiating prenatal care, therapeutics for early pregnancy, management of miscarriage, infertility, referrals, overviews of normal labor and birth, and the postpartum care of mothers and infants. The student is prepared to screen for risks and to offer clients informed choices related to hospital or out of hospital birthing options.

Natural Childbirth I SC718

Credits: 3

Natural Childbirth I: This course is required in the naturopathic curriculum, and prepares the student to provide health care appropriate to the special circumstances of pregnancy. Topics include diagnosis of pregnancy, initiating prenatal care, therapeutics for early pregnancy,

management of miscarriage, infertility, referrals, overviews of normal labor and birth, and the postpartum care of mothers and infants. The student is prepared to screen for risks and to offer clients informed choices related to hospital or out of hospital birthing options.

Natural Childbirth II- Pregnancy NDER7330E

Credits: 3

This course emphasizes the role of prenatal care in assessing and maintaining the well-being of mother and fetus. Screening skills introduced in Reproductive Systems (CLS 7310) are refined and expanded including patient-centered midwifery care, prenatal labs, management of pre-existing conditions and tests for fetal well-being. Complications of pregnancy are studied along with the continuum of appropriate treatment possibilities, ranging from naturopathic therapeutics to referral for high-risk cases. The course format is lecture with case presentations and a practical lab for hands-on training.

Natural Childbirth III: Labor and Delivery NDER7340E

Credits: 3

This course prepares students to provide support and safety to the birthing family through labor and delivery including assessment of fetal heart tones, managing first and second stage of labor and normal birth. Complications of labor and birth are examined and naturopathic management highlighted through the use of birth stories. The hands-on skills required for response to those situations are discussed, demonstrated and practiced through a hands-on lab.

Natural Childbirth IV - Postpartum NDER8420E

Credits: 3

This course focuses on the third stage of birth, from delivery of the placenta through six weeks postpartum. The effects of pregnancy resolution and the beginning of motherhood on a woman's body, mind and spirit are studied. Students are taught practical skills, such as perineal repair, bladder catheterization, IV insertion, blood loss estimation, management of postpartum hemorrhage, and breast-feeding support; as well as an appreciation for the dynamics of personal and familial transition during this period.

Natural Childbirth V - Neonatal NDER8430E

Credits: 3

This course educates both the generalist naturopathic student as well as those seeking the midwifery certificate on case management of the mature fetus, and newborn to 12 weeks of age. Lectures include a review of fetal development from 34 weeks gestation, transitional anatomy and physiology in the neonate, normal newborn assessment, screening/treatment for newborn anomalies, and neonatal resuscitation.

Natural Childbirth VI: Special Topics NDER8440E

Credits: 2

This seminar provides students with the opportunity to research topics of special interest and share information with colleagues. Topics presented by the course instructors include developing childbirth education classes, counseling and grief in pregnancy loss, and adoption. Additionally, this course covers water births, working with related social agencies, and intubation training.

Natural Childbirth VII NDER8441E

Credits: 1

This seminar provides students with the opportunity to research topics of special interest and share information with colleagues. Topics presented by the course instructors include developing childbirth education classes, counseling and grief in pregnancy loss, and adoption. Additionally, this course covers water births, working with related social agencies, and intubation training.

Nature Cure IMT3250E

Credits: 2

This class emphasizes the essence of natural medicine as taught by the founding naturopathic doctors. Students practice water treatments, a variety of herbal-based therapies, poultices, atmospheric treatments and other therapies on themselves and each other. There are

opportunities to experience detoxification therapies, learn practical applications for various clinical presentations, and learn from case examples. Note: Additional fee required.

Nature Cure NDET6250E

Credits: 2

This class emphasizes the essence of natural medicine as taught by the founding naturopathic doctors. Students practice water treatments, a variety of herbal-based therapies, poultices, atmospheric treatments and other therapies on themselves and each other. There are opportunities to experience detoxification therapies, learn practical applications for various clinical presentations, and learn from case examples.

Naturopathic History & Philosophy I PHL5110

Credits: 1

"In this two-course series, we will be exploring the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world. We will survey the history of naturopathic medicine, historical figures that played key roles in the development of naturopathic medicine, and the formation of naturopathic philosophy. Emphasis is placed on the six guiding principles of naturopathic philosophy: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, physician as teacher, and prevention. The course also introduces concepts in naturopathic medical ethics in clinical practice. "

Naturopathic History & Philosophy II PHL5120

Credits: 1

The second course in this series deepens the exploration of the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world and in the medical system. Emphasis is placed on further insights into the six guiding principles of naturopathic philosophy: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, physician as teacher, and prevention. This course includes applications of concepts in medical ethics introduced in the Fall course.

Naturopathic History and Philosophy PH510

Credits: 1

This lecture and discussion course introduces the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world. Students will examine the roots of naturopathic medicine and the historical development of naturopathic philosophy. Emphasis is placed on the six guiding principles of naturopathic care: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, the physician as teacher, and prevention

Naturopathic History & Philosophy I PH510

Credits: 1

This lecture and discussion course introduces the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world. Students will examine the roots of naturopathic medicine and the historical development of naturopathic philosophy. Emphasis is placed on the six guiding principles of naturopathic care as well as the application of the naturopathic Therapeutic order

Naturopathic History and Philosophy II PH520

Credits: 1

Expanding on Naturopathic History & Philosophy I, this course explores the evolution of naturopathic principles, ethics, professional identity, and contemporary issues in naturopathic medicine

Naturopathic History and Philosophy II PH520-2

Credits: 1

Expanding on Naturopathic History & Philosophy I, this course explores the evolution of naturopathic principles, ethics, professional identity, and contemporary issues in naturopathic medicine

Naturopathic History & Philosophy II PH520

Credits: 1

Expanding on Naturopathic History & Philosophy I, this course explores the evolution of naturopathic principles, their breadth of understanding and application as well as contemporary issues in naturopathic medicine.

Naturopathic Medicine Retreat PH530

Credits: 1.5

"Naturopathic philosophy comes to life in this weekend retreat as students and instructors come together to explore naturopathic medicine in a natural setting. We will identify medicinal plants in nature, as well as experience hydrotherapy, mud therapy, meditation, and various exercise therapies. We will also discuss the tenants of naturopathic medicine and build community in a fun and engaging environment."

Naturopathic Medicine Retreat PHL5130

Credits: 0.75

Naturopathic philosophy comes to life in this weekend retreat as we come together to explore naturopathic medicine in a natural setting. We will identify medicinal plants in nature, as well as experience hydrotherapy, mud therapy, meditation, and various exercise therapies. We will also discuss the tenants of naturopathic medicine and build community in a fun and engaging environment.

Naturopathic Medicine Retreat PH539

Credits: 0.75

The Naturopathic Medicine Retreat is an experiential weekend in a natural setting where students and faculty explore naturopathic philosophy in practice. Activities include identifying medicinal plants in nature and experiencing hydrotherapy, mud therapy, meditation, and movement therapies. The retreat reinforces the tenets of naturopathic medicine and builds community among students and faculty.

Navigating the Clinical Journey CE510

Credits: 0.5

"In this three-course series, we use an interactive learning environment to build a scaffolding for clinical reasoning and the approach to patient care. This course begins with the foundations of the doctor-patient relationship, then the concepts of building a diagnostic framework and organizing a medical interview are layered in. Through the interviewing process, we will learn medical charting (SOAP notes) and further develop critical thinking skills. Physical exam skills are also taught, which further develop and enhance critical thinking and medical assessment. "

Navigating the Clinical Journey CE510

Credits: 0.5

This course introduces students to the structure, expectations, and requirements of clinical education within the program. Students will receive an overview of the clinical education journey, including the different types of clinical courses and experiences, what each course is designed to teach, and how clinical skills are developed and assessed over time. The course will also orient students to the practical aspects of entering and progressing through clinic, including how to register for clinical courses, how to understand clinical course sequencing, and what to expect in each stage of training. Students will learn how clinical performance is assessed across different course types, including evaluation of professionalism, clinical reasoning, documentation, patient care skills, patient contacts, clinical hours, and Clinical Proficiency Objectives.

NCBAHM Board Review HM824

Credits: 3

This course is offered in the spring term of the final year in preparation for the NCBAHM board exams (Foundations of Oriental Medicine, Acupuncture with Point Location and Chinese Herbology). The course outlines the national certification and state licensure processes, as well as essential resources and study strategies for the board exams. Topics are covered through lectures, quizzes and discussions.

NCCAOM Herbal Review OCM675

Credits: 1

This course is designed to be a comprehensive review of Chinese Herbal Medicine to help prepare for the board exam. Theory, Single herbs, and formulas will be covered.

NCCAOM Herbal Review OCM675E

Credits: 1

This course provides a comprehensive review of Chinese herbal medicine in preparation for the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) Herbal Medicine board examination. Students will revisit key concepts including materia medica, herbal formulas, therapeutic actions, indications, contraindications, and clinical applications. Emphasis is placed on pattern differentiation, formula modification, and integration of herbal knowledge into clinical decision-making. The course utilizes case-based learning, practice examinations, and test-taking strategies to reinforce knowledge and improve exam readiness.

ND Elective ND699E

Credits: 0.5

ND Elective is a placeholder course for approved elective credit in the naturopathic medicine program. Credit is awarded upon completion of faculty-approved elective coursework.

ND Elective Transfer NDE5000

Credits: 0

ND Elective Transfer is an administrative course used to transfer approved elective credits from external programs into the naturopathic medicine curriculum. Credit is awarded following institutional review.

ND-CCM Integrated Clinical Rotation Primary/CMR CLEC7400

Credits: 2.5

ND-CCM Integrated Clinical Rotation Primary/CMR provides advanced supervised clinical training for students completing a combined naturopathic and classical Chinese medicine clinical rotation. Students integrate both medical traditions in patient care under the supervision of licensed ND and CCM faculty.

ND-CCM Integrated Clinical Rotation Primary/Intern CLEC8400

Credits: 2.5

ND-CCM Integrated Clinical Rotation Primary/Internship provides senior-level supervised clinical training integrating naturopathic and classical Chinese medicine in the primary care and internship setting. Students demonstrate advanced clinical competency in the combined practice of both traditions.

Neijing Seminar I CH539

Credits: 2

This course introduces students to the Huangdi Neijing through guided reading and discussion of selected passages in Chinese. Students explore the philosophical foundations and clinical insights of the text, particularly those related to channels, acupuncture theory, and classical medical thinking.

Neijing Seminar II CH619

Credits: 2

This course continues the study of the Huangdi Neijing through deeper translation and analysis of selected chapters. Emphasis is placed on understanding classical theories of physiology, pathology, and treatment principles and examining their relevance to clinical practice.

Neijing Seminar III CH629

Credits: 2

This course deepens students' engagement with the Huangdi Neijing by examining advanced passages related to diagnosis, treatment strategies, and philosophical perspectives of medicine. Students refine translation skills while integrating classical insights into clinical reasoning.

Neuro-Ortho Acupuncture & Pain Mgnt CM723

Credits: 1

This course explores neurological and orthopedic disorders and pain management through acupuncture treatment strategies. Students learn to evaluate musculoskeletal and neurological conditions using biomedical examination and Chinese medicine frameworks. Treatment strategies emphasize channel-based diagnosis, motor points, trigger points, and pain management techniques. Emphasis is placed on recognizing biomedical red flags that require referral or co-management, including acute or progressive neurological deficits, loss of bowel or bladder control, suspected spinal cord compression, cauda equina syndrome, severe or unremitting pain, history of significant trauma or fracture, unexplained weight loss, fever associated with pain, signs of infection, malignancy, or vascular compromise (e.g., deep vein thrombosis, stroke symptoms). Students learn to integrate safe acupuncture practice with appropriate clinical judgment, patient safety considerations, and interprofessional collaboration.

Neuro-Ortho Herbal & Pain Mgnt HM723

Credits: 1.5

This course examines herbal strategies for neurological and musculoskeletal disorders, including trauma, chronic pain, and degenerative conditions. Students explore herbal formulas and therapeutic approaches that address inflammation, stagnation, and neurological dysfunction. Emphasis is placed on recognizing biomedical red flags that require referral or co-management, including acute or progressive neurological deficits, loss of bowel or bladder control, suspected spinal cord compression, cauda equina syndrome, severe or unremitting pain, recent significant trauma or suspected fracture, unexplained weight loss, fever associated with pain, signs of infection, malignancy, or vascular conditions such as deep vein thrombosis. Students also learn to identify potential herb–drug interactions and contraindications, particularly in patients using anticoagulants, anti-inflammatory medications, or other relevant pharmaceuticals. The course emphasizes safe and effective integration of herbal medicine within collaborative, patient-centered care.

Neurology CLS6211

Credits: 5.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6211T

Students who successfully complete the CLS 6211 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic neurologic conditions.

Neurology SC726

Credits: 4

Neurology: This course covers the basic neurological exam, diagnosis, management, and naturopathic and conventional treatment of nervous system diseases. Appropriate collaboration with specialists is stressed.

Neurology Lab CLS6211L

Credits: 0.25 | **Co-requisites:** CLS6211T

The goal of the Neurology Block Curriculum is to provide students with the fundamental skills required by all physicians to recognize, diagnose, and formulate an initial naturopathic and standard of care treatment plan for patients with common neurologic disorders. This course is an integral part of the Neurology Block, and it focuses on teaching the physical exams used to evaluate nervous system function. This course is taken concurrently with Neurology lecture and tutorial. The lab course expands upon information learned in lecture and provides an experiential educational opportunity within the block.

Neurology Tutorial CLS6211T

Credits: 1.5 | **Co-requisites:** CLS6211L

The goal of the Neurology Block Curriculum is to provide students with the fundamental skills required by all physicians to recognize, diagnose, and formulate an initial naturopathic and standard of care treatment plan for patients with common neurologic disorders. The tutorial course is an integral part of the Neurology Block, and it focuses on exploring course material through literature review, group discussion and practicing case-taking. This course is taken concurrently with Neurology lecture and lab. The tutorial course reinforces and expands upon information learned in lecture and lab.

Nicaragua Global Health Experience GSGH833E

Credits: 4

Nicaragua Global Health Experience is an immersive international field learning program based in Nicaragua, engaging students directly with local health systems, community health challenges, and public health initiatives. Students integrate classroom learning with experiential fieldwork through community health projects and cross-cultural partnership.

Northwest Herbs II NU449E

Credits: 2

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants. Note: Additional fee required.

NPLEX I Biomedical Sciences Review Course CLE499

Credits: 0

Prepare for the NPLEX I biomedical sciences exam in this comprehensive review course tailored for naturopathic medical students. Through simulated exams, you'll pinpoint your strengths and areas needing improvement in foundational sciences. This course provides structured content reviews in anatomy, physiology, biochemistry, microbiology, and pathology, ensuring a well-rounded preparation. You will develop a personalized study plan that aligns with your specific needs, enhancing your mastery of each subject

NPLEX I Biomedical Sciences Review Course SB499

Credits: 0

NPLEX I Biomedical Sciences Review: Prepare for the NPLEX I biomedical sciences exam in this comprehensive review course tailored for naturopathic medical students. Through simulated exams, you'll pinpoint your strengths and areas needing improvement in foundational sciences. This course provides structured content reviews in anatomy, physiology, biochemistry, microbiology, and pathology, ensuring a well-rounded preparation. You will develop a personalized study plan that aligns with your specific needs, enhancing your mastery of each subject.

Nutrition Capstone NU433

Credits: 3

Nutrition Capstone is the culminating integrative learning experience for nutrition students, requiring demonstration of advanced clinical and scholarly competency. Students complete a substantive project — such as a research review, clinical protocol, or community health program — integrating knowledge and skills developed across the nutrition curriculum.

Nutrition Elective GSN499E

Credits: 0

Nutrition Elective is a placeholder course for approved elective credits in the Graduate School Nutrition program. Credit is awarded upon completion of faculty-approved elective coursework.

Nutrition for Mental Health GSN639E

Credits: 3

Personalized nutrition interventions are essential for supporting mental health. This course explores the bidirectional communication between the microbiome and the brain, the benefits and limitations of evidence-based therapeutic diets to support specific mental health diagnoses, and the nutrient cofactors required to support the biochemistry of neurotransmitter production. Prerequisite(s): GSN 507 GSN 584, GSN 536

Nutrition for Mental Health GSN693E

Credits: 3

Personalized nutrition interventions are essential for supporting mental health. This course explores the bidirectional communication between the microbiome and the brain, the benefits and limitations of evidence-based therapeutic diets to support specific mental health diagnoses, and the nutrient cofactors required to support the biochemistry of neurotransmitter production.

Nutritional Anthropology NU322

Credits: 3

This course examines human nutrition and food systems from behavioral, social, biocultural and evolutionary perspectives, and how these interact in the production of nutritional health at the individual, community and population levels. Two central areas of research in the anthropology of food and nutrition will be addressed. First, long-term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to dietary patterns and diet-related disease. Second, global relations of power and inequity are examined as key factors influencing access to food and patterns of over- and under-nutrition for both populations and individuals. Students will also learn how this information applies to the real world as they conduct an anthropological research project.

Nutritional Anthropology NU438E

Credits: 3

This course examines human nutrition and food systems from behavioral, social, biocultural and evolutionary perspectives, and how these interact in the production of nutritional health at the individual, community and population levels. Two central areas of research in the anthropology of food and nutrition will be addressed. First, long-term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to dietary patterns and diet-related disease. Second, global relations of power and inequity are examined as key factors influencing access to food and patterns of over- and under-nutrition for both populations and individuals. Students will also learn how this information applies to the real world as they conduct an anthropological research project.

Nutritional Assessment GSN515

Credits: 3

Learn clinical and dietary evaluation methods to determine an individual's health and nutrition status and gain proficiency in 1) Clinical documentation, including taking a medical and nutrition history, writing progress notes, and determining nutrition diagnoses matched to medical diagnoses; 2) Performing dietary analyses and nutrition-focused physical examinations, including basic anthropometric measurements, vital signs and peripheral stigmata; 3) Administering and interpreting questionnaires related to diet, food security, health, and nutrition issues; 4) knowledge of the Department of Agriculture (USDA) guidelines for preventive and therapeutic interventions of current nutrient guidelines; 5) Evaluating laboratory test results from blood, saliva, and urine; 6) Proposing recommendations based on an individual's health and nutrition needs using evidence-based nutrition practice guidelines; 7) Communicating nutrition therapy plans with primary care providers or the healthcare team to ensure client management and complete care coordination.

Nutritional Biochemistry GSN514

Credits: 3

Learn the molecular, biochemical, and metabolic characteristics of food's dietary nutrients and bioactive compounds, emphasizing their relationships and contributions to health and disease. Gain the core knowledge and key concepts related to the science of human nutrition, gut microbiota and the gut-brain axis, including enzyme kinetics, bioenergetics, metabolic pathways, genomics, free radical regulation, inflammatory pathways, fluid and electrolyte balance, acid-base balance, xenobiotics, heavy metals, pesticides, herbicides, persistent organic pollutants, their affect and the regulation of metabolism in different physiologic states.

Nutritional Epidemiology NU432

Credits: 4

Students learn to conduct and interpret epidemiological studies relating diet and nutritional status to disease and health. This course examines methodologies used in nutritional epidemiological studies, and reviews the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease.

Nutritional Epidemiology NU532

Credits: 4

Students learn to conduct and interpret epidemiological studies relating diet and nutritional status to disease and health. This course examines methodologies used in nutritional epidemiological studies, and reviews the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease.

Nutritional Genetics GSN564E

Credits: 2

Have you ever wondered if your diet affects your genes? Or whether your genes affect what you can eat? Students in this course examine the relationship between genetics, metabolism and diet. Topics include how diet can affect epigenetic patterns and gene expression, how our metabolic response to food has been shaped by genetic variation, and how our health is impacted by the interplay of genetics and diet. Students will also consider the utility of using genetic information to make dietary choices.

Nutritional Genetics NU440E

Credits: 2

Have you ever wondered if your diet affects your genes? Or whether your genes affect what you can eat? Students in this course examine the relationship between genetics, metabolism and diet. Topics include how diet can affect epigenetic patterns and gene expression, how our metabolic response to food has been shaped by genetic variation, and how our health is impacted by the interplay of genetics and diet. Students will also consider the utility of using genetic information to make dietary choices.

Nutritional Immunology GSN589

Credits: 4

This course explores inflammation and immunological responses as underlying causes in many chronic diseases. Nutritional influences on the inflammatory process and immune balance are analyzed in depth. Students will discover how to use nutrition to impact immunological outcomes using real-life clinical cases. Environmental exposures that affect the immune system are also reviewed.

Nutritional Immunology GSN589E

Credits: 4

This course explores inflammation and immunological responses as underlying causes in many chronic diseases. Nutritional influences on the inflammatory process and immune balance are analyzed in depth. Students will discover how to use nutrition to impact immunological outcomes using real-life clinical cases. Environmental exposures that affect the immune system are also reviewed.

Nutritional Immunology NU389E

Credits: 4

This course explores inflammation and immunological responses as underlying causes in many chronic diseases. Nutritional influences on the inflammatory process and immune balance are analyzed in depth. Students will discover how to use nutrition to impact immunological outcomes using real-life clinical cases. Environmental exposures that affect the immune system are also reviewed. BScN students need dean approval.

Nutritional Supplements GSN552

Credits: 2

Explore the use of nutritional supplements (including herbs) for health. Understand when to use certain nutrients, which forms are found in supplements, and how to select them. Students learn about food, drug and nutrient interactions, and how supplements influence human biochemistry. Regulation of the nutritional supplement industry is also covered, including laws, purity and quality control. Prerequisite(s): TH 507 GSN5844

Nutritional Supplements NU424E

Credits: 2

Explore the use of nutritional supplements (including herbs) for health. Understand when to use certain nutrients, which forms are found in supplements, and how to select them. Students learn about food, drug and nutrient interactions, and how supplements influence human biochemistry. Regulation of the nutritional supplement industry is also covered, including laws, purity and quality control. Prerequisite(s): TH 507 or GSN 584

Nurturing Yin with Classical Chinese Gynecology CM03E

Credits: 1

Nourishing Yin with Classical Chinese Gynecology explores the classical Chinese medical approach to women's health, with a focus on nurturing Yin essence and blood to support reproductive, hormonal, and emotional balance. Students examine classical texts and clinical applications of gynecological theory within the CCM tradition.

NW Herbs I NDEB5110E

Credits: 2

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants.

NW Herbs I NU447E

Credits: 2

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants. Note: Additional fee required.

NW Herbs II NDEB5130E

Credits: 2

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants.

NW Herbs II NU448E

Credits: 2

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants. Note: Additional fee required.

Obesity, Metabolic Syndrome and Diabetes GSN575E

Credits: 2

This is a practical course for those working with individuals with obesity, metabolic syndrome and/or type II diabetes covering etiology; clinical characteristics; nutrition therapy recommendations; and treatment strategies. Practical applications include an exploration of common eating habits and behaviors, blood glucose monitoring and control and current medications. The course also investigates the many influences and challenges with body weight, weight changes and weight loss and evaluates current research in this area. In addition, the course covers compassionate counseling and ways to help patients build better relationships with food and their bodies.

Oncology SC732

Credits: 2

Oncology Lecture: This course covers diagnostic, etiologic, prognostic, preventive, and epidemiologic information for cancers of common sites. Conventional, alternative and innovative approaches are discussed.

Organic Chemistry II w Lab NS334

Credits: 3

An introduction to the molecular basis of living processes in bacteria, plants and humans. This course provides a foundation in the chemistry of carbon-containing compounds, including three-dimensional structures; chemical properties; and methods of structural identification, reactions and syntheses. Students also learn about the organic chemistry of specific pharmaceuticals and detoxification pathways. Note: Additional fee required.

Organic Chemistry with Lab NS324

Credits: 3

An introduction to the molecular basis of living processes in bacteria, plants and humans. This course provides a foundation in the chemistry of carbon-containing compounds, including three-dimensional structures; chemical properties; and methods of structural identification, reactions and syntheses. Students also learn about the organic chemistry of specific pharmaceuticals and detoxification pathways. Note: Additional fee required. Prerequisite: NS315 and NS325 or equivalent

Orientation PRE300

Credits: 0

Orientation is a required administrative program introducing new students to NUNM's institutional policies, academic expectations, student resources, and the professional culture of natural medicine education. No academic credit is awarded.

Orientation - On line PRE301

Credits: 0

Orientation (Online) provides the same essential institutional introduction as the in-person orientation in an online format, covering NUNM policies, student resources, and professional expectations. No academic credit is awarded.

Orientation on line ND PREO301

Credits: 0

Orientation Online — ND provides online orientation specifically for incoming naturopathic medicine students, covering program-specific curriculum requirements, clinical training pathways, and professional expectations. No academic credit is awarded.

Orthopedic Acupuncture OAC652

Credits: 3

Students will learn a comprehensive approach to understanding, diagnosing, treating and managing several orthopedic/musculoskeletal conditions. Students will review specific anatomy, common pathologies, patient exam and orthopedic testing. Chinese medicine and allopathic diagnosis will be differentiated as part of a multifaceted treatment plan. Students will learn to clearly project and report their prognosis and expected measurable outcomes. Treatment strategies will emphasize points selected by anatomical palpation, motor/ trigger points, and associated meridian points to increase range of motion and reduce pain. Use of electro-stimulators will be demonstrated and discussed. Students will learn how to chart appropriately, analyze clinical outcomes and report cases.

Orthopedic Acupuncture I CM706

Credits: 1.5

This course introduces students to the orthopedic acupuncture approach for diagnosing and treating musculoskeletal conditions. Students review relevant anatomy, common orthopedic pathologies, patient assessment procedures, and orthopedic testing methods. Emphasis is placed on integrating Chinese medicine diagnostic frameworks with biomedical evaluation. Treatment strategies focus on palpation-based point selection, motor points, trigger points, and meridian-based approaches to restore range of motion and reduce pain.

Orthopedic Acupuncture II CM716

Credits: 1.5

This course advances orthopedic acupuncture clinical skills through case-based learning and treatment planning for complex musculoskeletal conditions. Students refine diagnostic reasoning, prognosis evaluation, and treatment strategies using acupuncture, electro-stimulation, and palpation-guided techniques. Emphasis is placed on clinical documentation, patient outcome analysis, and case reporting to support effective musculoskeletal care.

OSCE 3 Exam - Primary Exit CLE933

Credits: 0

Prior to beginning secondary rotations, students must pass the secondary clinic entrance examination (OSCE 1, [[permalink=68|tooltip:{'title':1}]]%prefix% %code%[[/permalink]]). Prior to beginning primary rotations, students must successfully complete the primary entrance exam (OSCE 2, CLE 932) and third-year courses, as defined in the student handbook, to become a primary clinical student. Successful completion of the OSCE 3, administered in winter quarter of the final year, is required for graduation.

OSCE III XC900

Credits: 0.0416666666666667

OSCE III: OSCE III is a structured clinical examination that assesses students' clinical skills, communication skills, procedural skills, history-taking abilities, physical examination techniques, and patient interaction skills in simulated clinical scenarios. OSCE III is typically designed to evaluate advanced clinical competencies, specialty-specific skills, and readiness for clinical practice in specific healthcare disciplines or subspecialties. Successful completion of the OSCE III is required for graduation.

OSCE 1 Exam - Secondary Entrance CLE931

Credits: 0

"OSCE I is a structured clinical examination that assesses students' clinical skills, communication skills, history-taking abilities, physical examination techniques with a focus on musculoskeletal conditions, nutrition counseling, and patient interaction skills in simulated clinical scenarios. OSCE I is typically designed to evaluate clinical competencies necessary to start the required core clerkship clinical rotations. Successful completion of the OSCE I is required to begin the required core clerkship clinical rotations"

OSCE I XC632

Credits: 0.0416666666666667

OSCE I: OSCE I is a structured clinical examination that assesses students' clinical skills, communication skills, history-taking abilities, physical examination techniques with a focus on musculoskeletal conditions, nutrition counseling, and patient interaction skills in

simulated clinical scenarios. OSCE I is typically designed to evaluate clinical competencies necessary to start the required core clerkship clinical rotations. Successful completion of the OSCE I is required to begin the required core clerkship clinical rotations.

OSCE 2 Exam - Primary Entrance CLE932

Credits: 0

Prior to beginning secondary rotations, students must pass the secondary clinic entrance examination (OSCE 1, [[permalink=68|tooltip:{'title':1}]]%prefix% %code%[[/permalink]]). Prior to beginning primary rotations, students must successfully complete the primary entrance exam (OSCE 2, CLE 932) and third-year courses, as defined in the student handbook, to become a primary clinical student. Successful completion of the OSCE 3, administered in winter quarter of the final year, is required for graduation.

OSCE I - Secondary Entrance Exam Retake CLE931R

Credits: 0

OSCE I — Secondary Entrance Exam Retake is an administrative course for students required to retake the OSCE I clinical entrance examination. Credit reflects successful retake completion; no didactic instruction is provided.

OSCE I Prepartion CLE7301E

Credits: 0.5

OSCE I Preparation provides preparatory instruction and structured practice to support students in developing the clinical skills assessed in the OSCE I entrance examination. Students engage in simulation, peer practice, and faculty feedback prior to the examination.

OSCE II XC732

Credits: 0.0416666666666667

OSCE II: OSCE II is a structured clinical examination that assesses students' clinical skills, communication skills, history-taking abilities, physical examination techniques, and patient interaction skills in simulated clinical scenarios. OSCE II is typically designed to evaluate clinical competencies necessary to become a primary medical intern. Successful completion of the OSCE II is required to become a primary medical intern.

OSCE II - Primary Entrance Exam Retake CLE932R

Credits: 0

OSCE II — Primary Entrance Exam Retake is an administrative course for students required to retake the OSCE II primary clinical entrance examination. Credit reflects successful retake completion; no didactic instruction is provided.

OSCE III - Primary Exit Exam Retake CLE933R

Credits: 0

OSCE III — Primary Exit Exam Retake is an administrative course for students required to retake the OSCE III primary clinical exit examination. Credit reflects successful retake completion; no didactic instruction is provided.

OSCE Skills Tutoring CLE828

Credits: 0

Students are referred to this course for a three-week period when they need to gain competency in the skills necessary to pass the OSCE exams.

Pain Management SC725

Credits: 2

Pain Management provides a clinically oriented, integrative approach to the assessment and management of acute, chronic, and cancer-related pain. Third-year students learn to characterize pain by mechanism (nociceptive, neuropathic, and central sensitization), conduct a structured pain assessment, communicate with patients about pain, and build multimodal management plans grounded in the socio-psycho-biological model and the Therapeutic Order. Consistent with naturopathic principles, the course emphasizes physical medicine,

behavioral and mind-body, and lifestyle interventions, alongside the evidence-informed selection of and referral for pharmacologic and interventional options. Building on the first two years and running alongside Neurology, Mind, Brain, and Behavior, and Pharmacology V.

Panchakarma GSA530E

Credits: 2

Panchakarma is the Ayurvedic approach to detoxification, cleansing of the body and mind for rejuvenation and restoration of health. This course provides an overview of the basic concepts, philosophy, types of Panchakarma, indications, contraindications, and preparatory processes for Panchakarma (pre-panchakarma procedures). Demonstrations of selected Panchakarma procedures are covered in this course by using a mannequin as a model for execution of those procedures. The panchakarma modalities explored here include demonstration and instruction of Ayurvedic dosha wise personalized oil application for the whole-body, for relevant portions and traditional bodywork technique for self-care (oleation-part of the pre-panchakarma procedure), Udvartana (technique to apply dry herbal powder), Kati Basti(oil pulling at pelvic region by making an oil-well), Griva basti(oil pulling at neck region by making an oil-well), Janu basti(oil pulling at knee region by making an oil-well), Pinda Swedana (hot pack-sudation therapy) technique, Virechana (purging), and Nasya (nasal drops).

Panchakarma NU430E

Credits: 2

Panchakarma is the Ayurvedic approach to detoxification, cleansing of the body and mind for rejuvenation and restoration of health. This course provides an overview of the basic concepts, philosophy, types of Panchakarma, indications, contraindications, and preparatory processes for Panchakarma (pre-panchakarma procedures). Demonstrations of selected Panchakarma procedures are covered in this course by using a mannequin as a model for execution of those procedures. The panchakarma modalities explored here include demonstration and instruction of Ayurvedic dosha wise personalized oil application for the whole-body, for relevant portions and traditional bodywork technique for self-care (oleation-part of the pre-panchakarma procedure), Udvartana (technique to apply dry herbal powder), Kati Basti(oil pulling at pelvic region by making an oil-well), Griva basti(oil pulling at neck region by making an oil-well), Janu basti(oil pulling at knee region by making an oil-well), Pinda Swedana (hot pack-sudation therapy) technique, Virechana (purging), and Nasya (nasal drops).

Parenteral Therapy SC737

Credits: 1.5

No changes from Golani

Parenteral Therapy & Environmental Medicine CLS7331

Credits: 3.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7331L

Environmental Medicine is the diagnosis and treatment of conditions related to the exposure of both macro and micro toxicants from the environment. Exposure routes regarding the macroenvironment, including air, water, soil and food sources, are discussed in addition to exposures based on activity, occupation, or in home sources. Clinically relevant exposure routes are reviewed, including transdermal, inhalation, ingestion, and ocular routes. Students learn the safe and appropriate intravenous and intramuscular injections of micro- and macronutrients for nutritional support and detoxification procedures in cases of elevated body burden of toxins with specific treatments for both acute and chronic disease. Students will learn the clinical rationale for parenteral therapy; how to perform parenteral therapy techniques and develop therapy protocols; how to treat complications and handle emergencies that can occur during parenteral therapy.

Parenteral Therapy & Environmental Medicine Lab CLS7331L

Credits: 0.5 | **Co-requisites:** CLS7331T

This course provides the opportunity for students to practice parenteral therapy. The course focuses on the practical aspects of IV catheter and butterfly needle insertions, considerations in preparations of IV solutions, aseptic technique, and patient communication regarding this procedure.

Parenteral Therapy & Environmental Medicine Tutori CLS7331T

Credits: 2 | **Co-requisites:** CLS7331L

Parenteral Therapy and Environmental Medicine block tutorial is a small group course where students will observe and participate in some of the practical aspects of parenteral therapy and environmental medicine. Through demonstrations, hands-on activities, osmolarity and

formulation practice, environmental history case taking, and physical exam practice, students will build upon their prior knowledge of anatomy and physiology to assess chronic disease with a new lens.

Pathology I SB518

Credits: 2.5

Pathology I is the first of a three-course series on the mechanisms and manifestations of disease, paralleling the Medical Physiology sequence by organ system. It establishes the general principles of pathology, including cellular injury, adaptation, inflammation, apoptosis, and necrosis, then applies them to the integumentary, musculoskeletal, cardiovascular, circulatory, and hematologic systems. Combining lecture and laboratory work, the course develops the ability to identify the etiology, pathogenesis, and clinical and key features of common diseases.

Pathology II SB528

Credits: 2.5

Pathology II, the second course in the series, examines the pathology of the respiratory, urinary, gastrointestinal, immunology, and hematologic systems, paralleling Medical Physiology II. Building on Pathology I, students develop the ability to identify the etiology, pathogenesis, and key features of common diseases of these systems through lecture and laboratory work.

Pathophysiology GSN516

Credits: 3

This foundational course is an introduction to human physiological and pathological processes. Students develop an understanding of common health conditions and preventable diseases. Risk factors and causes of disease are also covered.

Patient- Practitioner Relationship OPD550

Credits: 2

"In a Chinese medicine practice, the core of the healing process is the relationship between the patient and the practitioner. By learning to observe, identify, and understand human emotions and needs, the practitioner is able to communicate effectively and create a nourishing, inclusive, and safe environment for healing to occur. This course emphasizes the development of strong patient/practitioner rapport and effective communication skills, including multicultural sensitivity, cultural humility, and trauma-informed care. These competencies are essential for connecting with patients from diverse backgrounds and fostering trust across cultural, social, and linguistic differences. The following topics are addressed as fundamental skills for effective therapeutic relationships: ethical practice guidelines and professional codes of conduct; strategies for resolving ethical dilemmas; personal and professional boundaries; conflict resolution; inclusive treatment; motivational interviewing; screening for mental illness, substance use disorder, and intimate partner violence; suicide prevention; and practitioner self-care and resilience. This class combines lectures, role plays, and experiential activities to give students practical tools for building and maintaining compassionate, respectful, and culturally responsive relationships in clinical practice."

Pediatrics SC733

Credits: 2.66666666666667

No changes from Golani

Pediatrics & Geriatrics CLS7330

Credits: 6 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7330T

Students who successfully complete CLS 7330 will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention and age-specific preventive services, diagnosis, assessment, and management of both acute and chronic conditions related to pediatric and geriatric populations.

Pediatrics & Geriatrics Tutorial CLS7330T

Credits: 2 | **Co-requisites:** CLS7330

In this case-based tutorial class, students will further develop and apply knowledge of clinical sciences related to pathology, disease prevention and age-specific preventive services, diagnosis, assessment, and management of both acute and chronic conditions related to pediatric and geriatric populations.

Personal Chef and Food Service GSN543

Credits: 2

Students learn about individual catering for private service and how to successfully incorporate all aspects of food service and preparation. Emphasis is placed on food purchasing, menu development, food pairing, food safety and sanitation, and cooking techniques. Prerequisite(s): GSN 502. Note: Additional fee required when in-person.

Personal Chef and Food Service GSN543E

Credits: 2

Students learn about individual catering for private service and how to successfully incorporate all aspects of food service and preparation. Emphasis is placed on food purchasing, menu development, food pairing, food safety and sanitation, and cooking techniques. Prerequisite(s): GSN 502 or GSNO 502. Note: Additional fee required when in-person.

Personal Development as a Physican NDEC5125E

Credits: 1.5

This class facilitates the transition from student to physician by focusing on personal development within the doctor/patient interaction. Emphasis is placed on difficult interactions, with guidance in taking responsibility and first steps in moving the relationship along.

Personal Development as a Physician PHL5210E

Credits: 1.5

not listed in catalog

Pharmacology Board Review CLE498

Credits: 0

Pharmacology Board Review prepares students for the pharmacology section of naturopathic licensing examinations (NPLEX). Administrative preparation course; no clinical credit awarded.

Pharmacology for Clinical Practice NDEC7310E

Credits: 2

This course looks at the top most prescribed drugs in the U.S., the disease states they represent, standards of care, and a stepwise approach to drug therapy in those disease states. Various patient cases/scenarios are used to determine how that might change drug therapy. Students practice writing the prescriptions, adding nutrients to offset any known depletions, then determine the best means of safely discontinuing the agents as the patient's health improves.

Pharmacology I TH613

Credits: 1.25

Pharmacology I opens the organ-system series with the agents used in musculoskeletal, rheumatologic, immunologic, and hematologic conditions, together with antimicrobial therapy. Students study analgesics, muscle relaxants, corticosteroids, immunosuppressants and biologics, anticoagulants and thrombolytics, and the major antimicrobial classes, with attention to interactions, adverse effects, and patient-specific considerations. Consistent with naturopathic practice, the course pairs these agents with the botanical and nutritional interactions relevant for clinical practice.

Pharmacology II CS622

Credits: 1.25

Pharmacology II deepens students' pharmacological expertise with a focus on medications pertinent to gastroenterology, proctology, dermatology, and minor surgery. Students will explore the different routes of administration for common gastrointestinal agents, procotological preparations, and dermatological therapies. The course is designed to foster an integrated approach to medication management, enhancing students' ability to prescribe and monitor drug treatments effectively. Emphasis is placed on selecting appropriate therapeutic regimens, understanding drug interactions, and mitigating adverse effects to maximize patient safety and clinical outcomes in both naturopathic and conventional settings.

Pharmacology II TH623

Credits: 1.25

Pharmacology II covers the agents used in gastroenterology, proctology, dermatology, and minor surgery, including the routes of administration specific to gastrointestinal, proctological, and dermatological therapies. Students practice selecting and monitoring regimens, anticipating drug interactions, and mitigating adverse effects, and they pair each drug class with the botanical and nutritional interactions relevant for clinical practice.

Pharmacology III CS632

Credits: 1.25

Pharmacology III advances students' knowledge on the medications used in cardiology, pulmonology, and endocrinology. Students will delve into cardiovascular drugs, pulmonary treatments, and metabolic and endocrine therapies that are critical for managing conditions such as heart disease, asthma, diabetes, and thyroid disorders. The curriculum promotes and integrative approach to drug use, ensuring students are prepared to select and manage therapies that optimize patient health outcomes while considering potential drug interactions and side effects. The course aims to equip students with the skills necessary to implement effective, safe, and patient-specific pharmacological interventions in a holistic clinical framework.

Pharmacology III TH633

Credits: 1.25

Pharmacology III advances into the agents used in cardiology, pulmonology, and endocrinology, covering cardiovascular drugs, pulmonary therapies, and metabolic and endocrine treatments for conditions such as heart disease, asthma, diabetes, obesity, and thyroid disorders. The course promotes an integrative approach to drug selection, interactions, and adverse-effect management, including the botanical and nutritional interactions.

Pharmacology IV TH713

Credits: 1.25

Pharmacology IV covers the agents used in reproductive health, urology, nephrology, and oncology, including hormonal therapies, chemotherapeutic agents, and supportive-care medications. Students practice optimizing regimens, recognizing and managing drug interactions, and minimizing adverse effects, with particular attention to the botanical and nutritional interactions relevant to oncology and chronic disease.

Pharmacology V TH723

Credits: 1.25

Pharmacology V covers the agents used in neurology, psychiatry, and pain management, including psychotropics, neurotherapeutics, analgesics, and medications for addiction treatment, with sustained attention to the safe use of controlled substances. Students tailor therapy to individual patients, weighing benefits, interactions, and adverse effects, and consider the botanical and nutritional interactions relevant to mental health and pain conditions.

Pharmacology VI TH733

Credits: 1.25

Pharmacology VI closes the series with the agents used in HEENT, pediatric, geriatric, and environmental health, including treatments for allergic and environmentally mediated conditions. Students develop age-appropriate, personalized regimens that account for the pharmacokinetic and dosing differences of children and older adults, and they integrate the botanical and nutritional interactions and natural equivalents central to naturopathic care across the lifespan.

Philosophy of Ayurveda GSA545E

Credits: 2

This course is an overview of Ayurveda's central philosophical considerations including its objective, eight branches (Eight Branches-Internal medicine, pediatrics, psychology, EENT, surgery, toxicology, geriatrics, aphrodisiac), theories of five basic elements, body type-constitution-prakriti based on Tridosha (three functional bio-energies-vata pitta kapha), Mind prakriti (constitution based on the doshas of mind), general causes and indications of their balance and imbalance, their role in the health and disease formation. An introduction to Dhatu (body tissue), Malas (body wastes), Agni (biogenic fire essential for transformation), tastes, and universal qualities of matter are explored in this course. Students will examine the Ayurvedic holistic approach in research, journals, books and a wide range of treatment modalities. The mission and scope of Ayurvedic Wellness Counseling in the USA are also covered in this course.

Philosophy of Ayurveda NU451E

Credits: 2

This course is an overview of Ayurveda’s central philosophical considerations including its objective, eight branches (Eight Branches-Internal medicine, pediatrics, psychology, EENT, surgery, toxicology, geriatrics, aphrodisiac), theories of five basic elements, body type-constitution-prakriti based on Tridosha (three functional bio-energies-vata pitta kapha), Mind prakriti (constitution based on the doshas of mind), general causes and indications of their balance and imbalance, their role in the health and disease formation. An introduction to Dhatu (body tissue), Malas (body wastes), Agni (biogenic fire essential for transformation), tastes, and universal qualities of matter are explored in this course. Students will examine the Ayurvedic holistic approach in research, journals, books and wide range of treatment modalities. The mission and scope of Ayurvedic Wellness Counseling in the USA are also covered in this course.

Physical Medicine Fundamentals TH521

Credits: 1

"This course covers foundational concepts in physical medicine, including functional assessment techniques, and application of manual therapies, therapeutic exercises, and rehabilitative strategies for musculoskeletal conditions."

Physical Medicine I TH512

Credits: 1.5

Physical Medicine I introduces the foundational principles of physical medicine and musculoskeletal assessment alongside the surface anatomy that underpins competent hands-on practice. Through intensive palpation labs, students locate key musculoskeletal, skeletal, and vascular landmarks while learning functional assessment techniques and the application of therapeutic exercise and rehabilitative concepts. As the first course in the Year 1 Physical Medicine sequence, it establishes the palpatory accuracy and assessment skills on which later diagnostic reasoning, treatment planning, and physical medicine content depend.

Physical Medicine II TH522

Credits: 1.5

Physical Medicine II advances the hands-on and reasoning skills introduced in Physical Medicine I, pairing intensive surface anatomy labs with applied physical medicine practice. Students refine precise palpation of underlying tissues across the gastrointestinal, respiratory, and immunologic systems while being introduced to stretching techniques, postional release techniques and direct manual therapies.

Physical Medicine III TH532

Credits: 1.5

Physical Medicine III integrates advanced surface anatomy with applied physical medicine modalities in the culminating course of the Year 1 sequence. In supervised palpation labs, students refine precise localization and evaluation of underlying tissues with a focus on the neurologic and HEENT systems, while students continue to refine there physical medicine skills with various direct contact techniques. The course consolidates the palpatory and hands-on skills foundational to physical medicine practice.

Physical Medicine Lab I CS629L

Credits: 2

"In Physical Medicine Lab I, students learn and practice neuromuscular therapy techniques aimed at addressing musculoskeletal pain, dysfunction, and soft tissue injuries. This lab includes hands-on training in naturopathic manipulation techniques, manual therapy, myofascial release, and trigger point therapy."

Physical Medicine V TH622

Credits: 1.5

No description yet (do not use AY24 description in column AA)

Physical Medicine Lab II CS639L

Credits: 0.5

In Physical Medicine Lab II, students learn and practice advanced physical medicine techniques using specialized equipment and modalities. This lab may include training in therapeutic machines, electrotherapy, ultrasound therapy, and other physical modalities.

Physical Medicine Tutorial CS639T

Credits: 2

Physical Medicine Tutorial provides small-group tutorial instruction complementing the physical medicine curriculum, with a focus on developing clinical reasoning for musculoskeletal conditions and physical therapeutic interventions. Students present cases, review treatment rationale, and receive faculty feedback.

Physical Medicine VI TH632

Credits: 1.5

Physical Medicine VI advances students' clinical skills in physical medicine modalities through supervised practice and case-based learning. Students develop competency in the application of advanced physical medicine techniques within an integrative naturopathic treatment approach.

Physics NS432

Credits: 5

This course is a non-calculus based conceptual study of the laws of motion, forces, energy, matter, heat and thermodynamics, wave motion, sound and light. Applications to the life sciences are emphasized, including sight, hearing, joint range of motion, nerve conduction, etc. Note: Additional fee required.

Physiology OIM518

Credits: 2

Physiology provides a systematic examination of the physiological processes of the human body, covering cellular function, organ system integration, and homeostatic regulation. Students develop a functional understanding of body physiology as applied to clinical assessment and patient care in Classical Chinese Medicine practice.

Physiology II OIM519-2

Credits: 2

Physiology II continues the study of human physiology with emphasis on the cardiovascular, respiratory, renal, and endocrine systems, building on foundational principles introduced in Physiology I. Students examine system-level regulation and clinical correlations relevant to integrative clinical practice.

Physiology III OIM520

Credits: 2

Physiology III completes the physiology sequence with study of the nervous system, reproductive physiology, and integrative physiological responses. Students develop a comprehensive understanding of body physiology and its relevance to clinical assessment and therapeutic decision-making.

Physiotherapy TH511

Credits: 0.5

Physiotherapy is an introductory lecture-based course where we will define physical medicine, look at the historic application of physical medicine, examine the strengths and limitations and push the boundaries of application and understanding. This course will include modules on pain and physiotherapy machines (reflexive therapies) in a lecture/lab hybrid.

Plants of the Northwest NS342E

Credits: 3

This course introduces students to important flowering and food plant species of the Pacific Northwest. Specific topics include the use of taxonomic keys; plant anatomy; plant ecology; preservation and preparation of plant specimens; and species identification through lectures, lab activities and field trips to study native species in their habitats. Students explore the reciprocal relationship between food plants and people in the Northwest from the perspectives of foraging for wild foods, domestication of food plants, and the therapeutic approaches toward healing through plant awareness and horticulture. Note: Additional fee required.

Point-of-care Ultrasound NDEC7351E

Credits: 2.5

Students learn to use Point-of-Care Ultrasound (POCUS) to diagnose common clinical entities in the provider's office. Students are taught to rule out conditions including, but not limited to: DVT, cholecystitis, AAA, ovarian cysts, hydronephrosis, fractures and pneumonia; and to diagnose various musculoskeletal conditions.

Population Research Approaches GSGH524

Credits: 3

This course examines different approaches used to systematically and carefully investigate health-related issues across and within populations in local, national and global settings. Students explore the processes of defining research topics and questions; collecting and analyzing data; and interpreting and disseminating results using quantitative, qualitative and mixed-methods approaches. Additional focus is placed on research ethics, information sourcing, and the interpretation of health-related research findings.

Practice Management I OPD653

Credits: 1.5

This class will encourage students to explore their career goals and vision for clinical practice and introduce students to the principles of ethical application of marketing techniques and tools to build and sustain a clinical practice. Through tailored assignments, students develop business written, electronic, and oral communication skills to effectively communicate via Internet marketing, email and letter writing, public relations, and networking. Students will complete this class with a comprehensive understanding of marketing options.

Practice Management II OPD654

Credits: 1 | **Co-requisites:** IM508

This course introduces students to the fundamental financial and administrative practices essential for running a successful acupuncture business. Topics include record keeping, insurance billing and collection, and the basics of business written communication relevant to clinical practice. Students will learn how to create and manage Superbills, apply CPT and ICD-10 codes, and navigate the process of credentialing with insurance providers. The course covers billing procedures for private insurance, personal injury cases, and workers' compensation, as well as strategies for submitting and managing claims for reimbursement. Special attention is given to effective written communication, particularly in the context of insurance disputes, appeals, and documentation required for legal and financial clarity.

Students will also explore budgeting for both personal and business income and expenses, gaining tools to support sustainable cash flow and long-term practice viability. By the end of the course, students will have a working knowledge of the administrative side of clinical practice, enabling them to manage the business aspects of acupuncture with confidence and professionalism.

Practice Management III- Business Planning OPD655

Credits: 1

This course is designed to equip students with the practical skills needed to establish, manage, and operate a professional acupuncture clinic. Students will explore various types of professional practice models, and learn how to align their clinical services with the needs of their target patient population. Key topics include planning and establishing a professional office, covering considerations such as clinic layout, licensing, equipment, technology, and staffing. Students will gain hands-on knowledge of front office procedures, including appointment scheduling, patient intake, medical records management, and communication systems that support efficient and professional practice operations. The course also addresses risk management and insurance issues, including malpractice insurance, informed consent, incident reporting, and compliance with legal and regulatory standards. Students will learn to draft essential business written communications, such as policies and procedures, office manuals, and patient communication templates. Upon completion, students will have a foundational understanding of what it takes to operate a successful acupuncture clinic, from administrative systems to legal protections and patient-centered business practices.

Practice Management IV OPD656

Credits: 1

"This course equips students with the foundational skills needed to successfully transition into professional practice after graduation and to support continued growth throughout their careers. Topics include strategic decision-making, SMART goal planning, resume building, and understanding financial statements as part of long-term business planning. Students will also explore the process of planning and establishing a professional office, including considerations for location, clinic setup, staffing, licensing, and operations. Emphasis is placed on practice growth and development, with tools for identifying patient needs, building a referral network, and expanding clinical services over time. Additionally, the course prepares students for opportunities to practice in interdisciplinary medical settings, such as hospitals, integrative clinics, and collaborative care teams. This includes strategies for professional communication, understanding healthcare systems, and positioning oneself as a valuable member of a broader medical community. By the end of the course, students will have a clear understanding of their career options and the tools needed to build a sustainable, adaptable, and successful acupuncture practice."

Practice of Aesthetic Medicine CM689E

Credits: 2

The Practice of Aesthetic Medicine builds upon the foundational knowledge gained in The Foundations of Aesthetic Medicine course. Students will deepen their skills in diagnosing, developing treatment plans, and applying a range of facial rejuvenation therapies. The course explores multiple modalities for activating tissue, with an emphasis on selecting techniques appropriate to each student's future scope of professional licensure. Instruction will include the use of electrostimulation devices, tuning forks, needling, microneedling, cupping, and gua sha. Students will also study the anatomical structures of the face and learn how to integrate whole-body approaches to support holistic care and healthy aging Note: Note: Required supplies. Cost TBD.

Pre-Han Classics I OCM532

Credits: 2

listed in catalog as CM532 This course introduces students to the foundational texts of Chinese culture and medicine: the Yi Jing ("The Book of Changes"), the Dao De Jing ("Classic of the Way and Its Virtue"), and the Huang Di Nei Jing ("The Yellow Emperor's Internal Classic"), which has two component parts: the Su Wen ("Basic Questions") and the Ling Shu ("Spiritual Pivot"). By studying these pre-Han classical texts, students will both broaden and deepen their understanding of the theoretical foundations of Chinese medicine and gain an appreciation of their usefulness in the modern clinic. Attention will be paid both to how these classic texts infuse and inform Chinese medical theory and clinical practice throughout the history of Chinese medicine and the ways in which Chinese medical theory, clinical practice, and terminology has evolved since the time these texts were written. This required course will focus on basic concepts of Chinese medicine theory and philosophy as exemplified in the Pre-Han texts. Concepts like Yin Yang theory, 3 Treasures, 4 Directions, 5 phases, and other numerologically significant ideas will be discussed in great detail with a lens towards how the perspective presented in these classics provides a fully integrated worldview that has practical applications for the practice of Chinese medicine in the modern clinic.
Prerequisite(s): CM504, CM505, CM506

Pre-Han Classics III OCM537

Credits: 2

This elective course, a continuation of the required course by the same name, will emphasize the organ clock and discuss how the perspective presented in the classics provides a fully integrated worldview which has practical applications for the practice of Chinese medicine in the modern clinic. Prerequisite(s): CM504, CM505, CM506, CM532

Pre-Hans Classics II OCM533

Credits: 2

This course introduces students to the foundational texts of Chinese culture and medicine: the Yi Jing ("The Book of Changes"), the Dao De Jing ("Classic of the Way and It's Virtue"), and the Huang Di Nei Jing ("The Yellow Emperor's Internal Classic"), which has two component parts: the Su Wen ("Basic Questions") and the Ling Shu ("Spiritual Pivot"). By studying these pre-Han classical texts, students will both broaden and deepen their understanding of the theoretical foundations of Chinese medicine and gain an appreciation of their usefulness in the modern clinic.

Preceptorship CLE8401

Credits: 5

Students participate in external preceptorships throughout all four years under the mentorship of licensed physicians outside NUNM. Students observe and may participate in medical interviewing, physical examination, diagnostic techniques and analysis, and application of therapeutic modalities. Students will also observe routine clinic policies and procedures, doctor/patient communications, coding and billing practices, and referral management; and reflect on these experiences. Prerequisite(s): CLE 5120 .

Preceptorship CLE8432

Credits: 4

Students participate in external preceptorships throughout all four years under the mentorship of licensed physicians outside NUNM. Students observe and may participate in medical interviewing, physical examination, diagnostic techniques and analysis, and application of therapeutic modalities. Students will also observe routine clinic policies and procedures, doctor/patient communications, coding and billing practices, and referral management; and reflect on these experiences. Prerequisite(s): CLE 5120 .

Preceptorship CLE850

Credits: 5

Preceptorship provides supervised clinical training with an approved community-based preceptor, allowing students to gain real-world clinical experience outside NUNM's primary clinic sites. Credit is awarded based on verified supervised clinical hours.

Preceptorship CLE851

Credits: 5

Preceptorship provides supervised clinical training with an approved community-based preceptor in a specialized or underserved setting, expanding the scope of students' clinical exposure. Credit is awarded based on verified supervised clinical hours.

Preceptorship / Community Education XC810

Credits: 1

Community Experience (ComEx) Preceptorship: Students participate in external preceptorships throughout all four years under the mentorship of licensed physicians outside NUNM. Students observe and may participate in medical interviewing, physical examination, diagnostic techniques and analysis, and application of therapeutic modalities. Students will also observe routine clinic policies and procedures, doctor/patient communications, coding and billing practices, and referral management; and reflect on these experiences.

Predeparture International Travel GSGH901E

Credits: 0

This course is required for all students participating in an international travel course or experience abroad, including clincal preceptorships. Students will obtain all necessary documentation to travel, such as a visa, passport, proof of immunizations, and acknowledgement of NUNM's travel policy. Country-specific travel information and cultural considerations are discussed. There is a $500 deposit that will be applied to the associated travel course fee.

Preparation for Clinic Nutrition Rotation GSN579E

Credits: 2 | **Co-requisites:** GSN524

This course provides students with the policies and procedures for practicing at NUNM health centers. Students will be oriented to the NUNM clinic and complete trainings in OSHA, HIPAA, EPIC, and CPR/BLS. Additional topics include clinic guidelines, safety and emergency medical procedures, and professionalism.

Prerequisites Transfer Courses PRE100

Credits: 0

Prerequisites Transfer Courses is an administrative placeholder for prerequisite coursework completed at external institutions and accepted toward program admission requirements. No instruction is provided; credit reflects institutional transfer review.

PreTravel China Trip CM02E

Credits: 0

Pre-Travel China Trip provides orientation and preparation for students participating in an educational immersion experience in China. Students complete logistical planning, cultural briefings, and health and safety preparation prior to departure.

Primary Orientation CLE8400P

Credits: 0

Primary Orientation is an administrative course orienting students to the primary clinical rotation, covering expectations, documentation requirements, supervisory relationships, and patient care protocols for the final year of clinical training. No didactic credit is awarded.

Primary Rotation CLE8400

Credits: 2.5

Under the supervision and mentorship of a licensed physician, primary interns complete 13 rotations in either primary or specialty care within the NUNM network of clinics. During each rotation, students build proficiency in medical decision making through the practice of clinical skills including the medical interview, physical exams and laboratory diagnosis. Guided by naturopathic philosophy, principles, and the therapeutic order students provide patient-centered care to a diverse patient population, Specialty shifts include minor surgery, physical medicine, gender affirming health, IV therapy, women's health, community medicine and pain management. Prerequisite(s): CLE 7300, CLS 6210, CLS 6211, CLS 6220, CLS 6221, CLS 6230, CLS 6231, CLS 6232, CLS 7310, CLS 7311, CLS 7320, CLS 7321, CLS 7330, CLS 7331, CLS 7332. Successful completion of OSCE 2. Note: 13 required rotations.

Primary Intern Rotations XC840

Credits: 7.5

Primary Intern Rotations: Under the supervision and mentorship of a licensed physician, primary interns complete 13 rotations in either primary or specialty care within the NUNM network of clinics. During each rotation, students build proficiency in medical decision making through the practice of clinical skills including the medical interview, physical exams and laboratory diagnosis. Guided by naturopathic philosophy, principles, and the therapeutic order students provide patient-centered care to a diverse patient population, Specialty shifts include minor surgery, physical medicine, gender affirming health, IV therapy, women's health, community medicine and pain management.

Primary Rotation Elective CLE8400E

Credits: 2.5

Under the supervision and mentorship of a licensed physician, primary interns complete 13 rotations in either primary or specialty care within the NUNM network of clinics. During each rotation, students build proficiency in medical decision making through the practice of clinical skills including the medical interview, physical exams and laboratory diagnosis. Guided by naturopathic philosophy, principles, and

the therapeutic order students provide patient-centered care to a diverse patient population, Specialty shifts include minor surgery, physical medicine, gender affirming health, IV therapy, women's health, community medicine and pain management. Prerequisite(s): CLE 7300, CLS 6210, CLS 6211, CLS 6220, CLS 6221, CLS 6230, CLS 6231, CLS 6232, CLS 7310, CLS 7311, CLS 7320, CLS 7321, CLS 7330, CLS 7331, CLS 7332. Successful completion of OSCE 2. Note: 13 required rotations.

Principles of Epidemiology RES502

Credits: 3

Epidemiology is the study of how disease, disability, injury and death are distributed in populations, and the agents that influence or determine these distributions. Study findings are used to guide clinical practice and inform programs and policies created to prevent and control health problems within and between populations. This course exposes students to the basic concepts, principles and methods of epidemiology and their application to integrative medicine and/or public health issues. Students examine measures of disease occurrence, association and impact; observational and experimental study designs; confounding, bias and causation; and how to solve health-related problems using epidemiological methods. Finally, students will learn how to critically assess epidemiologic evidence presented in peer-reviewed literature and other sources.

Professional Development II GSGH591

Credits: 2

This course provides students with a bridge from the academic program to career opportunities in the field of global health.

Professional Development II RES591

Credits: 2

This course provides students with a bridge from the academic program to career opportunities in their chosen field. Each program will tailor this course to best assist students to achieve employment and be able to sustain their career in the future. Students will be exposed to the various ways in which research may assist them in their future careers. In addition, students will decide on a topic for their own research, develop a contract with a faculty mentor, and begin conceptualizing what that research will look like.

Professional Development II: Career Development GSN591

Credits: 1

This course provides students with a bridge from the academic program to career opportunities in the field of nutrition.

Program Development GSGH525

Credits: 2

This course is designed to equip students with the knowledge and skills necessary to systematically develop and implement health-related programs, services and interventions for defined populations in local, national and global settings.

Program Evaluation GSGH526

Credits: 2

In this course, students develop the knowledge and skills necessary to implement and evaluate a protocol for health-related programs, services, policies and interventions in local, national and global settings.

Psychology & Behavior Change RES624E

Credits: 2

Since every clinical trial involves some sort of behavioral modification, psychology and behavior change are critical components of research. This course reviews literature of some of the landmark papers in health behavior research, and teaches students how to do health behavior research. Students also learn how to employ behavior change strategies to help with participant compliance, and assist with patients making behavioral changes. Students experience a behavioral intervention, and become familiar with applied psychology outcome measures.

Psychology & Mental Health CLS7332

Credits: 4 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7332T

How does a naturopathic primary care model deepen support for patients and allow for a holistic approach to their mental health? The Psychology and Mental Health course explores research and provides clinical insight for common mental health conditions. Major topics include diagnosis, management and care coordination with a firm foundation in ethics and cultural humility.

Psychology & Mental Health Tutorial CLS7332T

Credits: 3 | **Co-requisites:** CLS7332

The Psychology and Mental Health Tutorial has a strong emphasis on case based learning and useful clinical skills in the context of condition management. Tutorial sessions provide students with opportunities to practice and refine case integration skills, physical examination and interpretation of other objective clinical data to develop short-, medium-, and long-term management and treatment plans which includes understanding when to refer patients to an appropriate mental health specialist.

Psychology of Connection GSGH717E

Credits: 2

This course examines concepts, theories and research in the subject of human connection as related to global health and healing arts professions. Special attention is given to practices aimed at increasing student capacity for connection in the context of their intended work, and to cross-cultural dialogue and experience.

Psychology of Eating GSN517

Credits: 2

This course examines our relationship to food, including neurobiological and behavioral connections that influence food choices. Students explore related topics, such as food cravings, food addiction, mindfulness and intuitive eating.

Public Health Policy RES630

Credits: 2

In this course, students explore the role of public health policy in ensuring the health of populations and examine how governments, communities and individuals engage in the public health policy process. The importance of health policy needs assessment, application of evidence, and implementation evaluation will be emphasized. Students exercise their oral and written communication skills to present evidence-based perspectives on relevant public health issues. And as a final project, students will develop or modify a health-related policy on an issue of local, national or global interest.

Qigong I OAC534

Credits: 0.5

In Qigong I, students are introduced to the fundamentals of qigong practice and the philosophy that underlies this ancient healing practice integral to the practice of Chinese medicine. Students explore theory through the practice of foundational standing, moving, and seated forms — Shaking, San Yuan Gong (3 Sources Qigong), and Wu Xing Gong (5 Element Qigong).

Qigong I for Non CCM IMC420E

Credits: 0.5

Qigong I for Non-CCM Students introduces the foundational practices of Qigong — including breathwork, movement, and meditative awareness — for students from non-Chinese medicine programs. Students develop a personal Qigong practice and explore its health-promoting benefits within an integrative wellness context.

Qigong II OAC535

Credits: 1

In Qigong II, students build on the knowledge and practice from Qigong I and are introduced to the study and practice of One Thousand Hands Buddha. One Thousand Hands Buddha, from the Liu family lineage, is a seated qigong form that incorporates the use of elegant mudra (hand positions). It is an excellent form for quieting the heart/mind and providing clarity of thought and purpose and thus is an effective practice to support the study of Chinese medicine. Prerequisite(s): OAC534

Qigong II for Non CCM IMC421E

Credits: 0.5

Qigong II for Non-CCM Students advances foundational Qigong practice, introducing more complex movement sequences and deepening students' understanding of Qi cultivation as applied to personal wellness and integrative health practice.

Qigong III OAC536

Credits: 1

Qigong III builds on the knowledge and practice from Qigong I-II and introduces students to the study and practice of Eight Treasures Qigong (Ba Duan Jin). Eight Treasures is one of the four oldest and most famous qigong methods in China, dating back to the early 12th century. The name Eight Treasures refers to its eight routines, each a treasure in itself. It is a simple standing form that is easy to learn and powerful in its application. It benefits the bones, tendons, organ-energy systems, and seven emotions. Prerequisite(s): OAC535

Qigong III for Non CCM IMC431E

Credits: 0.5

Qigong III for Non-CCM Students completes the elective Qigong sequence with advanced practice forms and an exploration of therapeutic Qigong applications in clinical and wellness settings. Students integrate technical proficiency with reflective understanding of Qigong's philosophical roots.

Qigong IV OAC560

Credits: 1

Students may elect to continue their formal qigong instruction with the three-quarter study of Liu Dong's Qigong method. This program offers a strong foundation in qigong theory and practice. Students will deepen the study of qigong begun in the first-year program. As their study and practice deepens, their qi will strengthen and stabilize. From this strong foundation, students will gain greater insight into their own natures and the traditional ways of diagnosis and treatment.

Qigong Practicum HM718

Credits: 0.75

This course introduces foundational Qigong practices focusing on breath regulation, body alignment, and cultivation of Qi. Students develop awareness of internal energy and learn exercises for health maintenance and clinical application.

Qigong Practicum I IMC402E

Credits: 1.5

Qigong Practicum I provides structured supervised practice in Qigong, allowing students to develop embodied competency in classical Qigong forms and their therapeutic applications. Students receive individualized feedback and engage in reflective practice to deepen their Qigong skill.

Qigong V OAC561

Credits: 1

Qigong V provides advanced training in classical Qigong forms, cultivation practices, and clinical applications within the Classical Chinese Medicine curriculum. Students deepen their personal practice and develop competency in teaching and prescribing Qigong for patient care.

Qigong VI OAC562

Credits: 1

Qigong VI completes the Qigong sequence in the Classical Chinese Medicine program with advanced forms, self-cultivation practices, and an emphasis on the integration of Qigong into patient treatment plans and clinical teaching.

Race and Disparities in Healthcare NDET6215E

Credits: 2

This course provides an overview of health disparities along racial and ethnic categories. We will seek to understand how political, economic and social contexts shape health, access to healthcare, and the quality of care across racial and ethnic groups. This course also explores the socio-scientific processes that have privileged "innate" difference as explanations for inequality and marginalization; and examine ways in which "race" intersects with other categories of difference, such as gender, class, sexuality and religion to impact one's health and one's access to health care. This course addresses the implications of this framework for understanding health inequality and how we choose to address it.

Race and Disparities in Healthcare SS491E

Credits: 2

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Recipe and Menu Deveopment GSN561

Credits: 2

Learn the steps to developing your own recipes and menus, while taking nutrition and culinary creativity into consideration. Students will become proficient with ingredient/flavor parings, menu modifications, and have a chance to test out their recipes. Prerequisite: GSN502

Regenerative Futures: Applied Permaculture Strateg NS343E

Credits: 3

Good health and nutrition depend on healthy plants and soil. Soil degradation, factory farming, and climate change have negative impacts on our personal health and our collective well-being. This class examines the fundamental interdependent relationship between people and the environment and offers practical approaches to building personal and communal health for the long term. We'll create designs for resilient gardens that can provide food and medicine to our communities and reflect on the implications this has for the welfare of humans. Note: This course does not culminate in a Permaculture Design Certificate (PDC).

Reproductive (Andrology, Gynecology & Nat. Childb CLS7310

Credits: 11 | **Co-requisites:** CLS7310T

This lecture course provides a comprehensive study of the female and male reproductive systems, including common and critical presenting conditions as well as infertility and natural childbirth. We will explore presenting symptoms and diagnostics of these conditions in addition to treatment and management with evidence-based, naturopathic modalities. Supplementary topics such as cultural competency, ethics, evidence-informed practice, inter-professional practice, jurisprudence, and practitioner cultivation will be integrated throughout the course.

Reproductive Lab CLS7310L

Credits: 0.5 | **Co-requisites:** CLS7310T

The course provides an opportunity to learn and perform clinical breast/chest exams, pelvic exams, and male genital exams and various special procedures with standardized patients in the lab. We will also cultivate professionalism during exams and procedures.

Reproductive Tutorial CLS7310T

Credits: 3 | **Co-requisites:** CLS7310L

Reproductive tutorial is a small group course utilizing clinical cases to clarify the diagnosis, treatment and management of gynecological, male reproductive and natural childbirth conditions. Various practical activities include case-taking, case analysis, laboratory

interpretation, botanical formulations, nature cure treatment plans, homeopathic case-taking, and discussions of IUD insertion, and endometrial biopsy techniques.

Research Directed Study RES699

Credits: 1

Students may conduct an independent project with support of faculty that expands upon the curriculum while meeting program outcomes and competencies. Projects must receive Dean approval at least 2 weeks prior to the start of the term.

Research Elective Transfer RES599E

Credits: 0

Research Elective Transfer is an administrative course recording approved research elective credits transferred from external programs or independent study into the student's degree plan. Credit is awarded following faculty review and approval.

Research Fundamentals GSN527

Credits: 2

In this course, students will learn the various aspects of research, including information discovery, study design and methodology, and how to interpret and critically evaluate the literature. Students will evaluate and apply research results in case-based learning activities.

Research Methodology RES530

Credits: 3

This core course introduces research design, including how to formulate a research question, identify primary and secondary hypotheses, distinguish between types of experimental designs, and methods to identify bias and flaws in study designs. Students develop a study proposal as they learn to develop inclusion and exclusion criteria, identify outcome measures, and provide rationale for choices. Methods for randomized trials, observational data collection and analysis, case studies, and reviews will be addressed. Students will develop a preliminary research proposal in this course.

Research Project Implementation RES693

Credits: 2

Students will operationalize their research project based on their approved study design.

Rheumatology & Clinical Immunology CLS7311

Credits: 4 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS7311T

Students who successfully complete the CLS 7311 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to rheumatologic and immunologic conditions.

Rheumatology & Clinical Immunology Tutorial CLS7311T

Credits: 2 | **Co-requisites:** CLS7311

This course is designed to enhance the knowledge and clinical skills in the diagnosis, treatment and pathophysiology of inflammatory and rheumatic diseases. Class format includes clinical science lectures and case-based tutorials with an emphasis on diagnosis and treatment appropriate to naturopathic primary care. Considerations around ethics, cultural competences, diversity and inclusion are central in all class discussions. Students are engaged in an integrative approach, utilizing research and best practice of nutrition, pharmacology, physical medicine, botanical medicine and homeopathy as well as therapeutic doctor patient relationship. Lectures by experts on topics pertaining to their special areas of interest.

Rheumatology and Clinical Immunology CS617

Credits: 3

The Rheumatology and Clinical Immunology will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to rheumatologic and immunologic conditions

Rheumatology and Clinical Immunology SC617

Credits: 3

Rheumatology and Clinical Immunology: The Rheumatology and Clinical Immunology will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to rheumatologic and immunologic conditions

Rheumatology and Clinical Immunology Tutorial CS617T

Credits: 2

"This course is designed to enhance the knowledge and clinical skills in the diagnosis, treatment and pathophysiology of inflammatory and rheumatic diseases. Class format includes clinical science lectures and case-based tutorials with an emphasis on diagnosis and treatment appropriate to naturopathic primary care. Considerations around ethics, cultural competences, diversity and inclusion are central in all class discussions. Students are engaged in an integrative approach, utilizing research and best practice of nutrition, pharmacology, physical medicine, botanical medicine and homeopathy as well as therapeutic doctor patient relationship. Lectures by experts on topics pertaining to their special areas of interest. "

San Juan Herbal Intensive NS403E

Credits: 2

San Juan Herbal Intensive is an immersive field-based herbal medicine course situated in the San Juan Islands or equivalent natural setting. Students study medicinal plant identification, ecology, and traditional uses through direct engagement with plants in their native habitats.

San Juan Island Herbal Experience NDEB5200E

Credits: 2

This experiential class focuses on the unique environment found on the San Juan Islands. Faculty lead a small group of students on a 3-day/2-night exploration of the rich diversity of land and sea plants of the maritime islands; traveling in groups to Anacortes and Shaw Island, and car camp at the University of Washington's field station on Shaw Island. Students will bring all personal items for camping, including tents and sleeping bags, and will be responsible for various camp chores including meals. The cost of the ferry, transportation, camping at Washington Park, seaweed, and shellfish license will be paid by each student and is not covered by the lab fee.

Scientific & Professional Communication NS412

Credits: 3

Learn the essential knowledge and skills for effective scientific and professional communication in scientific writing, poster design and oral presentations. The fundamentals of business communication are covered, including letter writing, email etiquette and social media ethics.

Scientific Literature Review RES691

Credits: 2

Students will conduct scientific literature reviews as an early phase step for the research thesis project.

Seasonal Cooking - Fall GSN510E

Credits: 2

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course introduces students to

the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons.

Seasonal Cooking - Spring GSN530E

Credits: 2

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course introduces students to the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons.

Seasonal Cooking - Spring NU434E

Credits: 2

Seasonal Cooking — Spring explores the culinary traditions, nutritional principles, and medicinal properties of spring foods and seasonal produce. Students develop cooking skills and menu planning strategies aligned with spring's energetic and nutritional qualities within a whole-food integrative nutrition framework.

Seasonal Cooking - Summer GSN501E

Credits: 2

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course introduces students to the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons.

Seasonal Cooking - Summer NU445E

Credits: 2

Seasonal Cooking — Summer focuses on the culinary and nutritional dimensions of summer seasonal eating, with an emphasis on fresh produce, cooling foods, and culturally diverse summer food traditions. Students develop recipes and dietary strategies aligned with summer's energetic qualities.

Seasonal Cooking - Winter GSN520E

Credits: 2

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course introduces students to the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons.

Seasonal Cooking - Winter NU425E

Credits: 2

Seasonal Cooking — Winter explores the culinary, cultural, and nutritional dimensions of winter seasonal eating, including warming foods, preservation techniques, and traditional winter food practices. Students develop cooking skills and dietary strategies to support warmth, nourishment, and immune resilience during the winter season.

Secondary Rotation CLE7300

Credits: 2.5

Working under the supervision and mentorship of a licensed physician, Secondary student interns at NUNM health centers will continue to develop comfort with patient care and develop professionalism through engaging with patient interactions. By practicing effective patient communication, students will learn how to support patient care and build a basic knowledge of clinic operations and electronic medical records. Students will practice becoming proficient healthcare providers by participating in collecting patient histories, performing physical

exams, and conducting laboratory analysis. Prerequisite(s): CLE 5120, CLE 5130, CLE 6212, CLE 6222, CLS 6210, CLS 6220, CLS 6230. Successful completion of OSCE 1. Note: 3 required rotations.

Secondary Intern Rotations XC730

Credits: 2.5

Working under the supervision and mentorship of a licensed physician, Secondary student interns at NUNM health centers will continue to develop comfort with patient care and develop professionalism through engaging with patient interactions. By practicing effective patient communication, students will learn how to support patient care and build a basic knowledge of clinic operations and electronic medical records. Students will practice becoming proficient healthcare providers by participating in collecting patient histories, performing physical exams, and conducting laboratory analysis.

Self-Care & Self Management SS311

Credits: 3

This course provides intensive practice in the process of producing thoughtful and polished essays that start with the writer's experiences and move on to explore the relationship of the self to the external world. Emphasis is placed on finding a personal voice, exploring and developing one's ideas, and effectively revising one's work.

Shan Ren Dao Retreat CM26E

Credits: 4

In this two-week retreat, students are immersed in the theory and practice of the healing system created by the modern Confucian educator Wang Fengyi (1864- 1937). This system remains the most complete emotional healing system of Chinese medicine still in practice today. The goal of the retreat is for participants to experience the Confucian concept of humanity's "true nature" by achieving a heightened sense of health, happiness and well-being through the process of moderating negative emotions and restoring the inherently positive qualities of our human mandate.

Shang Han Lun OCM534

Credits: 2

Attention will be paid both to how these classic texts infuse and inform Chinese medical theory and clinical practice throughout the history of Chinese medicine and the ways in which Chinese medical theory, clinical

Shanghan Lun/Jingui Yaolüe I CH639

Credits: 2

This course introduces the clinical system of Zhang Zhongjing through the study of the Shanghan Lun and Jingui Yaolüe. Students examine the six conformations framework and its role in syndrome differentiation and herbal treatment strategies.

Shanghan Lun/Jingui Yaolüe II CH719

Credits: 2

This course continues the study of Shanghan Lun and Jingui Yaolüe with emphasis on pattern differentiation, herbal formulas, and treatment principles described in classical texts. Students deepen their understanding of classical clinical reasoning.

Shanghan Lun/Jingui Yaolüe III CH729

Credits: 2

This course completes the study of Zhang Zhongjing's clinical texts by integrating translation, theory, and clinical reasoning. Students explore advanced passages and discuss the application of classical formulas and treatment strategies in modern clinical contexts.

Shen Ren Dao IM26E

Credits: 4

Shen Ren Dao provides an immersive exploration of the classical Chinese philosophical and spiritual traditions informing Classical Chinese Medicine, including Daoist, Confucian, and Buddhist influences on healing and the nature of the practitioner-patient relationship. Students develop a philosophical foundation for CCM practice.

Shiatsu HB628

Credits: 1.5

Shiatsu is a traditional East Asian bodywork therapy based on meridian theory and principles of Asian medicine. This course introduces students to the principles, techniques, and therapeutic philosophy of Shiatsu massage. Students learn the complete Shiatsu “short form,” including treatment sequences for both the back and front of the body. Instruction emphasizes energetic anatomy, channel theory, Five-Element concepts, and the cultivation of quality touch. Students also practice Dao-Yin (Do-In) self-care exercises and learn to guide others in these techniques to promote health maintenance and disease prevention. Proper body mechanics, practitioner self-care, and professional communication are emphasized throughout the course to ensure safe and effective therapeutic practice.

Shiatsu I OAC511

Credits: 1.25

"Originating in Japan, shiatsu is a highly effective system of massage therapy that develops the practitioner's sensitivity, awareness, and responsiveness both in diagnosis and in treatment. Through palpation of the channels through which qi flows, the practitioner is able to determine the nature and quality of energetic imbalances, and through finger and hand pressure to correct those imbalances and bring the body into greater alignment and health. Because of its potency for relieving stress and stimulating energy circulation, shiatsu is used to treat specific disorders and is used as a preventative modality. Since shiatsu requires skill in channel palpation, this course provides an important practical support for coursework in point location and channel trajectories. Principles of professional interaction for manual therapy (including respectful touch, appropriate draping, body language, and verbal communication) are introduced at the beginning of Shiatsu I."

Shiatsu II OAC512

Credits: 1.25

In Shiatsu II, students learn the location, basic functions, terminology, and treatments associated with the classical and extended meridians of the Lung/Large Intestine, Stomach/Spleen, and Heart/Small Intestine. Students are also introduced to the diagnostic areas in the hara and learn how to perform a basic hara diagnosis. In Shiatsu III, students learn the location, basic functions, terminology, and treatments associated with the classical and extended meridians of the Bladder/Kidney, Pericardium/Triple Heater, Gall Bladder/Liver. Students learn how to apply the principles of shiatsu, including hara diagnosis, in a full-body session. Prerequisite(s): AC511

Shiatsu III OAC513

Credits: 1.5

In Shiatsu III, students learn the location, basic functions, terminology, and treatments associated with the classical and extended meridians of the Bladder/Kidney, Pericardium/Triple Heater, Gall Bladder/Liver. Students learn how to apply the principles of shiatsu, including hara diagnosis, in a full-body session.

Shiatsu IV OAC527

Credits: 1

Tuina IV teaches students how to assess and treat diseases of the upper and lower extremities and low back using subjective information, orthopedic exams, and tuina. Students deepen their understanding of tuina theory and diagnosis and they develop the clinical competency required to progress into the clinic treating patients under supervision.

Sleep Health and Disorders NDEC7341E

Credits: 2

Healthy sleep is imperative for overall good health. This course begins with sleep and circadian physiology and normal sleep throughout the life span. Then the six primary categories of sleep disorders are covered. Cases are presented with time for discussion and work-up of the differential diagnosis. Women's sleep health and the interaction between sleep and other disorders is included. The course concludes with information on ways to promote healthy sleep, botanical and nutrition approaches, and common pharmaceuticals.

Social & Behavioral Foundations of Health Care GSGH521

Credits: 2

This course provides students with an introduction to social and behavioral science issues that influence patterns of health and healthcare delivery. Students explore biomedical, social, psychological, and behavioral factors that must be taken into consideration when global health initiatives are developed, implemented, and evaluated. Course materials highlight the integration of research from the social and behavioral sciences with epidemiology and biomedical sciences. A community-based participatory approach to understanding community needs is emphasized, and upon completion of this course, students will be able to propose viable public health research questions and conduct a needs assessment informed by determinants of health relevant to a particular geographical region.

Social Determinants of Health PH522T

Credits: 2

no description in catalog

Social Determinants of Health Workshop #1 BM621

Credits: 0.5

Social Determinants of Health Workshop #1 focuses on developing professional skills, including communication, patient-centered care, ethical decision-making, legal considerations, practice management, documentation, and interprofessional collaboration. Workshops may include interactive sessions, role-playing, case studies, and discussions on professional standards and responsibilities.

Social Determinants of Health Workshop #1 PH622

Credits: 0.5

Social Determinants of Health Workshop #1: Social Determinants of Health Workshop #1 focuses on developing professional skills, including communication, patient-centered care, ethical decision-making, legal considerations, practice management, documentation, and interprofessional collaboration. Workshops may include interactive sessions, role-playing, case studies, and discussions on professional standards and responsibilities.

Social Determinants of Health Workshop #2 PH722

Credits: 0.5

Social Determinants of Health Workshop #2: The Social Determinants of Health Workshop #2 focuses on advanced professional skills, including practice management, financial management, healthcare marketing, professional ethics, legal considerations, leadership development, and strategies for establishing and managing healthcare practices.

Social Determinents of Health PH522

Credits: 2

"This course examines social determinants of health, healthcare disparities, cultural competence, and strategies for promoting health equity and advocacy in patient care."

Social Determinants of Health PH522

Credits: 2

No changes

Social Justice and Human Rights GSGH531

Credits: 2

In this course, students explore the concepts of justice, conflict and social change and examine the ways in which political, economic, media, education, and other institutions and systems create challenges for justice. Students will develop strategies for change including activism, advocacy, assistance, and community organizing. Students explore social change on levels from grassroots campaigns to international diplomacy and policy work.

Somatic Re-Education I IM440E

Credits: 1

Somatic Re-Education I introduces the principles and methods of somatic re-education, exploring how movement awareness, postural habits, and nervous system patterning influence health and well-being. Students develop beginning skills in guided somatic movement and body awareness practices applicable to integrative clinical work.

Somatic Re-Education II IM448E

Credits: 1

Somatic Re-Education II advances students' knowledge and practical skills in somatic re-education techniques, with emphasis on applying movement and body awareness methods to specific patterns of pain, restriction, and dysfunction. Students develop competency in guiding clients through somatic exploration.

Somatic Re-Education III IM449

Credits: 1

Somatic Re-Education III completes the somatic re-education sequence with advanced application of movement and body-mind integration techniques in clinical and wellness contexts. Students demonstrate competency in designing and facilitating individualized somatic re-education programs.

Sound Resonance Therapy for Chinese Medicine CM38E

Credits: 1.5

This course introduces a variety of sound resonance therapies that are useful adjuncts to the practice of Chinese medicine. The history of sound therapy in Chinese medicine (theory and practice) is explored, and modern sound resonance therapies are studied through the lens of the Chinese medicine model. There will be discussion of a variety of tuning fork modalities, singing bowl therapy, drumming, as well as vocal toning.

Spirituality and Health GSGH718E

Credits: 2

This course introduces students to the world's major religious and spiritual belief systems, and increases their understanding of how spiritual and religious beliefs and practices influence individual and community health outcomes.

Sports Nutrition I GSN554E

Credits: 2

This course investigates the human demands for increased nutritional support from athletic performance, the timing of meals, and what types of balanced menus are appropriate to support individual exercise regimens. Research on sports nutrition supplements to support athletic training is also discussed.

Sports Nutrition II GSN560E

Credits: 2

Building upon the contents of Sports Nutrition I, this course is a more advanced and in-depth study of the nutritional concerns of today's recreational and competitive athlete, with an increased focus on the role and proper use of food supplements. State-of-the-art research in the field is identified, explored and applied. Prerequisite: GSN554E

Structural Diagnosis OIM650

Credits: 3

Utilizing lecture and hands-on practice, students continue the work begun in Living Anatomy I-III by focusing on differentiating musculoskeletal and neurological disorders using orthopedic and other evaluative procedures. This course provides the student with assessment approaches for musculoskeletal and neurological disorders, which are among the most common conditions seen in acupuncture and Chinese medical practices.

Structure and Function I BAS5110

Credits: 12 | **Co-requisites:** BAS5110T

The structure and function of the human body at its many levels of organization, from molecule to organism. In this first course of a three-part series, we will learn about basic tissue types, as well as the biochemistry, cellular physiology, and development of several organ systems: the skin, the nervous system, the musculoskeletal system, the cardiovascular system, and the respiratory system. The principles of homeostasis will be explored, with an understanding that the interactions between organ systems are fundamental to the maintenance of health and the development of disease. Corequisite(s): BAS 5110T, BAS 5110L.

Structure and Function II BAS5120

Credits: 8

In this second course of the three-part series, we will continue our exploration of the structure and function of the human body at its many levels of organization, from molecule to organism.We will continue to learn about basic tissue types, as well as the biochemistry, cellular physiology, and development of the gastrointestinal and urinary systems. We will also explore metabolism and the role of vitamins and minerals in maintaining homeostasis.

Structure and Function II Lab BAS5120L

Credits: 0.33

Explore the structure and correlating function of the human body at the cellular and subcellular levels using light microscopy and other specialized microscopic methods. We will learn how groups of cells engage to form tissues and organs with specialized functions. Tissues covered in this term include epithelial, connective, skeletal, blood/vascular, muscular, and neurological, as well as various organ systems including gastrointestinal and urinary. The knowledge gained from this course enhances studies in Clinical Anatomy II, Structure and Function Lecture II and Structure and Function Tutorial II.

Structure and Function II Tutorial BAS5120T

Credits: 1.38

In this course we explore the clinical applications of the basic sciences of anatomy, physiology, and biochemistry. We will continue the process of learning the language of medicine as well as the art of medicine, using critical thinking skills and scientific literature to explore clinical cases. The knowledge gained from this course will enhance studies in Clinical Anatomy II, Structure and Function Lecture II and Structure and Function Lab II.

Structure and Function III BAS5130

Credits: 8

In this course, we will continue our exploration of the structure and function of the human body at its many levels of organization, from molecule to organism. In this third course of a three-part series, we will continue to explore the biochemistry, cellular physiology, pathology, and development of the reproductive system, as well as the ears, nose and throat. We will also explore the importance of the nervous and endocrine systems in maintaining homeostasis, by communicating and coordinating with other organ systems.

Structure and Function III Lab BAS5130L

Credits: 0.25

Structure and Function III Lab continues the laboratory exploration of human histology and anatomy, with emphasis on organ systems studied in the concurrent Structure and Function III lecture course. Students use microscopy and anatomical models to reinforce understanding of tissue structure and functional relationships.

Structure and Function III Tutorial BAS5130T

Credits: 0.5

This course explores clinical applications of the basic sciences of anatomy, physiology and biochemistry. We will continue the process of learning the language of medicine as well as the art of medicine, using critical thinking skills and scientific literature to explore clinical cases. The knowledge gained from this course will enhance studies in Structure and Function Lecture III.

Structure and Function Lab I BAS5110L

Credits: 0.33 | **Co-requisites:** BAS5110

Explore the structure and correlating function of the human body at the cellular and subcellular levels using light microscopy and other specialized microscopic methods. We will learn how groups of cells engage to form tissues and organs with specialized functions. Tissues covered in this term include epithelial, connective, skeletal, blood/vascular, muscular, and neurological, as well as various organ systems including integumentary (skin). The knowledge gained from this course enhances studies in Clinical Anatomy I, Structure and Function Lecture I, and Structure and Function Tutorial I. Corequisite(s): BAS 5110, BAS 5110T

Structure and Function Tutorial I BAS5110T

Credits: 1.83 | **Co-requisites:** BAS5110L

This course explores clinical applications of the basic sciences of anatomy, physiology and biochemistry. We will begin the process of learning the language of medicine as well as the art of medicine, using critical thinking skills and scientific literature to explore clinical cases. The knowledge gained from this course will enhance studies in Clinical Anatomy I, Structure and Function Lecture I and Structure and Function Lab I. Corequisite(s): BAS 5110, BAS 5110L.

Survey in Micorbiology OIM510

Credits: 1

This course is designed to build student confidence and competence in eliciting, organizing, and documenting a thorough clinical history through a combination of lecture, demonstration, and supervised practice. Emphasis is placed on the development of strong clinical reasoning and problem-solving skills, teaching students how to synthesize patient information to inform diagnostic hypotheses, guide further examination, and support the creation of a working diagnosis.

Survey of Biochemistry OIM511E

Credits: 0.5

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Survey of Microbiology OIM510E

Credits: 0.5

Students will learn advanced interviewing techniques, strategies for maintaining clinical focus, and the role of the medical history in shaping differential diagnosis and treatment planning. The course also addresses the integration of the clinical interview with medical documentation standards, emphasizing both clinical accuracy and legal defensibility.

Survey of Topics in Biochemistry OIM511

Credits: 0.5

Special topics include:

Taiji Quan I OAC537

Credits: 0.5

The practice of taiji quan gives students an understanding and perception of the flow of qi in the body. In Taiji Quan, a set of individual physical poses are performed together as a single, fluid meditative form. In this course, students learn the basic principles and history of taiji and are introduced to the correct posture and movements of a modified yang-style taiji form.

Taiji II OAC538

Credits: 1.5

Taiji Quan II and III build on the foundations laid in Taiji Quan I. Through intensive practice and regular instructor feedback of their posture and movement through the forms, students improve their skills, begin to acquire the ability to experience qi and recognize the symptoms of blockage and opening of qi circulation. Prerequisite(s): OAC537

Taiji III OAC539

Credits: 1

Taiji Quan II and III build on the foundations laid in Taiji Quan I. Through intensive practice and regular instructor feedback of their posture and movement through the forms, students improve their skills, begin to acquire the ability to experience qi and recognize the symptoms of blockage and opening of qi circulation. Prerequisite(s): OAC538

Taiji IV OAC693

Credits: 1

The studies that began in Taiji Quan I-III continue with more in-depth study of the art. The practicum accentuates perfecting the postures and movements of the form to maximize the magnitude of qi activation and cultivation. This emphasis on perfection will provide the essence and foundation of boundless growth. Through the practice of taiji quan, students will learn and understand that the full spectrum of the internal art of healing and nurturing is the "first and last medicine."

Taiji Practicum HM638

Credits: 0.75

This practicum introduces students to the foundational principles and movements of Tàijíquán as a traditional practice for cultivating balance between yin and yang within the body. Students learn movements and principles from several Taiji styles, including Yang, Chen, and Sun styles, and explore foundational practices such as zhàng gōng standing meditation. The course emphasizes the integration of body, breath, and mind, cultivating awareness of the concepts of jing-qi-shen and the harmony between stillness and movement. Through embodied practice, students develop personal cultivation practices that support longevity, resilience, and the development of the superior physician described in classical Chinese medicine.

Taiji Quan V OAC694

Credits: 1

Taiji Quan V provides advanced training in Taiji Quan (Tai Chi) forms, principles, and clinical applications within the Classical Chinese Medicine curriculum. Students deepen their personal practice and explore the therapeutic use of Taiji Quan for patient health promotion.

Taiji Quan VI OAC695

Credits: 0

Taiji Quan VI completes the Taiji Quan sequence in the Classical Chinese Medicine program with mastery-level practice, philosophical study, and an emphasis on integrating Taiji principles into clinical patient care and health education.

Tanzania Global Health Experience GSGH821E

Credits: 6

This course is a three-week experience trip with a focus on examining the healthcare system in Tanzania. Students will have the opportunity to visit and stay in remote villages to learn about life and medicine in rural areas, observe in various urban and rural clinical settings, learn about traditional medicine, and provide public health education.

TB Testing Fee PRE303

Credits: 0

TB Testing Fee is an administrative course tracking completion of the required tuberculosis (TB) screening as a condition of clinical training eligibility. No academic instruction or credit is awarded.

TCM Diagnosis Lab OCM503

Credits: 0.75

TCM Diagnosis Lab provides supervised practice in the diagnostic methods of Traditional Chinese Medicine, including pulse palpation, tongue examination, and pattern identification. Students develop hands-on diagnostic proficiency through structured patient observation and faculty-supervised skill practice.

Teaching Strategies & Course Development RES538E

Credits: 2

Many physicians and researchers become faculty at colleges and universities. This course prepares students with practical skills and teaching strategies. Students learn how to develop course outcomes, competencies, syllabi and notes. Educational theory, teaching, and assessment strategies and techniques are discussed and practiced.

Technical Writing RES610

Credits: 2

This course provides students with practical experience in forms of technical communication, emphasizing academic products such as research protocols, theses and manuscripts. Students learn organization and presentation of technical information for both professional and lay audiences. The course focuses on students developing a technical writing style that is accurate, concise, clear and precise; and that promotes high readability.

Thailand Global Health Experience GSGH832E

Credits: 4 | **Co-requisites:** GSGH901E

On this cultural immersion trip, students' study and experience culture, food and traditional medicine in Northern Thailand. Known for its temples, creative shops and incredible street food, Chiang Mai is a vibrant hub for both traditional medicine as well as modern healing arts. Students will have the opportunity to explore Thai herbal medicine, nutrition, cooking, Thai massage, bodywork, and how Buddhist practice influences health and psychology. While being based in Chiang Mai, we will take overnight excursions to the countryside where we will have the opportunity to learn about agriculture, self-reliance and indigenous life. This Global Health trip provides an experiential understanding of Thai culture, medicine and life through a sampling of traditions, activities and community experiences. Open to all students and all programs.

The Liver in Health & Disease NDEC7340E

Credits: 2

This course involves an in-depth study of hepatic pathophysiology and treatments of diseases, including: hepatitis C, steatohepatitis, alcoholic liver disease, liver cirrhosis, liver cancer and diabetes. Emphasis is put on interpreting laboratory results, understanding the psychophysiology of the liver, liver detoxification systems and their clinical applications, the basics of Chinese medicine perspectives on the liver, and the critical role a healthy liver plays in overall health.

Therapeutic Diets GSN551E

Credits: 2

This course will review the fundamental nutrition guidelines and peer-reviewed research behind therapeutically recommended diets. Students will also prepare meals as they evaluate the food and nutritional value of each diet.

Therapeutic Diets NU452E

Credits: 2

This course will review the fundamental nutrition guidelines and peer-reviewed literature behind therapeutically recommended diets. Students will also prepare meals to better understand the food and nutritional value of each diet.

Therapeutic Modalities I THR5120

Credits: 6 | **Co-requisites:** THR5120T

The holistic application of natural therapeutics is a major differentiator between naturopathic medicine and conventional medicine. This class explores the philosophy and clinical application of nutrition, physical medicine, and hydrotherapy as foundational pillars of naturopathic treatment. Clinical nutrition is approached from both a biochemical, physiologic standpoint and the clinical application of whole-food nutrition. We will learn about a wide array of factors that influence human nutrition including nutritional requirements at each stage of life, how culture, community, and behavioral factors influence food selection, and how to assess nutritional status through history-taking and physical examination. Physical Medicine utilizes the knowledge of anatomy, physiology and kinesiology to understand how the function of the musculoskeletal system influences health and disease. There is also a particular emphasis placed on understanding tissue injury and healing, as well as the nature of musculoskeletal pain. We will be introduced to various musculoskeletal-based therapies and functional examinations. Hydrotherapy is a major modality used to enhance vitality. We will explore how applications of hot and cold water as well as other stimuli influences detoxification, circulation, and the immune response.

Therapeutic Modalities I Lab THR5120L

Credits: 1 | **Co-requisites:** THR5120

Apply what we have learned about hydrotherapy and physical medicine in Therapeutic Modalities I lecture and tutorial courses. In the hydrotherapy portion, we will review and practice how to perform constitutional hydrotherapy, hot fomentation and other hydrotherapy treatments. In the physical medicine portion, we will review and practice the use of various physiotherapy machines. We will give and receive these treatments enhancing our knowledge of the treatments from both a patient and a clinician perspective. This prepares us for delivering these treatments in our clinical rotations.

Therapeutic Modalities I Tutorial THR5120T

Credits: 2 | **Co-requisites:** THR5120

This case-based course utilizes a small group setting to integrate and expand upon the information learned in the Therapeutic Modalities I lecture course. We will analyze cases, generate treatment plans and discuss philosophical elements of each modality in order to transform didactic knowledge into dynamic working knowledge and practical application.

Therapeutic Modalities II THR5131

Credits: 4 | **Co-requisites:** THR5131L

Naturopathic doctors are trained to offer a broad scope of therapeutic options ranging from nature cure to pharmaceuticals chosen in accordance with the therapeutic order. This class explores the history, philosophy, and foundational concepts of botanical medicine, homeopathy, and pharmacology, and explores how each modality is employed as part of a holistic approach to medicine. We will explore the unique elements as well as the commonalities and differences of each modality. The botanical medicine portion develops knowledge on a wide range of topics by blending a strong foundation in the traditional practices of herbal medicine with a modern, evidence-informed approach. We will explore plant energetics, phytochemistry, basic botany, and the actions and indications for many botanical medicines. The homeopathy portion covers the principles of classic homeopathy and focuses on supporting students build case-taking skills and a working knowledge of the homeopathic repertory and major remedies. The pharmacology portion explores the principles of how medications physiologically interact with the body. Students will learn about major drug classes and start to build knowledge of indications, contraindications, and how drugs are prescribed.

Therapeutic Modalities II Lab THR5131L

Credits: 0.5 | **Co-requisites:** THR5131

Apply what we learned about botanical medicine in Therapeutic Modalities lecture and tutorial classes. Through a hands-on approach, we will make tinctures, infusions, decoctions, salves, lotions, and other preparations as well as discuss how they are applied therapeutically in our clinical rotations.

Therapeutic Modalities II Lab THRO5131L

Credits: 0.5 | **Co-requisites:** THR5131

(Virtual). This course introduces each major naturopathic therapeutic modality. Therapeutic Modalities II introduces homeopathy, botanical medicine, and pharmacology. History and philosophy, terminology, mechanism of action and general therapeutic applications, indications, contraindications, safety and monitoring for each modality will be covered. Students will analyze evidence for effectiveness of each modality. The role of each modality in the context of naturopathic care and in the greater medical system will also be explored. The Therapeutic Modalities II Lab focuses on experiential education, exploring organoleptics and preparations of botanical medicines.

Therapeutic Modalities II Tutorial THR5131T

Credits: 1.33 | **Co-requisites:** THR5131

This case-based course utilizes a small group setting to integrate and expand upon the information learned in the Therapeutic Modalities II lecture course. We will analyze cases, generate treatment plans and discuss philosophical elements of each modality in order to transform didactic knowledge into dynamic working knowledge and practical application.

Thesis Completion RES999

Credits: 1

not listed in catalog

Thesis Defense RES697

Credits: 2

Students will finalize their written thesis and provide an oral defense.

Thesis Writing RES696

Credits: 2

Students will compose their written thesis and identify their thesis committee.

Traditional Mentorship Tutorial I - Elective CM12E

Credits: 2

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the chosen mentor's own path of learning and knowledge integration. Students take one TMT series as a core requirement in the internship year of study (CM 812/822/832), but may take additional TMTs as electives in either the pre-internship or internship year.

Traditional Mentorship Tutorial II - Elective CM22E

Credits: 2

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the chosen mentor's own path of learning and knowledge integration. Students take one TMT series as a core requirement in the internship year of study (CM 812/822/832), but may take additional TMTs as electives in either the pre-internship or internship year.

Traditional Mentorship Tutorial III-Elective CM32E

Credits: 2

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the chosen mentor's own path of learning and knowledge integration. Students take one TMT series as a core requirement in the internship year of study (CM 812/822/832), but may take additional TMTs as electives in either the pre-internship or internship year.

Transgender Health & Gender Transition NDEC7330E

Credits: 1

This course provides an in-depth description of transgender identities and terminology, including firsthand accounts of the transgender experience. Students gain an extensive understanding of endocrinology and reproductive health in the context of gender affirming hormone transition; and naturopathic support for patients in various stages of gender transition; surgical options will also be discussed.

Tridosha GSA541E

Credits: 2

This course methodically explains Tridosha: Vata, Pitta and Kapha (also known as "bio energies" in the Ayurvedic tradition). Tridosha is the important concept of Ayurvedic philosophy. The course provides an overview of the role of each of the Tridosha in the context of health and management of health and the role of dosha with the formation, progression and treatment of disease in the selected context. The relationship of Tridosha with food, digestion, formation of body type, age, and time of day, seasons, emotions and spiritual aspects will also be emphasized in this course.

Tridosha NU341E

Credits: 2

This course methodically explains Tridosha: Vata, Pitta and Kapha (also known as “bio energies” in the Ayurvedic tradition). Tridosha is the important concept of Ayurvedic philosophy. The course provides an overview of the role of each of the Tridosha in the context of health and management of health and the role of dosha with the formation, progression and treatment of disease in the selected context. The relationship of Tridosha with food, digestion, formation of body type, age, and time of day, seasons, emotions and spiritual aspects will also be emphasized in this course.

Tuina OAC523

Credits: 1.5

"Tuina, traditional Chinese massage therapy, forms the basis of Chinese physical therapy and is an important modality within Chinese medicine. Over three quarters, students are trained to a level of basic proficiency in the treatment of structural and soft-tissue injury and dysfunction. Such training is intended to develop the student's physical approach to bodywork, as well as their healing presence and extension of qi toward a healing objective. This is applicable to tuina as an independent modality, as well as to later work with acupuncture needle technique. Students are trained in basic clinical preparatory treatments, including general health, shoulder, neck, abdominal, common cold, and headache protocols during the three quarters. Principles of professional interaction for manual therapy (respectful touch, appropriate draping, body language, and verbal communication) are reviewed at the beginning of Tuina I."

Tuina I OAC523E

Credits: 1.25

Tuina, traditional Chinese massage therapy, forms the basis of Chinese physical therapy and is an important modality within Chinese medicine. Over three quarters, students are trained to a level of basic proficiency in the treatment of structural and soft-tissue injury and dysfunction. Such training is intended to develop the student’s physical approach to bodywork, as well as their healing presence and extension of qi toward a healing objective. This is applicable to tuina as an independent modality, as well as to later work with acupuncture needle technique. Students are trained in basic clinical preparatory treatments, including general health, shoulder, neck, abdominal, common cold, and headache protocols during the three quarters. Principles of professional interaction for manual therapy (respectful touch, appropriate draping, body language, and verbal communication) are reviewed at the beginning of Tuina I

Tuina II OAC524

Credits: 1.5

Tuina II teaches students how to assess and treat diseases of the low back using subjective information, orthopedic exams, and tuina. Tuina III teaches students how to assess and treat diseases of the head, neck, and shoulders using subjective information, orthopedic exams, and tuina. Both courses train students in the development of clinical reasoning skills and the ability to differentiate between diseases.

Tuina II OAC524E

Credits: 1.25

Tuina II teaches students how to assess and treat diseases of the low back using subjective information, orthopedic exams, and tuina. Tuina III teaches students how to assess and treat diseases of the head, neck, and shoulders using subjective information, orthopedic exams, and tuina. Both courses train students in the development of clinical reasoning skills and the ability to differentiate between diseases.

Tuina III OAC517

Credits: 1.5

Tuina III teaches students how to assess and treat diseases of the head, neck, and shoulders using subjective information, orthopedic exams, and tuina. Both courses train students in the development of clinical reasoning skills and the ability to differentiate between diseases. Prerequisite(s): AC524

Tuina III OAC525

Credits: 1.5

Tuina III teaches students how to assess and treat diseases of the head, neck, and shoulders using subjective information, orthopedic exams, and tuina. Both courses train students in the development of clinical reasoning skills and the ability to differentiate between diseases.

Tuina IV OAC518

Credits: 1.25

Tuina IV teaches students how to assess and treat diseases of the upper and lower extremities and low back using subjective information, orthopedic exams, and tuina. Students deepen their understanding of tuina theory and diagnosis and they develop the clinical competency required to progress into the clinic treating patients under supervision. Prerequisite(s): AC525

Tuina IV OAC526

Credits: 2

In Shiatsu IV, students deepen their understanding of shiatsu theory and diagnosis, incorporate kyo/jitsu diagnostic theory into their repertoire, and develop the clinical competency required to progress into the clinic treating patients under supervision.

Undergraduate Capstone SS499

Credits: 3

One of the definitions of the word "capstone" is a crowning achievement. This course is meant to provide students an opportunity to perform a final research or community/service project that they consider the crowning achievement of their undergraduate program. Students are expected to draw from their coursework, personal experience, and research or community/service work conducted outside the classroom. Students receive mentorship and peer support throughout the term. At the end of the term, students will complete a paper and/or compile their program portfolio, and/or some other, equivalent project (to be approved by the program director), and present a 10-minute oral presentation to their peers. If students choose a paper or approved equivalent project, they can be collaborative with up to four other students (five total), but each student must contribute an individual section of the paper and each section must adhere to the capstone rubric. The same is true for the presentations.

Urology NOS721

Credits: 2

Urology examines conditions of the urinary and male reproductive systems from a naturopathic and integrative medicine perspective. Students develop clinical reasoning skills for the assessment and management of urological presentations including kidney disease, urinary tract infections, incontinence, prostate health, and sexual medicine.

Urology & Nephrology CLS6231

Credits: 5.5 | **Prerequisites:** BAS5121; BAS5121 | **Co-requisites:** CLS6231T

In this course we begin with a review of renal anatomy, physiology and normal function as a prelude to understanding dysfunction and its effects on patients. Next comes a comprehensive exploration of the differential diagnosis, work-up, assessment, evidence-informed treatment and collaborative management of common and critical renal and urinary conditions. Through lectures, classroom activities, case discussions and peer presentations we will explore this vital system from both traditional naturopathic and primary care perspectives. Prerequisite(s): BAS 5130, BAS 5121, THR 5120, THR 5131. Corequisite(s): CLS 6231T.

Urology & Nephrology Tutorial CLS6231T

Credits: 3 | **Co-requisites:** CLS6231

Urology & Nephrology tutorial utilizes information presented in the Lecture and applies it to clinical cases to clarify the diagnosis and evidence informed management of covered conditions. Activities in this tutorial include case-taking on a standardized patient and with peers, case analyses, laboratory interpretation, botanical formulations, application of nature cure modalities, homeopathic repertorization, pharmacology prescribing, and ethics case review.

Urology and Nephrology SC713

Credits: 4

The Urology and Nephrology course reinforces understanding of pathophysiological processes in the kidney, bladder and urinary tract to accurately recognize abnormal patterns and symptoms and then diagnose common and critical conditions in these organs. Naturopathic clinical management of renal, bladder and urinary conditions will follow the therapeutic order, utilizing traditional and modern approaches as well as appropriate referral and co-management.

Vaccination RES832E

Credits: 2

"This course is designed to bring students up-to-date with the most recent science and issues surrounding vaccinations. The course discusses new vaccine strategies, current vaccines, components and schedules, and vaccine safety. Students identify types of vaccines, ingredients of each vaccine, predicted immune responses to those vaccines, and potential side-effects of each vaccine. This course emphasizes critical evaluation of vaccines from current research, public health, and medical sources such that students can assess future vaccine studies and apply them directly to their medical practice. "

Vegan Diets GSN559E

Credits: 2

Vegan diets are plant-based and include fruits, vegetables, whole grains, legumes, seeds and nuts. A vegan lifestyle choice is becoming more popular for people trying to lower cholesterol or control obesity. This hands-on course teaches students how to develop healthy and delicious vegan menu plans as they support their future clients' transition to veganism.

Weight Inclusive Care in Clinical Practice GSN513E

Credits: 2

This course invites students to critically examine and transform the weight-centric models of care they've inherited, models that often pathologize fatness and perpetuate harm. Through a blend of evidence-based research, personal reflection, clinical skills, and patient voice, students will explore the complex, compounding causes of fatness; the impacts of weight stigma in healthcare and nutrition settings; and the long-term consequences of size-based bias. Grounded in trauma-informed care, body acceptance, and behavior-change science, this course equips future providers to practice weight-inclusive, affirming care for patients in larger bodies. Students will gain tools to navigate interdisciplinary communication, build safer clinical environments, and advocate for equitable care within the systems they enter. Core materials include patient narratives from T-Shirt Swim Club, current research, and a live panel of fat-identified individuals sharing real

experiences in care. This course is designed for students in naturopathic medicine and clinical nutrition who are committed to practicing with humility, curiosity, and cultural responsiveness.

Wen Bing Xue OCM535

Credits: 2

practice and terminology has evolved since the time these texts were written.

Western Clinic Medicine III (GI/Hepatobillary/Der OIM553

Credits: 2 | **Co-requisites:** OCM642

This course provides an in-depth examination of the pathology, clinical assessment, and managementâ€"focusing on pharmacotherapyâ€"of common gastrointestinal (GI), hepatobiliary, and dermatological conditions. Students will study a wide range of conditions, including irritable bowel syndrome (IBS), inflammatory bowel disease (IBD), hepatitis, acne, cellulitis, eczema, psoriasis, herpes zoster, and skin cancers such as basal cell carcinoma, squamous cell carcinoma, and melanoma. In addition, the course covers procedures for ordering diagnostic imaging, radiological, and laboratory tests and incorporating the resulting data and reports into patient care. Students will develop clinical impressions and formulate working diagnoses, including acupuncture and Asian medicine diagnoses, alongside the World Health Organization's International Classification of Diseases (ICD-10). The curriculum also provides a review of clinical sciences, including internal medicine, pharmacology, neurology, surgery, obstetrics/gynecology, urology, radiology, nutrition, and public health. Throughout, emphasis is placed on diagnostic strategies, treatment options, and an interdisciplinary approach to care, highlighting the integration of conventional and complementary medicine in managing these conditions.

Western Clinical Medicine I: Pain OIM551

Credits: 2 | **Co-requisites:** OCM640

This course introduces students to the pathology, clinical assessment, and managementâ€"including pharmacotherapyâ€"of traumatic, musculoskeletal, neuropathic, rheumatologic, visceral, somatic, and other pain conditions. Emphasis will be placed on common pain syndromes such as headaches, arthritis, neuropathies, chronic pain, carpal tunnel syndrome, fibromyalgia, and sciatica. In addition to examining conventional biomedical approaches, the course integrates diagnostic and clinical reasoning skills relevant to integrative medicine practice. Students will learn procedures for ordering diagnostic imaging, radiological, and laboratory tests and incorporating the resulting data and reports into patient care. The course also covers developing clinical impressions and forming working diagnoses, including acupuncture and Asian medicine diagnoses alongside the World Health Organization's International Classification of Diseases (ICD-10).

Western Clinical Medicine II EENT OIM552

Credits: 2 | **Co-requisites:** OCM641

This course provides a comprehensive overview of the pathology, clinical assessment, and managementâ€"including pharmacotherapyâ€"of common eye, ear, nose, and throat (EENT) conditions, as well as respiratory disorders. Students will study the clinical presentation and management of conditions such as cataracts, glaucoma, macular degeneration, diabetic retinopathy, conjunctivitis, tonsillopharyngitis, rhinosinusitis, otitis media, hearing loss, asthma, chronic obstructive pulmonary disease (COPD), and pneumonia, among others. In addition, the course covers procedures for ordering diagnostic imaging, radiological, and laboratory tests and incorporating the resulting data and reports. Students will develop clinical impressions and form working diagnoses, including acupuncture and Asian medicine diagnoses, alongside the World Health Organization's International Classification of Diseases (ICD-10). The curriculum also includes a review of clinical sciences, encompassing internal medicine, pharmacology, neurology, surgery, obstetrics/gynecology, urology, radiology, nutrition, and public health. Emphasis is placed on diagnostic procedures, treatment protocols, and the integrative aspects of managing these conditions, blending biomedical and complementary medicine perspectives.

Western Clinical Medicine IV OB/GYN OIM554

Credits: 2 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM644

This course provides a comprehensive exploration of the pathology, clinical assessment, and managementâ€"including pharmacotherapyâ€"of common obstetric and gynecological conditions, as well as male genital disorders. Topics include premenstrual syndrome (PMS), polycystic ovary syndrome (PCOS), amenorrhea, endometriosis, uterine fibroids, gestational diabetes, pre-eclampsia and eclampsia, reproductive cancers, infections, infertility, menopausal conditions, erectile dysfunction, and benign prostatic hyperplasia. Emphasis is placed on the development of clinical skills in standard physical examination and assessment techniques, including

neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose, and throat (ENT) examinations, as well as functional assessments. Students will learn to form clinical impressions and develop working diagnoses using both biomedical modelsâ€”guided by the World Health Organization's International Classification of Diseases (ICD-10)â€”and traditional diagnostic principles of acupuncture and Asian medicine. The course also covers procedures for ordering and interpreting diagnostic imaging, radiological evaluations, and laboratory tests, and integrating the resulting data and clinical reports into the diagnostic and treatment planning process. A holistic, patient-centered approach is emphasized throughout, incorporating both conventional and integrative medicine strategies.

Western Clinical Medicine V Behavioral Health OIM555

Credits: 2 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM645

This advanced course explores the pathology, clinical assessment, and managementâ€”including pharmacotherapyâ€”of common behavioral health conditions. These include depression, bipolar disorder, suicidal ideation and risk, anxiety, psychoses, post-traumatic stress disorder (PTSD), obsessive-compulsive disorders, autism, addiction, and personality disorders. Students will gain an understanding of the clinical presentations and evidence-based treatment strategies, with an emphasis on both Western medical approaches and integrative care. The course also covers standards for physical examination and assessment, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose, and throat examinations, along with functional assessments. Students will learn procedures for ordering diagnostic imaging, radiological, and laboratory tests, and how to incorporate the resulting data and reports into patient care. Additionally, students will develop clinical impressions and formulate working diagnoses, including acupuncture and Asian medicine diagnoses, alongside the World Health Organization's International Classification of Diseases (ICD-10). The curriculum fosters awareness of at-risk populations, considering factors such as gender, age, socioeconomic status, and disease-specific vulnerabilities. Finally, the course includes a review of clinical sciences encompassing internal medicine, pharmacology, neurology, surgery, obstetrics/gynecology, urology, radiology, nutrition, and public health, ensuring a well-rounded understanding essential for managing behavioral health conditions in a diverse patient population.

Western Clinical Medicine VI Pediatrics OIM556

Credits: 0.5 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM646

This course provides a general overview of the fundamental principles of pediatric patient care within an integrative practice setting, emphasizing the unique clinical presentations, developmental considerations, and management strategies specific to the pediatric population. Students will gain proficiency in standard physical examination and assessment techniques relevant to pediatric care, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose, and throat (ENT) examinations, as well as functional assessments. The course emphasizes the development of clinical impressions and working diagnoses using both biomedical approachesâ€”guided by the World Health Organization's International Classification of Diseases (ICD-10)â€”and traditional acupuncture and Asian medicine diagnostic frameworks. A review of core clinical sciences is incorporated to support clinical decision-making, including topics in internal medicine, pharmacology, neurology, surgery, obstetrics/gynecology, urology, radiology, nutrition, and public health, with relevance to pediatric care. Students will also be introduced to the appropriate use and interpretation of diagnostic imaging, radiological procedures, and laboratory testing, and how to integrate these findings into a comprehensive, patient-centered care plan.

Western Clinical Medicine VII (Geriatrics) OIM557

Credits: 2 | **Prerequisites:** OIM522; OIM522 | **Co-requisites:** OCM647

"This course focuses on the pathology, clinical assessment, and managementâ€”including pharmacotherapyâ€”of conditions commonly associated with the geriatric population, such as Type II Diabetes Mellitus, cardiovascular disease, stroke, dementia and other neurodegenerative diseases, and cancer. The course also addresses the unique considerations and challenges of providing patient care to older adults, taking into account aging physiology, multi-morbidity, and pharmacological sensitivities. Students will learn to apply both conventional and integrative medicine approaches to managing geriatric patients, with an emphasis on individualized care plans that address the complexities of aging. In addition, the course covers standards of physical examination and assessment, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose, and throat examinations, as well as functional assessments. Students will also be trained in procedures for ordering diagnostic imaging, radiological, and laboratory tests, and in incorporating the resulting data and reports into clinical decision-making. The curriculum emphasizes developing clinical impressions and forming working diagnoses, including acupuncture and Asian medicine diagnoses, along with familiarity with the World Health Organization's International Classification of Diseases (ICD-10). Furthermore, the course promotes awareness of at-risk populations, considering gender, age, socioeconomic factors, and disease-specific vulnerabilities. To support comprehensive clinical competence, the curriculum includes a review of clinical sciences such as internal medicine, pharmacology, neurology, surgery, obstetrics/gynecology, urology, radiology, nutrition, and public health."

Western Medical Pathology I OBM550

Credits: 3

Western Medical Pathology I introduces the pathological mechanisms underlying human disease, examining cellular injury, inflammation, repair, and neoplasia within a classical Chinese medicine clinical framework. Students develop foundational knowledge in biomedical pathophysiology to support integrative clinical reasoning.

Western Medical Pathology II OBM551

Credits: 3

Western Medical Pathology II continues the systematic study of human disease pathology with emphasis on cardiovascular, pulmonary, gastrointestinal, and renal conditions. Students integrate biomedical pathological understanding with Chinese medical diagnostic frameworks to support comprehensive patient assessment.

Western Medical Pathology III OBM552

Credits: 3

Western Medical Pathology III completes the pathology sequence with study of endocrine, reproductive, neurological, and immunological diseases. Students develop a comprehensive understanding of biomedical disease mechanisms as a complement to their Classical Chinese Medicine clinical training.

Western Medical Terminology OIM501

Credits: 2

called IM 501 in catalog This course helps students build a working medical vocabulary of the most frequently encountered prefixes, suffixes, and word roots encountered in biomedicine. Medical terms are introduced in the context of human anatomy and physiology to help students understand exactly what they mean, and case studies, vignettes, and activities demonstrate how they're used in clinical practice.

Western Pathology I OIM521

Credits: 2

In this course, students become familiar with Western biomedical approaches to disease development and progression with the goal of cultivating a deeper understanding of disease processes, the ability to communicate with other health professionals, proficiency in reviewing medical documents relevant to patient care, and understanding of when to refer to urgent care. Pathologies of each of the major body and organ systems are covered, including the cardiovascular, neurological, respiratory, musculoskeletal, urogenital, gynecological, endocrine, hematopoietic, skin, gastrointestinal, hepatic and pancreatic systems. Microbiology and immunology are addressed in the context of both acute and chronic diseases, as well.

Western Pathology II OIM522

Credits: 2

In this course, students become familiar with Western biomedical approaches to disease development and progression with the goal of cultivating a deeper understanding of disease processes, the ability to communicate with other health professionals, proficiency in reviewing medical documents relevant to patient care, and understanding of when to refer to urgent care. Pathologies of each of the major body and organ systems are covered, including the cardiovascular, neurological, respiratory, musculoskeletal, urogenital, gynecological, endocrine, hematopoietic, skin, gastrointestinal, hepatic and pancreatic systems. Microbiology and immunology are addressed in the context of both acute and chronic diseases, as well.

Western Pathology III OIM523

Credits: 2

In this course, students become familiar with Western biomedical approaches to disease development and progression with the goal of cultivating a deeper understanding of disease processes, enhancing their ability to communicate with other health professionals, developing proficiency in reviewing medical documents relevant to patient care, and recognizing when to refer to urgent care. The course provides a comprehensive survey of pathology and pathophysiology, exploring the nature of disease and illness, including microbiology,

immunology, psychopathology, and epidemiology. Pathologies of each of the major body and organ systems are covered, including the cardiovascular, neurological, respiratory, musculoskeletal, urogenital, gynecological, endocrine, hematopoietic, skin, gastrointestinal, hepatic, and pancreatic systems. Microbiology and immunology are also addressed in the context of both acute and chronic diseases.

Western Pharmacology II OIM532

Credits: 1

The second course in the sequence builds upon foundational concepts to analyze medications that affect the central nervous system. Students study the pharmacology of antidepressants, including selective serotonin reuptake inhibitors (SSRIs), serotonin-norepinephrine reuptake inhibitors (SNRIs), and atypical agents, as well as anxiolytics, mood stabilizers, sedative-hypnotics, and antipsychotics, with a focus on side-effect profiles, including serotonin syndrome, sedation, and metabolic disturbances. The pharmacologic management of substance use disorders is examined, encompassing opioid agonists and antagonists, nicotine replacement therapies, and cannabinoid-based treatments. Students are instructed to evaluate the safety of integrating herbal medicines with central nervous system-active drugs, paying particular attention to cytochrome P450 enzyme interactions, additive sedation, or serotonergic effects. The course concludes with an overview of analgesic and anti-inflammatory agents, including nonsteroidal anti-inflammatory drugs (NSAIDs), acetaminophen, corticosteroids, disease-modifying antirheumatic drugs (DMARDs), and biologics. Case-based discussions emphasize the risks associated with the combination of pharmaceuticals and common supplements, including potential gastrointestinal bleeding or hepatotoxicity. Upon completion of the course, students will possess the ability to evaluate drug regimens, identify clinically significant interactions, and effectively communicate concerns regarding herb-drug safety to patients and other healthcare providers.

Western Pharmacology I OIM531

Credits: 1

This course provides students with a basic understanding of the important pharmaceutical products commonly prescribed today, including their physiological functions, recommended dosages, prominent effects and proprietary and generic names. Interaction of pharmaceuticals with herbs and nutrients is addressed. Emphasis placed on the most popular pharmaceuticals prescribed today to treat the most common drug-treated conditions in North America: cardiovascular disease, diabetes, and chronic pain.

Western Pharmacology III OIM533

Credits: 1

The final course in the pharmacology sequence applies learned principles to the management of chronic diseases across additional organ systems. Topics encompass the pharmacologic treatment of gastrointestinal conditions such as gastroesophageal reflux disease (GERD), inflammatory bowel disease (IBD), and motility disorders; endocrine disorders including diabetes, thyroid disease, hyperlipidemia, and hormone imbalances; and common infectious diseases managed with antibacterial, antiviral, antifungal, and antiparasitic agents. Students evaluate the potential impact of herbal preparations on gastrointestinal medications and examine how antidiabetic agents, including metformin, sulfonylureas, and insulin, may interact with botanical hypoglycemics. The course also includes pharmacologic approaches to coagulation disorders, including warfarin, direct oral anticoagulants (DOACs), and antiplatelet medications, along with a review of common herb-drug interactions that heighten bleeding risk. Students are expected to exhibit proficiency in identifying contraindications and modifying herbal protocols within the context of pharmaceutical treatment regimens.

Whole Food: Rethinking Science Lab NU431L

Credits: 0

Whole Food: Rethinking Science Lab accompanies the lecture course with hands-on culinary and laboratory exploration of whole-food science. Students examine the functional properties of whole foods through practical exercises, food preparation, and sensory analysis, integrating scientific literacy with culinary experience.

Whole Food: Rethinking the Science of Nutrition NU431

Credits: 4

This course critically examines current paradigms of nutritional science. Whole foods provide a vast array of nutritional benefits and evidence suggests that a whole-food, plant-based diet is the healthiest way to eat. Each week, students gain practical experience with whole food through hands-on cooking instruction.

Whole Food: Rethinking the Science of Nutrition NU531

Credits: 3

This course critically examines current paradigms of nutritional science. Whole foods provide a vast array of nutritional benefits and evidence suggests that a whole-food, plant-based diet is the healthiest way to eat. Each week, students gain practical experience with whole food through hands-on cooking instruction.

Whole Food: Rethinking the Science of Nutrition La NU531L

Credits: 1

Whole Food: Rethinking the Science of Nutrition Lab provides laboratory and practical experiences complementing the lecture course, giving graduate students hands-on engagement with whole-food science, culinary techniques, and evidence evaluation relevant to integrative nutritional practice.

Wilderness First Aid GSGH714E

Credits: 2

This course is an advanced wilderness first aid training. Topics include basic emergency medicine-related anatomy and physiology; response and assessment; musculoskeletal and soft tissue injury assessment; environmental emergencies and survival skills; medical emergencies and critical care; emergency pharmacology; and travel and tropical medicine, along with practical skills training. An optional CPR component ([[permalink=334|tooltip:{'title':1}]]%prefix% %code%[[/permalink]]) is available.

Yijing I - Introduction to Yijing CM17E

Credits: 2

Everything you need to know about the Yijing (I Ching), as well as many things you did not know you needed to know about the Yi, in order to embark upon and develop an enduring and productive relationship with this seminal text from ancient China.

YiJing II - Hexagram Names CM27E

Credits: 2

YiJing II — Hexagram Names deepens students' study of the classical Chinese divination text the I Ching (Yijing), with a focus on the names, imagery, and cosmological significance of the sixty-four hexagrams. Students engage with classical Chinese thought as a philosophical foundation for understanding change, pattern, and the principles underlying Chinese medicine.

Clinical Observation 1 Rotation CM500

Credits: 1

Students have their first exposure to working in the NUNM Health Centers through a first-year Clinical Observation experience.

Observation I Elective CM500E

Credits: 1

Exploration of expectations and themes in CCM programs that will support student self-awareness and professional development, thereby promoting their academic success. Topics include history of the program, critical thinking, professional personae, self-cultivation, and stress reduction strategies. Course replaces CM505: Intro to CCM.

Professional Development CM501

Credits: 1

Exploration of expectations and themes in CCM programs that will support student self-awareness and professional development, thereby promoting their academic success. Topics include history of the program, critical thinking, professional personae, self-cultivation, and stress reduction strategies. Course replaces CM505: Intro to CCM.

Chinese Medical Theory II CM505

Credits: 4

This three-quarter course series provides students with foundation work in the basic theoretical concepts of Chinese medicine. Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye); the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing); as well as the fundamentals of diagnostic theory (four methods). The study of selected, relevant portions of Chinese classic texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) is integrated into the study of these theories.

Introduction to Classical Chinese Medicine CM505-2

Credits: 1

This three-quarter course series provides students with foundation work in the basic theoretical concepts of Chinese medicine. Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye); the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing); as well as the fundamentals of diagnostic theory (four methods). The study of selected, relevant portions of Chinese classic texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) is integrated into the study of these theories.

Chinese Medicine Theory III CM506

Credits: 4

This three-quarter course series provides students with foundation work in the basic theoretical concepts of Chinese medicine. Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye); the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing); as well as the fundamentals of diagnostic theory (four methods). The study of selected, relevant portions of Chinese classic texts (e.g., Huang Di Nei Jing, Shang Han Lun, Jin Gui Yao Lue, Wen Bing Xue) is integrated into the study of these theories.

Qigong Retreat for Non- CCM students CM5100E

Credits: 0.5

With this series of weekend qigong retreats, the College of Classical Chinese Medicine makes available a synthesis of the Eastern art of cultivation for students in non-CCM programs. In the serene surroundings of a retreat center in the Pacific Northwest, students experience energy-based phenomena, such as qi, and are introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific exercises include Free Style Dragon Qigong (Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation; and sacred chants from a variety of healing traditions. Note: Additional fee required.

Qigong Retreat for Non-CCM II CM5101E

Credits: 0.5

With this series of weekend qigong retreats, the College of Classical Chinese Medicine makes available a synthesis of the Eastern art of cultivation for students in non-CCM programs. In the serene surroundings of a retreat center in the Pacific Northwest, students experience energy-based phenomena, such as qi, and are introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific exercises include Free Style Dragon Qigong (Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation; and sacred chants from a variety of healing traditions. Note: Additional fee required.

Qigong Retreat for Non-CCM III CM5102E

Credits: 0.5

With this series of weekend qigong retreats, the College of Classical Chinese Medicine makes available a synthesis of the Eastern art of cultivation for students in non-CCM programs. In the serene surroundings of a retreat center in the Pacific Northwest, students experience energy-based phenomena, such as qi, and are introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific

exercises include Free Style Dragon Qigong (Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation; and sacred chants from a variety of healing traditions. Note: Additional fee required.

Chinese History and Culture I CM512

Credits: 1.5

This course creates a foundation for the study of Chinese medicine by presenting an overview of Chinese history and culture to help students understand the worldview and mindset that created this unique form of medicine. It introduces the basic characteristics of historical China from the dawn of civilization through the classical period. In addition to surveying the major historical developments, the course focuses in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine.

Acu-Moxa Techniques I CM514

Credits: 1.5

Acu-Moxa Points and Techniques I-II focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students practice locating points on their classmates, with a focus on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class. These classes build a foundation for life-long learning through independent investigation using all senses and a reasoned evaluation of different opinions.

Palpation and Perception I CM515

Credits: 1.5

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses.

Herbs I CM516

Credits: 2

In the Herbs I-III series, students develop the foundation of Chinese herbology in preparation to become competent practitioners of Chinese herbal medicine. Students learn approximately 180 key herbs including properties, therapeutic actions, preparation and application. Herbs I introduces the history and development of Chinese herbal medical knowledge. Students focus on learning approximately half of 64 core herbs used in Zhang Zhongjing's Shanghan Zabing Lun, which is a major, foundational text of Chinese herbal medicine. Herbs are presented sequentially in groups for their affinity and formulaic relation in classical formulas. Student learn properties and therapeutic actions of individual herbs described in materia medicas and textbooks. In addition, students are introduced to the concept of herb patterns and corresponding pathomechanisms, and gain knowledge of time-tested herbal combinations and formulary employed in classical herbal formulas.

Qigong Retreat I CM518

Credits: 0.5

The first qigong module explores the alchemical and shamanic origins of qigong theory and practice. Students are introduced to the fundamentals of the Jinjing School of Qigong, including shaking (tou), walking (zou), and quiet meditation or "settling" (ding). A key element of this course is the practice of the Universe Stance (Yuzhou Zhuang) or Standing Meditation (Zhan Zhuang)â€”the position that occupies a central role in most qigong traditions. A sitting "internal alchemy" form (neidan) is also emphasized. Through these practices, students are guided to experience the phenomenon of qi in their bodies as well as in nature.

Intro to Herbs CM519

Credits: 1

This course begins the Chinese herbal medicine series of individual herbs, substances, and herbal formulas, and introduces the practice of Chinese herbal medicine. It provides a general overview of the concepts of herbal alchemy, herbal energetics including natures and flavors,

herbal directional movement, botany, taxonomy, pharmacology, ethics, philosophy, and theoretical application of herbs, and addresses the historical development of Chinese herbal medicine in Asia and the United States. It introduces categories of individual herbs and formulas, preparation of herbal formulas, general precautions, and potential problems with herbs (including herb-drug interactions), and relevant research on Chinese herbs.

Qigong Practicum I CM519-2

Credits: 1.5

This course begins the Chinese herbal medicine series of individual herbs, substances, and herbal formulas, and introduces the practice of Chinese herbal medicine. It provides a general overview of the concepts of herbal alchemy, herbal energetics including natures and flavors, herbal directional movement, botany, taxonomy, pharmacology, ethics, philosophy, and theoretical application of herbs, and addresses the historical development of Chinese herbal medicine in Asia and the United States. It introduces categories of individual herbs and formulas, preparation of herbal formulas, general precautions, and potential problems with herbs (including herb-drug interactions), and relevant research on Chinese herbs.

Chinese History & Culture II CM522

Credits: 1.5

This course continues where Chinese History and Culture I left off, introducing basic characteristics of historical China from the classical period through the 20th century. In addition to surveying the major historical developments, the course focuses in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine.

Acu-Moxa Techniques II CM524

Credits: 1.5

Acu-Moxa Points and Techniques I-II focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students practice locating points on their classmates, with a focus on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class. These classes build a foundation for life-long learning through independent investigation using all senses and a reasoned evaluation of different opinions.

Palpation and Perception II CM525

Credits: 1.5

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses.

Herbs II CM526

Credits: 2

In Herbs II, students learn the second-half of 64 core herbs used in Zhang Zhongjing's Shanghan Zabing Lun, which is a major, foundational text of Chinese herbal medicine. Herbs are presented sequentially in groups for their affinity and formulaic relation in classical formulas. Student learn properties and therapeutic actions of individual herbs described in materia medicas and textbooks. In addition, students are introduced to the concept of herb patterns and corresponding pathomechanisms, and gain knowledge of time-tested herbal combinations and formulary employed in classical herbal formulas.

Qigong II Retreat CM528

Credits: 0.5

In addition to strengthening and deepening the practices learned in the first module, students learn the first eight-segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (Yin Yang Sheng Jiang Kai He Gong).

Qigong II Practicum CM529

Credits: 1.5

In addition to strengthening and deepening the practices learned in the first module, students learn the first eight-segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (Yin Yang Sheng Jiang Kai He Gong).

Introduction to Clinic CM530

Credits: 1.5

This course introduces students to the fundamentals of working in the NUNM clinics. Topics include clinic policies and procedures, hygienic standards, charting, patient confidentiality, patient-practitioner relations, issues surrounding addiction and chemical dependency, and cultural humility. The course prepares students to begin observing treatments with a focus on the material and nonmaterial changes that take place throughout treatment, and to support the supervisor efficiently and effectively.

Chinese History and Culture III CM532

Credits: 1.5

This course explores key concepts and structures of Chinese medicine within the context of larger historical and cultural changes. Students will learn about major medical classics and the philosophical antecedents their authors used to frame their understanding, and how these influenced the development of medical theory. This course considers changes in clinical practice as may be determined and reconstructed through archaeology and inferred textual reference. Students will read modern scholarly work, discuss and interrogate meaning of medical classics, and use this as a basis to inform clinical practice.

Acu-Moxa Techniques III CM534

Credits: 2

In this hands-on complement to Acu-Moxa Points III, students learn to become competent practitioners of manual therapies while applying the depth of classical Chinese literature. The course develops non-needle and simple needle techniques under supervision while emphasizing clean needle technique and proper draping and body positioning. Students witness and then use acupressure and the full array of non-needle techniques, including moxabustion, cupping, guasha, magnets and beads. This practicum also introduces classical free hand and gentle tube insertion needling techniques, setting the stage for advanced classical needle techniques and more challenging points to be learned in subsequent courses.

Palpation and Perception III CM535

Credits: 1.5

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses.

CCM View of Biomedicine CM537

Credits: 1

The content of this course considers Eastern versus Western epistemology, and deepens the student's understanding of how the information presented in the biomedicine series can be viewed from the perspective of CCM. It explores how these complementary medical approaches can inspire and inform each other to achieve a collaborative, patient-centered, and highly effective system of health care.

Qigong III Retreat CM538

Credits: 0.5

This qigong module integrates the medical concept of "strengthening the sinews" into the existing qigong practice through the introduction of a second eight-segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (Jinjian Gong).

Qigong III Practicum CM539

Credits: 1.5

This qigong module integrates the medical concept of "strengthening the sinews" into the existing qigong practice through the introduction of a second eight-segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (Jinjian Gong).

Business of Chinese Medicine I CM551

Credits: 1.5

This four-course series uses a skills-based approach to business education and career development. By the end of the series, students will have completed all necessary components of a professional business or career plan that can be used to start a multi-room clinic, a single practitioner business, or to find an employee position at an integrated clinic or hospital. In this first course, students develop financial management, public speaking and networking skills, in addition to learning the elements of a successful business and/or career plan as a licensed East Asian medicine provider.

Herbs Practicum I CM556

Credits: 1

The Herbs Practicum series introduces the key principles, research methods, and technical elements of classical energetic alchemy and Chinese herbalism. It supplements the herbs lecture courses and brings to life the accumulated wisdom of the materia medica through direct interaction with key Chinese medicinal herbs and their traditional forms of preparation. Strong emphasis is placed on the primacy and immediacy of sensational experience as the path to deeper understanding of qi dynamics and the energetic signatures of various herbal medicines. Herbs I Practicum introduces the basic principles of qi dynamics, classical discussion of herbal properties, their unique movement signatures, and other key elements of an herbal research framework. These concepts are developed through the sampling and appreciation of single herbs, often in pairs, covering a large cross section of signatures. Energetic awareness is cultivated through the comparison of one's own experience with descriptions from classical sources.

Chinese Diagnostic Techinques I CM562

Credits: 1.5

This lecture and lab series is designed to teach, demonstrate and practice the basic diagnostic procedures of Chinese medicine, including visual observation (wang), olfactory perception (wen), questioning (wen) and palpation (qie), including Chinese medicine physical diagnosis and pulse diagnosis. The series introduces the theoretical precepts of classical diagnosis as recorded in the medical classics Huangdi Neijing and Nanjing. The instruction of the pulses is rooted in key passages from the Pulse Classic (Maijing) and Li Shizhen's Pulse Studies (Binhu maixue). The basic pulse diagnosis practiced in this class prepares students for the Acu-Moxa Techniques lab series. Visual and olfactory perception, along with the traditional Ten Questions (shiwen), are also practiced in class.

Herbs II Practicum CM566

Credits: 1

Herbs II Practicum continues the series with a review of the basic principles of qi dynamics, classical discussion of herbal properties, their unique movement signatures, and other key elements of an herbal research framework. These concepts are developed through the sampling and appreciation of single herbs, often in pairs, covering a large cross section of signatures. Energetic awareness is cultivated through the comparison of one's own experience with descriptions from classical sources.

Herbs III Practicum CM576

Credits: 1

Herbs Practicum III rounds out our survey of the dynamic range of single herbs and initiates an exploration of "dui yao"â€”commonly used combinations of herbs and their clinical applicationsâ€”according to the 6 Phase energetic model of the Shanghan Lun. As the final portion of the first-year herbs practicum, this course will further combine the clinical synergy of diagnosis and herbal dynamics in order to prepare students for the transition into formula study and composition. It will also continue to familiarize students with other key topics in classical Chinese herbology including the integration of body and spirit in clinical practice, traditional views on dietetics and paozhi methods.

Imaginal and Experiential Experience I CM595

Credits: 1.5

Following in the tradition of the Great Physician Sun Simiao, who was a scholar-physician, the Capstone Project is an opportunity to pursue a topic within the medicine that will deepen the learning you are achieving throughout the program. Your Capstone Project is a way to enable the cultivation of a signature area of expertise, relevant to your vision for your future clinical practice. This introductory course series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student's personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. Through the process, they choose and hone their doctoral capstone topic.

Evidence Informed Practice CM599

Credits: 2

This course builds students' research literacy skills. In order to become successful, holistic practitioners, students learn to read and critically evaluate medical literature, and to weigh this evidence with clinical experience and patient values when making clinical decisions. Students learn to quickly locate relevant medical literature, as well as evaluate the strengths and weaknesses of the studies they need to support their clinical practice.

Clinical Observation II Rotation CM600

Credits: 2

Students receive lineage-based training that emphasizes transmission and mentoring as major methods for promoting personal and professional cultivation, and patient care informed by the principles and philosophy of classical Chinese medicine. Clinic rotations provide students with opportunities to broaden and strengthen their clinical skill within the context of diverse pathologies, patient populations, and uniquely individualized treatments. Students are expected to demonstrate competence of entry-level knowledge and skills in Chinese diagnostic techniques, acupuncture, herbal medicine, Asian bodywork, qigong, Chinese dietetics, and lifestyle counseling. Clinic rotations prepare students both for the national licensing exams and their future roles as healthcare professionals. Clinical observation rotations provide a forum in which five observers watch a seasoned clinical supervisor in session with a client. The focus is on the behavioral and procedural aspects of the therapeutic encounter. Students observe effective treatment, engage in the patient-practitioner relationship with appropriate boundaries, apply interview skills when directed by the supervisor, examine the patient for vitals, practice the pillars of classical Chinese diagnosis, and uphold modern integrative standards of care. They also create patient timelines for case reports. Prerequisite(s): Students must be CPR certified, have passed the CNT course, and have completed CM 530. Note: 3 required shifts

Observation Elective CM600E

Credits: 2

Elective clinic rotations are designed to expand the clinical opportunities available to students. They may increase the number of rotations that can be offered at community clinic sites and/or focus on a supervisor's particular area of interest, such as shiatsu, facial acupuncture, or auricular acupuncture. Prerequisite(s): Second-year status

Cosmology and Symbolism I CM611

Credits: 2

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NUNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body.

Chinese Pathology I CM612

Credits: 2

In this course, students develop an overall understanding of the inherent logic that governs the sophisticated science of pathophysiology according to the Classical medical model. The models explored in this course include yin/yang, sanyin, bagang and liuqi. For the first few weeks, Zang Organs will be the focus. In the following half of the term, the Six Conformation model will be the focus of exploration.

Acu-Moxa Techniques IV CM614

Credits: 2

In the practical complement to , students apply different technical patterns, and simple and complex tonifying-reducing techniques as indicated for specific syndromes and constitutional types. Students are supported in the process of becoming flexible, effective and safe in their use of various classical needling techniques. The instructor emphasizes the anchoring of shen and sensitivity to deqi.

Asian Bodywork CM615

Credits: 1.5

Bodywork in most traditional systems of medicine is considered foundational. Other key elements of Traditional East Asian Medical practiceâ€"e.g., pulse diagnosis, channel diagnosis, abdominal diagnosis, needling, gua sha, cupping, moxibustionâ€"depend on refined touch skills. The cultivation and development of palpatory sensitivity in the practice of somatic therapies allows one to quickly advance in these other skills. In this course, students explore a Japanese and a Chinese style of bodywork, both of which boil down to creative use of the yin-yang dynamic in the body. The Sotai system from Japan, developed by Dr. Keizo Hashimotoâ€"and its later evolution into Yin Sotai and Sotai Intuitivoâ€"and the ancient Daoist qigong tuina system are the core of this course. Students learn to assess their patients from a gross structural perspective, but also on the subtler level of fascial distortions. They learn to deliver effective treatments that move patients to a greater sense of ease in their physical and emotional selves.

Herbs IV CM616

Credits: 2

In this series (Herbs IV-VI), students learn Chinese herbal formulation, a continuation of study begun in the single herbs curriculum. Classical formulas (jing fang ç¶“æ–^{1}) provide a foundation for the history and clinical application of herbology, as well as for the understanding and use of modern formulas (shi fang æ™‚æ–^{1}). More than 160 formulas are investigated over the course of the series, with a focus on major classical formulas from the canon of Zhang Zhongjing, important formulas listed by the NCCAOM, and all formulas required for California Acupuncture Board licensure. Students learn formula composition, diagnostic parameters, therapeutic approaches, disease patterns of signs and symptoms, biomedical conditions, understood actions and indications, cautions and contraindications, modifications and related formulas with emphasis on case studies and clinical application. In this term (Herbs IV), formulas are grouped for their relation to the historically relevant disease categories of the Shanghan zabing lun, with awareness of classical concepts of matching pattern to physiology. Approximately 50 formulas are introduced for core patterns within common use today.

Survey of Western Medicine I CM617

Credits: 2

This course series, which starts in the second year of the program, introduces students to the biomedical approach to health and illness. Following an overview of foundational concepts of organic chemistry, biochemistry and cell biology, students learn the anatomy, biochemistry and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students learn the basic pathophysiological mechanisms of disease as understood through the biomedical perspective, and develop an understanding of important laboratory markers, diagnostic imaging, and clinical findings relevant to each system discussed. In addition, pertinent pharmacological and microbiological concepts are discussed.

Qigong IV Retreat CM618

Credits: 0.5

This qigong module teaches students the third eight-segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation practice is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced.

Qigong IV Practicum CM619

Credits: 1.5

This qigong module teaches students the third eight-segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation practice is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced.

Cosmology and Symbolism II CM621

Credits: 2

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NUNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body.

Chinese Pathology II CM622

Credits: 2

In this course, students develop an overall understanding of the inherent logic that governs the sophisticated science of pathophysiology according to the classical medical model. The models explored in this course include yin/yang, Open-Close-Pivot and Biao-Ben Zhong Qi Dynamic model, bagang and liuqi. The Six Conformation model is the focus of exploration.

Acu-Moxa Techniques V CM624

Credits: 2

Needling practice continues with a focus on the more challenging points and learning to manipulate qi according to traditional methods of tonification and dispersion (bu & xie). Another 100 points are chosen from all parts of the body to familiarize the student with a wide range of points and needling experience. Students develop the ability to apply all techniques accurately and safely on any body. Through demonstration and practice, this course cultivates the clinical ability to diagnose and treat disease conditions using the concepts of classical Chinese medicine.

Survey of Western Medicine II CM627

Credits: 4

This course focuses on the anatomy, physiology, pathology, and biomedical assessment and treatment of gastrointestinal, hepato-biliary, and pancreatic disorders. Through lecture and class discussion, biomedical concepts of patient symptom presentation, clinical diagnosis and treatment of common and red flags conditions are applied and integrated for the Chinese medicine practitioner.

Qigong V Retreat CM628

Credits: 0.5

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student's ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice.

Qigong V Practicum CM629

Credits: 1.5

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student's ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice.

Cosmology and Symbolism III CM631

Credits: 2

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the

year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NUNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body.

Chinese Pathology III CM632

Credits: 2

In this course, students continue to develop an overall understanding of the inherent logic that governs the sophisticated science of pathophysiology according to the classical medical model. The models explored in this course include yin/yang, Open-Close-Pivot and Biao-Ben Zhong Qi Dynamic model, bagang and liuqi. The Six Conformation model continues as the focus, along with an exploration of the Wen Bing and Nineteen Lines (SW 74).

Acu-Moxa Techniques VI CM634

Credits: 2

This practicum continues to build on previously learned needling techniques, with a focus on scalp and ear acupuncture. Students are supported to master their connection with the needle and their qi.

Practitioner Cultivation I CM635

Credits: 1.5

Students reflect on their personal goals and motivations for becoming CCM practitioners. Self-reflection exercises provide the opportunity for students to study their personal histories and identify their strengths, limitations, values and core challenges. Through increased self-awareness, students learn to identify personal challenges, as well as potential professional challenges. They are encouraged to explore the steps they can take while in school and beyond to strengthen their character and undertake the lifelong pursuit of becoming a mature medical practitioner. Discussion, reflection, individual and group awareness exercises, and writing projects are employed.

Herbs VI CM636

Credits: 2

In this series (Herbs IV-VI), students learn Chinese herbal formulation, a continuation of study begun in the single herbs curriculum. Classical formulas (jing fang ç¶“æ–^{1}) provide a foundation for the history and clinical application of herbology, as well as for the understanding and use of modern formulas (shi fang æ™‚æ–^{1}). More than 160 formulas are investigated over the course of the series, with a focus on major classical formulas from the canon of Zhang Zhongjing, important formulas listed by the NCCAOM, and all formulas required for California Acupuncture Board licensure. Students learn formula composition, diagnostic parameters, therapeutic approaches, disease patterns of signs and symptoms, biomedical conditions, understood actions and indications, cautions and contraindications, modifications and related formulas with emphasis on case studies and clinical application. In this term (Herbs VI), formulas continue to be presented sequentially in groups centered around the classical use of key medicinals as a means of understanding the synergistic use of herbs in context. Students scaffold understanding of core patterns introduced in prior terms (Herbs IV and V) with a focus on compact formulas that are readily used in modification to expand the therapeutic scope of Chinese herbal formulas with approximately 55 additional formulas discussed.

Biomedicine III CM637

Credits: 4

This course focuses on the anatomy, physiology, pathology, and biomedical assessment and treatment of renal, adrenal, urogenital, thyroid and reproductive disorders. Through lecture, class discussion and quizzes, biomedical concepts of patient symptom presentation, clinical diagnosis and treatment of common and red flags conditions are applied and integrated for the Chinese medicine practitioner.

Qigong VI Retreat CM638

Credits: 0.5

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica.

Qigong VI Practicum CM639

Credits: 1.5

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica.

Herbs IV Practicum CM656

Credits: 1

In the Herbs IV-VI Practicum series, students develop a personal and experiential relationship with Chinese herbal formulas, and expand on the case studies and material presented in the lecture series (Herbs IV-VI). Students engage with the practicalities of Chinese herbal formulations, as well as food as medicine, with opportunity to prepare formulas, lead and share in discussions, and sample herbal formulas. Tastings focus on empirical inquiry, organoleptic assessment, and meditative depth diagnosis. Instruction emphasis is on classical preparation, modern administration methods, principles of formula composition, and flavor and qi of key formulas.

Acu-Moxa Anatomy I CM657

Credits: 1.25

In this course, students develop clinically applicable anatomical knowledge that will help them not only locate, but also understand the structural relationships and physical parameters related to needling techniques of the acupuncture points. Students learn to describe the six upper limb channels: HT, PC, LU, SI, LI, TE, plus Ren, Du and upper BL channels in terms of their anatomical relationships to the pertinent bones, muscles, major nerves and blood vessels.

Auricular Points CM663

Credits: 1.25

This course explores one of the primary subcategories of acupuncture therapeutics that exclusively utilizes points in the ear. This method, though modern, has developed into one of the most accepted and useful microsystem methodologies. It comprises a complete system of diagnosis and treatment known as auricular medicine. Students utilize ear seeds and pellets, as well as ear needles to learn the individual points of the ear.

Herbs V Practicum CM666

Credits: 1

In the Herbs IV-VI Practicum series, students develop a personal and experiential relationship with Chinese herbal formulas, and expand on the case studies and material presented in the lecture series (Herbs IV-VI). Students engage with the practicalities of Chinese herbal formulations, as well as food as medicine, with opportunity to prepare formulas, lead and share in discussions, and sample herbal formulas. Tastings focus on empirical inquiry, organoleptic assessment, and meditative depth diagnosis. Instruction emphasis is on classical preparation, modern administration methods, principles of formula composition, and flavor and qi of key formulas.

Acu-Moxa Anatomy II CM667

Credits: 1.25

In this course, students develop clinically applicable anatomical knowledge that will help them not only locate, but also understand the structural relationships and physical parameters related to needling techniques of the acupuncture points. Students learn to describe the six lower limb channels (SP, KI, LV, BL, GB, ST) and abdominal and lower back channels in terms of their anatomical relationships to the pertinent bones, muscles, major nerves and blood vessels.

Business of Chinese Medicine II CM671

Credits: 1

In the second course of the business series, students learn and practice a variety of marketing and commnication techniques used frequently in the field of acupuncture and East Asian medicine.

Herbs VI Practicum CM676

Credits: 1

In the Herbs IV-VI Practicum series, students develop a personal and experiential relationship with Chinese herbal formulas, and expand on the case studies and material presented in the lecture series (Herbs IV-VI). Students engage with the practicalities of Chinese herbal formulations, as well as food as medicine, with opportunity to prepare formulas, lead and share in discussions, and sample herbal formulas. Tastings focus on empirical inquiry, organoleptic assessment, and meditative depth diagnosis. Instruction emphasis is on classical preparation, modern administration methods, principles of formula composition, and flavor and qi of key formulas.

Immunology & Microbiology CM699

Credits: 3

This course focuses on the basic functions of the immune system, with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

Clinical Mentoring Rotation CM700

Credits: 2

Clinical Mentoring Rotations have the same structure as Clinical Observation Rotations, with the addition that students become more directly involved in patient intake, diagnosis and treatment under the direct guidance of their clinical supervisor. The focus is on the procedural and treatment aspects of the therapeutic encounter. Students learn and use the lineage model, observe effective treatment, uphold integrative medical standards through electronic charting, integrate subjective signs with objective findings in classical Chinese medical diagnosis, and work closely under supervision alongside a practitioner to collaboratively perform treatment. Using cases from their clinical experience, students learn how to create a meaningful case report. Note: 6 required rotations

Clinical Mentoring Rotation Elective CM700E

Credits: 2

Elective clinic rotations are designed to expand the clinical opportunities available to students. They may increase the number of rotations that can be offered at community clinic sites and/or focus on a supervisor’s particular area of interest, such as shiatsu, facial acupuncture, or auricular acupuncture. Prerequisite(s): Third-year status

Clinical Case Presentation I CM710

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. The types of cases examined and discussed include the following: patient cases encountered on clinical mentorship shifts, teaching cases presented by the instructor. Rather than simply reviewing what the practitioner did, this class considers each case from a variety of classical Chinese medical perspectives. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm.

Advanced Cosmology I CM711

Credits: 2

This three-course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which defines the physiology of microcosm as a projection of macrocosmic themes (stellar constellations, months of the year, earthly branches, hexagrams, rivers in the sacred landscape of ancient China). Presenting the results of eight years of continuous inquiry by NUNM's ancient symbolism research group, the functional archetypes informing the acupuncture point names of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach and spleen.

Clinical Medicine I CM712

Credits: 4

The Clinical Medicine I-III series builds upon foundational material in the development of clinical reasoning. It addresses disease etiology, pattern differentiation and treatment strategies, including a focus on prognosis, long-term case management, referral and co-management, and issues of cultural literacy. The series takes a systematic and integrative approach to all major areas of the body (organized by upper, middle, and lower jiao) and the conditions associated with them. Particular attention is given to the pathological categories more commonly

seen in practice in the US, as well as the diseases internationally recognized to be global epidemics. Patient cases are viewed through multiple lenses (including biomedicine and pattern diagnosis) using the classical texts of Chinese medicine as the primary source of guidance. Multiple faculty are involved in delivering their lineage approaches to diagnosis and treatment. Clinical Medicine I begins with an emphasis on bian bing that occur in the upper jiao, including everything from sinusitis and headaches to neurology, depression and dermatology.

Advanced Acu-Moxa Techniques I CM714

Credits: 1.5

In this first of a two-course series, students refine their hand-skill and acupuncture needling technique, and learn a variety of additional adjunct therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. There is a particular focus on the application of holographic theory (microsystems) and channel theory in the diagnosis and treatment of pain, stroke and musculoskeletal disorders. Needling techniques and strategies using muscle motor points, trigger points, and traditional Chinese medical points are practiced.

Biomedicine IV CM717

Credits: 4

This course focuses on the anatomy, physiology, pathology, and biomedical assessment and treatment of motor and sensory neurologic disorders, and sleep disorders. Through lecture, class discussion and quizzes, biomedical concepts of patient symptom presentation, clinical diagnosis and treatment of common and red flags conditions are applied and integrated for the Chinese medicine practitioner.

Qigong Retreat VII CM718

Credits: 0.5

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th-century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients.

Qigong Practicum VII CM719

Credits: 1.5

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th-century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients.

Clinical Case Presentation II CM720

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. The types of cases examined and discussed include the following: patient cases encountered on clinical mentorship shifts, teaching cases presented by the instructor, and live cases facilitated in the classroom. Rather than simply reviewing what the practitioner did, this class considers each case from a variety of classical Chinese medical perspectives. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm.

Advanced Cosmology and Symbolism II CM721

Credits: 2

In this series, the functional archetypes informing the acupuncture point names of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. The second course covers the points of the heart, small intestine, bladder and kidney channels.

Clinical Medicine II CM722

Credits: 4

The second course in the Clinical Medicine series focuses on the middle jiao, exploring everything from abdominal pain and reflux to "gu" syndrome and inflammatory bowel diseases.

Advanced Acu-Moxa Techinques II CM724

Credits: 1.5

In this second of a two-part series, students continue to refine their hand-skill and acupuncture needling technique, and learn a variety of additional adjunct therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. There is a particular focus on the application of holographic theory (microsystems) and channel theory in the diagnosis and treatment of pain, stroke and musculoskeletal disorders. Needling techniques and strategies using muscle motor points, trigger points, and traditional Chinese medical points are practiced.

Chinese Medical Psychology II CM725

Credits: 2

This course continues to explore principles of general psychology, and compare them to Chinese medicine approaches to psychological pathology, including etiology, diagnosis and treatment in the context of a classical body-mind paradigm. The emphasis is on treatment and developing an understanding of Western psychological diagnosis from the DSM-V perspective. It explores Eastern and Western constructs for looking at the psyche, ranging from classical concepts and patterns, to the basic curative functions of the therapeutic relationship, and the use of common herbal formulas and acupuncture. Treatment and patterns are reviewed from both classical and modern psychological diagnostic models.

Biomedicine V CM727

Credits: 4

This course focuses on the anatomy, physiology, pathology, and biomedical assessment and treatment of respiratory, cardiovascular, and hematologic disorders. Through lecture, class discussion and quizzes, biomedical concepts of patient symptom presentation, clinical diagnosis and treatment of common and red flags conditions are applied and integrated for the Chinese medicine practitioner.

Qigong VIII Retreat CM728

Credits: 0.5

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th-century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients.

Qigong VIII Practicum CM729

Credits: 1.5

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th-century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients.

Clinical Case Presentation III CM730

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. This is a transition course to support students moving into clinical internship. Students will review a case and write a sample Case Report based on CARE guidelines. In addition, students will work in pairs or small groups to assess and treat one another over

the course of four visits. Students will be responsible for treatment plans, presenting their findings and monitoring and evaluating change and treatment effectiveness. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm.

Advanced Cosmology III CM731

Credits: 2

In this series, the functional archetypes informing the acupuncture point names of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. The third course presents the symbolism behind the point names of the pericardium, triple warmer, gallbladder and liver channels.

Clinical Medicine III CM732

Credits: 4

The final Clinical Medicine course focuses on the lower jiao, with a strong emphasis on gynecology, andrology and LGBTQ health. By the end of the series, students are prepared to enter their final clinical year with the ability to address a wide variety of clinical presentations.

Applied Palpation and Perception CM735

Credits: 1.5

In this course, students learn key assessment, bodywork, and acupuncture/adjunctive techniques and strategies to treat a variety of conditions, primarily physical pain. Students are expected to be familiar with the underlying myofascial and skeletal anatomy of the regions covered each week in class.

Biomedicine VI CM737

Credits: 4

This course focuses on the anatomy, physiology, pathology, and biomedical assessment and treatment of dermatologic, orthopedic and musculoskeletal disorders. Through lecture, class discussion and quizzes, biomedical concepts of patient symptom presentation, clinical diagnosis and treatment of common and red flags conditions are applied and integrated for the Chinese medicine practitioner.

Qigong IX Retreat CM738

Credits: 0.5

This qigong module serves to deepen and assess each student's level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules.

Qigong IX Practicum CM739

Credits: 1.5

This qigong module serves to deepen and assess each student's level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules.

Business of Chinese Medicine III CM751

Credits: 1.5

The third business course focuses on the rules and regulations of owning a classical Chinese medicine practice, as well as creating efficient and sustainable operations systems to promote practitioner and patient success. Special topics include insurance billing basics, technology utilization in a medical practice and local, state and federal laws that pertain to having a successful career as an East Asian Medicine provider.

Clinical Pre-Internship Rotation CM770

Credits: 1

In the pre-internship rotations, students spend six weeks learning the role and responsibilities of the intern as they follow and support the interns who are preparing to graduate. Pre-interns continue to learn and use the lineage model, observe effective treatment, uphold

integrative medical standards through electronic charting, and integrate subjective signs with objective findings in classical Chinese medical diagnosis.

Clinical Physical Diagnosis CM777

Credits: 1.5

Students learn to perform and interpret basic integrative physical examinations of the major body systems. A strong emphasis is placed on the recognition of "red flag" signs and symptoms indicating the need for urgent medical intervention and/or co-management.

Imaginal and Experiential Experience II CM795

Credits: 1.5

This course assures that students are well acquainted with the three components of the capstone project (written report, oral presentation and professional growth). Students refine the focus of their project, which may be on any approved topic pertinent to classical Chinese medicine. By the end of the course, students will produce an abstract, a preliminary outline for the project report, a writing sample and choose a capstone project committee, which will guide them in the completion of the project.

Nutrition CM799

Credits: 2

This introduction to nutrition explores the current scientific perspective of diet, individual nutrients, and their relationship to health and disease. The course covers the basics of individual nutrients and how they relate to a whole-food diet, current topics in nutrition, as well as an exploration of how modern nutrition science relates to classic theories in Chinese medicine.

Clinical Internship Rotation CM800

Credits: 2

Clinical internship rotations focus on all aspects of the therapeutic encounter with special attention to the arc of patient care management, including interviewing and assessment, clinical reasoning, therapeutics, integrative medical systems, and the standards of care expected of a licensed practitioner. In the first quarter of clinical internship, interns are paired and needle insertions are directly supervised. Students continue to work under supervision as they gain clinical competence and confidence. By the end of the year, students have produced a case report based on their own patient encounters. Prerequisite(s): Students must be CPR certified. Note: 9 required rotations

Clinical Internship Rotation Elective CM800E

Credits: 2

Elective clinic rotations are designed to expand the clinical opportunities available to students. They may increase the number of rotations that can be offered at community clinic sites and/or focus on a supervisor's particular area of interest, such as shiatsu, facial acupuncture, or auricular acupuncture. Prerequisite(s): Fourth-year status

Ethics and Jurisprudence CM805

Credits: 1

Students explore the larger scope of ethical and legal issues pertinent to those with a Chinese medicine practice in the United States. The focus is on combining the theoretical and the practical, the personal and the universal, and the ancient and contemporary to arrive at a complex and functional understanding of the landscape of the profession. The course considers Chinese medical ethics espoused in the Huangdi Neijing, Confucianist and Daoist ideologies and how these are correlated to the four principles of biomedical ethics, Kant's Moral Imperative, and modern ideas of trust and vulnerability in regards to the practitioner and patient relationship. In addition, the course covers state licensure requirements, handling biomedical waste, scope of practice for the acupuncturist, mandatory reporting, sexual misconduct, social media boundaries, insurance billing, and the importance of involvement with one's state association. It also touches on concepts around the ethical considerations when providing acupuncture in international relief situations, selling supplements, and the ecological and toxicity issues in utilizing Chinese herbs.

Traditional Mentorship Tutorial I CM812

Credits: 2

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is required in the internship year of study.

Practitioner Cultivation II CM815

Credits: 1.5

This course focuses on relationship dynamics between the practitioner and patient. The recognition and attention to these dynamics can greatly enhance and support the healing dynamic. There is a strong emphasis on deeper listening, connection, communication, and understanding of boundary dynamics, role/power dynamics, and transference/counter transference. These concepts are applied directly to current patient interactions and relationships, and therefore it is required that students be actively seeing patients. The primary tools of exploration are discussion, lecture, case-study, role-play, mind-body exercises, self-reflection and writing.

Physiology of Acupuncture CM817

Credits: 1

This course reviews the current scientific literature on how acupuncture exerts its effects, and relates the physiological mechanisms of acupuncture action to both the classics and everyday clinical practice. Attention will be paid to acupuncture point and meridian structure, as it holds the key to one of the most effective means of practice, and provides insight into how acupuncture is likely to have been discovered and developed. Students learn several practical methods related the topics covered. They also gain a better understanding of the biological utility of acupuncture network components, and explore why the physiological mechanisms underlying acupuncture action have been preserved in almost every genera of animal life for over 200 million years of evolution.

Taiji I Practicum CM819

Credits: 1

Tàijíquán is an exercise used to cultivate the unification of yīn and yáng within the self. This course covers the concepts and movements of various styles of Tàijíquán, in particular the Yang, Chen, and Sun styles. It introduces the student to the concept of zhuāng gōng (桩功), the foundational "posting" meditation exercise practiced by the Zhēn rén (真人)—often called the "immortals"—mentioned in the Huángdì Nèijīng Sùwèn (黄帝内经·素问). Zhuāng gōng includes moving, standing, sitting, and lying postures in which the student begins to find motion within stillness and stillness within motion (静中有动， 动中有静). It offers an opportunity for the student to engage with the concept of wúwéi (无为), or "effortlessness."

Internship Case Presentation II CM820

Credits: 1

In this clinical course series, interns present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member.

Traditional Mentorship Tutorial II CM822

Credits: 2

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is required in the internship year of study.

Herbs Review/Medicinary Practicum CM826

Credits: 1.5

This course is a review and culmination of the herbal program at NUNM, and prepares students to take the NCCAOM and CALE herbal examinations. In addition, it prepares graduates for herbal practice and running an herbal dispensary by covering such topics as federal and state regulation, quality control, and ethical and environmental sustainability.

TaiJi II Practicum CM829

Credits: 1

Tàijíquán (太极拳) is an exercise used to cultivate the unification of yīn (阴) and yáng (阳) within the self. In this course, students continue to study the concepts and movements of various styles of Tàijíquán, in particular the Yang, Chen, and Sun styles. They deepen their practice of zhuāng gōng (桩功), the foundational “posting” meditation exercise practiced by the Zhēn rén (真人)—often called the “immortals”—mentioned in the Huángdì Nèijīng Sùwèn (黄帝内经·素问). Zhuāng gōng includes moving, standing, sitting, and lying postures that provide a path to experiencing motion within stillness and stillness within motion (静中有动， 动中有静). Through these practices, students continue to engage with the concept of wúwéi (无为), or “effortlessness.”

Internship Case Presentation III CM830

Credits: 1

In this clinical course series, interns present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member.

Traditional Mentorship Tutorial III CM832

Credits: 2

A hallmark of the CCM programs, the Traditional Mentorship Tutorial classes support the lineage culture of a classical Chinese medicine education. Students meet with their chosen mentor for two hours per week for a year; topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is a core requirement in the final year of study.

Taiji III Practicum CM839

Credits: 1.5

TÃ ijÃ-quÃ¡n å¤ªæ¥µæ‹³ is an exercise used to cultivate the unification of yÄ«n é™° and yÃ¡ng é™½ within the self. In this course, students continue to study the concepts and movements of various styles of TÃ ijÃ-quÃ¡n, in particular the Yang, Chen and Sun styles. They deepen their practice of zhuÄ□ng gÅ□ng æ¨□åŠŸ, the foundational ""posting"" meditation exercise practiced by the ZhÄ“n rÃ©n çœŸäºº (often called the ""immortals"") mentioned in the Huangdi Neijing Suwen é»ƒå¸□å…§ç¶“ç´ å•□. ZhuÄ□ng gÅ□ng æ¨□åŠŸ includes moving, standing, sitting and laying postures that provide a path to experiencing motion within stillness and stillness within motion é□œä¸-æœ‰å‹•ï¼Œå‹•ä¸-æœ‰é□œ. Through these practices, students continue to engage with the concept of wÃºwÃ©i ç„¡ç‚º or ""effortlessness.

Imaginal and Experiential Inquiries III CM845

Credits: 1.5

The Capstone Project is the culmination of the capstone experience during the final year of the DAcCHM degree program. Drawing from the experience of the DAcCHM program's unique courses in capstone preparation, classical texts, core foundational subjects, cosmology and applications in the clinic, the Capstone Project allows you to complete a focal topic that helps integrate course and clinical learning. The Capstone Project provides a unique opportunity to conduct inquiry in conversation with the chair and readers, who are chosen by the student to be part of the process and team. The final written document will become part of our library allowing others to investigate your topic for years to come.

Imaginal and Experiential IV CM855

Credits: 0.5

The capstone presentation functions as a way to bring this conversation to the larger circle of our professional community. The vision statement functions as a way to bring this learning forward into the student's future practice. Overall, these final activities of the Capstone Project are an opportunity to build your professional relationships. Through conversations with chairs and readers, there are numerous

opportunities to shine and hone your professional connections, allowing others in our institution and in the public to see your areas of interest and passion.

Eastern-Western Correspondences CM857

Credits: 2

This course aims to help students integrate their training in classical Chinese medicine with modern biomedicine. Through lecture and discussion, students explore the connections between Zang-Fu patterns, biomedical organ systems, and current concepts in neuro-endocrine-immunology. Students actively engage in learning to discuss complex classical Chinese medicine concepts with biomedicine practitioners in a language accessible to everyone. Cases representing common clinical conditions encountered by Chinese medicine practitioners are discussed.

Business of Chinese Medicine IV CM861

Credits: 1.5

The final business course focuses on financial knowledge and skills, as well as career preparation. Students garner practical knowledge of money management, taxes and start-up costs, in addition to exploring financing options for opening a large or small East Asian medicine practice.

Healthcare Landscape CM862

Credits: 1

This course explores the current and projected state of acupuncturists and Chinese medicine within the national healthcare landscape. It investigates viable careers in Chinese medicine, and the interface between regulatory (governmental, health care, insurance) organizations and acupuncturists. Topics include challenges facing the profession on the state and national level; models of practice; insurance concepts and reimbursement; and collaboration with other healthcare providers within the variety of healthcare systems.

Imaginal and Experiential Inquiries V CM865

Credits: 0.5

This series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student's personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. This term is spent learning to be an effective speaker and presenter on the stage and also in the clinic with patients. Special attention is given to the cultivation of resilience, clarity of purpose, self-responsibility, and professionalism. In this course, students present a rough draft of their doctoral capstone report.

Imaginal and Experiential Inquiries VI CM875

Credits: 0.5

This series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student's personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. This course is an opportunity to begin the transition to envisioning being a practitioner. Time is spent exploring ethical issues related to practice, effective outreach skills, and visioning and goal setting. Special attention is given to the cultivation of resilience, clarity of purpose, self-responsibility, and professionalism. Students prepare to present their doctoral capstone project.

Race and Disparities in Healthcare CM889

Credits: 2

This course provides an overview of health disparities along racial and ethnic categories. Students learn how political, economic and social contexts shape health, access to health care, and the quality of care across racial and ethnic groups. This course also explores the socio-scientific processes that have privileged "innate" difference as explanations for inequality and marginalization; and examine ways in which

"race" intersects with other categories of difference, such as gender, class, sexuality and religion to impact one's health and one's access to health care.

Public Health Policy CM899

Credits: 2

This course is designed to provide an overview of health disparities along racial and ethnic categories. We will seek to understand how political, economic, and social contexts shape health, access to healthcare and the quality of care across racial and ethnic groups. This course also explores the socio-scientific processes that have privileged "innate" difference as explanations for inequality and marginalization and, examine ways in which "race" intersects with other categories of difference, such as gender, class, sexuality, and religion to impact one's health and one's access to healthcare. Finally, we will address the implications of this framework for understanding health inequality and how we choose to address it.

Collaborative Care Internship Rotation CM900

Credits: 2.5

In the collaborative care rotation, DSOM interns and their CCM supervisor collaborate with naturopathic primaries and their ND supervisor to provide patient-centered care focused on the non-opioid treatment of pain. Students are provided with opportunities to broaden and strengthen their clinical skills within the context of diverse pain pathologies, patient populations, and uniquely individualized treatments. All aspects of the therapeutic encounter are addressed and assessedâ€”with special attention to the arc of patient care management, interviewing and assessment, clinical reasoning, therapeutics, integrative medical systems, and the standard of care expected of a licensed practitioner.

Collaborative Care Case Presentation CM910

Credits: 1

LISTED AS CM 930 in catalog This specialized version of the Internship Case Presentation course allows students to focus on issues of systems-based and inter-professional care as they relate to patients the students have co-treated with other medical practitioners in a collaborative setting. Prerequisite(s): /Corequisite(s): CM 900

Classical Texts I CM911

Credits: 3

The Classical Texts series deepens the student's understanding of the cultural and philosophical background of Chinese medicine through careful translation and analysis of selected classical texts. These texts are presented to students both in their original written form and in literal translations, so that students gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy—and, therefore, of the unique style of medicine that evolved from it. The first three courses (Classical Texts I–III) introduce the basics of classical Chinese, along with various language tools and skills that enable students to work with Chinese medical texts in their original language for academic pursuits or clinical research. The next three courses (Neijing Seminars) focus on translation of portions of the Huángdì Nèijīng (黄帝内经), with an emphasis on understanding the clinical insights revealed by this seminal text of Chinese medicine. The final three courses (Shānghán Lùn / Jīnguì Yàolüè) focus on translation of the Shānghán Lùn (伤寒论) and Jīnguì Yàolüè (金匮要略). CM 911 is the first of three introductory Classical Texts courses taught over the first year of the CCM curriculum. Overall, Classical Texts I aims to introduce students to pīnyīn (the romanization system for standard Chinese), basic classical Chinese grammar and syntax, the etymology of Chinese characters, and foundational Chinese medical terminology. This course also introduces students to the key concepts and theories of the Huángdì Nèijīng (黄帝内经). Prerequisite(s): These courses must be taken in the prescribed sequence.

Classical Texts II CM921

Credits: 3

CM 921 is the second of three introductory Classical Texts courses taught over the first year of the CCM curriculum. In this course, more complex grammatical structures are introduced. Students continue to build their vocabulary in Chinese medical terminology and the ability

and confidence in translating simple sentences written in the style of classical Chinese into English. Students are also introduced to different styles of translation of Chinese medical texts. Excerpts from various medical texts, philosophical writings, and classical Chinese poems are used to demonstrate grammatical concepts in class. These example texts are also selected to help students gain a deeper understanding of Chinese medicine as a science and an art that is imbued with cultural, philosophical, and historical references. Prerequisite(s): These courses are to be taken in the ordered sequence

Collaborative Care Case Presentation CM930

Credits: 1

This specialized version of the Internship Case Presentation course allows students to focus on issues of systems-based and inter-professional care as they relate to patients the students have co-treated with other medical practitioners in a collaborative setting.

Classical Texts III CM931

Credits: 3

CM 931 is the third of three introductory Classical Texts courses taught over the first year of the CCM curriculum. In this course, students have more chance to practice making their own translation and interpretation of classical Chinese texts in class using the grammar skills and vocabulary they acquired in the previous two courses. Different topics in Chinese medicine such as Chinese herbology, channel theory, pulse diagnosis, syndrome differentiations are featured in each weekly lecture. Students are provided with an overview of each topic and study texts from various classics that are relevant to the discussion of the topic. In addition to advancing their proficiency in working with classical Chinese texts, students also have a chance to review important concepts and theories that they have learned in other courses in the Chinese medicine program. Prerequisite(s): These courses are to be taken in the ordered sequence

Classical Texts IV - Shanghan Lun/Jingui Yaolüe I CM941

Credits: 2

Zhang Zhongjing's Shanghan Zabing Lun (Treatise on Cold Damage) has been passed down in the form of two separate texts: Shanghan Lun and Jingui YaolÃ¼e (Essentials from the Golden Cabinet). Both texts are essential to the understanding of Zhang Zhongjing's clinical principle and formulary, which are the very foundation of Chinese herbal medicine. The first course of the series focuses not only on the language and structure of the Shanghan Lun, but also on the clinical application of the text.

Classical Text V- Shanghan CM951

Credits: 2

The second course of the Shanghan Lun/Jingui YaolÃ¼e series continues the focus on the language and structure of the Shanghan Lun, and supports students to achieve a deeper understanding of how its content can be applied in a clinical context.

Classical Text VI - Shanghan Lun/Jingui Yaolue III CM961

Credits: 2

The third course of the Shanghan Lun/Jingui YaolÃ¼e series focuses on understanding the language, structure and clinical application of the Jingui YaolÃ¼e, one of most important classical texts in the history of Chinese herbal medicine.

Classical Texts VII-Neijing Seminar I CM971

Credits: 2

In the Neijing Seminar I-III series, students gain direct access to the wisdom found in the Huangdi Neijing ("Yellow Emperor's Inner Classic"), the foundational classic of Chinese medicine. Students read a selection of excerpts in the original Chinese characters, explore their meanings, and discuss how to integrate this wisdom into clinical practice and their own lives. The first course provides an overview of the text and then delves into the clinically important passages focusing on channels and acupuncture.

Classical Text VIII Nejing Seminar II CM981

Credits: 2

This course is the second in a succession of three courses on the topic of the Huangdi Neijing (Yellow Emperor's Inner Classic). These classes are intended to give students direct access to the wisdom found in this foundational classic of Chinese medicine. Students read a selection of excerpts in Chinese, compare and refine their translations, explore progressively deeper layers of meaning, and discuss how to integrate this wisdom into clinical practice and life. In this second portion of the series, students examine foundational aspects of Suwen chapter 5 as well as some other foundational passages of the Suwen and Lingshu.

Text IX- Neijing Seminar III CM991

Credits: 2

This course is the third and final seminar on the Huangdi Neijing, the ""Yellow Emperor's Inner Classic."" This class is intended to give students direct access to the wisdom found in this foundational classic of Chinese medicine. Students read a selection of excerpts in Chinese, comparing and refining their translations, exploring progressively deeper layers of meaning, and discussing how to integrate this wisdom into clinical practice and life. Students previously reviewed the textual history, commentary tradition, and theoretical content of the Neijing Suwen, before attempting translations of various chapters. In this third and final seminar, students translate passages from various chapters from both the Neijing Suwen and the Neijing Lingshu, dealing with various aspects of Chinese medical physiology, diagnosis and treatment.

Clinical Case Presentation 1 CMA710

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. The types of cases examined and discussed include the following: patient cases encountered on clinical mentorship shifts, teaching cases presented by the instructor. Rather than simply reviewing what the practitioner did, this class considers each case from a variety of classical Chinese medical perspectives. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm. Prerequisite(s): Prerequisite(s): Third-year status; These courses are to be taken in the ordered sequence of CM7A10, CMA720 and CMA730.

Clinical Medicine I CMA712

Credits: 3

The Clinical Medicine I-III series builds upon foundational material in the development of clinical reasoning. It addresses disease etiology, pattern differentiation and treatment strategies, including a focus on prognosis, long-term case management, referral and co-management, and issues of cultural literacy. The series takes a systematic and integrative approach to all major areas of the body (organized by upper, middle, and lower jiao) and the conditions associated with them. Particular attention is given to the pathological categories more commonly seen in practice in the US, as well as the diseases internationally recognized to be global epidemics. Patient cases are viewed through multiple lenses (including biomedicine and pattern diagnosis) using the classical texts of Chinese medicine as the primary source of guidance. Multiple faculty are involved in delivering their lineage approaches to diagnosis and treatment. Clinical Medicine I begins with an emphasis on bian bing that occur in the upper jiao, including everything from sinusitis and headaches to neurology, depression and dermatology. Prerequisite(s): Prerequisite(s): Third-year status; These courses are to be taken in the ordered sequence of CMA712, CMA722 and CMA732 Corequisite(s): Corequisite(s): CMA710

Clinical Case Presentation II CMA720

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. The types of cases examined and discussed include the following: patient cases encountered on clinical mentorship shifts, teaching cases presented by the instructor, and live cases facilitated in the classroom. Rather than simply reviewing what the practitioner did, this class considers each case from a variety of classical Chinese medical perspectives. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm. Prerequisite(s): Third-year status; These courses are to be taken in the ordered sequence of CM710, CM720 and CM730.

Clinical Medicine II CMA722

Credits: 3

** PULLED FROM WINTER 26 SYLLABUS** The Clinical Medicine series of courses (1-3) will integrate the material learned in Foundations, Pathology, Cosmology + Symbolism, Diagnosis and all the Acu-moxa and Chinese herbs courses to help students begin to think clinically. We will address disease etiology, pattern differentiation and treatment strategies as well as practical issues such as discussing prognosis, long term case management, referral and co-management with other providers and issues of cultural literacy. The series takes a systematic approach to all major areas of the body and the conditions associated with them. Particular attention will be paid to those pathological categories that are more commonly seen in practice in the US, as well as those diseases internationally recognized to be global epidemics. The systematic approach will elucidate and integrate information from a variety of historical perspectives, including contemporary biomedical ideas, and give students the capacity to look at a given patient case through a variety of different "lenses" as appropriate for a particular situation. The classical texts of Chinese medicine will be taken as the core guidance for the majority of the course modules. Students should expect to leave this course with a solid understanding of how classical physician-scholars have understood and treated a variety of illnesses, through many historical periods. Clinical Medicine 1 begins the series by addressing the upper jiao. Clinical Medicine 2 continues the middle jiao. Clinical Medicine 3 finishes the series by examining the lower jiao and additional special topics.

Clinical Case Presentation III CMA730

Credits: 1

In the Clinical Case Presentation series, students apply and integrate the concepts and information learned in their academic courses to clinical scenarios. This is a transition course to support students moving into clinical internship. Students will review a case and write a sample Case Report based on CARE guidelines. In addition, students will work in pairs or small groups to assess and treat one another over the course of four visits. Students will be responsible for treatment plans, presenting their findings and monitoring and evaluating change and treatment effectiveness. Students bridge their understanding of Chinese cosmology to an exploration of the case from zang-fu, six conformation, and five-element lenses, thereby connecting the classroom education to the clinical realm. Prerequisite(s): Prerequisite(s): CMA712; Third-year status; These courses are to be taken in the ordered sequence of CMA710, CMA720 and CMA730.

Clinical Medicine III CMA732

Credits: 3

The final Clinical Medicine course focuses on the lower jiao, with a strong emphasis on gynecology, andrology and LGBTQ health. By the end of the series, students are prepared to enter their final clinical year with the ability to address a wide variety of clinical presentations. Prerequisite(s): Prerequisite(s): Third-year status; These courses are to be taken in the ordered sequence of CMA712, CMA722 and CMA732.

Advanced Channel Theory CMA821

Credits: 1.5

The 經絡jīng luò, meridian and 穴xué, point system of Classical Chinese Medicine has its roots in the ancient texts. These texts lay the foundation for the use of zhēn jiǔ 針灸, needing and moxibustion. The Primary Channels are first discussed along with the secondary channels of the Muscle Sinew, Luo, Divergent and Extraordinary Vessels. These secondary channels have no limit to their application, and are the channels that acupuncture utilizes to understand and then to reverse the course of chronic degenerative diseases. They are the key to a detailed understanding of how the body deals with a pathological encounter that it was unable to fully handle at the time of invasion. They explain the mechanisms of visceral protection that follow in the body during the progression of disease. Huángdì Nèijīng 黃帝內經, The Inner Canon of the Yellow Emperor, Nánjīng南京, The Classic of Difficult Issues and the Zhēnjiǔ jiǎyǐ jīng針灸甲乙經, The Systematic Classic of Acupuncture and Moxibustion are source texts which reveal organizational framework for acupuncture and moxibustion. We will be using these as source texts and uncovering how different Chinese medical doctors use these channel systems in treatment.

Advanced Channel Theory CMA821E

Credits: 1.5

The 經絡jīng luò, meridian and 穴xué, point system of Classical Chinese Medicine has its roots in the ancient texts. These texts lay the foundation for the use of zhēn jiǔ 針灸, needing and moxibustion. The Primary Channels are first discussed along with the secondary channels of the Muscle Sinew, Luo, Divergent and Extraordinary Vessels. These secondary channels have no limit to their application, and are the channels that acupuncture utilizes to understand and then to reverse the course of chronic degenerative diseases. They are the key to a detailed understanding of how the body deals with a pathological encounter that it was unable to fully handle at the time of invasion.

They explain the mechanisms of visceral protection that follow in the body during the progression of disease. Huángdì Nèijīng 黃帝內經, The Inner Canon of the Yellow Emperor, Nánjīng南京, The Classic of Difficult Issues and the Zhēnjiǔ jiǎyǐ jīng針灸甲乙經, The Systematic Classic of Acupuncture and Moxibustion are source texts which reveal organizational framework for acupuncture and moxibustion. We will be using these as source texts and uncovering how different Chinese medical doctors use these channel systems in treatment.

Fundamentals of Pharmacology CS520

Credits: 2

This course provides an in-depth foundation in pharmacotherapy, covering pharmacokinetics, pharmacodynamics, and the relevant legislation regulating drug use, including controlled substances. It examines the major drug classes and their mechanisms of action for antimicrobials, CNS agents, and anti-inflammatories. Emphasis is placed on understanding individual variability in drug response, drug interactions, and potential adverse reactions. This curriculum is designed to prepare clincians to effectively and safely integrate pharmaceutical medications within a holistic health framework, enhancing both safety and therapeutic outcomes in clinical practice.

Fundamentals of Pharmacology CS520-2

Credits: 2

This course provides an in-depth foundation in pharmacotherapy, covering pharmacokinetics, pharmacodynamics, and the relevant legislation regulating drug use, including controlled substances. It examines the major drug classes and their mechanisms of action for antimicrobials, CNS agents, and anti-inflammatories. Emphasis is placed on understanding individual variability in drug response, drug interactions, and potential adverse reactions. This curriculum is designed to prepare clincians to effectively and safely integrate pharmaceutical medications within a holistic health framework, enhancing both safety and therapeutic outcomes in clinical practice.

Pharmacology I CS612

Credits: 1.25

The first course in the pharmacology series is designed to enhance safe and effective pharmacological management in areas such musculoskeletal disorders, rheumatology, clinical immunology, and hematology. It covers the use of analgesics, muscle relaxants, anti-inflammatories, immunosuppresants, biologics, corticosteroids, anesthetics, anticoagulants, and thrombolytics. The curriculum aims to seamlessly integrate these pharmaceuticals into naturopathic and conventional treatments, preparing students to optimize therapeutic outcomes through a deep understanding of potential drug interactions, adverse effects, and patient-specific considerations in a holistic clinical practice.

Exercise Physiology I ES321

Credits: 3

This course covers the research behind the value of exercise in the promotion of wellness and prevention of disease. Topics include the physiological, mechanical and psychological mechanisms of movement; strength and conditioning; sports psychology; and methods of rehabilitation. Students commit to a form of exercise for the duration of this course and journal about their experience.

Exercise Physiology II ES331-

Credits: 3

In this course, students will examine advanced exercise physiology across diverse and clinical populations, including aging, pregnancy, chronic disease, metabolic disorders, and cardiopulmonary limitations. Emphasis is placed on physiological adaptations to training and environmental stressors, risk screening, research literacy, and modification of exercise assessment and prescription to support safe, effective, and collaborative clinical practice. Prerequisite: ES321

Psychology of Exercise, Sport & Motivation ES332

Credits: 3

This course explores behavioral, cognitive, and emotional factors influencing physical activity and performance. Topics include motivation, adherence, self-efficacy, arousal regulation, team dynamics, burnout, and behavior-change theory. Students develop counseling and communication skills for working with athletes, patients, and fitness clients.

Sports Nutrition I ES354

Credits: 2

This course investigates the human demands for increased nutritional support from athletic performance, the timing of meals, and what types of balanced menus are appropriate to support individual exercise regimens. Research on sports nutrition supplements to support athletic training is also discussed.

Sports Nutrition II ES360

Credits: 2

Building upon the contents of Sports Nutrition I, this course is a more advanced and in-depth study of the nutritional concerns of today's recreational and competitive athlete, with an increased focus on the role and proper use of food supplements. State-of-the-art research in the field is identified, explored and applied. Prerequisite: ES354E

Exercise Evaluation & Program Design I ES404

Credits: 3

Students learn foundational assessment and programming skills. Topics include health screening, risk stratification, body composition assessment, cardiorespiratory fitness testing, muscular strength/endurance and flexibility evaluations. Students design and implement individualized exercise prescriptions for healthy adults, targeting cardiorespiratory, neuromuscular, and functional fitness goals.

Exercise Evaluation & Program Design II ES414

Credits: 3

This advanced course applies clinical principles to designing and adapting exercise programs for individuals with chronic disease, disability, or elevated health risk. Conditions include cardiovascular disease, diabetes, metabolic syndrome, pulmonary disorders, obesity, cancer, aging populations, and orthopedic limitations. Emphasis is placed on contraindications, safety, monitoring, and interdisciplinary clinical collaboration.

Strength & Conditioning ES403

Credits: 3

This course provides a comprehensive study of strength and conditioning principles including periodization, plyometrics, speed and agility training, power development, and resistance training technique. Students design progressive training programs for athletes and performance-oriented clients, with emphasis on safety, coaching cues, and evidence-based progression.

Exercise Science Internship I ES424

Credits: 2

A supervised field experience in a fitness and/or clinical setting. Students gain hands-on practice in assessment, exercise instruction, program design, client communication, safety procedures, and professional conduct.

Exercise Science Internship II ES434

Credits: 4

A supervised field experience in a fitness and/or clinical setting. Students gain hands-on practice in assessment, exercise instruction, program design, client communication, safety procedures, and professional conduct.

Professional Seminar & Certification Preparation ES439

Credits: 1

A capstone seminar focused on professional readiness and industry credentialing. Students review key competencies for personal trainer and exercise physiologist certification exams. The course includes resume and portfolio development, mock exam sessions, interviewing skills, and post-graduation pathways.

Movement Techniques MT333

Credits: 1

This lab-based course emphasizes therapeutic movement approaches that complement massage therapy. Students learn range of motion (ROM) techniques, stretching, proprioceptive neuromuscular facilitation (PNF), and therapist-assisted movement strategies. Emphasis is placed on restoring functional mobility, improving client outcomes, and integrating movement into comprehensive treatment plans.

Hydrotherapy MT334

Credits: 1

This course introduces hydrotherapy applications for massage therapists, including the therapeutic use of heat, cold, steam, and water-based modalities. Students learn indications, contraindications, and safety considerations for hydrotherapy in both clinical and spa contexts. Emphasis is placed on integrating hydrotherapy into treatment plans to support pain relief, circulation, and recovery.

Fundamentals of Nutition I NU307

Credits: 2

This course provides an examination of the macronutrients and micronutrients essential to human health, with topics spanning carbohydrates, proteins, lipids, vitamins, minerals, and water. Students explore the molecular structure, digestion, absorption, and metabolic pathways of each nutrient class, connecting biochemical mechanisms to physiological function and clinical outcomes. Emphasis is placed on understanding how nutritional deficiencies, excesses, and dietary patterns influence disease risk across the lifespan. Through evidence-based instruction and active learning, students develop the foundational knowledge and analytical skills required for advanced clinical nutrition practice.

Fundamentals of Nutrition II NU308

Credits: 2

Building on the macronutrient and micronutrient foundations established in Fundamentals of Nutrition I, this course advances students' capacity for clinical reasoning and integrative nutritional assessment through a food-as-medicine philosophy. Students apply core biochemical concepts to complex clinical cases, developing competency in identifying nutritional contributors to disease, interpreting clinical data, and constructing evidence-based, food-first intervention strategies. By the end of the course, students are equipped to synthesize knowledge across nutrient systems to deliver sophisticated, patient-centered nutritional care. Prerequisite: NU307

Fundamentals of Nutrition with Workshop NU347

Credits: 3

Building on the macronutrient and micronutrient foundations established in Fundamentals of Nutrition I, this course advances students' capacity for clinical reasoning and integrative nutritional assessment through a food-as-medicine philosophy. Students apply core biochemical concepts to complex clinical cases, developing competency in identifying nutritional contributors to disease, interpreting clinical data, and constructing evidence-based, food-first intervention strategies. By the end of the course, students are equipped to synthesize knowledge across nutrient systems to deliver sophisticated, patient-centered nutritional care. Prerequisite: NU307

NATIONAL UNIVERSITY OF NATURAL MEDICINE

Academic Catalog

2026–2027 Addendum

Issued August 5, 2026

This addendum amends and supplements the NUNM Academic Catalog 2026–2027. The policies stated here supersede any conflicting provisions in the printed and online catalog as of the issue date above. Students, faculty, and staff should read this addendum together with the full catalog.

The University reserves the right to amend policies, procedures, and program requirements. Amendments are published in addenda of this kind and are incorporated into the next annual edition of the catalog.

CONTENTS OF THIS ADDENDUM

SECTION	SUBJECT
1	Certificate Program Transfer Credits
2	Certificate and Undergraduate Program Prerequisites
3	Tuition and Fee Refund Policy for Withdrawals
4	Add/Drop Policy for Academic Courses
5	Transfer Credit Policy
6	Program-Specific Transfer Credit Provisions
7	Transfers from NUNM to Other Institutions

1. Certificate Program Transfer Credits

No more than 25% of the courses required for a certificate program may be eligible for transfer credit into that program.

2. Certificate and Undergraduate Program Prerequisites

The following admission prerequisites apply to the programs named below. Applicants should also review the general admission requirements published in the catalog.

Massage Therapy

For the certificate program:

- High school diploma or GED
- Transcript of post-secondary education
- Applicant interview

Bachelor of Science, all programs:

- 55 semester credits (or 85 quarter credits) of undergraduate coursework from a regionally accredited college or university, or foreign equivalent

Medical Assisting

For the certificate program:

- High school diploma or GED
- Transcript of post-secondary education

Bachelor of Science, all programs:

- 55 semester credits (or 85 quarter credits) of undergraduate coursework from a regionally accredited college or university, or foreign equivalent

Exercise Science

For the certificate program:

- High school diploma or GED
- Transcript of post-secondary education

Bachelor of Science, all programs:

- 55 semester credits (or 85 quarter credits) of undergraduate coursework from a regionally accredited college or university, or foreign equivalent

Pre-Medical Post-Baccalaureate

- Completion of a bachelor's degree from an accredited institution, as evidenced by an official transcript.

While no specific grade point average guarantees admission, a strong academic record — for example, a cumulative GPA of 2.75 or above on a 4.0 scale — is recommended for regular admission. Applicants whose GPA or coursework falls below the typical requirements are encouraged to apply and may be admitted on a case-by-case basis. Such applicants may be asked to submit additional supporting materials, such as further letters of recommendation or a personal statement, to demonstrate their ability to benefit from the education.

3. Tuition and Fee Refund Policy for Withdrawals

If a student finds it necessary to withdraw from NUNM, the following policies apply:

- The application fee, submitted with the initial application for acceptance into NUNM, is nonrefundable.
- The acceptance deposit fee is forfeited if the student withdraws after accepting admission but before attending classes.
- Calculation of tuition refunds is based on the date the student begins NUNM's withdrawal process.
- Tuition refunds are first applied to balances due NUNM. If a student receiving financial aid is eligible for a refund, that refund is returned to the federal financial aid program.

Tuition refunds are calculated according to the schedule below.

WEEK OF QUARTER	TUITION REFUND RATE
Weeks 1–2	Add/drop period — 100% refund
Week 3	Withdraw — 50% refund
Week 4 and after	Withdraw — 0% refund

4. Add/Drop Policy for Academic Courses

Policy

Students are registered for required courses and may not deviate from the lockstep curricula without an approved Petition to Deviate (see the Deviation Policy in the catalog).

Students are responsible for reviewing their registration each quarter to ensure accuracy and must self-register for electives.

During week one of each quarter, students may change sections, where applicable, and register for elective courses. Instructor or dean approval may be required.

The following schedule governs changes to registration:

WEEK OF QUARTER	PERMITTED ACTION	GRADE AND REFUND
Weeks 1–2	Add, drop, change sections, or change to audit	100% refund
Week 3	Withdraw	Grade of "W"; 50% refund
Week 4	Withdraw	Grade of "W"; no refund
Weeks 5–12	Course may not be dropped	Non-attendance results in a grade of "F"; no refund

Students receiving federal financial aid who reduce their course load and change enrollment status — for example, from full-time to half-time — must review the financial aid implications with the Financial Aid Office before making the change.

All courses starting after week one of the term follow the same add/drop schedule outlined above. Non-attendance in any course earns a grade of “F.”

For courses that do not run the full twelve-week term, such as weekend and short-term courses, students may use the Add/Drop form with the appropriate signatures.

Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.

Students who withdraw from the institution receive a grade of “W” regardless of the week in which they withdraw. See the NUNM catalog for further information on institutional withdrawal.

5. Transfer Credit Policy

Purpose

To provide a transfer credit process for incoming students that aligns with accreditation and regulatory standards.

Scope

All programs.

Responsibility

Office of Admissions and program deans.

Policy and procedure

Applicants wishing to transfer to any of NUNM's programs must meet the following requirements.

- Transfer applicants must meet NUNM's current admission requirements at the time of application, including verification of good academic standing and all catalog prerequisites. Allowable transfer credits vary by program; however, in accordance with HECC guidelines, at least one academic year of credit toward a degree, most of it near the end of the program, must be earned through NUNM instruction or direct evaluation by NUNM faculty.
- Credits considered for transfer into graduate or first professional programs must be graduate-level credits completed at an institution with U.S. Department of Education-recognized institutional or programmatic accreditation. In general, credits may be accepted only at the corresponding degree level and only for courses from a professional degree program or a graduate program closely related to the health sciences.
- Only credits recorded on an official transcript from the issuing institution with an equivalent grade of 2.0 or higher on a 4.0 scale will be considered for transfer; some NUNM graduate programs may require a minimum grade of B− or higher. Pass/fail grades are accepted only with documentation from the originating institution confirming equivalency to a qualifying letter grade. If coursework is incomplete at the time of application, transfer credit is conditional until the coursework is completed satisfactorily.
- NUNM accepts transfer credit only when the program dean or designee determines that the prior coursework is comparable in nature, content, academic rigor, and quality to NUNM coursework. Requests are reviewed course by course, and a catalog description, course description, or syllabus is typically required. At the dean's discretion, a challenge examination may be required to confirm comparable coursework and verify that the student has retained relevant content knowledge and applied competencies.
- Credits considered for transfer must generally have been awarded within five to seven years of admission to NUNM, depending on the program. Older credits may be accepted when the student demonstrates retained content knowledge and competencies through a dean-approved challenge examination or other faculty-reviewed validation process, as permitted by program-specific accreditor guidelines. NUNM does not award transfer credit for life experience.
- Applications for transfer credit must be accompanied by a form or letter from the applicant's previous program dean stating that the applicant is in good academic and behavioral standing at the time of application.
- Transfer credits are evaluated preliminarily before an offer of admission is made. If admitted, the applicant receives a formal transfer credit evaluation identifying approved transfer credits and remaining NUNM coursework. Students must sign a letter accepting the final transfer credit list; no additional transfer credits are awarded after matriculation.

- Any veteran receiving GI Bill® benefits while attending NUNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Certifying Official in the Registrar's Office for review of prior credit.

Eligible institutions. Transfer credit is awarded only for coursework completed at institutions that are:

- Accredited by a U.S. Department of Education-recognized agency;
- Authorized to confer degrees in or from Oregon under ODA rules; or
- Approved individually or categorically by the Oregon Higher Education Coordinating Commission.

Transfer students may apply for admission in any quarter. Depending upon prior completed coursework, a full-time schedule may not be available for the student's initial term of entry. A proposed class schedule for the intended term of entry and a degree completion plan can be created only after a candidate's prior coursework has been evaluated. A non-refundable transcript evaluation fee applies.

Specific transfer credits may be used to satisfy equivalent course requirements in more than one NUNM program when approved through the transfer credit evaluation process.

6. Program-Specific Transfer Credit Provisions

The following provisions apply to each NUNM college and school in addition to the general transfer credit policy in Section 5.

College of Naturopathic Medicine

- Applicants transferring from a U.S. Department of Education-recognized ND, MD, DO, or DC program may have individual course prerequisites waived based on equivalent prior education. Students admitted to and in good standing in such programs are considered to have met NUNM's foundational academic admission standards and are not required to demonstrate completion of standard undergraduate prerequisite coursework. A bachelor's degree is still required.
- Transfer credit is considered for applicants to the ND program who are eligible to sit for a first professional medical licensing examination in the United States.
- Transfer credit is evaluated on a case-by-case basis for ND courses. Credit for clinical experiences or clinical education at another school may not be transferable.

All ND students must complete 15 elective credits in addition to the required core curriculum. Transfer students may receive credit for non-core coursework completed in a doctoral program at a U.S. Department of Education-accredited institution, as determined by the ND program dean or designee. Students who have passed NPLEX 1 or USMLE 1 and received passing transcript grades in basic science courses receive credit for the following courses:

> Medical Physiology I–III; Clinical Anatomy & Lab I–III; Clinical Biochemistry I–II; Case-Based Biomedical Integration I–III; Pathological Foundations; Medical Histology; Evidence-Informed Practice seminars; Microbiology; Immunology; Fundamentals of Nutrition; Diagnostic Imaging; Musculoskeletal Pathology; and Clinical Clerkship.

Additional courses are considered on a case-by-case basis depending on the incoming degree.

College of Classical Chinese Medicine

- Chinese medicine transfer students may receive transfer credit for up to 50% of the total program credit requirements, per ACAHM. Of that 50%, no more than 25% of the program clinical training requirements may be accepted as transfer credit.
- Applicants with completed coursework from U.S. institutions may receive transfer credit for East Asian medicine courses only when the coursework was completed at an ACAHM-approved school. Biomedical courses may receive transfer credit if completed as part of another accredited medical program that is eligible for U.S. licensure examinations.
- Applicants with completed coursework from international institutions are preferentially considered for transfer credit in CM degree programs if they are eligible to sit for NCBAHM licensing examinations; other applicants are evaluated case by case. Applicants must first submit educational records to AACRAO, ECE, ICD, or WES for a course-by-course transcript evaluation.

School of Undergraduate and Graduate Studies

Programs within the School of Undergraduate and Graduate Studies may typically accept up to 50% of the total credits required for graduation as transfer credit. Individual programs may set stricter limits; applicants should consult the program dean and the course catalog for program-specific requirements.

In general, to qualify as transfer credit the following requirements must be met:

- For graduate programs, transfer credit requires a grade of B− or higher. A pass (P) grade or similar grading method is acceptable only with institutional documentation showing that the grade is equivalent to a B− or higher.
- In programs requiring clinical training, no more than 25% of the total clinical requirements may be satisfied through transfer credit.
- For undergraduate programs, students must complete at least one full-time equivalent academic year at NUNM in the program in which they are enrolled.
- Credits must be no more than five years old at the time of admission. Exceptions may be granted when the student has worked in a field related to the coursework.
- Students must complete an NUNM Transfer of Credit Agreement upon admission to the University. Transfer credits are not considered after matriculation.

Contact the Office of Admissions for information on transfer courses from international institutions, as these require additional documentation.

Master of Science in Nutrition

Students may be granted transfer credit for up to 25% of the total program credits, subject to review and approval by the program dean or faculty through a process that ensures comparability and academic quality and complies with applicable regulatory and accreditation guidelines.

Undergraduate programs

Students may transfer credit for courses substantially similar to NUNM undergraduate coursework. Undergraduate students must complete at least one full-time equivalent academic year at NUNM in the program in which they are enrolled. All transfer credits must be completed at a U.S. Department of Education-recognized accredited institution and are subject to relevance review and approval by the program dean.

Certificate programs

Students may be granted transfer credit for up to 25% of the total program credits, subject to review and approval by the program dean or faculty through a process that ensures comparability and academic quality and complies with applicable regulatory and accreditation guidelines.

7. Transfers from NUNM to Other Institutions

Transfer of credit from NUNM to other institutions is at the discretion of the receiving institution. Credit generally depends on the comparability of curricula and may depend on comparability of accreditation. NUNM is a U.S. Department of Education-accredited institution. Inquiries should be directed to the receiving institution to determine the transferability of credits from NUNM.

8. Additional Course Fees

ND Year 2 – 4

TH536T	**Phytochemistry and Botanical Medicine Preparations**	**$40**

Issued August 5, 2026. This addendum forms part of the NUNM Academic Catalog 2026–2027. Questions regarding these policies should be directed to the Office of Admissions, the Registrar's Office, or the relevant program dean.