Course Catalog 2011-2012

NCNM
NATIONAL COLLEGE OF NATURAL MEDICINE

College and Program Accreditation

Northwest Commission on Colleges and Universities (NWCCU)
NCNM is accredited at both the master and professional doctoral degree levels with the Northwest Commission on Colleges and Universities. The NWCCU is one of six U.S. regional accrediting bodies authorized and recognized by the U.S. Department of Education.

NWCCU
8060 165th Avenue NE, Suite 100
Redmond, WA 98052
425.558.4224
www.nwccu.org

Council on Naturopathic Medical Education (CNME)
The degree program in naturopathic medicine is accredited by the Council on Naturopathic Medical Education, a specialized accrediting agency.

CNME
P.O. Box 178
Great Barrington, MA 01230
413.528.8877
www.cnme.org

Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
NCNM's Master of Science in Oriental Medicine and Master of Acupuncture degree programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine. ACAOM is a specialized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners.

ACAOM
14502 Greenview Drive, Suite 300B
Laurel, MD 20708
301.313.0855
www.acaom.org

Other sources of information available to prospective students about NCNM include the Viewbook, the Exploration Day Program, campus visits, and the website at www.ncnm.edu. For further information regarding NCNM programs, please contact:

Office of Admissions
049 SW Porter Street
Portland, OR 97201
503.552.1660
admissions@ncnm.edu
www.ncnm.edu

NCNM complies with the Equal Opportunity Act of 1965, American Disabilities Act of 1990, and Title IV of the Higher Education Act as federally reauthorized in 2008. These acts and amendments prohibit discrimination on the basis of age, sex, race, national or ethnic origin, religion or disability. NCNM also adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974, which pertains to limitations and rights of access to student records. To ensure compliance with these requirements, NCNM enacts policies and procedures, and articulates protocols in this catalog, the Student Handbook, departmental policy and procedural guides, and Employee Handbook.

Every effort has been made to ensure the catalog's informational accuracy. NCNM 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 NCNM and current or prospective students. This catalog can be downloaded in PDF format at www.ncnm.edu. Paper copies are available by request.

Equal Opportunity Statement

NCNM, in compliance with state and federal laws and regulations, does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, marital status, age, disability or veteran's status in any of its policies, procedures or practices.

This nondiscrimination policy covers admission and access to, and treatment and employment in college programs and activities, including but not limited to academic admissions, financial aid, educational services and employment.

NCNM Mission Statement

To educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine

Contents

Greetings from the Office of the President

Dear Prospective Student of NCNM:

Welcome! You've chosen the right place to begin your journey into the profession of natural medicine. By reading this catalog, you're taking your best first step toward understanding how you can become a naturopathic physician or a classical Chinese medicine practitioner. You'll quickly learn that NCNM is North America's first and longest-thriving college of natural medicine. Since 1956, NCNM has been a leader and an innovator.

As the parent institution of naturopathic programs taught in North America, NCNM has been a staunch supporter of the Foundations of Naturopathic Medicine Project, which is now codifying the knowledge of the naturopathic profession through a team of over 150 clinical and classroom educators, researchers, editors and writers.

In 1998 we launched our School of Classical Chinese Medicine, which, together with China's Guangxi College, is leading a worldwide movement to return classical Chinese medicine to the glory of its ancient roots.

NCNM's crown has lots of jewels. One of them is the Helfgott Research Institute. Since 2003 it has been championing critical research in natural medicine. Our students and faculty work side-by-side on contract- and NIH-funded studies, moving the profession forward with leading-edge research and inquiry.

Another jewel in the NCNM crown is our amazing faculty. Our teachers are internationally recognized for their excellence in classroom and clinical education. They'll put you through your paces to prepare you for an outstanding career in natural medicine—and they'll do it with skill and sensitivity. They're deeply committed to the mission of the school in the classroom and the clinic, powerfully serving the professional formation of natural medicine in America and beyond. Our NCNM Clinic is thriving, and our medical services are in high demand at 20 allied community clinics throughout Portland where our students experience a remarkable array of presenting conditions from diverse patient populations.

All of this happens in a progressive city known for its healthy lifestyle and leadership in sustainability. Portland is surrounded by the breathtaking beauty of the Pacific Northwest. You can see the snowy cap of Mount Hood from our classroom windows. It is Oregon's highest peak and one spot among many within the rich tapestry of ecosystems just an hour from our rapidly evolving campus. Come join us. Bring your hiking boots, your snowboard or surfboard—and your sense of adventure. Your life is about to transform.

We're here to help you succeed in reaching your dreams. Take a close look at our website; talk to our counselors; ask a thousand questions. Become a healer at this pivotal time in our nation's history as health care continues to transform. More and more, everything depends on superb clinical and theoretical knowledge, all focused on the patient. It all starts in Portland.

We're waiting for you.

David John Schleich

David J. Schleich, PhD
President of NCNM

Greetings from the Provost and Deans

Back row left to right: Cheryl Miller, Catherine Downey, Jill Sanders, Margot Longenecker; front row left to right: Heather Zwickey, Andrea Smith, Laurie Regan

Dear Prospective Student of NCNM,

Our academic programs honor the art and the science of natural medicine. We are dedicated to natural medicine education and research that is both innovative and effective, honoring timeless wisdom that remains a universal resource from which to serve the needs of the present as well as the future. This is a wonderful time to start your exploration of what it means to be a healer today when there is so much need for healing.

NCNM's School of Naturopathic Medicine provides the oldest Doctor of Naturopathic Medicine (ND) degree program in North America. Naturopathic physicians are trained to be primary care physicians with an expertise in natural medicine which combines the use of medicines and approaches to healing governed by the wisdom of nature and supported by scientific validation. Our naturopathic medical school education includes not only natural modalities but also more conventional therapeutics in a very challenging and rewarding program. Core to naturopathic medicine is the perception that the human body is capable of healing itself given the right tools that resonate with nature. The naturopathic program at NCNM teaches what it means to assess a whole person, not a disease, and to treat the whole person to achieve balance and optimum health.

Our two degree programs in the School of Classical Chinese Medicine (CCM), the Master of Science in Oriental Medicine (MSOM) and the Master of Acupuncture (MAc), produce graduates who are solidly on the path of becoming what the classics refer to as "high-level practitioners"—successful clinicians capable of diagnosing and treating any imbalance.

Chinese medicine has been practiced by more practitioners and used to treat the physical diseases and spiritual disharmonies of more patients than any other system of medicine in history. Yet much of the deep wisdom and expertise accumulated over thousands of years has been replaced by a more mechanical approach in Chinese medical training. What has been lost is not outdated esoteric knowledge; it is a cultivated understanding of how human beings can live in harmony with the cycles of nature—a powerful system of diagnostic and therapeutic methods used to restore balance. At NCNM, the CCM programs use lineage-based teaching methods to provide a solid foundation in the classical arts and sciences of Chinese medicine. Our innovative courses provide a framework for understanding advances in modern medicine from a classical Chinese perspective.

Helfgott Research Institute is dedicated to rigorous, high quality research on the art and science of healing. We will admit our first cohort of incoming students in fall of 2012 into the Master of Science in Integrative Medicine Research, NCNM's first degree program within our School of Research. The MSiMR trains evidence-based clinicians, clinician researchers, and master's level researchers by offering courses that cater to multiple career paths. This unique program combines course subjects from the standard master of public health (MPH) and master of clinical research programs (MCR) with a CAM research literature and scientific base. The new MS program's active learning approach builds applied, basic, and clinical research skills. The research completed by faculty and students in the Master of Science program will further establish the evidence base for natural medicine. We expect that many students will choose to pursue the MSiMR concurrently with a degree program from the Schools of Naturopathic or Classical Chinese Medicine.

We are excited about what our community offers to serve the healthcare needs of humanity and welcome all who are interested in joining us! We look forward to meeting you.

Andrea C. Smith

Andrea Smith, EdD, on behalf of the NCNM Academic Team
Provost/Vice-President of Academic Affairs

NCNM—The Profession's College

NCNM is proud of its longstanding legacy of academic excellence. Founded in 1956, NCNM is the oldest college of naturopathic medicine established in North America. NCNM continues its vision of innovation and leadership by offering superior education and training in natural medicine to new generations of physicians and practitioners.

NCNM offers four exceptional degree programs—Doctor of Naturopathic Medicine (ND), Master of Science in Oriental Medicine (MSOM), Master of Acupuncture (MAc), and Master of Science in Integrative Medicine Research (MSiMR). The college has access to nearly 20 local clinics offering diverse clinical experiences to students, and supports a tightly-knit, collaborative and inspiring learning environment, as well as a vital and groundbreaking research community. Our 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.

NCNM is an international leader in the training of naturopathic physicians and Chinese medicine practitioners. While many graduates go on to clinical practice, they are also researchers, professors and political activists working to bring natural medicine to the forefront of the national health care discussion. Students from around the world come to NCNM for the opportunity to work with a faculty world-renowned in natural medicine. NCNM cultivates an exceptional learning environment that offers medical students a rich combination of classroom study, research and patient care.

Health awareness is growing significantly in the United States and natural medicine is on the rise. Americans are seeking more natural health products, alternatives and services than ever before. Natural medicine provides a wide variety of treatment options unavailable to conventional physicians in allopathic medicine. It is a rapidly growing and evolving field that is serving the escalating need for effective preventive health care for millions of Americans.

Natural Medicine Today

Natural medicine goes by many names: alternative medicine, integrative medicine, complementary medicine and others. One reason for its many labels is that natural medicine includes a variety of healing modalities. Your education at NCNM may include some or all of the following therapeutic methods, depending on your course of study.

- Traditional medical systems such as naturopathic medicine, Chinese medicine, homeopathy and acupuncture
- Mind-body medicine
- Physical medicines, including massage, naturopathic manipulation and hydrotherapy
- Botanicals and supplements
- Nutrition

Each of these modalities can be a tool for the physician to gain a better understanding of the diagnosis and to treat the patient as a whole. When these modalities are used in conjunction with conventional medicine, they are called complementary medicine. When used as a substitute for conventional medicine, the same modalities may be called alternative medicine. When a conventional physician and a naturopathic physician work together to create the best healing plan for the patient, it's called integrative medicine. As more people seek combination treatments, future natural medicine practitioners and physicians will need to be knowledgeable about both conventional and natural medicine. Our graduates are able to bridge this gap.

Academic Calendar

Commencement	6/25/2011
Summer quarter begins	**6/27/2011**
July 4 holiday *(campus & clinics closed)*	7/4/2011
Labor Day holiday *(campus & clinics closed)*	9/5/2011
Summer quarter ends	9/10/2011
New student orientation Tue-Thur	9/6-8/2011
Fall quarter begins	**9/12/2011**
Convocation	9/16/2011
Last day to add or change sections	9/23/2011
Last day to pay tuition & fees	9/23/2011
Last day to make changes to student health insurance	9/23/2011
Late payment fee assessed	9/26/2011
Last day to drop classes	10/7/2011
Veterans Day *(campus & clinics closed)*	11/11/2011
Clinic holiday I	11/21-23/2011
Employee in-service training days	11/21-23/2011
Thanksgiving break *(no academic classes)*	11/21-23/2011
Thanksgiving holiday *(campus & clinics closed)*	11/24-26/2011
Make up for Veterans Day	12/2/2011
College Council	12/2/2011
Practical exam/make-up week	11/28-12/1/2011
Finals week	12/5-9/2011
Fall quarter ends	12/10/2011
Winter break *(no academic classes)*	12/12/2011-1/7/2012
Clinic holiday II	12/12/2011-12/17/2011
Winter break & New Years *(campus and clinic closed)*	12/23/2011-1/1/2012
Clinic holiday III	12/19-22/2011
Clinic open limited hours: *(no student shifts)*	12/27-29/2011
Clinic holiday IV	1/2-7/2012
Orientation of January admits	1/4-5/2012
Winter quarter begins	**1/9/2012**
Last day to add or change sections	1/20/2012
Last day to pay tuition & fees	1/20/2012
Martin Luther King Day, *(campus & clinics closed)*	1/16/2012
Late payment fee assessed	1/23/2012
Last day to drop classes	2/3/2012
Make up for Martin Luther King	3/19/2012
Practical exam/make-up week	3/19-23/2012
Finals week	3/26-30/2012
Last day to petition to graduate	3/30/2012
Winter quarter ends	3/30/2012
Spring break *(no academic classes)*	4/2-6/2012
Clinic holiday V	4/2-6/2012
Spring quarter begins	**4/9/2012**
Last day to add or change sections	4/13/2012
Last day to pay tuition & fees	4/13/2012
Late payment fee assessed	4/16/2012
Last day to drop classes	5/4/2012
College Council	5/18/2012
Memorial Day *(campus & clinics closed)*	5/28/2012
Make up for Memorial Day	6/18/2012
Practical exam/make-up week	6/18-22/2012
Finals week	6/25-29/2012
Spring quarter ends	6/30/2012
Commencement	6/30/2012

Campus

Situated in the beautiful Pacific Northwest city of Portland, Oregon, National College of Natural Medicine is located near the Willamette River waterfront, close to the heart of the city.

The expanding NCNM campus features an Academic Building that combines quaint early 20th century architecture with bright, airy classrooms and laboratories, high ceilings and lots of windows with dramatic views of Mount Hood and downtown Portland. The NCNM Clinic, the college's primary teaching clinic, features a laboratory and natural pharmacy, as well as naturopathic and classical Chinese medicine offering preventive, acute and chronic patient care. NCNM's clinical education also includes experiential learning rotations at 20 satellite community clinics throughout the Portland metropolitan area.

Portland is the nation's hub for integrated medical education and sustainability. Close to NCNM's campus, students will find collaborating medical schools in allopathic, chiropractic and Chinese medicine, as well as many affiliated health profession and public health programs. NCNM students have access to world-class research and other medical school libraries, in addition to NCNM's own excellent collection. National College of Natural Medicine resides in the greenest city in America. Portland is college-friendly and rich in arts and culture; the city offers an amazing music scene, fabulous restaurants and great shopping.

NCNM students will be delighted by an array of natural food stores, as well as a number of farmer's markets with fresh organic produce and herbs. Students can find affordable housing throughout the city; the campus is easily accessible by one of the nation's best public transportation systems, bicycle or car. Portland residents are fortunate to live near some of the most remarkable natural wonders in the country, including beautiful Pacific Ocean beaches, mountain skiing, breathtaking waterfalls, and miles and miles of hiking and bicycle paths.

NCNM Campus

Located one mile south of downtown Portland, the growing NCNM campus features academic, clinical and administrative functions, as well as the new Min Zidell Healing Garden, a botanical teaching garden for NCNM students and a place of refuge for the larger Portland community. The 60,000 square-foot Academic Building houses classrooms and lecture halls, laboratories, the library and bookstore. The Administration Building accommodates the world-renowned Helfgott Research Institute and most campus administrative offices. Also located on campus is the NCNM Clinic, which offers naturopathic primary care services and classical Chinese medicine. In close proximity to the NCNM campus are Oregon Health & Science University and Portland State University—two urban higher educational institutions offering opportunities and facilities to NCNM students.

NCNM Clinic

The campus naturopathic and classical Chinese medicine teaching clinic is adjacent to the Academic Building. The NCNM Clinic serves the Portland community with a full range of primary care services, featuring 20,000 square feet of consultation, examination and treatment rooms. The clinic offers a wide range of naturopathic services, including hydrotherapy, physical medicine, colonics, homeopathy, gynecology, neurofeedback, minor surgery and specialized services such as integrated oncology care. Chinese medicine treatments, such as shiatsu, acupuncture and moxibustion complement classes in qigong. An on-site natural medicine dispensary is open to the public; the clinic's state-licensed laboratory is available to NCNM physicians and other physicians throughout the region.

Community Clinics Network

The NCNM community clinics program was established in the early 1990s with the mission of providing primary health care services to traditionally underserved people in the community while also providing an enhanced clinical education environment for NCNM students. This program, in collaboration with partner organizations, offers low-cost family health care to 17,000 uninsured and under-insured patients at 20 community clinics in the greater Portland metropolitan area every year. More than half of our total patient visits per year are provided at community clinics, which supplement the clinical education of both the naturopathic and classical Chinese medicine curricula. As a "safety net" member of the Coalition of Community Health Clinics, NCNM serves a culturally and ethnically diverse range of patients in partnership with a variety of community service agencies, including Multnomah County, Oregon Health & Science University, and Central City Concern, among others.

Library

NCNM's library occupies approximately 4,500 square feet on the first floor of the Academic Building and contains naturopathic and Chinese medicine collections. During the academic year the library is open Monday through Saturday.

General Circulating Collection

Our general collection includes both classic and modern works of natural and Chinese medicine, as well as current books from the biomedical sciences. The collection consists of more than16,000 volumes of books, videos, audio cassettes, CDs and DVDs. The periodicals collection consists of nearly 200 paper journal subscriptions and thousands of online subscriptions on naturopathic medicine, nutrition, herbal medicine, homeopathy, Chinese medicine, complementary therapies and the biomedical sciences. Our library shares a web-based catalog with Oregon Health & Science University (OHSU), University of Western States (UWS), and the Oregon College of Oriental Medicine (OCOM).

Reciprocal Lending Relationships

NCNM library materials are available to students, faculty, and staff of NCNM, OHSU, UWS, OCOM, Linfield College (Portland campus) and Birthingway College of Midwifery. With a current NCNM identification card, NCNM students, faculty and staff may check out materials at these other institutions as well.

Rare Book Room

A separate rare book room houses an extensive collection of rare books—more than 1,500 bound volumes, including materials from the estate of Benedict Lust. Dr. Lust was the founder of the first U.S. school of naturopathic medicine at the turn of the twentieth century; he also published numerous naturopathic books and journals. In addition, the rare book room includes a significant homeopathy collection, anatomical models and antique medical equipment.

Other Collections

Our library maintains a reference collection, a reserve collection of required and recommended texts, an audiovisual collection including tapes of lectures and presentations by well-known guest speakers, and book collections at NCNM clinics. Reference books, rare books, clinic books and journals do not circulate.

Electronic Resources

More recently the library has been building an extensive electronic resource collection, including MDConsult, First Consult, UpToDate, CHANT, Natural Standard, and other full-text databases. The library maintains computers for student use, providing Internet access, word processing and specialty software programs on nutrition, homeopathy and more.

Vis & Qi Bookstore

The Vis & Qi Bookstore exists to serve the NCNM community by providing a holistic support system of earth- and human-friendly products, events, information and education. We offer course materials, medical equipment, a wide variety of supplies, books, gifts, logo merchandise, food and drink, supplements and sundries. What we do not carry we will happily order. We are committed to helping to decrease our ecological footprint by focusing on environmentally responsible products. We carry local, organic, fair trade and recycled products whenever possible. We also promote our community's talent by highlighting NCNM artists' jewelry, clothing, music, books, cards and artwork.

During the academic year the bookstore is open 8 a.m. to 5:30 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday. We are open most Saturdays from 10 a.m. to 2 p.m. Online ordering is available at www.ncnm.edu/bookstore.

Scientific Research at NCNM

Naturopathic and Chinese medical research is vital to providing a body of evidence-based data to support the practice of natural medicine. NCNM is committed to fully integrating research with existing academic and clinical activities. NCNM faculty members are currently participating in National Center for Complementary and Alternative Medicine (NCCAM) grants from the National Institutes of Health, including collaborations with Oregon Health & Science University (OHSU), and other biomedical schools or accredited natural medicine schools. While not all physicians and practitioners wish to become researchers, our goal is to train all of our graduates in the critical analysis of research studies so that they may accurately evaluate the quality of studies published in peer-reviewed journals. In addition, learning about case analysis enables graduates to clearly investigate therapeutic results in their practices and share these results via publication in peer-reviewed journals. For those with an interest, there are many opportunities to participate in research at NCNM's Helfgott Research Institute.

Helfgott Research Institute

The Helfgott Research Institute is a independent, nonprofit research institute whose mission is to conduct rigorous, high-quality research on the art and science of healing. From basic science studies to clinical trials, Helfgott scientists from the fields of naturopathic medicine, Chinese medicine, acupuncture, immunology, biostatistics, and nutrition apply their expertise to seek out natural medicine therapies that are effective, to discover why they work, and to develop methodologies for studying modalities that may not fall into the traditional biomedical model of research.

Established in June 2003, Helfgott houses state-of-the-art basic science and psychophysiology laboratories, as well as the institutional resources to carry out clinical research. Current faculty research projects at Helfgott include grants directly funded by the National Institutes of Health's National Center for Complementary and Alternative Medicine. In addition, Helfgott participates in several collaborative grants with Oregon Health & Science University (OHSU), as well as with other Western biomedical and naturopathic schools.

In addition, Helfgott promotes a strong student research program. NCNM students are excited to contribute to the evidence base that supports their profession and have published in national journals and presented their research at local, national and international conferences.

Life in Portland, Oregon

A haven for those seeking well-being, community, culture and an environment steeped in natural beauty, Portland, Oregon, is an ideal place to study natural medicine.

Cascade Mountains and the Columbia Gorge

Situated in the northernmost part of the Willamette Valley, Portland is nestled between the Cascade mountain range to the east and the Coastal range to the west. Prominent peaks, including Mount Hood, Mount St. Helens, Mount Adams and Mount Rainier, can be seen on clear days. Mount Hood offers hiking trails, snow sport areas and campgrounds. To the east, only 30 minutes from downtown, is the Columbia River Gorge National Scenic Area. The Scenic Highway provides easy access to hiking trails, river beaches, inspiring views and the stunning Multnomah Falls. This series of dramatic waterfalls reaches 620 feet, making it the second highest year-round waterfall in the nation.

Pacific Coast

The Pacific Coast, with its rugged rocky headlands and lush forests, is a 90-minute drive from Portland. Sprinkled along 300 miles of public beach are small and inviting coastal communities that provide a treasure trove of local art, food and lodging.

Agriculture

The Willamette Valley stretches deeply into southern Oregon. This region offers organic produce, locally roasted coffee, fresh bouquets of colorful flowers and fine wine. The Valley's wineries are internationally acclaimed for the Pinot Noir grapes grown in the region.

Climate

Known for its extended, bloom-filled spring, the Portland area enjoys a mild turn of the four seasons. Summer temperatures average in the mid-70s with little precipitation, and mild winters deliver the rare occurrence of snow within the city. While Portland has a reputation for rain—on average 37 inches a year—other large cities, such as Atlanta, get more precipitation. A benefit of our mountain rainfall is an abundant water supply—among the purest in the nation.

The City

Portland is affectionately known as "the City of Roses," and the metropolitan area is home to just over two million residents and 90 distinct neighborhoods, each with its own unique style. The city offers an array of restaurants ranging from gourmet to bistro, to organic and vegetarian. Coffee houses, clubs, galleries, and a wide range of event venues support a rich and diverse nightlife. Portland offers a multitude of urban amenities and also abounds with parks and green space (10 percent of all city land must be dedicated to public park space), including the 5,100-acre Forest Park., with its 70 miles of trails.

Culture: Arts and Entertainment

The Portland area offers cultural events for all facets of its community. The largest and most famous of these is the Portland Rose Festival, a staple event for over 100 years. Held each year in June, the festival lasts 25 days and features more than 70 events, the highlight being the Grand Floral Parade. Other festivals include The Bite, A Taste of Portland (featuring Portland's finest in food and wine tasting, and in musical entertainment), Fiesta Cinco de Mayo (Oregon's largest multicultural event), the Portland Blues Festival, and the Oregon Brewers Festival, where 70+ breweries from Oregon and across the country bring their best beers.

Attractions

Perennial attractions include the acclaimed Oregon Zoo, Portland Art Museum, Oregon Museum of Science and Industry (OMSI), the Japanese Garden, the Lan Su Chinese Garden, Portland's Saturday Market (the largest weekend open-air crafts market in the nation), and Powell's City of Books, "the largest independent used and new bookstore in the world."

Arts

The Portland arts community is diverse and vibrantly creative. Live-music lovers can find virtually any musical genre they desire being played somewhere, from local pubs to the Arlene Schnitzer Concert Hall. Regular performing groups include the Oregon Symphony Orchestra, Portland Opera, West Coast Chamber Orchestra, Portland Youth Philharmonic and the Oregon Ballet Theatre. While there are many small theaters, the Portland Center for the Performing Arts attracts large nationally acclaimed productions. The city also supports more than 70 art galleries and 10 museums. Area galleries promote evening art walks with new monthly exhibits.

Portland Links

Portland Oregon Visitors Association
www.travelportland.com

Official Portland Website
www.portlandonline.com

Oregon Travel Guide
www.traveloregon.com

The Oregonian
(daily newspaper)
www.oregonlive.com

The Willamette Week
(weekly alternative paper)
www.wweek.com

Classified Ads For Everything
www.portland.craigslist.org

Sports

Sports enthusiasts have a variety of teams to watch, including Portland's two professional teams, the Trail Blazers and ASL (American Soccer League) Timbers. In addition, there is a national lacrosse team and a junior hockey team. Many of these sporting events are held at the Rose Garden Arena and Jeld-Wen Field. The Portland metro area also plays host to men's and women's professional golf tournaments.

Public Transportation

The Portland metro area leads the country in light-rail development and boasts the best transit system in the country. The system includes the MAX (Metropolitan Area Express), light-rail trains that link downtown Portland with outlying areas and the Portland International Airport; and TriMet, Portland's public transportation provider, which is committed to decreasing cars on the road and helping preserve the region's environmental quality and quality of life in general.

High-Tech Magnet

Named one of the most "wired" regions in the country, Portland has more than 1,700 high-technology companies employing approximately 65,000 workers in the larger metropolitan area. Electronic products account for more than 50 percent of Oregon's total exports.

Admissions

Applicants interested in the Doctor of Naturopathic Medicine (ND), the Master of Science in Oriental Medicine (MSOM), the Master of Acupuncture (MAc), and the Master of Science in Integrative Medicine Research (MSiMR) programs must have a bachelor's degree (or its equivalent) from a regionally accredited college or university.

While at NCNM, students can undertake any two programs concurrently – ND/MSOM, ND/MAC, ND/MSiMR, MSOM/MSiMR, MAc/MSiMR. Additionally, ND students in good academic standing are eligible to apply for admission into the Qigong and Shiatsu Certificate Programs. Due to space constraints, admission is limited. The certificates are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information.

There is no advantage to holding a BS rather than a BA, as long as you have completed the program's prerequisites. Credit will only be given for prerequisite coursework earning a "C" or better. Applicants may apply with 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.

Age of Course

Prerequisite courses not taken within seven years of matriculation into the program are subject to review. Additional coursework may be required.

Application Process

Applicants must submit the following required items to complete an application:

- **Application Form:** A file is created for the applicant once a complete application form is received and accompanied by the application fee.
- **$75 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Students are required to request and submit official sealed transcripts from each college and/or university attended, and have them sent directly to NCNM. Students who decide to enroll at National College of Natural Medicine must send an official copy from their undergraduate degree-granting institution to the Office of Admissions before starting the program, as well as the official transcripts fulfilling all prerequisite courses.

ND Program Prerequisites

College Mathematics — 1 course
Algebra, calculus or math-based statistics.

General Chemistry with Lab — 2 courses
Science-major level

Organic Chemistry — 2 courses
Science-major level
-Or-
Organic Chemistry — 1 course
and Biochemistry — 1 course
Science-major level
Must include carbonyl compounds.

General Biology with lab — 2 courses
Science-major level, must cover concepts in cellular biology.

Physics — 1 course
Must cover mechanics.
-Or-
Kinesiology — 1 Course
Must be approved.

Social Science — 2 courses
One course must be in human psychology.

Humanities — 2 courses
At least one course must be English composition.

Strongly Recommended Courses

- Cellular Biology
- Anatomy
- Physiology
- Statistics
- Business and/or Marketing

Other Suggested Courses

- Biomedical Ethics
- Philosophy of Science
- Public Speaking
- Microbiology
- Immunology
- Public Health

- **Personal Essay:** The personal essay/statement should tell us about an applicant's background, abilities, interests and experiences, and how these will make him/her a good candidate for medical school at NCNM. Ideally, applicants should share some personal experiences and genuine thoughts in their essays. Explaining why he/she is applying to NCNM is also helpful. The Admissions Committee will look for writing ability as well as content when reading the essay. There is no word limitation; while one page per essay question is standard, the essay can be as long or as short as the applicant wishes.
- **Two Letters of Recommendation:** We require two letters of recommendation, but will take up to three. References may send their letters either directly to the Office of Admissions or have the applicant send it to the Office of Admissions him/herself in a sealed envelope. Letters should be written by persons who know the applicant well and can evaluate the applicant's skills and abilities. We look especially for those skills that transfer to the classroom setting (critical thinking, reasoning, writing, problem-solving, assessment, etc.). Professors make great recommenders (assuming the student has taken a class with them). If an applicant has been out of school for a while, employers are also acceptable sources.
- **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 committee. Videotapes, DVDs, cassettes, CDs and lengthy manuscripts will not be reviewed and will be returned to the applicant.

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

MSOM & MAc Program Prerequisites

General Chemistry	1 course
General Biology	1 course
Physics	1 course
Social Science and Humanities	2 courses

Selected from the disciplines of art, music, literature, philosophy and psychology.

Strongly Recommended Courses

- Systems Science
- Mythology
- Quantum Physics
- Philosophy of Science
- Biochemistry
- Cellular Biology
- Chinese Language *(old Mandarin; complex characters)*
- Chinese History/Culture
- Anatomy
- Physiology

MSiMR Prerequisites

Minimum GPA	3.0
Minimum GRE	500 verbal; 650 quantitative
Writing	4.0
Subject test	not required
TOEFL	required for international students
Minimum TOEFL score for computer test	213
Minimum TOEFL score for paper test	550
Minimum TOEFL score for internet based	79
Science Prerequisites:	
General Chemistry	2 courses
General Biology with lab	1 course
Math *(Pre-calculus, calculus 1 or math-based statistics)*	2 courses
Social Science *(Human psychology)*	1 course
Humanities *(English composition)*	1 course
Strongly Recommended Courses:	
Statistics	1 course
Cell Biology	
Ethics	

Application Deadlines

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

Fall 2012
Early Decision Deadline. . . . . November 1, 2011
Priority Decision Deadline. . . . . February 1, 2012

Winter 2013
Early Decision Deadline. . . . . March 1, 2012
Priority Decision Deadline. . . . . July 1, 2012

Candidates who have selected NCNM as their first choice are encouraged to apply on or before the early decision date. Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions
National College of Natural Medicine
049 SW Porter Street
Portland, OR 97201

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

On-Campus Interview

Completed applications will be evaluated, and those individuals who competitively meet requirements will be invited to a required interview on campus. Telephone and video (Skype) interviews are normally not granted, but may be considered under extenuating circumstances. The interview allows students to visit the college and decide if it is a good fit.

International Applications

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

- Complete an international student Certificate of Finance. This satisfies visa application requirements by verifying adequate financial resources to cover the anticipated period of study.
- If English is a second language, submit official scores from the Test of English as a Foreign Language (TOEFL). NCNM requires a score of 550 on the written exam or 213 on the computer exam and 79 on the Internet based test.
- 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
www.ierf.org

Office of International Education Services
202.296.3359
www.aacrao.org

World Education Services, Inc.
212.966.6311
www.wes.org

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

Transfer Credit Policy

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

1. An applicant who applies for transfer credit must meet the current admissions requirements at NCNM 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.

2. Credits being considered for transfer must be graduate level and completed at a U.S. Department of Education recognized and regionally accredited institution. Transfer credit will only be approved for courses from a professional degree program or a graduate program closely related to the health sciences. **See below for specific program requirements.*

3. 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. 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.

4. Credits accepted for transfer must be determined by NCNM to be substantially equivalent to the courses offered by NCNM. This determination is to be made by the program dean or her/his designee. All requests for transfer credit are considered on a course by course basis, and a catalog or course description will be required. Challenge examinations may be required to determine whether coursework is comparable.

5. Credits accepted for the transfer of coursework must have been awarded within seven years of the date of admission to NCNM, except that NCNM may, at its discretion, accept older credits if the entering student holds a graduate degree in an academic discipline closely related to the health sciences, and has been working in the field.

6. The ND, MSOM, and MAc degree programs will take a minimum of three years education at NCNM, even with maximum transfer credit awarded, due to differences between programs.

7. NCNM cannot give transfer credit for life experience.

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

9. Credits will be evaluated for transfer before an offer of admission is made. The applicant will receive a copy of the transfer credit evaluation with a list of courses that must be taken at NCNM and a tentative class schedule for their first term, if they are admitted. Students will sign a letter agreeing to the final list of approved transfer credits.

Second professional degree candidates, defined as a health care practitioner with a doctoral level degree (for application to any of the NCNM degree programs) or masters level degree (for application to the MSOM, MAc or MSiMR programs), may apply for fall or winter admission. Depending upon prior completed coursework, a full-time schedule may not be available for one of these terms 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 $75 non-refundable transcript evaluation fee.

Below are transfer policies specific to the School of Naturopathic Medicine and the School of Classical Chinese Medicine beyond those in the general transfer policy section above.

***Transfer Credit Specific to the ND Program**

- 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 allowed only for first-year ND courses. NCNM does not accept transfers from other naturopathic institutions past the end of the first year. Credit for clinical experiences or clinical education at another school is not transferable.

- NCNM has a requirement that all ND students complete thirteen (13) 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 NCNM. Transfer students may be allowed transfer credit for some of their non-core coursework if completed in a doctoral program at a regionally accredited institution. This determination will be made by the ND program dean or her/his designee.

- Applicants into the ND second professional degree track must hold a first professional medical degree. Accepted are medical (MD), osteopathic (DO), and chiropractic (DC) doctors who have graduated from a regionally accredited institution. Satisfaction of this requirement meets the NCNM prerequisite condition for a bachelor level degree.

***Transfer Credit Specific to the MSOM or MAc Programs**

- Due to the classical orientation of the MSOM and MAc programs, only a limited number of credits from programs with a traditional orientation are transferable. Only AOM coursework completed at a school approved by the Accreditation Commission for Acupuncture and Oriental Medicine will be accepted for MSOM and MAc transfer.

Transfers from NCNM to Other Institutions

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

Technical Standards

NCNM's mission is to educate and train physicians and practitioners in the art and science of natural medicine. This goal is achieved in part by graduate medical education, postgraduate medical education and preparation for lifelong learning. Modern medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills, professional attitudes and behavior. Our faculty has the responsibility to graduate the best possible practitioners and physicians; thus, admission into NCNM is offered to those who present the highest qualifications for the study of integrative medicine research and the practice of naturopathic or Chinese medicine.

Applicants to NCNM must possess the following general qualities: critical thinking, sound judgment, emotional stability and maturity, empathy, physical and mental stamina, and the ability to learn and function in a wide variety of educational settings. In all phases of medical education, students must use their intellectual ability and must maintain emotional stability, particularly when under stress.

Motor Skills

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. Candidates should be able to execute motor functions necessary to provide general care and emergency treatment to patients.

Sensory and Observational Skills

Candidates must be able to observe demonstrations and participate in experiments as required by the NCNM curriculum. They must be able to observe a patient accurately at a distance as well as close at hand and be able to obtain a medical history directly from the patient, while observing the patient's medical condition. This observation necessitates the functional use of vision, hearing and other sensory modalities.

Communication Skills

Candidates must be able to communicate effectively and sensitively, both orally and in written form with patients. At times these skills must be performed in clinical settings when time for communication may be limited.

Conceptual, Integrative and Quantitative Skills

These skills include measurement, calculation, reasoning, analysis and synthesis. Problem-solving and diagnosis, the critical skills demanded of physicians, require all of these intellectual abilities. In addition, candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Skills and Professionalism

Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions process and throughout a student's medical education. Candidates must possess the emotional well-being required for the full use of their intellect; the ability to promptly complete all responsibilities attendant to the diagnosis and care of patients; and the capacity to develop mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, display flexibility, and learn to function within the uncertainty inherent to the variety of clinical problems patients present.

In summary, the mission of National College of Natural Medicine faculty is to prepare students for the comprehensive practice of medicine. NCNM, in accordance with Section 504 of the 1974 Vocational Rehabilitation Act and the Americans with Disabilities Act (ADA) (Public Law-101-336), has established the aforementioned essential functions of medical students and physicians. National College of Natural Medicine will consider for admission applicants who demonstrate the ability to perform, or learn to perform, the essential skills listed in this Technical Standards section. NCNM must ensure that patients are not placed in jeopardy by the students, physicians, or practitioners as a result of substantially impaired intellectual, physical, or emotional functions. Students will be assessed not only on their scholastic accomplishments, but also in their physical and emotional capacities to meet the full requirements of the school curriculum, and to graduate as skilled and effective researchers, and practitioners of naturopathic or Chinese medicine. Students who believe they may not meet the criteria listed above should contact the dean of students to discuss their specific circumstances. The dean will coordinate assessment and accommodations as deemed appropriate. Unresolved issues concerning a student's ability to meet these standards may result in delay or disqualification of the student's admission or registration.

Choosing National College of Natural Medicine

Alumni

NCNM has a network of over 2,000 alumni across the United States, Canada, and in several other countries. Our alumni are dedicated physicians and acupuncturists who treat thousands of patients each year. As part of their commitment, our alumni often talk with prospective students about careers in natural medicine. If you would like to visit with one of our alumni in your area, please call the Office of Admissions for a referral.

Our alumni are dedicated naturopathic physicians and practitioners of Chinese medicine who treat thousands of patients each year.

Visit Our Campus

It is impossible to fully convey in writing the experience of being a student at NCNM. The best way to explore a future with NCNM is to either visit the campus during an NCNM Exploration Day program, or to arrange for an individual visit.

NCNM Exploration Day Program

Our NCNM Exploration Day program provides the most complete and succinct campus visit opportunity. The Office of Admissions invites all prospective students to attend one of these regular day-long programs. Here students have the opportunity to meet members of the NCNM faculty, staff and student body, learn about our degree programs, tour the campus and teaching clinic, and explore careers in naturopathic medicine, classical Chinese medicine, and integrative research.

If an NCNM Exploration Day program does not fit into your schedule, individual visits are welcomed. Please call to arrange your visit, providing as much notice as possible. Schedules permitting, we are happy to meet with you and provide a campus tour. Our professors and current students welcome visitors to selected classes, but to avoid conflicts such as examination periods, please contact the Office of Admissions to arrange a visit to a class. Additionally, prospective students are invited to visit the NCNM teaching clinic located on campus. As this is a medical facility, it is especially important that arrangements are made prior to your visit so patient service is not disrupted. For any questions you might have regarding the application and admissions process, please visit the NCNM website, www.ncnm.edu or call 503.552.1660 (local) and 877.669.8737 (toll free).

Financial Policies 2011-2012

Tuition

Beginning in fall 2011, all first and second year **academic courses** will be charged at the per-credit rate of **$358**. All third year **academic courses** will be charged at the per-credit rate of **$351**. All clinic shift courses will be charged at the per-credit rate of **$351**. All fourth year and higher **academic courses** will be charged at the per-credit rate of **$341**. All amounts paid must be in U.S. currency. All students that elect to pay their account balances with a credit card (Visa, MasterCard, or Discover) **will be charged a convenience 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.**

2011 Summer Tuition - ($341) per credit

Tuition and Fee Payment Policy

All tuition and fees listed above are in U.S. currency. NCNM maintains tuition, fee and refund policies that are fair and uniformly administered. Tuition and fees for each quarter are payable in full at the beginning of each quarter. The Business Office may apply a late payment fee of $50 to a student's account unless the student has paid tuition or made arrangements (e.g. a deferral promissory note) by the end of the fourth week of each quarter. Students unable to pay their entire tuition must see the Business Office to make payment arrangements before the due date. No balance may be carried forward to the following term. A promissory note may be written to defer payment of tuition until the last day of the quarter. 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 (1) misses the required payment due dates, (2) provides inaccurate or incomplete information, or (3) has a poor credit history. In no case is a student permitted to register for a quarter until all money owed the College is paid in full from previous quarters.

Credit for courses will not be given until tuition and fees have been paid in full. The Business Office may also block future registration until all debts have been paid in full. Transcripts or diplomas will not be issued to students if they owe the College any money, regardless of the source (e.g., outstanding clinic balances). Students with past due accounts who pay in full with a personal check will have transcripts or diplomas issued to them two weeks after payment.

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

Summer Quarter Tuition

Students taking elective, hydrotherapy rotation or additional summer clinic in non-required summers may not be eligible for financial aid. You must be enrolled at least half-time to qualify for financial aid.

Change of Track

A change of track requires a signature from the program dean. All change of track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

When a student is accepted into a concurrent (ND/MSOM or ND/MAc) track, no change of track fee will be assessed for the initial change; however, any subsequent changes will be assessed a change of track fee.

NCNM Emergency Loans

Short-term emergency loan assistance is available to those eligible students who are experiencing an emergency. Budgetary shortfalls such as pay rent/mortgage, utilities, car repair, etc., do not meet the definition of emergency status. The emergency loan is considered a loan of last resort for those experiencing a true emergency. The maximum amount that can be borrowed is $500. A $10 loan-processing fee may be charged for each loan. Please contact the director of financial aid to request an application to be considered. Students must also be in good academic standing and cannot borrow this loan in the final quarter of the academic year.

Student Responsibilities

- When students register for classes at NCNM, they incur charges on their account. Students are responsible for payment of all charges on their account by the due date, even if another party is paying the account.
- 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 NCNM informed of their current address and should submit address changes to the Registrar's Office immediately upon moving.
- Students are responsible for formally withdrawing from classes they wish to drop. Students who fail to formally drop classes during the refund period are responsible for the tuition charges. (See section on Add and Drop Policy.)

Academic Fees

Clinic Shift Change Fee	$50
Clinic Skill Enhancement (6 weeks)	$600
Clinic Private Tutoring (6 weeks)	$750
CPR Initial Certification Fee (5 hr)	$45
CPR Re-Certification Fee (3 hr) *(Required re-certification every two years)*	$35
Challenge Examination Fee	$60 and 50% of the per credit rate
Change of Track Fee (*Per subsequent change after one free change)*	$500
Independent Study Fee is equal to one credit hour of tuition	
ND GPA 1, 2 & 3 Initial Remediation Exam *charged to students account*	$85
ND GPA 1, 2 Retake Remediation Exam (fee each) *payable before Retake can be taken*	$50
ND GPA 3 Retake Remediation (fee each) *payable before Retake can be taken*	$75
GPA (any) – Skill Enhancement (3 weeks)	$300
MSOM & MAc – Qigong Retreats (all)*	$205
ND Philosophy Retreat*	$125
Remediation (Make-Up) Exam Fee *each payable before Exam can be taken*	$60
Remediation (Make-Up) Quiz Fee *each payable before Quiz can be taken*	$30
Shaw Island Herb Intensive*	$150
Cascade Mountain Herb Intensive*	$150
Clinical Sciences Board Review (CLE 899) for graduating ND students (Optional)	$175
Clinical Sciences Board Review non-NCNM students	$225
Basic Science Board Review (CLE 499) for ND2, ND3 and ND4 students (Optional)	$175
Basic Science Board Review non-NCNM students	$225

**Non-Refundable after term begins*

Lab Fees *(All lab fees are non-refundable)*

Anatomy Lab	$50
CPD Lab	$25
GYN Lab	$100
Histology Lab	$50
Hydro Lab	$50
IV Therapy Lab	$50
Intro Clinic	$30
Lab Diagnosis Lab	$50
Lab Practicum	$50
Manipulation I-V Labs	$25
Massage/Bodywork Electives	$50
Minor Surgery Lab I *(includes instrument purchase)*	$150
Minor Surgery Lab II	$100
Advanced Minor Surgery Elective Lab	$50
Nature Cure Lab	$25
Neonatal Resuscitation Program Lecture Lab	$100
NW Herb	$50
Physical Diagnosis Lab	$25
Physiotherapy Lab	$50
Proctology Lab	$50
Somatic Re-Education Elective	$25

Miscellaneous Fees

Advanced-Standing Transcript Evaluation Fee *(one-time application fee)*	$75
Audit Fee	80% of the per credit rate
Application fee *(non-refundable)*	$75 all programs
Bike Room Fee	$25 per quarter
Credit Card Fee	3.0% of the total charged
Graduation Fee *(fall quarter billing)*	$120
Welch Allyn Medical Equipment for CCM Students	$263.25*
Welch Allyn Medical Equipment for ND Students	$834.15*
Late Payment Fee	$50 per quarter
Orientation Fee *(one-time fee for all new students)*	$100
NMSA Fee *(winter quarter billing cannot be waived)*	$25
Parking Fee	$100 per quarter
Returned Check Fee	$25 per check
Stop Payment fee	$20 per check
Student Activity Fee	$30 per quarter
Repeat Courses	30% of the per credit rate
Transcript Fee	$10 per request
Tuition Deferment Fee *(per deferral)*	$20
Tuberculosis Testing Fee *(can be waived to new students who have documentation of testing)*	$90
Acceptance Deposit *(non-refundable)*	$500
Student Health Plan I	$1,987 annual
Fall 2011	$662 quarter
Winter 2012	$662 quarter
Spring 2012 *(includes summer SHI coverage)*	$663
Student Health Plan II	$3,753 annual
Fall 2011	$1,251 quarter
Winter 2012	$1,251 quarter
Spring 2012 *(includes summer SHI coverage)*	$1,251

Student Insurance plan costs are estimated amounts and are subject to change.

**To advance our mission, NCNM entered into an agreement with Welch Allyn for medical equipment at a very good price—-far lower than you would find elsewhere. The package for ND and concurrent degree students will be $834.15 and includes the following:*

97800-MS PanOptic wMacroView, Li-On + Hard Case Otoscope; 11720 Coaxial Opthalmoscope; 23804 Insuflation Bulb; 76600 Penlite; SM2551 Education Value Pack; DS58-MC DS8 Family Practice Kit Blood Pressure Instruments; 5079-325S Harvey DXL Cardiology Stethoscope

For CCM students, the package includes a stethoscope and blood pressure instruments and the cost is $263.25.

DS58-MC DS8 Family Practice Kit Blood Pressure Instruments; 5079-325S Harvey DXL Cardiology Stethoscope

All first year students will be automatically billed for the medical equipment; participation in NCNM's Welch Allyn equipment purchase is mandatory. Students will pick up the equipment in the Advancement Office.

- Any assessment or judgment against a student for damage to NCNM property, whether arising from a Student Conduct Code proceeding or a court action, shall be considered money due NCNM as if it were tuition. No transcripts or diplomas will be released to the student until the amount due the College has been paid. The Business Office may also block future registration.

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

Other Expenses

Students are required to purchase textbooks and other personal equipment, as well as basic diagnostic equipment for use in courses and clinic. These costs vary from year to year.

Tuition and Fee Refund Policies

If a student finds it necessary to withdraw, either completely or from specific courses, the following policies apply:

- The application fee, submitted with the initial application for acceptance to NCNM, is nonrefundable.
- The acceptance deposit fee will be forfeited by a student who withdraws after accepting admission, but before attending classes.
- Calculation of tuition refunds are based on the date the student begins NCNM's withdrawal process.
- Tuition refunds will first be applied to balances due NCNM. 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 NCNM's tuition and fee refund policy outlined below:

Week of Quarter	Tuition Refund Rate
First week	100% tuition
Second week	100% tuition
Second week	90% tuition (if withdrawing from school completely)
Third week	80% tuition
Fourth week	70% tuition
Fifth week	60% tuition
Sixth week	50% tuition
Beyond sixth week	No refund

Any refund of tuition and fees resulting from a withdrawal or a reclassification of tuition status must be applied to the recipient's financial aid awards before any payment is made to the student. Tuition refunds are calculated according to NCNM'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 NCNM after withdrawal. The Title IV return of funds policy operates independently of the College's tuition refund policy. It is possible for a withdrawing student to owe NCNM money because aid must be returned to the Title IV program, but the student is not entitled to a refund of institutional charges.

Federal regulations for this refund policy allow the College to retain an administrative fee that reduces the institutional charges subject to refund. This fee is five percent of total charges, up to a maximum of $100.

Furthermore, federal regulations require that any student who has received a loan while attending NCNM and who leaves the College for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office. (See Financial Aid section for more information.)

Financial Aid

At National College of Natural Medicine, we understand that furthering your education will mean a significant investment of your time, energy and resources. NCNM participates in federal financial aid programs, including loans and work study.

Financial aid is available to students enrolled at least half time. NCNM's definition of halftime enrollment is 5.5 credits. Full-time enrollment is a minimum of 11 credits. All students applying for federal financial aid are required to file a Free Application for Federal Student Aid (FAFSA) form. This document becomes available January 1 each year. Additionally, students must have been accepted and paid all required fees and deposits at NCNM to receive financial aid information. Eligibility for financial aid is determined using a federal methodology formula as outlined by the U.S. Department of Education. The financial aid awarding process begins in early spring of each academic year for matriculated students, and late spring for new students entering NCNM. NCNM's priority packaging date is April 30th each year for need-based aid consideration.

As NCNM is a graduate institution, all students are considered "independent" and are eligible to receive the maximum allowable in federal loans. The subsidized amount received will depend partly on the documented financial need and partly on the institutional cost of attendance for the program chosen. Students receiving federal financial aid are required to disclose all outside resources received on their behalf to the Financial Aid Office. These resources will be included and calculated as part of their financial aid award packet. To continue to receive financial aid, the student must make satisfactory academic progress, as defined by academic policies, and must be enrolled at least half-time to qualify for federal aid. The Financial Aid Office can advise the student about sources of financial aid and budgeting strategies. This office is available as a resource even after the student leaves the College. Alumni may contact the Financial Aid Office for information about confidential counseling on students' debts and loan repayment, both by phone and e-mail. We want to provide you with clear and concise information about financial aid. This is a brief overview of federal financial aid programs available to eligible students at NCNM.

To be considered an "eligible student," you must be a U.S. citizen or permanent resident and be enrolled at least halftime at the College. Students who attend NCNM on an F-1 Visa (foreign students) are not eligible to participate in federal student aid programs.

Free Application for Federal Student Aid (FAFSA)

To apply for federal student financial aid, and to apply for many state student aid programs, students must complete a Free Application for Federal Student Aid (FAFSA). The information you provide on your FAFSA determines if you are eligible for financial aid. The Federal Title IV school code for NCNM is B07624. The application and other important information is located at www.fafsa.ed.gov.

Federal Direct Loan Program

National College of Natural Medicine (NCNM) currently processes Federal Stafford and Grad PLUS loans through the Federal Direct Loan program, in which borrowers obtain loan funds directly from the U.S. Department of Education.

Types of Loans

Ninety-eight percent of students attending NCNM find it necessary to receive some form of financial assistance. However, loans comprise the majority of financial aid at NCNM. Student loan borrowers must sign a Master Promissory Note (MPN) which details the terms of their agreement with the Department of Education. As a condition of signing the MPN the student agrees to restrict use of student loan funds to pay for current year educationally related expenses only and as such, agree to immediately repay any loan proceeds that cannot be attributed to educational expenses for attendance, on at least a half-time basis, at NCNM.

The maximum amount of graduate student education loans available will depend partially upon a student's eligibility as well as the student's program(s) of enrollment. The student should keep in mind that loans are not designed to meet the total student budget to attend programs at NCNM, and that the money borrowed will have to be repaid with interest. All students interested in federal loans must complete and submit the Free Application for Federal Student Aid (FAFSA). Fixed Interest Rates for Federal Direct Loan Programs:

- **Federal Direct Stafford Loan Interest Rate:** 6.8% fixed for 2011-2012
- **Federal Graduate PLUS Loan Interest Rate:** 7.9% fixed for 2011-2012

Federal Direct Subsidized Stafford Loans

Subsidized Stafford Loans are based on demonstrated student need as determined by subtracting the expected family contribution (EFC) from the anticipated cost of attendance (COA) budget. This is determined by the Financial Aid Office for the student's program of enrollment. Students who qualify for this type of loan will have the interest paid on the loan by the federal government while they are in school at least half time and during an eligible grace period. The current annual maximum limit for the Subsidized Stafford Loan is $8,500.

Federal Direct Unsubsidized Stafford Loan

Unlike the Subsidized Stafford Loan, this loan accrues interest immediately upon disbursement and during the grace period. Students are offered the option of paying the interest while they are in school, or they may capitalize the interest (add the interest to the principal) when the loan enters repayment. Maximum unsubsidized loan amounts are determined by subtracting all financial aid received from the estimated COA budget, as well as considering the student's eligibility and program of enrollment.

Aggregate Graduate Loan Limits for Masters Degree 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 borrowing amount of $138,500—of which no more than $65,500 can be in subsidized loans. This aggregate limit includes undergraduate loan debt and applies to students enrolled solely in the Master Degree Programs.

Extended Loan Limits and Aggregate Cap for Naturopathic Degree Students and Concurrent-Track Cap

The Secretary of Education has added naturopathic medicine as an approved discipline eligible for increased unsubsidized Stafford amounts, if the program is offered by a domestic institution that is accredited by the Council on Naturopathic Medical Education (CNME). The additional amount, up to $20,000 if the academic year of the program is nine months in length and up to $26,667 if the academic year is 12 months in length, can be awarded only to students enrolled in a program that leads to a Doctor of Naturopathic Medicine (NMD) degree, Doctor of Naturopathy (ND) degree, or a Doctor of Naturopathic Medicine (ND) degree. In either case, loan limits cannot exceed the student's cost of attendance budget. The new aggregate limit for eligible students is $224,000—of which no more than $65,500 can be in subsidized loans. These limits include all loans made to the student for all attendance, including loans received as an undergraduate student. Students enrolled in a concurrent track are eligible to receive the extended loan limits as long as they have not completed their ND degree program.

Federal Direct Graduate PLUS Loan

This is a federal fixed rate loan that can be used to help cover the costs of attending college for graduate students who are enrolled at least half-time. You must be either a U.S. citizen or permanent resident. A credit check is required; however, income or assets and credit scores are not considered as part of the eligibility criteria. Before applying for a Graduate PLUS Loan, a graduate or professional student must also apply for and the school must determine the student's eligibility for the maximum annual Federal Subsidized Loan and/or Federal Unsubsidized Loan amounts. We expect that a Graduate PLUS applicant would wish to receive a Federal Graduate PLUS Loan to supplement the maximum Federal Subsidized Loan and/or Federal Unsubsidized Loan amounts that he or she is eligible to receive. However, a graduate or professional student is not required to receive Federal Subsidized Loan and/or Federal Unsubsidized Loan funds as a condition for receiving a Federal Graduate PLUS Loan. For more information about this loan, please contact the Financial Aid Office.

Emergency Loans

Emergency loans are permitted in the event of an actual emergency and only in the term they occur. Loan requests may range from $100 to $500 depending upon the availability of funds. Emergency loans are only available at the discretion of the director of financial aid to students with an acute immediate need. Additional criteria for this loan are outlined in the application process.

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, hardship or death.
- Tragedy – serious illness, financial ruin or fatality.
- Theft – having property stolen, vehicle damage, etc.

Change of Program Track & Adding/ Dropping Courses – Affect 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.

Financial Aid Refund Procedure

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. Federal regulations require that any student who has received a loan while attending NCNM and who leaves the College for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office.

Return of Federal Title IV Funds

NCNM is required to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing at least 60 percent of an academic quarter. Recalculation is done from the actual date the student begins the institution's withdrawal process. For students who leave without notifying the institution, calculations will be made from the last day of recorded attendance or the midpoint of the quarter. Recalculation is based on formulas that determine the amount of aid earned and the amount of aid to be returned. The formulas used for recalculation can be obtained from NCNM's Financial Aid Office. Federal refund calculations are completely independent of NCNM's tuition refund policies. Federal Title IV Funds are always returned in the order mandated by the U.S. Department of Education. For graduate-level students attending NCNM the order is:

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan

Note: The Federal Title IV refund calculations only apply to withdrawals from all classes. However, if a student changes track and if there is an adjustment made to her/his tuition charge, the Financial Aid Office may recalculate the student's Cost of Attendance Budget to see if her/his aid eligibility has changed.

The Federal Work-Study Program

Part-time employment while enrolled in school can help make ends meet. However, due to the demands of the programs, students generally find their schedules limit the amount of time they can work to 20 hours per week or less. The Financial Aid Office administers a Federal Work-Study Program (FWSP) and maintains an online timesheet database.

Students with demonstrated financial needs and who indicate on the FAFSA application an interest in work-study are eligible to receive an award. FWSP is a federally subsidized program with a limited allocation.

The program allows students to work on- or off-campus to earn money to be applied to education-related expenses. The typical annual FWSP award ranges from $400 to $1,200. Wage rates are $10 per hour and these jobs include positions such as teaching assistant, grader, library assistant, medicinary support, front desk help, patient coordinator and reading tutor, to name a few. To view a list of current work-study opportunities, please visit the Student Services web page and click on Work-Study Listings. Search all departments to see all jobs posted for the year. Only enrolled students at NCNM are eligible to apply for these positions.

The number of students receiving an award is limited by the program funding received and is awarded to students as applications are received until the funding is fully utilized. Additional policies regarding reallocation and award reductions are outlined in the *Federal Work-Study Policy & Procedure* manual, available on the Financial Aid e-reserve.

Eligibility and Rehabilitation

Financial Aid Policy and Drug-Related Convictions

Students are ineligible for Federal Title IV aid if convicted of an offense involving the possession or sale of illegal drugs. The period of ineligibility is contingent upon the offense committed and on whether the student is a first-time or repeat offender. (Information on Oregon and federal sanctions and periods of ineligibility is available from the Office of Financial Aid and in the Student Handbook.)

Drug Rehabilitation

To restore Title IV eligibility early, students must successfully complete a qualified drug rehabilitation program. This program must conduct two unannounced drug tests and receive, or be qualified to receive, funds directly or indirectly from a federal, state or local government program.

Government Program

This program is administered or recognized by a federal, state or local government agency or court. The rehabilitation program must be qualified to receive, or currently receiving, payment directly or indirectly from a state-licensed insurance company; or administered or recognized by a state-licensed hospital, health clinic or medical doctor.

Scholarships

Money received from scholarship sources does not have to be repaid. At NCNM there are limited scholarships available for entering and matriculated students. In order to be assured full consideration for available scholarships, students are encouraged to submit application materials in a timely manner. The amount and availability varies for all scholarships from year to year.

Admissions Scholarships

Decisions on scholarship awards for incoming students are based on a holistic evaluation of the entire application file and are made at the same time admissions decisions are made. Applicants do not need to complete a separate application for these scholarships.

Since these awards are given on a rolling basis, the probability of receiving a scholarship decreases for applications received later in the year. As of the end of January, approximately half of the available scholarships have already been awarded. For more information about these scholarships, please contact the Admissions Office.

NCNM 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 college and community, dedication to the profession of natural medicine and a commitment to honoring and celebrating diversity. Scholarship applications are available late in spring term of each year. Selected recipients are announced after spring term and are awarded evenly over the students' following academic year. Additional criteria may apply. For more information about these scholarships, please contact the Advancement Office.

Doctor of Naturopathic Medicine

Naturopathic Medicine

Naturopathic medicine is a patient-centered primary care approach that uses natural means to restore and optimize health. It is a distinct system of health care—an art, science, philosophy and practice of diagnosing, treating and preventing disease.

Naturopathic medicine is heir to the vitalistic tradition of medicine in the Western world and emphasizes the treatment of disease through the stimulation, enhancement and support of the inherent healing power of the body. Methods of treatment are chosen that respect the natural healing process.

History of Naturopathic Medicine

The roots of naturopathic medicine go back thousands of years, drawing on the healing wisdom of many cultures including East Indian (Ayurvedic), Chinese (Taoist), Greek (Hippocratic), Arabian, Egyptian and European (monastic medicine) traditions.

With the age of scientific inquiry, medicine took on differing dimensions and developed new tools for fighting disease. In fact, many older time-tested healing and health maintenance methods were discarded at a rapid rate as doctors began treating disease almost solely with surgery and drugs.

Some practitioners in Europe and the United States, however, recognized that valuable, empirically proven natural therapies were being lost, and struggled to retain the practice of promoting health through stimulation of the vital force and the appropriate use of natural agents.

As a distinct North American health care profession, naturopathic medicine is well over 100 years old, with origins tracing back to Dr. Benedict Lust and Dr. Robert Foster. Dr. Lust originally came to the United States from Germany to practice and teach hydrotherapy techniques popularized in Europe by Sebastian Kneipp. A committee of Kneipp practitioners met in 1900 and determined that the practice should be expanded to incorporate all natural methods of healing, including botanical medicines, nutritional therapy, physiotherapy, psychology (mind/body connection), homeopathy and the manipulative therapies. They called their profession "naturopathy." The first school of naturopathy was founded by Dr. Lust in New York City and graduated its first class in 1902. During the same period, Dr. Foster founded a similar institution in Idaho that trained the early naturopathic pioneers responsible for establishing licensing laws in Oregon and Washington states.

Naturopathic medical conventions in the 1920s attracted more than 10,000 naturopathic physicians. There were more than 20 naturopathic medical colleges and NDs were licensed in a majority of states. Naturopathic medicine experienced a decline in the 1940s and '50s with the rise of pharmaceutical drugs, technological medicine, and the idea that drugs could eliminate all disease. As ND degree programs began closing down, one after another, NCNM was founded to keep the medicine alive. The drop-off in popularity was so steep that during its first 20 years, NCNM graduated only 70 students. From its founding in 1956 until 1979, when three of its alumni founded John Bastyr College (now Bastyr University) in Seattle, NCNM was the only naturopathic college in the United States.

Founded by those who began practicing in the 1920s and '30s, NCNM has been at the center of the profession for more than half a century, preserving and extending the legacy of naturopathic medicine by training future physicians. The profession has experienced resurgence in the past two decades as a health-conscious public has sought alternatives for conditions that conventional medicine has not adequately addressed. Since the late 1970s, NCNM alumni have opened three more naturopathic colleges and NCNM enrollment has quadrupled. This growth is in direct response to the changing needs of our society. Not only is the public demanding a medical model in which the individual plays a more active role in her/his health and healing process, but doctors also want a medical model that is more patient-centered and holistic.

NCNM is alma mater to more than 2,000 naturopathic physicians who practice in nearly every state and province, and many foreign countries. Many are nationally recognized spokespersons and teachers as well as successful physicians. NCNM alumni have founded professional associations to promote and expand naturopathic medicine. This is an exciting time to join the profession and help make history in the field of naturopathic medicine.

Educational Outcomes of the Program

- Patient Relationships – Create a healthy and sensitive relationship with each patient, encouraging self-responsibility and inspiring healthful change that is appropriate to the uniqueness of the person.

- Healing/Prevention – As a naturopathic physician, apply the principles and philosophy of naturopathic medicine to inspire inherent healing processes, support prevention, and foster vibrant health in patients and communities.
- Business Sustainability – Establish, promote, and manage an effective naturopathic career that is personally and financially rewarding.
- Advocacy – Contribute to the development of a viable health care system by advocating for the naturopathic profession, educating the public, and influencing public policy.
- Collaboration – Optimize patient care and professional growth by forging and cultivating partnerships in collaboration with all types of health care providers and agencies.
- Historical/Scientific Knowledge Base – Draw on the wisdom of ancient medical traditions and historical knowledge; and contribute to and apply emerging scientific research to serve the needs of the patient, the profession, and society.
- Legal/Ethical – Live and work within the legal and ethical framework of the profession and the naturopathic oath.
- Personal Growth – Cultivate a practice of lifelong growth and learning to adapt in a continually evolving profession, utilizing appropriate developing technology for information management and communication.
- Professional Growth/Mentorship – Embrace the continuous cycle of growth and education from elders and peers through future generations by fulfilling the roles of learner, scholar, mentor, teacher and innovator.

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:

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.

First Do No Harm

primum non nocere

Therapeutic actions that are complementary to and synergistic with the body's innate healing process prevent harm to patients. Naturopathic physicians follow three precepts to avoid harming the patient:

- Use methods and medicinal substances which 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.

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 addresses itself primarily to the underlying causes of disease, rather than to 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 her/his 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 her/his personal and spiritual development in order to be a good teacher.

Prevention

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The ultimate goal of naturopathic medicine is prevention. This is accomplished through education and promotion of lifestyle habits that foster good health. The physician assesses risk factors and hereditary susceptibility to disease and makes appropriate interventions to avoid further harm and risk to the patient. The emphasis is on building health, rather than on fighting disease. 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.

Scope of Practice

Naturopathic physicians' scope of practice varies by jurisdiction. Once universally licensed in the United States, naturopathic physicians have seen their laws sunset in many states over the past 50 years. Currently, 16 states, the District of Columbia, Puerto Rico and four Canadian provinces license naturopathic physicians. Due to a resurgence of interest in naturopathic medicine, several additional states have naturopathic licensing bills before their legislature including Massachusetts, Illinois, Missouri, New York, North Carolina and Colorado. Many jurisdictions regard NDs as primary-care physicians and provide them with a diagnostic and therapeutic scope of practice necessary to provide a wide range of treatment options. These include general and preventive health care, as well as diagnosis and treatment for acute and chronic conditions. In those jurisdictions in which NDs are not licensed, the scope of practice excludes the diagnosis and treatment of disease.

The naturopathic physician is defined by the U.S. Department of Labor as one who: "Diagnoses, treats and cares for patients, using a system of practice that bases treatment of physiological functions and abnormal conditions on natural laws governing [the] human body: Utilizes physiological, psychological and mechanical methods, such as air, water, light, heat, earth, phytotherapy, food and herb therapy, psychotherapy, electrotherapy, physiotherapy, minor and orificial surgery, mechanotherapy, naturopathic corrections and manipulation, and natural methods and modalities, together with natural medicines, natural processed foods and herbs and nature's remedies. Excludes major surgery, therapeutic use of X-ray and radium, and use of drugs, except those assimilable substances containing elements or compounds which are components of body tissues and are physiologically compatible to body processes for maintenance of life." (Yet many states have broad drug formularies that allow NDs to prescribe drugs.)

It should be noted that the state of Utah requires a one-year residency before licensing NDs. Like other physicians, recently graduated NDs are encouraged to seek additional clinical experience under the supervision of a licensed physician in the form of residencies and mentorships.

Licensing and Certification of Naturopathic Physicians

Naturopathic physicians practice in most states and Canadian provinces, as well as foreign countries under various legal provisions. At publication, states and Canadian provinces licensing NDs are Alaska, Arizona, British Columbia, California, Connecticut, Hawaii, Idaho, Kansas, Maine, Manitoba, Minnesota, Montana, New Hampshire, North Dakota, Ontario, Oregon, Saskatchewan, Utah, Vermont, Washington, and Washington D.C. In other United States and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions or local regulations.

Efforts to enact licensing laws are under way in several states. Legislation is in the final stages of consideration 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 (4435 Wisconsin Avenue NW, Suite 403, Washington, DC 20016, or www.naturopathic.org), state or provincial naturopathic associations, and individual naturopathic physicians practicing in that area.

Currently all states that license naturopathic physicians require graduation from a residential course of study offered through a college approved by the examining jurisdiction. NCNM meets all requirements of, and is accredited by, the Council on Naturopathic Medical Education (CNME). Completion of the ND degree at NCNM or another CNME recognized institution qualifies candidates to sit for a board licensing examination that every applicant must pass to be licensed. Similarly, NCNM 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 Licensing Exam (NPLEX) as part or all of the required testing.

Diagnostic Techniques

NDs are trained in conventional diagnostic techniques such as physical exam, laboratory testing, differential diagnosis, X-ray and ultrasound imaging, and psychological assessment. In addition, NDs use specialized laboratory tests that assess physiological function, as well as other observational, physical, examination and evaluation techniques. 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 supplements, with fewer complications and side effects. NDs use diet, natural hygiene, 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, biofeedback and other therapies are used to help patients heal psychologically.

Minor Surgery: Naturopathic physicians do in-office minor surgery, including repair of superficial wounds and removal of foreign bodies, cysts and other superficial lesions.

Naturopathic Obstetrics/Midwifery: Trained and licensed naturopathic physicians provide childbirth care in and out of hospital settings. They offer prenatal and postnatal care using modern diagnostic techniques combined with ancient midwifery wisdom. The naturopathic approach strengthens healthy body functions so that complications associated with pregnancy may be prevented. NCNM offers an elective course sequence resulting in a Natural Childbirth Certificate that allows students to apply for separate licensure in naturopathic obstetrics.

Chinese Medicine: Within the ND program, Chinese medicine is a healing philosophy that is complementary to naturopathic medicine. Chinese medical theory offers an important understanding of the unity of the body and mind, while adding to the Western understanding of physiology and therapies. An introductory course in Chinese medicine is included in the core naturopathic curriculum.

Physical Medicine: Naturopathic medicine has its own methods of 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.

IV Therapy: Intravenous and intramuscular injections of micro- and macronutrients is used for many purposes, from simple nutritional support to detoxification procedures in cases of poisonings, 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.

Naturopathic practice includes the use of any medicinal substances which contain elements that are components of bodily tissues or can be utilized by the body for the maintenance of life and the repair of tissues. The current scope of practice in Oregon includes minor surgery techniques. While naturally derived pharmaceutical drugs have been within the scope of naturopathic practice in Oregon for decades, recent legislation allows naturopathic physicians to use most prescription pharmaceutical agents commonly employed in a primary care setting, effective January 2010.

"Scope of practice" is specifically defined by legislation in the various states and provinces that license or regulate naturopathic medicine, and practice varies significantly among states, provinces and countries.

ND Program of Study

The ND degree course of study at NCNM is an intensive four-year doctoral program that prepares candidates for national (NPLEX) and state board licensing examinations, and the general practice of naturopathic medicine. Upon graduation, alumni are eligible to sit for board examinations in states and provinces that license naturopathic physicians. The core, or required, curriculum provides the foundation and skills necessary for naturopathic family practice.

First-year studies include the normal structure and function of the body with a solid introduction to naturopathic theory, philosophy and therapeutics. To enter second-year clinical training, students must pass the hydrotherapy lecture and lab course.

Second year focuses on the study of disease and diagnosis, while beginning the botanical, therapeutic manipulation, clinical nutrition and homeopathic medicine sequences. To enter into third-year clinical training, students must pass all basic sciences and diagnostic courses, as well as a clinic entrance examination (Graduate Proficiency Assessment 1/GPA 1). Students are eligible to take NPLEX biomedical sciences board exams after completing second-year courses.

Third year continues to focus on the botanical, manipulation, clinical nutrition and homeopathic medicine sequences; begins the organ systems courses (which emphasize case management); and gives major emphasis to clinical training. Students must pass a clinical primary status exam (Graduate Proficiency Assessment 2/ GPA 2) to proceed to primary status in the clinic.

Students in the fourth year continue the organ systems courses. The major focus of the fourth year is practical clinical training, working closely with licensed physicians caring for patients. A clinic proficiency exam (Graduate Proficiency Assessment 3/GPA 3) is an exit examination that demonstrates clinical competency prior to graduation. 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 NCNM, students can undertake any two programs concurrently – ND/MSOM, ND/MAC, ND/ MSiMR, MSOM/MSiMR, MAc/MSiMR. Contact the Office of Admissions for more information.

ND Course Descriptions

Biomedical Sciences

The biomedical science courses involve an in-depth study of the human body's structure and function, from the gross anatomical to the microscopic and molecular levels.

BAS 410/420 – Musculoskeletal Anatomy I, II

(2 lecture credits each)
The lecture sequence in the first and second quarters of the first year covers the anatomy of the muscular, skeletal, vascular and nervous elements of the extremities, spinal column and skull.

BAS 411/421 – Gross Anatomy Laboratory I, II

(1 lab credit each)
In this two-term course students participate in human cadaver dissection as an aid to learning the inter-relationships of the parts of the human body.
Prerequisites: concurrent enrollment in BAS 410 and 420

BAS 412/422/432 – Organ Systems Anatomy and Physiology I, II, III

(7 lecture credits in OS I and II, 8 lecture credits in OS III)
This year-long course sequence is an in-depth exploration of the gross and microscopic anatomy, physiology and development of the internal organ, endocrine and central nervous systems. The course series represents an integration of biomedical sciences describing the structure and function of the human body.

BAS 414L – Histology Laboratory

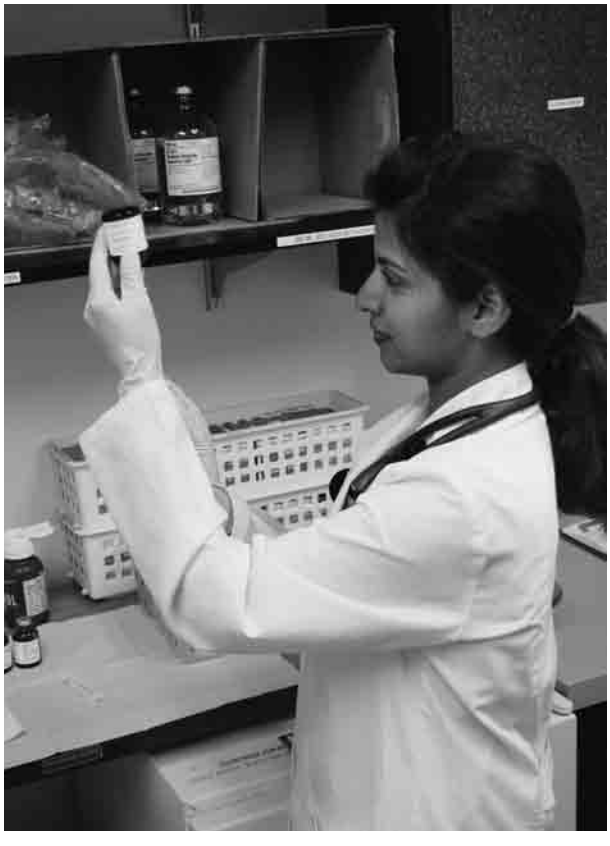
(1 lab credit)
Microscopic anatomy of all major body tissues with an emphasis on histopathology, is covered in this lab course.

BAS 417/427 – Biochemistry I, II

(3 lecture credits each with 0.75 tutorial credit)
These courses cover biochemical structures and pathways of metabolism including the role of vitamins and minerals.

BAS 437 – Immunology

(3 lecture credits)
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.



Botanical Medicine

The botanical courses provide extensive training in the use of plant medicines in naturopathic practice including their prescription, manufacture and field recognition. In addition to courses focused specifically on botanical medicine, the ND program integrates botanical treatment in clinical science courses (endocrinology, cardiology, gynecology, urology, dermatology, oncology, neurology, etc.).

BAS 418/428/438 – Basic Science Clinical Correlates I, II, and III

(1 lab credit each)

This year-long sequence explores how the basic sciences of anatomy, physiology and biochemistry are used to understand actual clinical cases. The format is a combination of case presentations and small group discussion. Students learn to research cases in medical literature.

Prerequisites: concurrent enrollment in BAS 412/422/432

BAS 440/441 – Microbiology and Public Health I, II

(3 lecture credits each)

This course covers infectious diseases, microbial structure and function, and the normal flora and common pathogens of the body. The course also includes the etiology, epidemiology, prevention and control of communicable diseases from a public health point of view. Special emphasis is placed on how the practitioner interacts with public health agencies.

BAS 434 – Evidence Informed Practice

(2 lecture credits)

Upon completion of this course, students will be able to read medical research material and critically assess clinical studies.

BOT 520/530/610 – Botanical Materia Medica I, II, III

(3 lecture credits winter/2 lecture credits spring/3 lecture credits fall)

These sequential courses comprise a detailed survey of plants and plant preparations used in naturopathic practice, integrating traditional herbal knowledge with modern pharmacological research. The pharmacognosy, pharmacodynamics, toxicology and therapeutics of each plant are considered. The coursework begins with an intensive on medicinal plant chemistry and follows with a focus on organ systems—the pathologies, the herbal treatments, and practical case presentation and workshops on case management and prescribing herbal formulas.

Prerequisites: concurrent enrollment in CLS 520/530

Elective: BOT 440E/442E – Northwest Herbs Fall, Spring

(2 lecture credits each)

These elective 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.

Elective: BOT 620E/630E – Advanced Botanical Materia Medica I, II

(3 lecture credits)

These elective courses build on the required botanical materia medica classes. Studies include additional and less commonly used plant medicines, and creation of botanical formulas for various disorders. Plant energetics, the most recent research on botanical medicines, as well as the spiritual and metaphysical aspects of herbs are explored in more depth.

Herbal Intensive Studies

Elective: BOT 700E – Shaw Island Herbal Intensive

(2 credits)

This is an experiential class focusing on the unique environment found on the San Juan Islands. Faculty will 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.

Elective: BOT 701E – Cascade Mountain Herbal Intensive

(2 lecture credits)

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 will be spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants, their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them.

Chinese Medicine

One course in Chinese medicine is required for the ND program. This course focuses on classical principles that provide a foundation for understanding Chinese medicine and may be integrated into naturopathic medical practice.

NPH 510 – Introduction to Chinese Medicine

(3 lecture credits)

Students considering the concurrent ND/MSOM track should take CCM 418 Foundations of Classical Chinese Medicine in place of this course. Please refer to the Chinese Medicine section for the course description of CCM 418.

This introductory course covers the basic theory and practice of acupuncture and Chinese medicine. The course includes discussion of Chinese medicine organ systems, Chinese medicine therapies in addition to acupuncture, as well as the biomedical understanding of acupuncture.

Elective: CCM 504E/505E/506E – ND Qigong Retreat Series I, II, III

(1 lecture credit each)

With this series of weekend qigong retreats, the classical Chinese medicine department makes available a synthesis of the Eastern art of cultivation for the beginning ND student. In the serene surroundings of a retreat center in the Pacific Northwest, students will learn to experience energy-based phenomena such as qi and be 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.

Classical Chinese Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Qigong and Shiatsu Certificate Programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information, 503.552.1660.

Naturopathic Clinical Education

CLE 430, CLE 520/530, CLE 709, CLE 811, CLE 972, CLE 942

(See curriculum layout for individual clinic credits)
Students gain practical clinical skills by working under the supervision of licensed naturopathic physicians, both in NCNM's primary teaching clinic and at other health care facilities. Students begin learning through observation and gradually gain more responsibility for patient care. All patient care is under the direct supervision of licensed physicians.

Requirements for the completion of the clinical practicum include 1,224 clock hours of direct patient contact with a minimum of 500 patient contacts; demonstrated competence in specific clinical skills; under the guidance and assessment of the clinic faculty in clinical skills, knowledge, judgment, professional and ethical behavior, and communication skills.

Clinical experience begins during the summer after the first year. The first year of clinical experience is chiefly technical—with students performing various hydrotherapy treatments on clinic patients. Students enter the clinic as secondary interns after their second year is completed, and as primary interns after their third year. As interns, students become part of the treatment teams that deliver naturopathic care in the college clinics. Each student has a required summer clinic shift as a primary intern. Summer shifts in the clinic, prior to the mandatory summer as a primary intern, are done at the request of the student and not required.

In addition to the minimum 1,224 hours of direct patient care, third- and fourth-year students attend Naturopathic Grand Rounds, in which clinical cases of interest to students and clinicians are presented. Clinical education includes community education activities, medicinary, X-ray and laboratory practicums in addition to direct patient care hours.
Prerequisites: BAS 410/420, BAS 411/421, BAS 412/422/432, BAS 414, BAS 417/427/437, BAS 440/441, CLS 510/520/530, CLS 512/522/532/542, CLS 513/523/533. Prior to beginning third-year clinical training, students must pass the Secondary Clinic Entrance Examination (Graduate Proficiency Assessment 1). Prior to beginning fourth-year clinical training, students must successfully complete a primary entrance exam (Graduate Proficiency Assessment 2) and third-year courses as defined in the Student Handbook to become a primary clinical student. These exams are traditionally given during the winter quarter.

CLE 716F, 716W, 716S – Laboratory Practicum I, II, III

(1.5 lab credits)
A practical laboratory course giving students practice in performing CLIA-waived diagnostic lab procedures that can be done in a physician's office. Skills in specimen collection and phlebotomy are developed, along with skills in the interpretation of all laboratory results.
Prerequisites: CLS 513L/523L/533L

CLE 717 – Medicinary Practicum

(1 lab credit)
This practical course is designed to familiarize students with the array of supplements, medications, and compounded drugs they have learned about in their coursework. They learn how to formulate, prescribe and dispense various preparations, and they learn about quality control in product manufacturing. They learn how to formulate prescriptions for compounded medications, and are introduced to concepts for setting up and operating their own medicinary.
Prerequisite: third-year standing

CLE 718 – X-Ray Practicum

(1 lab credit)

A clinically oriented, small group, case-based course focused on diagnostic imaging techniques, where students learn to assess the need for ordering imaging studies, interpret the studies in the context of the patient's overall presentation, and make clinical management decisions based on imaging results.

Prerequisites: CLS 614/624/634

CLE 810 – Senior Lab Post

(.25 lab credit)

This course presents students with patient paper cases focusing on diagnostic laboratory assessment. Students review cases and present their conclusions in small group discussions, to better understand when to order tests, interpretation of results, and their use in case management.

Prerequisite: fourth-year standing

CLE 827 – Clinical Skills Building

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 dean. During this six-week course, students are tutored in a small tutorial in areas where they need skill development.

CLE 828 – Clinical GPA Tutoring

Students are referred to this course for a three-week period when they need to gain competency in the skills necessary to pass the GPA exams.

CLE 829 – Clinical Tutorial

Clinical Tutorial is 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.

CLE 850,851– ND Field Observation Program

(10 clinic credits)

The Field Observation Program provides students with opportunities to broaden and strengthen their clinical skills under the mentorship of licensed physicians in practice. To graduate, 240 hours of clinical field observation are required. A minimum of 145 hours are completed with a naturopathic physician and the remaining 95 hours may be done with a variety of health care professionals, most commonly NDs, MDs, DOs and DCs. Through field observation, students develop an awareness of varied clinical pathologies and refine such skills as doctor-patient communications, applications of therapeutic modalities, and the routine operation of a doctor's office or clinic. The college maintains a database of field observation opportunities, and students are encouraged to seek out their own opportunities in areas of special interest.

CLE 930 – Community Education

(1 lab credit)

Students are required to complete 24 hours in activities such as giving lectures and presentations to outside community organizations. This experience will enhance the students' public speaking abilities while increasing the public awareness of natural medicine. In addition to speaking, students may fulfill these requirements in activities that provide some form of medical information to the community. All community education hours are approved by the dean of the program.

Clinical Nutrition

The nutrition courses are designed to give the student a comprehensive knowledge of clinical nutrition. Students will learn to use diet and nutritional supplements to treat and prevent a wide variety of diseases, and for health optimization.

NUT 530 – Nutrition I

(3 lecture credits)

This course provides the foundation for a working knowledge of the actions, recommended intake, and therapeutic uses of macronutrients (carbohydrates, fats, proteins) and micronutrients (vitamins, minerals, accessory nutrients). Dose, toxicity and deficiency issues for each vitamin and mineral are also discussed.

Prerequisites: BAS 412/422/432, 417/427/437

NUT 611 – Nutrition II

(3 lecture credits)

This course explores diet and its relationship to health and disease. Course emphasis is on the health effects of different foods and special diets. Students will also develop skills in diet assessment and counseling.

Prerequisite: NUT 530

NUT 622/633 – Nutrition III, IV

(3 lecture credits each)

These courses integrate Nutrition I and II's content and application in the clinical setting. Students learn to critically evaluate various nutritional therapies for the prevention and treatment of specific diseases. The courses provide an evidence-based approach to clinical nutrition, with an emphasis on dietary manipulation, vitamin and mineral supplementation, and the use of accessory nutritional factors.

Prerequisite: NUT 611

Diagnostic Science

The clinical science courses teach the knowledge and techniques necessary to understand and diagnose disease.

CLS 510/520/530 – Clinical and Physical Diagnosis I, II, III

(5 lecture credits each)

In this sequence of courses, students integrate information presented in pathology to learn the diagnosis of disease. This includes the integration of medical history, physical examination and laboratory testing appropriate for accurate medical assessment of each system in the body and their interrelationships.

Prerequisites: BAS 410/412/420/422/432, CLS 512, concurrent enrollment in CLS 522/532/542

CLS 510L/520L/530L – Physical Diagnosis Lab I, II, III

(1 lab credit each)

These courses cover the practical portion of the physical diagnosis curriculum. Students are taught charting skills, patient history taking, and to perform all aspects of the physical examination

Prerequisites: concurrent enrollment in CLS 510/520/530

CLS 512/522/532/542 – Pathology I, II, III, IV

(3 lecture credits Path I /4 lecture credits Path II /3 lecture credits Path III/4 lecture credits Path IV)

This course series approaches the study of disease through defining the pathological processes that lead to physical disease, such as cell injury and death, inflammation, repair and neoplasia. Diseases of each organ system, including causes, changes in tissue structure and function, and the clinical course of each condition are studied.

Prerequisites: BAS 410/412, concurrent enrollment in BAS 420/422

CLS 513/523/533 – Laboratory Diagnosis I, II, III

(2 lecture credits with 0.5 lab credit each)

This course sequence is coordinated with the pathology and clinical and physical diagnosis series. Students are taught indications for specific laboratory assessment and evaluation of test results. In the lab portion of class students learn to perform medical laboratory techniques used in physician offices.

Prerequisites: BAS 417/427/437/440/441, concurrent enrollment in CLS 510/520/530, CLS 512/522/532

CLS 514/524/534 – Clinical Case Presentations I, II, III

(1 lab credit each)

This course is a problem-based study of clinical cases that encourages diagnostic thought processes for students, while illustrating important elements of pathology and clinical diagnosis and laboratory testing.

Prerequisites: BAS 432, concurrent enrollment in CLS 510L/520L/530L

CLS 516/526 – Pharmacology I, II

(3 lecture credits each)

This course series presents the principles of pharmacodynamics, including drug absorption, metabolism, distribution, excretion and mechanism of action. Students are expected to classify and describe the pharmacodynamics, side effects and therapeutic uses of drug prototypes from the contemporary drug classes. Special emphasis is given to drugs contained in Oregon and other naturopathic formularies.

Prerequisites: BAS 417/427/437, BAS 432, CLS 510/520/530

CLS 614/624/634 – Diagnostic Imaging I, II, III

(2 lecture credits DI 1/3 lecture credits DI 2/2 lecture credits DI 3)

Students are taught the radiographic anatomy and findings of common disorders, with emphasis on differential diagnosis and clinical correlation. Students also learn about the operation of X-ray equipment and how to order imaging studies. Other basic methods covered are ultrasonography, nuclear medicine, computerized tomography, magnetic resonance imaging, and their proper use in diagnosis.

Prerequisites: BAS 432, concurrent enrollment in CLS 510/520/530, CLS 512/522/532/542

CLS 621 – Medical Genetics

(2 lecture credits)

This course covers the basis, diagnosis and transmission of genetic disorders. The role of genetics in congenital diseases, prenatal diagnosis of chromosomal disorders, and new techniques in human molecular genetics are emphasized.

Prerequisites: BAS 417/427, CLS 512/522/532

CLS 631 – Environmental Medicine

(2 lecture credits)

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.

Prerequisites: BAS 417/427/437, CLS 530/542

CLS 632 – First Aid & Emergency Medicine
(2 lecture credits)
In this course students are taught to recognize and respond to medical emergencies with conventional and naturopathic techniques, while making appropriate decisions for referral.
Prerequisites: CLS 510/520/530

CLS 710, 711, 712 – Clinic Synthesis I, II, III
(0.5 lab credit each)
Clinic synthesis is a series of three weekend intensive courses in which academic knowledge, laboratory training, and clinical skills are practiced and enhanced through hands-on, mock patient interactions supervised by clinical faculty in a small group lab setting.

CLS 999 – Case Portfolio
(1 clinic credit)
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. 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 think critically about patient care.

Prerequisite: fourth-year standing

Homeopathic Medicine

NCNM has a tradition of excellence in homeopathic education. The focus of study is on classical homeopathy as taught by Hahnemann and Kent. The first five classes listed, Introduction to Homeopathy and Homeopathy I-IV are required classes; Homeopathy V-VIII are electives.

HOM 510 – Introduction to Homeopathy
(2 lecture credits)
This course introduces students to the principles and philosophy of classical homeopathy. Students will learn about vitalistic medicine, the history of vitalism, the vital force in health and disease, the nature of medicines, and ways to affect the vital force.
Prerequisites: NPH 410, Corequisite: CLS 510

HOM 520 – Homeopathy I
(2 lecture credits)
This course serves as a continuation of Introduction to Homeopathy. Students will gain a greater depth of understanding of the concepts addressed in the previous class and begin the study of the essence, keynotes, and characteristics of the polycrest remedies.
Prerequisite: HOM 510

HOM 530 – Homeopathy II
(2 lecture credits)
As a result of this class, students will gain further understanding of constitutional homeopathy. Emphasis will be on case taking, case analysis, evaluation of remedy action, and the follow-up interview. Students will be able to assess and classify the remedy reaction, gain an understanding of Kent's Repertory, and learn the arrangement, schema and language of repertory. The study of the materia medica and polycrest remedies continues.
Prerequisite: HOM 520

HOM 610 – Homeopathy III
(3 lecture credits)
Students will gain greater understanding of the use of Kent's Repertory, with emphasis on the mental and general sections. Students will further their knowledge of constitutional homeopathy, with emphasis on case analysis, the follow-up interview, evaluation of remedy action and the second prescription. Study of the polycrest remedies continues.
Prerequisite: HOM 530

HOM 620 – Homeopathy IV
(3 lecture credits)
This course focuses on prescribing homeopathic remedies for acute ailments by using keynote symptoms and repertory.
Prerequisite: HOM 610

Elective: HOM 630E – Homeopathy V
(3 lecture credits)
For the discussed disease states, students will learn the most common symptoms and the related rubrics, the most common remedies indicated, and how to differentiate among them. Students will view and analyze cases being taken, observe patients of different "remedy types," match the symptoms of the patient with rubrics in Kent's Repertory, and study materia medica to find the most appropriate remedy. Students will understand the main indications and uses of discussed remedies.
Prerequisite: HOM 620

Elective: HOM 710E – Homeopathy VI
(3 lecture credits)
Upon the completion of this course, students will know the most common symptoms and the related rubrics, as well as the most common remedies indicated and how to differentiate among them for the discussed disease states. Cardiovascular, neurological, musculoskeletal, and genitourinary (including sexual) problems are studied. Materia medica are presented in each area, along with differentials, important rubrics to consider and the most prominent remedies for each condition. Cases are presented, taken and analyzed. Remedies are prescribed.
Prerequisite: HOM 620

Elective: HOM 720E – Homeopathy VII
(3 lecture credits)
Upon completing this course, students will be able to describe the characteristic general and keynote symptoms, and major therapeutic indications for at least eight additional homeopathic remedies. Students will be able to give the symptom indications with remedy comparisons for at least 10 remedies most often used for each of several common gastrointestinal and dermatological complaints. The student will be able to describe the uses, strengths, and weaknesses of various repertories and methods of repertorization. In addition, they will be able to prepare potencies from crude substances.
Prerequisite: HOM 620

Elective: HOM 730E – Homeopathy VIII
(3 lecture credits)
Upon completion of this course, students will have learned the most important remedies in the treatment of the following conditions and will be able to differentiate and prescribe from among the leading remedies: anxiety disorder, arthritis, cancer, diabetes, eczema, gangrene, herpes zoster, insomnia, lumbago, multiple sclerosis, neuralgias, psoriasis, sciatica, suicidal tendencies, thyroid dysfunction, tumors, ulcers and warts. Case analysis and patient management skills will be refined.
Prerequisite: HOM 620

Psychological Medicine

The fundamental purpose of the curriculum is to provide students with the foundation necessary to integrate successfully the mind, body and spirit in working with patients. With a special emphasis on recognizing and treating patients in the realms of emotional and mental health, students are provided the information and skills necessary to offer a truly holistic approach.

PSY 421– Cultivation of the Practitioner I
(1 lecture credit with 0.75 lab credit)
This course teaches students about communication and boundary setting in the doctor-patient relationship and includes practical hands on application of communication techniques, allowing the student to explore the skills needed to listen to and counsel patients.

PSY 521 – Cultivation of the Practitioner II
(1.5 lecture credit)
This course focuses on techniques for stress management and self awareness, and teaches several methods of achieving successful communication with patients that avoid practitioner burnout.
Prerequisite: Second-year status

PSY 611 – Interviewing Techniques I
(1 lecture credit with 0.5 lab credit)
The material in this course is designed to strengthen students' developing skills and confidence in facing the challenges of primary care practice. Students are exposed to actual patients in class, as well as videotapes and in-class exercises to gain confidence in working with patients.

PSY 522 – Psychological Diagnosis

(2 lecture credits)

This course covers topics in mental health and psychiatric medicine, including the common diagnostic features in psychopathologic disorders. Emphasis is placed on recognizing mental health states and diagnosis commonly found in naturopathic medical practices.

PSY 712 – Interviewing Techniques II

(2.5 lecture credits)

This is the final course in the psychological course series, bringing together in a practical way how a naturopathic physician interviews, and manages patients with mental health components in their treatments. Cases, research and presentations of specific conditions are included to assist students in developing the skills they need to manage the mental, emotional, and spiritual aspects of patient care.

Elective PSY 690E – Behavioral Medicine

(2 lecture credits)

The student will look at different sets of issues through a biopsychosocial lens, observing how behavior contributes to both the creation and resolution of those issues. A variety of tools are introduced, such as open focus, autogenics, peripheral temperature regulation, breath training and mindfulness. Students are expected to demonstrate mastery of several self-regulation techniques.

Elective PSY692E – Social Medicine

(2 lecture credits)

Students learn how social and economic conditions impact health, disease, and the practice of medicine. This course is taught using lecture, discussion, and experiential methods. In lectures and small groups, students study the epidemiology of behavioral and environmental risk in U.S. sub-populations, the structure of the health system and medical insurance, and the role of public health, medicine, and primary care in influencing health outcomes.

Naturopathic Obstetrics/Midwifery

The obstetrics/midwifery program at NCNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although NCNM's program for credit is didactic only, and does not include the experiential aspects of training, it prepares students to seek further education through clinical field observations, should they so choose. Naturopathic midwives strive to "be with" (midwife) each woman as her pregnancy progresses and "to stand before" (obstetrics) her reverently, acknowledging her strength and the indisputable wisdom of childbirth. Naturopathic physicians honor the body's wisdom in the birthing process.

With dual training as naturopathic physicians and midwives, naturopathic midwives are uniquely qualified to provide comprehensive health care for the woman and her family throughout their lives.

NCNM offers a specialty certificate in naturopathic obstetrics/midwifery, recognizing the completion of a series of didactic courses. The program combines the principles and practice of midwifery with naturopathic philosophy, but does not include credit for practical experience in assisting at childbirth. 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. After successful completion of the program, certificate holders are uniquely prepared to continue their education by obtaining practical experience under the mentorship of qualified naturopathic physicians. Students intending to include natural childbirth in their practices must complete

the entire didactic sequence of obstetric 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 apply for the program in their second or third year in the naturopathic program. Qualified applicants will be interviewed by the Obstetrics Selection Committee for entry into the Obstetrics/Midwifery Certificate Program. Annual selection is limited and not all applicants are accepted.

NCB 610 – Natural Childbirth I: For the General Practitioner

(3 lecture credits)
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.
Prerequisites: CLS 510/520/530, CLS 510L/520L/530L, CLS 512/522/532/542, CLS 513/523/533

Elective: NCB 620E – Natural Childbirth II: Pregnancy

(3 lecture credits)
This course initiates specialty training in naturopathic obstetrics. The emphasis is on the role of prenatal care in assessing and assisting the maintenance of well-being for mother and fetus. Screening skills introduced in Natural Childbirth I are refined and expanded. Complications of pregnancy are studied along with the continuum of appropriate treatment possibilities, ranging from naturopathic therapeutics to referral for high-risk cases.
Prerequisite: NCB 610

Elective: NCB 630E – Natural Childbirth III: Labor and Delivery

(3 lecture credits)
This course prepares students to provide support and safety to the birthing family through labor and the emergence of the new baby. Films of normal labor and birth are used to enhance lectures on the techniques of monitoring the fetal/maternal condition and the progress of the labor. Complications of labor and birth are examined, and the hands-on skills required for response to those situations are discussed and demonstrated.
Prerequisite: NCB 610

Elective: NCB 710E – Natural Childbirth IV: Postpartum Management

(3 lecture credits)
This course begins with the third stage of birth, delivery of the placenta, and concludes with the six weeks of 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.
Prerequisite: NCB 610

Elective: NCB 720E – Natural Childbirth V: Neonatology

(3 lecture credits)
This course educates both the naturopathic physician and the ND obstetrical specialist 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, transition anatomy-physiology in the neonate, normal newborn assessment, screening/treatment for newborn anomalies, and neonatal resuscitation.
Prerequisites: NCB 610, NOS 632

Elective: NCB 730E – Natural Childbirth VI: Special Topics in Natural Childbirth

(2 lecture credits)
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.
Prerequisite: NCB 610

Elective: NCB 740E – Natural Childbirth VII: Legal Aspects of Obstetrics/Midwifery

(1 lecture credit)
Medical, legal, and malpractice issues are discussed with respect to different states, as well as requirements for licensure.

Naturopathic Philosophy and Practice

These courses provide the historical, philosophical, legal, and practical aspects of naturopathic practice. The philosophy courses are introductions to the theoretical basis of naturopathic medicine. Although all courses in the ND program are based on naturopathic philosophy, these courses offer an in-depth understanding of the foundation upon which naturopathic medicine is built.

NPH 410 – Naturopathic Medical History, Philosophy & Therapeutics

(2 lecture credits)

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: the healing power of nature, treat the whole person, first do no harm, identify and treat the cause, prevention, and the doctor as the teacher.

NPH 411 – Naturopathic Retreat

(1.5 lecture credits)

This weekend retreat provides an opportunity to discuss and experience nature-cure and related therapies in a natural setting.

NPH 511 – Naturopathic Medical Philosophy & Therapeutics

(1 lecture credit)

Students examine the development of naturopathic philosophy, discuss the principles of natural healing, and examine naturopathic therapeutic systems and their relationships to the underlying philosophy.

NPH 531 – Naturopathic Medical Ethics

(1 lecture credit)

This interactive course explores ethical principles universal in all branches of medicine, while examining the ethical principles unique to naturopathic medicine. Material presented includes ethical issues generated by students themselves, as well as case studies and information provided by the Oregon Board of Naturopathic Examiners.

NPH 610 – Naturopathic Medical Philosophy Tutorial

(1.5 lecture credits)

This case-based module is designed to promote integration of naturopathic principles and philosophy in a small group setting. The goal of this module is to support solutions to clinical problems and encourage diagnostic strategies and selection of therapeutics informed by naturopathic medical philosophy.

Prerequisites: NPH 724/725/726/727

NPH 724, 725, 726, 727 Business Seminar Operations, Administration, Marketing & Ownership

(1 lecture credit each)

These four weekend courses are integrated to provide detail of the development and implementation of a naturopathic practice. The individual courses focus on setting up operations and office structure, hiring and management of personnel, marketing, and personalization of a practice to represent the individuality of a physician's practice, as well as sound business function.

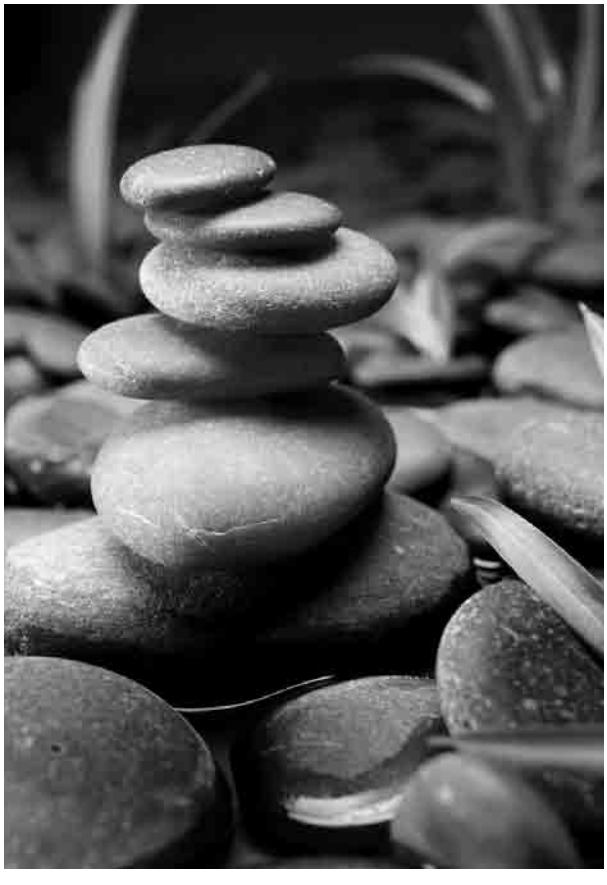
Prerequisite: third-year status. NPH 724, 725, 726 are prerequisites for NPH 727

NPH 731 – Medical Jurisprudence

(1 lecture credit)

This course surveys medical health care law as it applies to naturopathic physicians. This includes licensing and regulations, reporting, informed consent, confidentiality, advance directives, HIPAA, malpractice and provider services agreements.

Prerequisite: fourth-year status



Naturopathic Clinical Sciences

These courses present the naturopathic perspective on diagnosis, prevention and treatment of disease by system and region. They integrate multiple treatment forms with the principles of naturopathic philosophy into case management, along with criteria for referral.

NOS 613 – Gynecology

(3 lecture credits)
This course focuses on the diagnosis, management and treatment of gynecological conditions. Students will learn evidence-based, effective naturopathic treatment protocols for women's reproductive issues. Criteria for referral to specialists and integration of naturopathic medicine with conventional medicine are covered.
Prerequisites: CLS 510/520/530

NOS 615 – Gynecology Lab

(1 lab credit)
This laboratory course teaches examination and procedures associated with gynecological diagnosis and treatment.
Prerequisite: NOS 613 or concurrent enrollment

NOS 630 – Cardiology

(3 lecture credits)
This course focuses on pathophysiology, diagnosis, and treatment of conditions affecting the heart, circulatory system and lungs. Students are taught to assess and treat common conditions and to refer effectively when necessary.
Prerequisites: CLS 510/520/530

NOS 632 – Pediatrics

(3 lecture credits)
This course focuses on a thorough review of physical examination, recognition of normal variations, and diagnosis of the pediatric conditions encountered in a general family practice. Appropriate use of referral is stressed, along with the therapy and management of disorders. Guest lecturers discuss their specialty areas.
Prerequisites: CLS 510/520/530

NOS 710 – Eyes, Ears, Nose & Throat

(2 lecture credits)
Upon completion of this course, students will have the skills required for diagnosing, treating, and referring common and dangerous ophthalmologic and otolaryngeal problems. Emphasis is placed on integrating naturopathic therapeutics as they are informed by naturopathic philosophy and evidence-based medicine.
Prerequisites: CLS 510/520/530

NOS 711 – Dermatology

(2 lecture credits)
This course emphasizes the diagnosis of common and serious skin lesions. The principles of non-suppressive and curative therapies are discussed, as are conventional medical treatments.
Prerequisites: CLS 510/520/530, CLS 512/522/532/542

NOS 712 – Endocrinology

(2 lecture credits)
This course focuses on the complex interactions of the body's hormonal systems and the causes and effects of metabolic and hormonal imbalance. Diagnosis and treatment of common endocrine disorders are presented.
Prerequisites: CLS 510/520/530, CLS 512/522/532/542, CLS 513/523/533

NOS 714 – Geriatrics

(1 lecture credit)

This course covers the process of aging and the psychosocial and physical problems of older people. Diagnostic and therapeutic techniques are discussed. Emphasis is placed on preventing, reversing or retarding degenerative changes, and on maximizing health.

Prerequisites: CLS 510/520/530

NOS 720 – Neurology

(2 lecture credits)

This course covers the basic neurological exam, diagnosis, management, and naturopathic and conventional treatment of nervous system diseases. Appropriate collaboration with specialists is stressed.

Prerequisites: CLS 510/520/530

NOS 721 – Urology

(2 lecture credits)

This course covers the naturopathic and conventional diagnosis and treatment of diseases affecting the urinary tract and the male genital system.

Prerequisites: CLS 510/520/530

NOS 723 – Proctology

(1 lecture credit)

This course teaches students the diagnosis, assessment, and treatment of conditions of the anus and rectum. The use of office surgical techniques is emphasized.

Prerequisites: CLS 510/520/530, PHM 631

NOS 725 – Oncology

(2 lecture credits)

This course covers diagnostic, etiologic, prognostic, preventive, and epidemiologic information for cancers of common sites. Conventional, alternative, and innovative approaches are discussed.

Prerequisites: CLS 510/520/530

NOS 732 – Gastroenterology

(2 lecture credits)

This course concentrates on the disorders of the digestive tract and associated organs. Physical exam, lab and X-ray studies, management and treatment of GI diseases, as well as optimization of digestive function are explored through lecture and case discussions.

Prerequisites: CLS 510/520/530, CLS 512/522/532/542

Elective: NOS 614E – Advanced Gynecology

(2 lecture credits)

The student will 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 and diabetes.

Prerequisite: NOS 613 Gynecology

Elective: NOS 631E – EKG/PFT Testing

(.5 lab credit)

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 will also provide the opportunity for further discussion of the material from the lecture course.

Corequisite: NOS630 Cardiology

Elective: NOS 699E – Advanced Pediatrics

(2 lecture credits)

This course takes an in-depth look at the care and management of children. In-office management of common pediatric illnesses and complaints, how to deal with parents and other caregivers, understanding children's particular needs in medical situations, handling pediatric referrals and emergencies, and recognizing developmental milestones are discussed in detail.

Prerequisite: NOS 632 or concurrent enrollment

Elective NOS 735E – Gastroenterology Lab

(1 lab credit)

This lab covers basic techniques used in a functional gastroenterology practice: integrated abdominal exam, gastric pH testing, visceral release, and energetic psychology techniques. It is a mixture of both scientifically based and clinically proven techniques.
Corequisite: NOS732 Gastroenterology

Elective: CLS 643E – The Liver in Health and Disease

(2 lecture credits)

The 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.
Prerequisite: NOS 732

Physical Medicine

The physical medicine curriculum guides students to an understanding of the relationships between structural distortion and physiological dysfunction. Students are exposed to an assortment of techniques and assessment procedures that are diverse in their directness, intensity, origin and conceptual framework.

PHM 412 – Hydrotherapy

(1 lecture credit with 1 lab credit)

This is a combined lecture/lab course covering the history, principles and procedures of using water for healing. Students learn procedures by administering and receiving treatments in the lab setting.
Prerequisite: NPH 410

PHM 416/426 – Palpation Lab I, II

(1 lab credit each)

In this lab course, students are taught surface anatomy and palpation techniques. The course is structured to allow for supervised hands-on practice in class. Students practice palpation on each other. This course solidifies the knowledge learned in Musculoskeletal Anatomy and prepares the student for courses in physical diagnosis, orthopedics, and naturopathic manipulative therapies.
Prerequisites: PHM 401E, concurrent enrollment in BAS 410/420

PHM 436 – Introduction to Biomechanics and Orthopedics

(2 lecture credits)

This course is an introduction to the basic concepts of spinal, pelvic and extremity biomechanics, and also acquaints the student with orthopedic clinical principles and assessment. Fundamental concepts and skills are addressed and provide the student with a foundational

knowledge that is developed with future instruction in Orthopedics and the Naturopathic Manipulative Therapeutics course series.
Prerequisites: PHM416/426, BAS 410/411/420/421, BAS 412/422/432

PHM 513 – Orthopedics
(2 lecture credits)
This course addresses the clinical presentation, pathophysiology, physical examination and diagnosis of a wide variety of orthopedic conditions commonly treated in a physician's office. The course runs concurrently with PHM513L Orthopedics Lab.
Prerequisites: PHM 416/426/436, BAS 410/420/432

PHM 513L – Orthopedics Lab
(1 lab credit)
In this lab course students learn examination skills leading to the diagnosis of common orthopedic conditions. Palpation skills are integrated with history-taking and physical examination procedures. The course emphasizes critical clinical thinking and diagnosis. Students learn by practicing on each other while being guided in hands-on labs.
Prerequisites: PHM 416/426/436, BAS 410/420/432
Corequisite: PHM513

PHM 523 – Physiotherapy Lecture
(2 lecture credits)
This course covers the physics, physiology, indications, contraindications, and practical application of the major physiotherapy modalities. Students learn how to utilize energy in the form of heat, cold, water, electrical currents, sound, electromagnetic radiation, light, and mechanical traction to aid in restoration of the patient's physiological balance.
Prerequisites: PHM 436, PHM 416/426, PHM 513/513L

PHM 523L – Physiotherapy Lab
(1 lab credit)
In this lab course students learn the application of each of the physiotherapy modalities. Critical clinical thinking is emphasized through case presentations and discussion about treatment rationale for each modality. Students learn to apply each modality by way of guided hands-on practice with each other.
Prerequisites: PHM 436, PHM 416/426, PHM 513/513L
Corequisite: PHM523

PHM 533/613/623/633/713 – Naturopathic Manipulative Therapeutics/Orthopedic Synthesis Lab I, II, III, IV,V
This series of lab courses refines, integrates, and expands upon the concepts and procedures of previous courses in biomechanics, palpation, physiotherapy and orthopedics. Students learn to assess and treat soft tissue and joint dysfunctions using gentle, effective and efficient manual techniques. These techniques are drawn from naturopathic, osteopathic, chiropractic and physical therapy sources, and are based on the most advanced models and understanding of soft-tissue and joint dysfunctions. Students learn by assessing and treating each other during guided hands-on practice with an emphasis on safety. Critical clinical thinking is emphasized through case presentations, history-taking, physical examination procedures, and by formulating a working diagnosis and differential diagnosis. Treatment is addressed from the perspective of integrating naturopathic therapeutic modalities including manual structural approaches, botanicals, homeopathy, nutrition and therapeutic exercise. This series of labs addresses naturopathic manipulative therapeutics and orthopedics on a regional basis.

PHM 533 – NMT/Orthopedic Synthesis I Lab
(1.5 lab credits)
Thoracic spine and ribs

PHM 613 – NMT/Orthopedic Synthesis II Lab
(1.5 lab credits)
Lumbar spine and pelvis

PHM 623 – NMT/Orthopedic Synthesis III Lab
(1.5 lab credits)
Cervical spine

PHM 633 – NMT/Orthopedic Synthesis IV Lab
(1.5 lab credits)
Upper and lower extremities

PHM 713 – NMT/Orthopedic Synthesis V Lab
(1.5 lab credits)
Review and correlation
Prerequisites: PHM 436, PHM 416/426, PHM 513/513L, PHM 523/523L, PHM 533/613/623/633

PHM 621/631 – Minor Surgery I, II
(2 lecture credits with 0.5 lab credit each)
These courses teach students to diagnose and treat conditions that are safely treated by surgery in the office along with the principles and practical techniques involved in the performance and follow-up of office surgical procedures.
Prerequisites: CLS 510/520/530

PHM 710 – IV Therapy

(1 lecture credit with 0.75 lab credit)

Students learn the basic clinical rationale for IV therapy, to perform IV therapy techniques and develop therapy protocols, to treat complications and handle common emergencies that can occur during IV therapy, and successful IV catheter insertion.

Prerequisites: CLS 513/523L/533L, CLE 716F

Elective: PHM 401E – Bodywork I: Massage Foundations

(1 lab credit)

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.

Elective: PHM 402E – Bodywork II: Advanced Massage

(1 lab credit)

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: PHM 401E

Elective: PHM 403E – Bodywork III: Energy Work

(1 lab credit)

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.

Prerequisite: PHM401E

Elective: PHM 510E – Colonic Hydrotherapy

(1 lecture credit)

This course explores the history, use, and effectiveness of colonic hydrotherapy. Students learn indications, contraindications, treatment protocols and supportive therapies.

Elective: PHM 515E/516E/517E/518E/519E – Somatic Re-Education I, II, III, IV, V

(1 lab credit each)

Somatic Re-Education is an interactive approach to human learning that uses touch and movement to bring about improved cognitive and physical abilities. This gentle, noninvasive approach to physical medicine provides an alternative for working with patients for whom traditional manipulation is not an optimal procedure.

Prerequisites: PHM 515E for 516E, 516E for 517E, 517E for 518E, 518E for 519E

Elective: PHM 699E – Nature Cure

(2 lecture credits)

This class emphasizes the essence of natural medicine as taught by the founding naturopathic doctors. Students will practice water and herbal therapies, poultices, Cayce treatments and other therapies on themselves and each other. There are opportunities to experience an internal cleansing/detoxification, learn practical applications, and hear case experiences of natural, safe remedies.

Elective: PHM 740E – Advanced Minor Surgery

(3 lecture credits)

Upon completion of this course, students will have a broader knowledge of surgical procedures, treatment and follow-up. Various new suturing techniques will enable students to handle a wider variety of cases.

Prerequisites: PHM 621/631

Elective: NPH723E – Medical Spanish

Physicians are increasingly confronted with the need for interpretation in clinical settings. This course will teach medical terminology to students who are already conversant in Spanish, to increase their effectiveness in communicating with Spanish speaking populations in the college clinics and in their future practices, and ensuring that they are communicating medical information effectively.

Prerequisite: no course prerequisites, but students are required to be able to converse, read, and write in Spanish before taking the course

ND Residency Program

At the end of the four-year program, NDs can become licensed and practice once they have successfully passed their NPLEX board exams and have completed state licensure requirements. However, post-graduate education and training is highly encouraged. There are increasing opportunities for further clinical education in the form of naturopathic residencies. NCNM leads the profession in developing the first and largest residency program certified by the Council on Naturopathic Medical Education (CNME). Currently, residency placement is a highly competitive process. In addition to earning a Doctorate of Naturopathic Medicine from an accredited institution, candidates must demonstrate professionalism, maturity, commitment to serve, excellent clinical abilities, and an aptitude for enhancing their clinical skills. NCNM is committed to assisting the profession in developing an adequate number of resident opportunities to allow the graduates of all accredited naturopathic degree programs to participate in a residency. For the most current information, please visit our Web site at www.ncnm.edu.

Residency Program Deadlines for 2011-2012 Academic Year

(these dates are estimates and applicants should look for the confirmed deadlines in the fall of 2011)

November 7, 2011	Residency applications available to all participating naturopathic students and all participating naturopathic colleges/universities via the NCNM website: www.ncnm.edu
December 5, 2011	Residency selection committee begins accepting applications
January 23, 2012	Application deadline for first-year residency positions due by 5:00 p.m.
February 6, 2012	NCNM Residency Department provides copies of all certified applications to distant residency sites, selected by applicant on Program Preference form
February 6, 2012	NCNM provides written notification to applicants confirming eligibility and providing instructions for interview process at all participating sites
February 20, 2012	Scheduling of interviews begins for NCNM Clinic Residencies
February 27, 2012	Interview process begins for all first-year residency positions, for all sites
April 9, 2012	Deadline for completion of interviews for all residency sites
April 14, 2012	Match day and official offer letters to selected candidates for all participating sites
April 23, 2012	Deadline for candidates to submit signed Statement of Intent, accepting positions at NCNM clinic and all other participating sites

For more information regarding the residency program, please visit our Website www.ncnm.edu, or contact Dr. Melanie Henriksen at mhenriksen@ncnm.edu or at 503.552.1848.

ND Four Year Curriculum

first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS410	Musculoskeletal Anatomy I			24.00	24.00	2.00
BAS411	Anatomy Lab I		24.00		24.00	1.00
BAS412	Organ Systems A and P I			96.00	96.00	8.00
BAS417	Biochemistry			36.00	36.00	3.00
BAS417T	Biochemistry Tutorial		18.00		18.00	0.75
BAS418	Basic Science Clinical Correlate I		24.00		24.00	1.00
BAS434	Evidence Informed Practice			24.00	24.00	2.00
NPH410	Naturopathic Med History and Phil and Ther I			24.00	24.00	2.00
PHM416	Palpation I Lab		24.00		24.00	1.00
	First Year Fall Totals	**0.00**	**90.00**	**204.00**	**294.00**	**20.75**
Course #	**First Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
BAS420	Musculoskeletal Anatomy II			24.00	24.00	2.00
BAS421	Anatomy Lab II		24.00		24.00	1.00
BAS422	Organ Systems A and P II			84.00	84.00	7.00
BAS427	Biochemistry II			36.00	36.00	3.00
BAS427T	Biochemistry Tutorial II		18.00		18.00	0.75
BAS428	Basic Science Clinical Correlate II		24.00		24.00	1.00
BAS440	Microbiology/Public Health I			36.00	36.00	3.00
NPH531	Medical Ethics			12.00	12.00	1.00
PHM426	Palpation II Lab		24.00		24.00	1.00
PSY421	Cultivation of the Practitioner I with Lab		18.00	12.00	30.00	1.75
	First Year Winter Totals	**0.00**	**108.00**	**204.00**	**312.00**	**21.50**
Course #	**First Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
BAS432	Organ Systems A and P III			84.00	84.00	7.00
BAS414L	Medical Histology Lab		24.00		24.00	1.00
BAS437	Immunology			36.00	36.00	3.00
BAS438	Basic Science Clinical Correlate III		24.00		24.00	1.00
NPH510	Intro Chinese Medicine			36.00	36.00	3.00
CLE430	Introduction to Clinic	12.00			12.00	0.50
CLS512	Pathology I			36.00	36.00	3.00
NPH411	Naturopathic Retreat			18.00	18.00	1.50
PHM412	Hydrotherapy with Lab		24.00	12.00	36.00	2.00
PHM436	Biomechanics/Intro Orthopedics			24.00	24.00	2.00
BAS441	Microbiology/Public Health II			36.00	36.00	3.00
	First Year Spring Totals	**12.00**	**72.00**	**282.00**	**366.00**	**27.00**
	FIRST YEAR CREDIT TOTALS	**12.00**	**270.00**	**690.00**	**972.00**	**69.25**

second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
CLS510	Clinical/Physical Diagnosis I			60.00	60.00	5.00
CLS510L	Physical Diagnosis Lab I		24.00		24.00	1.00
CLS513	Lab Diagnosis I			24.00	24.00	2.00
CLS513L	Lab Diagnosis I Lab		12.00		12.00	0.50
CLS514	Clinical Case Presentations I		24.00		24.00	1.00
CLS522	Pathology II			48.00	48.00	4.00
CLS614	Diagnostic Imaging I			24.00	24.00	2.00
HOM510	Intro Homeopathy			24.00	24.00	2.00
NPH511	Naturopathic Medical Phil and Ther II			12.00	12.00	1.00
PHM513	Orthopedics with Lab		24.00	24.00	48.00	3.00
PSY521	Cultivation of the Practitioner II			18.00	18.00	1.50
PSY522	Psychological Diagnosis			24.00	24.00	2.00
	Second Year Fall Totals	**0.00**	**84.00**	**258.00**	**342.00**	**25.00**
Course #	**Second Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
BOT520	Botanical Materia Medica I			36.00	36.00	3.00
CLE520	Clinical Rotation Hydro/Massage*	48.00			48.00	2.00
CLE530	Clinical Hydro Integration*	24.00			24.00	1.00
CLS520	Clinical/Physical Diagnosis II			60.00	60.00	5.00
CLS520L	Physical Diagnosis Lab II		24.00		24.00	1.00
CLS523	Lab Diagnosis II			24.00	24.00	2.00
CLS523L	Lab Diagnosis II Lab		12.00		12.00	0.50
CLS524	Clinical Case Presentation II		24.00		24.00	1.00
CLS532	Pathology III			36.00	36.00	3.00
CLS624	Diagnostic Imaging II			36.00	36.00	3.00
CLS710	Clinic Synthesis I	12.00			12.00	0.50
HOM520	Homeopathy I			24.00	24.00	2.00
PHM523	Physiotherapy with Lab		24.00	24.00	48.00	3.00
	Second Year Winter Totals	**84.00**	**84.00**	**240.00**	**408.00**	**27.00**
Course #	**Second Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
BOT530	Botanical Materia Medica II			24.00	24.00	2.00
CLE931	GPA1-Secondary Entrance Exam					
CLE942A	Clinic Education	12.00			12.00	0.50
CLS530	Clinical Physical Diagnosis III			60.00	60.00	5.00
CLS530L	Physical Diagnosis Lab III		24.00		24.00	1.00
CLS533	Lab Diagnosis III			24.00	24.00	2.00
CLS533L	Lab Diagnosis III Lab		12.00		12.00	0.50
CLS534	Clinical Case Presentation III		24.00		24.00	1.00
CLS542	Pathology IV			48.00	48.00	4.00
CLS634	Diagnostic Imaging III			24.00	24.00	2.00
HOM530	Homeopathy II			24.00	24.00	2.00
NUT530	Nutrition I			36.00	36.00	3.00
PHM533	NMT/Othopedics Synthesis I		36.00		36.00	1.50
NPH724	Business Operations			12.00	12.00	1.00
	Second Year Spring Totals	**12.00**	**96.00**	**252.00**	**360.00**	**25.50**
	SECOND YEAR CREDIT TOTALS	**96.00**	**264.00**	**750.00**	**1110.00**	**77.50**

third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
BOT610	Botanical Materia Medica III			36.00	36.00	3.00
CLE709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE716F	Clinic Lab Practicum	12.00			12.00	0.50
CLE717	Clinic Medicinary Practicum	24.00			24.00	1.00
CLE972A	Clinic Grand Rounds	24.00			24.00	1.00
CLS711	Clinic Synthesis II	12.00			12.00	0.50
CLS516	Pharmacology I			36.00	36.00	3.00
HOM610	Homeopathy III			36.00	36.00	3.00
NCB610	Natural Childbirth I			36.00	36.00	3.00
NOS613	Gynecology			36.00	36.00	3.00
NPH726	Business Marketing			12.00	12.00	1.00
NUT611	Nutrition II			36.00	36.00	3.00
PHM613	NMT/Orthopedic Synthesis II		36.00		36.00	1.50
	Third Year Fall Totals	**168.00**	**36.00**	**228.00**	**432.00**	**27.50**
Course #	**Third Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CLE709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE716W	Clinic Lab Practicum	12.00			12.00	0.50
CLE972B	Clinic Grand Rounds	24.00			24.00	1.00
CLE932	GPA2-Primary Entrance Exam					
CLS526	Pharmacology II			36.00	36.00	3.00
HOM620	Homeopathy IV			36.00	36.00	3.00
NOS732	Gastroenterology			24.00	24.00	2.00
NUT622	Nutrition III			36.00	36.00	3.00
PHM621	Minor Surgery I with Lab		12.00	24.00	36.00	2.50
PHM623	NMT/Orthopedic Synthesis III		36.00		36.00	1.50
PSY611	Interviewing Techniques I		12.00	12.00	24.00	1.50
NPH727	Business Leadership			12.00	12.00	1.00
	Third Year Winter Totals	**132.00**	**60.00**	**180.00**	**372.00**	**23.00**
Course #	**Third Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CLE811	Clinical Primary Rotation	48.00			48.00	2.00
CLE811	Clinical Primary Rotation	48.00			48.00	2.00
CLE716S	Clinic Lab Practicum	12.00			12.00	0.50
CLE972C	Clinic Grand Rounds	24.00			24.00	1.00
CLS632	First Aid and Emergency Medicine			24.00	24.00	2.00
NOS615	Gynecology Lab*		24.00		24.00	1.00
NOS630	Cardiology			36.00	36.00	3.00
NOS632	Pediatrics			36.00	36.00	3.00
NPH610	Naturopathic Medical Phil Tutorial			18.00	18.00	1.50
NUT633	Nutrition IV			36.00	36.00	3.00
PHM631	Minor Surgery II with lab		12.00	24.00	36.00	2.50
PHM633	NMT/Orthopedic Synthesis IV		36.00		36.00	1.50
PHM710	IV Therapy with Lab		18.00	12.00	30.00	1.75
	Third Year Spring Totals	**132.00**	**90.00**	**186.00**	**408.00**	**24.75**
	THIRD YEAR CREDIT TOTALS	**432.00**	**186.00**	**594.00**	**1212.00**	**75.25**

fourth year

Course #	Fourth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CLE810	Clinic Senior Lab Post	12.00			12.00	0.50
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE850	Preceptorship ^	120.00			120.00	5.00
NPH731	Jurisprudence			12.00	12.00	1.00
	Fourth Year Summer Totals	**276.00**	**0.00**	**12.00**	**288.00**	**12.50**
Course #	**Fourth Year Fall**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CLE718	Clinic X-Ray Practicum	24.00			24.00	1.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE972D	Clinic Grand Rounds	24.00			24.00	1.00
CLS631	Environmental Medicine			24.00	24.00	2.00
CLS712	Clinic Synthesis III	12.00			12.00	0.50
NOS710	Eye,Ears,Nose,Throat			24.00	24.00	2.00
NOS711	Dermatology			24.00	24.00	2.00
NOS714	Geriatrics			12.00	12.00	1.00
PSY712	Interviewing Techniques II			30.00	30.00	2.50
PHM713	NMT/Orthopedic Synthesis V		36.00		36.00	1.50
	Fourth Year Fall Totals	**204.00**	**36.00**	**114.00**	**354.00**	**19.50**
Course #	**Fourth Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE933	GPA3-Primary Exit Exam					
CLE972E	Clinic Grand Rounds	24.00			24.00	1.00
CLS621	Medical Genetics			24.00	24.00	2.00
NOS712	Endocrinology			24.00	24.00	2.00
NOS720	Neurology			24.00	24.00	2.00
NOS721	Urology			24.00	24.00	2.00
NOS723	Proctology			12.00	12.00	1.00
NOS725	Oncology			24.00	24.00	2.00
NPH725	Business Administration			12.00	12.00	1.00
	Fourth Year Winter Totals	**168.00**	**0.00**	**132.00**	**300.00**	**19.00**
Course #	**Fourth Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	Clinic Primary Rotations	48.00			48.00	2.00
CLE811	**Clinic Primary Rotations***	48.00			48.00	2.00
CLE972F	Clinic Grand Rounds	24.00			24.00	1.00
CLS999	Case Portfolio			12.00	12.00	1.00
CLE930	Clinic Community Education^	24.00			24.00	1.00
CLE851	Preceptorship ^	120.00			120.00	5.00
	Fourth Year Spring Totals	**360.00**	**0.00**	**12.00**	**372.00**	**16.00**
	FOURTH YEAR CREDIT TOTALS	**1008.00**	**36.00**	**270.00**	**1314.00**	**67.00**
	^These hours are cumulative and may actually be earned in a term other than term registered					
	*This course may be taken summer, fall, winter or spring					

ND Electives Require 13 Credits

electives

Course #	Course	Term	Lab	Lecture	Hours	Credits
BOT440E	Northwest Herbs I	FALL		24.00	24.00	2.00
BOT441E	Northwest Herbs II	WINTER		24.00	24.00	2.00
BOT442E	Northwest Herbs III	SPRING		24.00	24.00	2.00
BOT620E	Advanced Topics Botanical Medicine I	FALL		36.00	36.00	3.00
BOT630E	Advanced Topics Botanical Medicine II	SPRING		36.00	36.00	3.00
BOT700E	Shaw Island Herbal Intensive	SUMMER		24.00	24.00	2.00
BOT701E	Cascade Mountain Herbal Intensive	SUMMER		24.00	24.00	2.00
CCM504E	Qigong I Retreat for ND	FALL		12.00	12.00	1.00
CCM505E	Qigong II Retreat for ND	WINTER		12.00	12.00	1.00
CCM506E	Qigong III Retreat for ND	SPRING		12.00	12.00	1.00
CLS643E	The Liver in Health & Disease	SPRING		24.00	24.00	2.00
CLS631E	EKG/PFT Testing	SPRING	12.00		12.00	0.50
HOM630E	Homeopathy V	SPRING		36.00	36.00	3.00
HOM710E	Homeopathy VI	FALL		36.00	36.00	3.00
HOM720E	Homeopathy VII	WINTER		36.00	36.00	3.00
HOM730E	Homeopathy VIII	SPRING		36.00	36.00	3.00
NCB620E	Natural Childbirth II : Pregnancy	WINTER		36.00	36.00	3.00
NCB630E	Natural Childbirth III:Labor and Delivery	SPRING		36.00	36.00	3.00
NCB710E	Natural Childbirth IV:Postpartum Mgm	FALL		36.00	36.00	3.00
NCB720E	Natural Childbirth V:Neonatology	WINTER		36.00	36.00	3.00
NCB730E	Natural Childbirth VI:Special Topics	SPRING		24.00	24.00	2.00
NCB740E	Natural Childbirht VII:Legal Aspects	SPRING		12.00	12.00	1.00
NOS699E	Advanced Pediatrics	SPRING		24.00	24.00	2.00
NOS641E	Advanced Gynecology	SPRING	24.00		24.00	1.00
NOS735E	Gastro Lab	WINTER		24.00	24.00	2.00
NPH723E	Medical Spanish		24.00		24.00	1.00
PHM401E	Bodywork I Massage Foundations	FALL	24.00		24.00	1.00
PHM402E	Bodywork II Advanced Massage	WINTER	24.00		24.00	1.00
PHM403E	Bodywork III Energy Work	SPRING	24.00		24.00	1.00
PHM510E	Colonics	FALL		12.00	12.00	1.00
PHM515E	Somatic Re-Education I	FALL	24.00		24.00	1.00
PHM516E	Somatic Re-Education II	WINTER	24.00		24.00	1.00
PHM517E	Somatic Re-Education III	WINTER	24.00		24.00	1.00
PHM518E	Somatic Re-Education IV	WINTER	24.00		24.00	1.00
PHM519E	Somatic Re-Education V	SPRING	24.00		24.00	1.00
PHM699E	Nature Cure	FALL/ SPRING		24.00	24.00	2.00
PHM740E	Advanced Minor Surgery	FALL		36.00	36.00	3.00
PSY692E	Social Medicine	WINTER			24.00	2.00
PSY690E	Behavioral Medicine	SPRING			24.00	2.00

Post-Graduate Certificate in Botanical Medicine

For Health Care Professionals: Patients and clients are taking herbal supplements, with or without guidance. This certificate program can help health care professionals understand how to advise them in proper uses, safety and efficacy.

NCNM's Post-Graduate Certificate in Botanical Medicine is a one-year, 15 credit program designed for medical, naturopathic, and osteopathic doctors, nurse practitioners, physicians' assistants, pharmacists, chiropractors, acupuncturists, and other health care providers who wish to provide their clients and patients with practical, accurate, and up-to-date information about the safe and appropriate uses of herbal medicines. Common uses of herbs will be discussed along with their potential for interactions with pharmaceutical medicines. The integration of traditional herbal wisdom and modern scientific knowledge, with implications for a comprehensive health care model, will be at the program's core.

Coursework will be delivered by naturopathic physicians who have current scientific knowledge in botanical medicine, as well as years of clinical experience. Classes are held on the National College of Natural Medicine campus in downtown Portland, Oregon. Online delivery of some or all classes (with the exception of field classes) is also under consideration. For the most current information about online options, please visit www.ncnm.edu or contact admissions@ncnm.edu.

To accommodate working professionals' schedules, on-campus classes are planned for a series of 10 three-day weekends over a year. Students may opt to complete the certificate over a two-year period. On-campus classes begin on Friday evenings and continue through Sunday afternoons. Summer field classes focus on practical hands-on experience in identification, growing and harvesting of botanical medicines.

Core Classroom Curriculum

GCBM 611 – Foundations of Natural Health and Wellness

(2 credits)

This is an introduction to the holistic model of health and wellness. It will contrast the disease model with the wellness model and challenge the student's assumptions about the path of healing. Class will include discussion, practical assignments, and review of the literature on the role of nature and healing in the healthcare field.

GCBM 622 – Foundations in Botanical Medicine

(3 credits)

This course is an overview of the historical background of herbal medicine, including the review of traditional methods of herbal healing in this country. We will cover traditional herbal terms and definitions that will provide a strong conceptual understanding of botanical medicine foundations. Botanical processing, herbal extracts, and various forms of botanical medicines will be discussed.

GCBM 721 – Botanical Medicine: Chemistry, Safety and Quality Assurance

(3 credits)

This course is an in-depth analysis of the top 25 herbal medicines, the science behind them, and their drug interaction potentials and contraindications. This class includes a comprehensive review of chemistry, and active and inactive constituents of the top 25 medicinal herbs.

GCBM 731 – Professional Botanical Medicine Prescriber

(3 credits)

This course covers the fundamentals of using botanical medicine to treat health conditions and support wellness. Students will examine issues indicating when and why to use botanical medicines. We will investigate formulations, dosing, potential interactions, and the materia medica of Western botanical medicine.

Summer Field Classes

Two classes are required, one each summer.

GCBM 700 – Shaw Island Herb Experience

(2 elective credits)

This course delivers a direct experience of medicinal plants in their natural habitat during three days and two nights on Shaw Island, camping at Cedar Rock Wildlife and Marine Sanctuary. This class provides a fun and unique introduction to herbs and plants of the maritime island culture with Ryan Drum, PhD, one of the most knowledgeable herbalists and experts on marine plants, and naturopathic physician Glen Nagel, of NCNM's botanical medicine program.

This is an experiential and hands on class. We will be studying the local flora, their botany, properties, ecology and lore. The students have the opportunity to gather wild herbs and sea plants, and prepare medicines from them. It is a great introduction to herbal medicine, plant identification, growing and harvesting herbs. The $150

lab fee covers food and supplies; there are extra fees for transportation and ferry rides.

GCBM 701 – Cascade Mountain Herb Experience

(2 elective credits)

This course delivers a direct experience of medicinal plants in their natural habitat. Three days in Hood River, Oregon, are spent under the guidance of an experienced herbalist, wild crafter, grower and botanist as well as a naturopathic physician and herbalist. The days are filled with local plant exploration and wildcrafting, from the lush forest of the Columbia River Gorge to the meadows of Hood River. The nights will be spent camping under the stars at a wonderful sanctuary outside of Hood River.

This is an experiential and hands on class. We will gather the local plants, discussing their botany, medicinal properties, ecology and lore. The students have the opportunity to gather wild herbs and prepare tinctures and other medicines from them. The focus is on plant identification and clinical use. This intensive is an opportunity to further develop your knowledge of herbal medicine, plant identification, and growing and harvesting herbs. Cost: $150 lab fee to include food and class materials

GCBM 702 – Practicum and Field Research in Botanical Medicine

(2 elective credits)

This is a practical, hands-on class to develop personal understanding, appreciation and relationships with botanical medicines. This class will visit various herb companies and herbal manufacturing facilities, and practitioners of herbal medicine. The students will have the opportunity to see real life concerns and application of classroom concepts. This class can also be set up as an independent study by the student upon approval by the program coordinator.

Post-Graduate Certificate in Botanical Medicine Curriculum

Course #	First Year	Hours	Credits
GCBM611	Foundations of Natural Health & Wellness	24.00	2.00
GCBM622	Foundations of Botanical Medicine	36.00	3.00
	First Year Totals	**60.00**	**5.00**
Course #	**Second Year**	**Lab**	**Lecture**
GCBM721	Botanical Medicine: Chemistry, Safety, QA	36.00	3.00
GCBM731	Professional Botanical Medicine	36.00	3.00
	Second Year Totals	**72.00**	**6.00**
Electives: Must Complete Minimum 2			
GCBM700	Shaw Island Herb Experience	24.00	2.00
GCBM701	Cascade Mountain Herb	24.00	2.00
GCBM702	Practicum in Research	24.00	2.00
	Totals	**72.00**	**6.00**

School of Classical Chinese Medicine

Mission

The School of Classical Chinese Medicine at NCNM is committed to transmitting the art, science, and spirit of Chinese medicine to cultivate clinical practitioners rooted in the ancient tradition of the medical scholar.

Chinese Medicine as Explained by the Classics

In its truest expression, Chinese medicine is a timeless and universal system rooted in the wisdom and awareness of ancient sages. However, as modern China has sought credibility for its traditional medicine, and Westerners have attempted to understand it within their own scientific context, much of the profound beauty and clinical efficacy of this medicine has been lost.

The School of Classical Chinese Medicine (CCM) at NCNM was created to reconnect with the original nature of Chinese medicine. The Master of Science in Oriental Medicine and Master of Acupuncture programs were developed, and are taught by, scholars and practitioners trained in the classical traditions. Through transmission and other lineage-based teaching methods, the faculty bring alive the rich history and philosophy of this multifaceted medical system. They weave together the art and science of theories and practices developed over millennia, and mentor students on the practical application of this ancient knowledge in today's world. Students build a strong framework of classical understanding from which to interpret modern phenomena, including the discoveries of Western medical science. They come to appreciate Chinese medicine as a powerful system that integrates scientific and intuitive processes.

Through the progressive embodiment of the classical Chinese approach, students gain increasing insight into how to treat even the most complicated and recalcitrant conditions. The central aim of the CCM programs is to nurture the development of practitioners having the confidence and ability to benefit everyone seeking their services, including patients for whom Western medicine has run out of answers.

Above all, the Master of Science in Oriental Medicine (MSOM) and Master of Acupuncture (MAc) programs are designed to impart the holistic spirit of classical Chinese medicine.

CCM PROGRAMS

MSOM Program

The Master of Science in Oriental Medicine is the core program of the School of Classical Chinese Medicine at NCNM. It is a four-year program consisting of 3,450 hours and 225 credits. Students are immersed in the classical foundations of the medicine, receive a holistic education in Western medical sciences, and are trained in the clinical application of the major modalities of acupuncture, moxibustion, herbal formulations, bodywork, qigong and nutrition. The curriculum emphasizes personal and professional cultivation in order to support the health of students as they progress through school, as well as to optimize their proficiency as practitioners. Many elective courses are available, and certificate programs exist for advanced study in the areas of qigong, shiatsu and classical Chinese medicine.

MAc Program

The Master of Acupuncture program is a three-year program consisting of 2,352 hours and 152.75 credits. It is a streamlined program designed for students having a special affinity for classical acupuncture and moxibustion. The foundation of the MAc program is similar to that of the MSOM program, but with fewer hours of theory and without the focus on herbal instruction. An increased emphasis is placed on the refinement of palpation skills used in acupuncture diagnosis and treatment.

MAc Professional Track

It is expected that professional healthcare practitioners (NDs, MDs, DOs, DCs, RNs, etc) will qualify for transfer credit for the Western science portion of the program, leaving a core program of 1,866 hours and 113.25 credits. Courses will be offered primarily in the evenings, to accommodate the needs of working professionals seeking to attain a second degree. This professional track is available as a full-time or part-time option.

While at NCNM, students can undertake any two programs concurrently – ND/MSOM, ND/MAC, ND/MSiMR, MSOM/MSiMR, MAc/MSiMR. Contact the Office of Admissions for more information.

MSOM and MAc Goals

- Instruct health care practitioners in the art and science of Chinese medicine
- Immerse students in the culture of Chinese medicine by combining emphasis on scholarly erudition and attention for multi-layered detail with the "atmosphere" inspiring aspects of holistic life science
- Cultivate respect for Chinese medicine as an independent science that has its own parameters and does not require validation by other scientific systems
- Honor the philosophical precepts that are shared by naturopathic medicine and classical Chinese medicine—belief in the healing power of nature, focus on identifying the root causes of disease, and treatment of the person as a multifaceted entity
- Foster awareness of the historical development of Chinese medicine, including knowledge of the major schools of Chinese medical thought
- Present Chinese medicine as a renaissance-style art that is embedded in, and closely related to, other traditional arts and sciences
- Educate students to effectively treat disease, especially chronic and recalcitrant disorders, by training them broadly in all major modalities of Chinese medicine (MSOM), or in the modalities of acupuncture and moxibustion (MAc), while at the same time effecting them to acquire a distinguishing sense regarding the clinical situation under which each of the relevant modalities should be applied

MSOM and MAc Educational Objectives

- Diagnose according to the traditional parameters of Chinese diagnosis
- Master the theory and practice of the main modalities of Chinese medicine (MSOM); master the theory and practice of acupuncture and moxibustion (MAc)
- Acquire a distinguishing sense regarding the clinical situations under which each of the relevant modalities should be applied
- Engage in scholarly discourse regarding the nature and origin of Chinese medicine
- Work cooperatively with other health care practitioners for optimal patient care

Licensing and Certification of Acupuncturists and Oriental Medicine Practitioners

Graduates of the MSOM and MAc programs are eligible to apply for acupuncture licensure in the State of Oregon. MSOM graduates are eligible to take all exams administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), which most states use as a basis for licensure. MAc graduates are eligible to take all NCCAOM exams except the Chinese Herbology Module Exam, which is required for licensure in some states. For additional information, contact NCCAOM, 76 South Laura St., Suite 1290, Jacksonville, FL 32202, 904.598.5001, www.info@nccaom.org.

In addition, the MSOM program is approved by the California Acupuncture Board, allowing graduates to sit for the California licensing exam, and is on the State of New Mexico education program approved list. The MAc program does not meet licensing requirements for the State of California or the State of New Mexico. For additional information concerning acupuncture licensure in the State of California, contact the California Acupuncture Board, 444 N. 3rd Street, Suite 260, Sacramento, CA 95814-0226, 916.445.3021, www.acupuncture.ca.gov. For additional information concerning licensure in the State of New Mexico, contact The Board of Acupuncture and Oriental Medicine, 2550 Cerrillos Road, Santa Fe, NM 97505, 505.476.4630, www.rld.state.nm.us/b&c/acupuncture.

Master of Science in Oriental Medicine

MSOM Course Descriptions

Acu-Moxa Points and Techniques Series

The first hands-on exposure to acupuncture techniques starts in the first quarter of the first year with the Auricular Points class. The Acu-Moxa Points and Techniques I-VI series begins in the second year with two quarters of point location integrated with the therapeutic actions of the points. The subsequent two quarters focus on a more detailed exploration of channel pathways and point combining principles. The final two quarters focus on the art of point prescribing and treatment protocols. The more advanced courses begin with a focus on established protocols that correspond to specific diagnostic patterns used in Chinese medicine. Subsequent courses explore case analysis, the development of appropriate treatment principles and the creation of individualized point prescriptions. Treatment skills begin in Techniques III with the introduction of needling techniques, as well as a variety of adjunct techniques such as cupping and moxibustion. Advanced needling techniques are taught throughout the Techniques IV-VI courses.

CCM 540 – Auricular Points

(1 lecture credit)

Students are introduced to acupuncture point location by gaining hands-on experience with the most used and researched microsystem in Chinese medicine, the ear. The Chinese system of auricular therapy is presented, along with some French auriculo-medicine. The focus is on learning the anatomy of the ear and the identification of acupuncture points that are useful for both diagnosis and treatment. Auricular points are widely used in public health and addiction rehabilitation settings, and can be stimulated with ear acupressure pellets to extend the effect of acupuncture treatments.

CCM 512/522 – Acu-Moxa Points I, II (Point Actions)

(3 lecture credits each)

These courses focus on the therapeutic actions of points. Location, name, and category information are reviewed in the context of learning the traditional functions, as well as specific symptomatic indications for each point. Therapeutic functions correspond to treatment principles derived from Chinese pattern differentiation. Both Eastern and Western diseases are correlated to complete the therapeutic understanding of the point's potential

range and repertoire for treatment.
Prerequisite for 512: second-year status
Corequisite for 512: concurrent enrollment in CCM 513 (Tech I)
Prerequisites for 522: CCM 512 & 513 (Pts & Tech I)
Corequisite for 522: concurrent enrollment in CCM 523 (Tech II)

CCM 532 – Acu-Moxa Points III

(3 lecture credits)
This course provides students with a thorough understanding of the complete Jing Luo system. Students learn about the physiological functions, pathogenic indications and clinical significance of the 12 regular channels, 12 divergent branches, 12 sinews, 12 cutaneous zones, 15 collaterals, 8 extraordinary vessels, grandson collaterals and superficial collaterals. Understanding the distribution of all of the sub-channels is intimately related to the clinical application of these theories.
Prerequisite: CCM 522
Corequisite: concurrent enrollment in CCM 533

CCM 612 – Acu-Moxa Points IV

(3 lecture credits)
This course focuses on combining points in mini-prescriptions.Principles of point combining are introduced, followed by classic two- and three-point combinations. Five-Element and Extraordinary Vessel protocols are presented, as well as organ, pathogen and vital substance treatment plans. Protocols based on classical treatment principles and therapeutic strategies are emphasized. Students learn the basic principles of acupuncture by focusing on the management of shen and qi. Fundamental needle and moxibustion techniques are applied according to relevant syndromes; specific technical patterns are correlated with appropriate points, syndromes and the patient's constitution. Further strategies are presented for applying point combinations according to specific diagnostic methodologies, including Chinese herbal theory and the eight parameters.
Prerequisite: CCM 532
Corequisite: concurrent enrollment in CCM 613

CCM 622 – Acu-Moxa Points V

(3 lecture credits)
This course focuses on point prescriptions designed to address diseases and symptoms that are commonly seen in a clinical setting. Class discussions focus on diagnostic differentiation, treatment principles, key points, and basic prescriptions in order to develop a repertoire of treatment plans and model the creation of well-crafted prescriptions.
Prerequisite: CCM 612
Corequisite: concurrent enrollment in CCM 623

CCM 632 – Acu-Moxa Points VI

(3 lecture credits)
This course is specifically designed to integrate and put into practice all the elements that have been learned during previous courses in preparation for clinical internship. Each week students are presented with three actual cases to analyze outside of class. Students analyze a patient's signs and symptoms, arrive at a diagnosis and treatment plan, and then devise a point prescription complete with the rationale for each point. This is presented and debated in class with fellow students and the instructor.
Prerequisite: CCM 622
Corequisite: concurrent enrollment in CCM 633

CCM 739 – Acu-Moxa Review

(1 lecture credit)
This course is offered during the fall quarter of the final year in preparation for national board exams. The course highlights all essential aspects of acupuncture and Asian medical theory through a series of mock exams, discussion and question/answer sessions.
Prerequisite: fourth-year status, CCM 633

Acu-Moxa Techniques

This series of six courses focuses on developing diagnostic and treatment skills. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. These classes are designed to develop the fundamental technical skills necessary to function in a clinical setting. Techniques I-III constitute the first year, Techniques IV-VI the second.

CCM 513/523 – Acu-Moxa Techniques I, II (Point Location)

(2 lecture credits each)
These two courses 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 contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class.
Prerequisite for 513: second-year status
Corequisite for 513: concurrent enrollment in CCM 512 (Pts I)
Prerequisites for 523: CCM 512 & 513 (Pts & Tech I)
Corequisite: concurrent enrollment in CCM 522 (Pts II)

CCM 533 – Acu-Moxa Techniques III

(3 lecture credits)

Needle insertion skill is the focus of this course. Nearly 100 different points from the 14 primary channels are used in hands-on practice that emphasizes painless, freehand needle insertion, careful needle advancement, and finding/obtaining the qi. Appropriate positioning of the patient and proper alignment of one's own body are also covered. Students practice on each other, and learn to attend to patient concerns and reactions while soliciting feedback. Students learn to palpate and apply indication specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points.

Prerequisite: CCM 523

Corequisite: concurrent enrollment in CCM 532

CCM 613 – Acu-Moxa Techniques IV

(3 lecture credits)

Building on the skills learned in Acu-Moxa Techniques III, students apply different technical patterns, and simple and complex tonifying-reducing techniques as indicated for specific syndromes and constitutional types. Students become flexible in their use of various needling techniques, and are encouraged to develop their own needling styles.

Note: The Clean Needle Technique course offered by the CCAOM is also required.

Prerequisite: CCM 533

Corequisite: concurrent enrollment in CCM 612

CCM 623 – Acu-Moxa Techniques V

(3 lecture credits)

Needling practice continues with a focus on 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.

Prerequisite: CCM 613

Corequisite: concurrent enrollment in CCM 622

CCM 633 – Acu-Moxa Techniques VI

(3 lecture credits)

This course focuses on perfecting diagnostic skills, as well as treatment planning and implementation. In class, each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced.

Note: Techniques IV-VI include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi.

Prerequisite: CCM 623

Corequisite: concurrent enrollment in CCM 632

Elective: CCM 547E – Extra Points

(1 lecture credit)

In this elective course, students learn the location and actions of the most commonly used 87 extra points, including the World Health Organization and NCCAOM lists of extra points. These points are very important clinically. Class time focuses on marking point locations as was done in Techniques

Elective: CCMA 515/525 – Microsystems I, II

(1.5 lecture credits each)

This two course series introduces the ancient approach to understanding how microsystems within the body relate to and inform the practitioner about the whole person. In classical acupuncture texts, microsystems were used for diagnosis, while in contemporary practice they are also used in treatment. Through application of the microsystems approach, the practitioner is often able to make sense of seemingly random events in the body, and to use each part of the body to produce powerful effects in the whole.

Elective: CCMA 518/528 – Embodied Acupuncture I, II

(1 lecture credit with 0.5 lab credit each)

In this two course sequence, students explore styles of acupuncture beyond the standard Chinese approach. Included will be modern and neoclassical styles that utilize both deep and gentle needling. A key focus in the classroom will be the development of the palpatory sensitivity needed to excel at acupuncture.

Basic and Western Clinical Sciences

CCM 417/427/437/554/556/557 – Biomedicine I-VI

(4 lecture credits each)

This course series introduces students of Chinese medicine to the biomedical approach to health and illness. Over the course of six terms, students will learn the anatomy and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students will learn the basic patho-physiological mechanisms of disease as understood through the biomedical perspective, and will develop an understanding of important laboratory markers, diagnostic imaging and clinical findings relevant to each system discussed. In addition, clinical and physical diagnostic (CPD) skills will be demonstrated and practiced where relevant, and pertinent pharmacological concepts will be discussed.

Through quizzes, class discussion, and case studies, students will develop the ability to integrate biomedical and classical Chinese medical concepts regarding disease processes. The goal of this course series is to enable students of Chinese medicine to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training.
Prerequisites: Each of these courses needs to be taken in the assigned sequence

CCM 413/423 – Acu-Moxa Anatomy I, II

(1 lecture credit each)
In this innovative course series, which includes a cadaver laboratory component, students learn the anatomy associated with specific acupuncture points and gain an appreciation for the structure and organization of the tissues associated with the Chinese organ networks.

CCM 414 – Integrative Nutrition I

(1.5 lecture credits)
In this course the basic biochemical approach to nutrition, including a discussion of macronutrient (protein, fat and carbohydrate) and micronutrient (vitamin and mineral) metabolism, is presented within a larger context of food energetics. The concepts of nutrient requirements (including the RDA and the DRI) are introduced, along with a consideration of the major food sources of specific nutrients. The biochemical explanation of digestion and nutrient absorption are compared to Chinese concepts of nourishment and discussed in relation to overall energetic principles of food and nutrition.

CCM 424 – Integrative Nutrition II

(1.5 lecture credits)
Building on the foundation of Integrative Nutrition I, this course focuses on specific diets and the therapeutic use of foods, with an emphasis on energetic approaches to nutrition. The similarities and differences between nutritional philosophies and approaches are explored. Vegetarian, vegan, carnivore and omnivore diets are discussed, and popular diets are examined in the larger context of energetic and nutritional concepts. Basic approaches to modern problems such as heart disease, diabetes, and cancer are presented using a case-based format.
Prerequisite: CCM 414

CCM 441/442/444 – Bridging Heaven and Earth: Ways of Knowing I-III

(1.5 lecture credits each)
This course series explores the challenges and opportunities arising from the application of 'evidence-informed'research to many forms of medicine, especially classical Chinese medicine. Students learn how to access, assess, relate, and integrate information from modern scientific sources as well as ancient Chinese classical texts. They develop critical thinking and reflective learning skills, and cultivate internal modes of perception. A central question considered is: "If the Yellow Emperor were alive today, what kind of research would she/he be doing?". The course provides the fundamental skills needed to produce the master's thesis prior to graduation, and has the long-term goal of improving clinical outcomes.
Prerequisite: CCM 442 for CCM 444

CCM 732 – Integrative Microbiology and Public Health

(2 lecture credits)

In this course, the biomedical model of infectious disease is presented and contrasted with classical Chinese concepts of epidemic and infectious disease. The role of normal body flora, as well as the nature and effects of common/representative viral, bacterial and parasitic pathogens are discussed. Public health topics, including the etiology, epidemiology, prevention and control of communicable diseases are discussed. Students learn about legally mandated infectious disease reporting.

Elective: CCM 527E – Integrative Pharmacology of Natural Substances

(2 lecture credits)

This elective course explores the pharmacology and constituents of commonly prescribed Chinese herbs.

Elective: DDC 500 – CCM/ND Integration

(2 lecture credits)

This course is primarily intended to help students working concurrently towards both their ND and MSOM or MAc degrees integrate concepts they have learned from both models of healing into a more united and comprehensive system that can be applied to their patients. Through class and case discussion, students explore concepts related to terrain, tissue states, diathesis, temperament, miasm, and the Chinese Five-Element organ networks. A unified model of Chinese and Western herbalism is also explored.
Prerequisite: third-year status in the ND and MSOM/MAc Programs

Classical Chinese Medicine Foundations

CCM 418 – Foundations of Classical Chinese Medicine

(3 lecture credits)

This course introduces students to the common principles that underlie all traditional nature sciences, in this case observed from the specific perspective of classical Chinese medicine. Core concepts discussed include the holographic quality of nature (Dao; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (yin-yang; wu xing; zang-xiang) and the relationship between matter, energy and spirit (jing-qi-shen). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern physics and other contemporary sciences. Students learn how to critically read the introductory literature of the field.

CCM 419/429 – Chinese Language, History, and Culture I, II

(1.5 lecture credits each)

These two courses create a foundation for the whole program, as a basic knowledge of Chinese language, history and culture are needed to understand the world view and mindset that created this unique form of medicine. Students learn the following: key cosmological terms and concepts, important background information on Chinese history and geography, and an overview of the ancient classical texts (both medical and cultural). Students also study the basics of the spoken and written classical Chinese language. They learn how to use a Chinese dictionary using Chinese medical terminology as the key to building a working vocabulary.
Prerequisites: CCM 419 for CCM 429

CCM 411/421/434 – Chinese Organ Systems: Cosmology and Symbolism I-III

(3 lecture credits each)

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 NCNM'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.

CCM 412/422/431 – Chinese Pathology I-III

(2 lecture credits each)

This series of courses introduces the models employed throughout the classical medical literature for the study of human pathology. The course consists of readings of important lines and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (san yin), the Six Qi (liu qi), the Six Conformations (liujing bianzheng), Eight Parameters (bagang bianzheng), the Nineteen Lines on Pathology (bingji shijiu tiao), systems of organ differentiation (zangfu bianzheng), and Four Layer (wei qi ying xue) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of pathology that can be applied to more advanced clinical material.

Prerequisites: second-year status, CCM 412 for CCM 422, CCM 422 for CCM 431

CCM 425/435 – Chinese Diagnostic Techniques I, II

(1 lecture credit with 0.5 lab credit each)

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 course begins with an introduction to the theoretical precepts of classical diagnosis as recorded in the medical classics Huangdi neijing and Nanjing. The course then focuses on the theory and practice of pulse diagnosis and visual observation. 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.

CCM 610/620 – Internal Medicine I, II

(3 lecture credits each)

These courses continue to deepen the diagnostic skills transmitted in the Chinese Pathology series, with a focus on the diagnosis and treatment of specific disorders, such as cough or headache. They cover internal medicine, but also consist of an introduction to the differential pathology and treatment of gynecological, pediatric, dermatological, and ear, nose and throat problems.

Prerequisites: third-year status, CCM 610 for CCM 620

CCM 706/713 –Special Topics I, II

(3 lecture credits each)

Special Topics is designed to provide a format for approaching modern disorders such as Lyme disease, multiple sclerosis, cancer, and other types of chronic and recalcitrant diseases from a classical perspective. In addition, clinical approaches to specialty areas such as pediatrics, gynecology, and geriatrics will be discussed. The analysis of particular case examples expands into a broader analysis of general approaches to the disorders in question.

CCM 710 – Survey of Classical Texts

(3 lecture credits)

This course comprises an advanced introduction to the basic diagnostic and therapeutic principles of Chinese medicine by reading and discussing how they appear in the most important classical texts of Chinese medicine. These include the Huangdi neijing (Yellow Emperor's Classic of Medicine), the Shanghan lun (Treatise on Disorders Caused by Cold), the Jingui yaolue (Essentials from the Golden Cabinet) and the Wenbing tiaobian (A Differential Diagnosis of Warm Diseases).

CCM 719/721 – Classical Case Studies I, II

(3 lecture credits each)

These courses offer an historical overview of the evolution and development of major theoretical schools of thought using case studies from the classical literature. Unique clinical approaches and the impact of the various lineages on contemporary clinical practices are discussed. The first course focuses primarily on cases involving herbal treatment, while the second course focuses on acupuncture cases.

Elective: CCM 446E/447E/448E – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III

(2 lecture credits each)

This three-course series represents a gradually deepening introduction to specific applications of Chinese symbol science, which defines the body as a projection of macrocosmic themes. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach, spleen, heart and small intestine; the second course presents those of the bladder, kidney, pericardium, triple warmer, gallbladder and liver. The third course introduces the functional symbolism of the most important herb names.

Prerequisite: CCM 434

Course series offered on alternate years

Elective: CCM 541E – Bazi Suanming

(2 lecture credits)

This elective course is an introduction to "The Calculation of Life According to the Eight Signs"—a highly sophisticated model of Chinese constitutional and medical chrono-biology and chrono-psychology that has very practical implications for clinical practice. Students will 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.

Elective: CCM 971E/973E/974E/977E/978E/979E/961E/962E/970E – Classical Texts I-IX

(2 lecture credits each)

These elective courses deepen 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 in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine which evolved from it.

Prerequisites: CCM 971E for CCM 973E, CCM 973E for all subsequent courses in the series

Elective: CCM 994E – Yijing I (I Ching): An Introduction to the Yijing

(2 lecture credits)

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 world famous text from ancient China.

Prerequisite: open to all NCNM students

Elective: CCM 940E – Yijing II: Hexagram Names

(2 lecture credits)

This course examines the characters that comprise the name for each of the 64 hexagrams. Together, the instructor and students systematically explore and explain those characters from both a language and a practitioner's perspective. Class time is also devoted to understanding the many interpretations that have been put forth by a myriad of translators.

Elective: CCM 941E – Yijing III: Exploring One's Personal Hexagrams

(2 lecture credits)

This course is an exploration of the personal hexagrams computed in the Yijing I course. Students present their individual explorations to the group for collective examination and discussion. In the process, an enormous amount is learned about those hexagrams and the actual interpretation of a hexagram as applied to a real person and their life circumstances.

Class size is limited to 8 students.

Prerequisites: CCM 994E and CCM 940E

Elective: CCM 942E – Yijing IV: Daxiang Commentary

(2 lecture credits)

This course explores a specific commentary on the Yijing known as the Daxiang or Greater Images commentary. It forms the core of Wings III and IV of the collection of Yijing commentaries known as the Shiyi or 10 Wings. It is one of the most important commentaries in that it articulates the role of the component trigrams in each hexagram, and outlines behavior deemed appropriate for a junzi based on understanding them. Students translate and discuss the text, which is relatively brief and follows a clear pattern, making it ideal for novice translators. In the process, the meaning of the concept of a junzi is explored. Prerequisite: The student should know how to use a Chinese dictionary.

Elective: CCM 943E/944E/945/946E – Yijing V-VIII: Translating the Zhouyi Series

(2 lecture credits each)

In this series, the instructor will guide students to translate the original text of the Yijing and provide commentary on each of the hexagrams and the meaning of the translated words. This course is a combined translation project and deep exploration of the Zhouyi, and thus deeply satisfying for students interested in either or both.

Prerequisites: CCM 943E for CCM 944E/945/946E. After the first course is taken, the rest can be taken in any order.

Elective Series: CCM 951E/952E/953E/954E – Exploring the Daodejing I-IV

(2 lecture credits each)

In each course in this series students work with the instructor to translate 20 chapters of the Daodejing. Each course is therefore a combined translation project and deep exploration of this world-renowned text. Existing translations are used for comparison, and classical and modern commentaries are studied. Some corollary reading in the Zhuangzi is also undertaken.

Prerequisites: Knowledge of how to use a Chinese dictionary; CCM 951E for CCM 952E/953E/954E. After the first course is taken, the rest can be taken in any order.

Herbal Studies

In the first year of the herbal series, three consecutive quarters are devoted to learning individual herbs and primary two and three herb combinations, along with the theories pertinent to their classification and usage. The second year focuses on formulas, with an emphasis on classical prescriptions. Formula modifications and the principles involved are presented throughout the series in the context of their base prescriptions.

CCM 936 – CCM Medicinary Practicum

(1 lab credit)

Students spend 20 hours in a hands-on classroom setting, discussing and practicing the art of classical Chinese herbal medicine. The instructor introduces the major foundations of herbal practice and study, the resources needed for preparing to practice herbal medicine, and the contemporary issues associated with herbal practice. A balance is maintained between learning the classical standards of herbal practice, and the art to practicing in a contemporary setting.

Under the supervision of the instructor, students also spend four hours in the clinic learning the mechanics of running a successful Chinese medicine medicinary. In addition to practical aspects of the medicinary, students learn to fill herbal prescriptions crafted for patients by interns and supervisors. The formulas are compounded using bulk herbs and granules. This provides students with hands-on exposure to formula composition, modification and dosing, and enables them to become more intimate with the names, appearance, smell, and taste of the individual herbs.

CCM 445 – Chinese Dietetics

(1 lecture credit with 0.5 lab credit)

This course explores the natures, movement, and tastes of foods according to Chinese medicinal and dietary principles. Dietary factors as major contributors to the development of disease patterns are discussed at length. Students develop skills in applying learned principles to both self-cultivation and to working with patients in a clinical setting. The preparation of medicinal food supplements each class.

CCM 511/521 – Herbs I, II with Lab

(3 lecture credits with 0.5 lab credit each)

The method and rationale for Chinese herbal classification are presented. The courses then focus on individual herbs including their Chinese, Latin and common names; approximately 120 key herbs are considered. These courses delineate the therapeutic actions, doses, preparation and application of the individual herbs. Students also learn to recognize and identify samples of the 120 primary herbs. This pair of courses provides the foundation of Chinese herbology, including a basic understanding of the diagnostic parameters and clinical application of the therapeutic categories into which the materia medica is organized. The labs help the student develop a deeper and more direct experience of the herbs.

Prerequisites: second-year status, CCM 511 for CCM 521

CCM 531 – Herbs III with Lab

(3 lecture credits with 0.5 lab credit)

The logic and principles of herb combining are presented. The specific clinical effects of both the combination and its constituent herbs, as brought out by the combination, are reviewed. Students examine the science of combining herbs to enhance certain properties and subdue others to obtain a precise clinical effect with clear advantages over simple or random groupings of herbs. In the lab, students are oriented to Chinese formula science while continuing to enrich their visceral and intellectual understanding of single herbs.

Prerequisite: CCM 521

CCM 611/621/631 – Herbs IV-VI

(3 lecture credits each)

Herbs IV-VI focus on the study of classical Chinese herbal formulas. These courses provide a solid introduction to the most important 160 formulas of the classical Chinese formulary, with a detailed discussion of a core of 40 constitutional formulas. Contents include the theoretical principles of formula composition, formula preparation and modification. Special attention is given to the art and principles of modifying herbal formulas to more truly meet the needs of individual patients. Also included are in-depth discussions of the diagnostic parameters that accompany each of the therapeutic categories used in herbal prescribing, and presentation on the preparation and application of external formulations.

Prerequisites: CCM 531 for CCM 611, CCM 611 for CCM 621, CCM 621 for CCM 631

CCM 738 – Chinese Herbs Review

(1 lecture credit)

This course supports the student in the synthesis of herbal knowledge by reviewing all categories of the science of Chinese herb prescribing incorporated into most national and state exams on the subject, including herbal theory, single herbs, herb combinations, herbal formulas, as well as the preparation and administration of herbs.

Prerequisites: fourth-year status, CCM 631

Elective: CCMA 616E – Chinese Patent Medicines

(3 lecture credits)

This course introduces acupuncture students to general principles of Chinese herbal treatment, focusing specifically on Chinese patent formulas. It includes an historical overview, as well as a survey of the modern methods used to make patent medicines by the major companies in the United States and mainland China. Students learn how to supplement acupuncture treatments with Chinese patent formulas chosen according to the five-element and six-conformation diagnostic systems. They also learn how to prescribe patent medicines for specific Western disease diagnoses.

Practice Management & Ethics

CCM 723 – Business Seminar I

(2 lecture credits)

This course uses five-phase theory as the lens through which to learn the art of building healthy business relationships. Students create the foundation for an effective marketing plan by defining their ideal patient population and practice. Students explore effective ways of attracting patients, enhancing their clinic experience, and maximizing their compliance with treatment plans. Attention is given to the process of promoting the long term health of the therapeutic relationship. Students gain experience educating prospective and current patients about CCM theory and practices, and develop lifestyle counseling skills.

Prerequisite: fourth-year status

CCM 731 – Business Seminar II

(2 lecture credits)

This course focuses on building and maintaining a successful medical practice aligned with Chinese philosophy. In a healthy business, as in a healthy organism, the functions of the 12 organ networks must be strong and in balance. Through the exploration and development of business plans, office systems, and procedures and financial plans, students learn how the necessary functions can be put into place to create a harmonious business structure.

Prerequisite: CCM 723

CCM 737 – Ethics and Jurisprudence

(1 lecture credit)

Group discussion, clinical experiences, self-exploration, as well as an in-depth look at the client-practitioner relationship are used to elucidate legal, ethical and professional issues, especially issues specific to the practice of Chinese medicine.

Prerequisite: fourth-year status

CCM 980 – Community Education

(0.5 lecture credits and 1 lab credit)

In this course, students learn the skills necessary to interact with the public and convey information with the aim of building and maintaining a practice and/or professional community. This course provides both didactic and experiential learning opportunities. The primary focus is on supporting students through the process of developing professional relationships and creating/delivering educational offerings to the public.

Mind/Body Medicine

CCM 430 – Practitioner Cultivation I

(1 lecture credit and 0.5 lab credit)

In the first quarter of Practitioner Cultivation, 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.

CCM 717 – Practitioner Cultivation II

(1 lecture credit with 0.5 lab credit)

The second quarter of Practitioner Cultivation focuses on relationship dynamics between the practitioner and patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter transference. The primary tools of exploration are discussion, lecture, case-study, role-play, body/mind exercises, self-reflection and writing.

Prerequisite: CCM 430 & intern status

CCM 718 – Chinese Medical Psychology

(2 lecture credits)

This course offers an introduction to Chinese medical systems of five-phase element healing. From a general perspective, an in-depth analysis of the "spirits" and pathological emotions associated with each organ network is presented. Multiple models are employed, including Neijing perspectives on Dian-Kuang disease, the Dragon Rises, Red Bird Flies model of Dr. Leon Hammer, the Wang Fengyi system of Confucian therapeutics, and Eight Extraordinary Vessel approaches to psychological conditions. Emphasis is placed on the practical application of therapeutic techniques (including herbal prescriptions) that facilitate physical and emotional healing.

Prerequisite: third-year status

Elective: CCM542E – Five-Element Retreat

(1 lecture credit)

This wilderness-based course facilitates the practitioner's journey toward a deeper connection to nature, including a deeper connection to each other, as well as the hidden layers of one's own healing potential. More specifically, this course presents an immersion in the natural manifestations of the five phase elements. In a retreat format, participants cultivate their sensitivity toward the natural world and experience natural manifestations of the phase elements and selected acu-moxa points. Energetic practices, including art, poetry, group sharing and personal reflection, are landmarks of this process.

Physical Medicine

CCM 416/426/436 – Palpation and Perception I-III Lab

(1 lab credit each)

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 courses.

Prerequisites: CCM 416 for CCM 426, CCM 426 for CCM 436

CCM 438 – Asian Bodywork

(1 lecture credit with 0.5 lab credit)

This course builds on the manual and perceptive skills learned in the Palpation and Perception series as it introduces the energetic, theoretical, and practical aspects of several systems of classical Chinese bodywork. Through demonstration and hands-on exercise students learn and practice precise techniques and manipulations that have been used for thousands of years in China.

Shiatsu Acupressure Massage

The shiatsu series presents a thorough grounding in the principles and style of Asian bodywork, the energetic anatomy upon which it is based and the fundamentals of touching with quality. Students learn a variety of techniques and maneuvers in the context of a complete, full-body massage. This style of shiatsu is highly effective and enjoyable to give as well as receive. Though shiatsu is a Japanese word and massage tradition, it derives from Chinese sources and is based on the same theories and principles that have influenced the entire pan- Asian approach to medicine. Shiatsu I-III can be taken early in the Chinese medicine program to more fully prepare students for what they will learn in the points and techniques series. These courses present shiatsu as a holistic massage focusing on wellness, and do not require the ability to diagnose in order to be effective. Shiatsu is a complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

Elective: CCM 991E – Shiatsu I, Back of the Body

(1.5 lab credits)

Shiatsu I is an introductory course, presenting two of the cornerstones of Asian/Japanese massage, shiatsu and Do-In (a self-massage routine (Dao Yin in Chinese)). Neither massage uses oil nor requires disrobing. This course presents traditional Asian style massage on a table and teaches the back half of the body. It takes about 45 minutes to an hour to perform. An emphasis is placed on learning the proper alignment and body position for the practitioner, and on memorizing and internalizing the sequence (kata/form) of the massage. Students are exposed to the energetic, theoretical and technical aspects of shiatsu. Theory focuses on learning the channel pathways. Instruction emphasizes kinesthetic learning, alternating between demonstration and practice.

Prerequisite: open to all NCNM students

Elective: CCM 997E – Shiatsu II Short Form, Front of the Body

(1.5 lab credits)

Shiatsu II is the continuation of Shiatsu I, teaching the second half of the short form. In terms of the kata it covers the front of the body. The front of the body also takes about 45 minutes to do. This course continues the Do-In (Dao-Yin) training with an emphasis on being able to teach it to others. The last part of the course combines the back of the body from Shiatsu I with the front learned in this term to complete the 'short form'. The whole shiatsu short form takes about an hour and a half to perform and constitutes a very thorough and satisfying massage for both the giver and the receiver.

Prerequisite: CCM 991E

Elective: CCM 998E – Shiatsu III Short Form, Integration Practicum

(1 lab credit)

Shiatsu III, the short-form practicum, integrates the material learned in Shiatsu I and II. In a mock clinical approach to classroom learning, students bring a different

volunteer client to class each week to give them a shiatsu massage. The instructor circulates and provides individualized feedback during each session. The short form constitutes the basic framework for the clinical practice of shiatsu, and by the end of the term the student should be capable of performing it professionally in about an hour and a quarter.
Prerequisite: CCM 997E

Second Year – Long Form Series Elective: CCM 805E – Shiatsu IV Long Form, Back of the Body

(1.5 lab credits)
The long form builds on the short form learned in the first year and introduces new techniques. Specifically, stretching maneuvers for all the major joints of the body, along with more specific pressing of acu-points, are integrated into the massage. Pertaining to the self-cultivation aspect of the training, another Dao-Yin form is presented. This term the students learn a comprehensive series of stretches, much like yoga, for the practitioner, both as preparation to give as well as receive the shiatsu stretches, but also to generally open and strengthen the practitioner's body. Intimate knowledge of these stretches also constitutes the basis for the use of stretches as a prescription for clients.
Prerequisite: CCM 998E

Elective: CCM 806E – Shiatsu V Long Form, Front of the Body

(1.5 lab credits)
Shiatsu V continues where Shiatsu IV left off, covering the long-form kata for the front half of the body.
This course completes the very thorough whole-body treatment, which takes two to three hours to perform. Again, stretches and specific point work are integrated into the kata. Useful for both assessment and treatment, the long form is a comprehensive and satisfying massage.
Prerequisite: CCM 805E

Elective: CCM 807E – Shiatsu VI Long Form, Interaction Practicum

(1.5 lab credits)
Shiatsu VI is the long-form practicum. Students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on Shu and Mu points. Opportunities for improvisation from amongst the myriad of techniques become necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real world settings to their clients' individual needs and limits within the context of the shiatsu kata, while the kata provides the basis for a consistent product/service that ensures continuity between sessions and across providers.
Prerequisite: CCM 806E

Research

CCM 992 – Master's Thesis Tutorial: Research and Writing in Chinese Medicine

(1 lecture credit)
This course provides training in CCM scholarship, and prepares students to write the required master's thesis during the final year of the program. Students get support in choosing and refining the focus of their thesis, which may be on any approved topic pertinent to classical Chinese medicine. By the end of the course, students have produced an abstract and a preliminary outline of their thesis, and received guidance in choosing a thesis committee. Details of the thesis process and requirements are described in the "MSOM Thesis Information Packet" provided in the course.

Traditional Arts of Cultivation

Chinese Cultural Arts

Chinese Calligraphy

Chinese calligraphy is an ancient and elegant art form that originated with the ancient Chinese shamans known as the Wu. Calligraphy is the traditional Wu's way of accessing the universal qi for healing and creating harmonizing feng shui energy. Shamans have used brushes to express their healing power for thousands of years in China. Calligraphy is still used as a tool for cultivating inner knowledge and to understand the roots of classical Chinese medicine.

Elective: CCM 972E – Chinese Calligraphy I

(1 lab credit)

Students first learn how to use the basic tools of calligraphy, namely brush, ink and paper. Progressing through the basic strokes of Chinese writing to the writing of specifically chosen characters, this process is designed to facilitate their understanding of the relationship between characters, philosophy, and universal qi. In the process students learn to harness and control their own internal qi.

Prerequisite: open to all NCNM students

Elective: CCM 976E – Chinese Calligraphy II

(1 lab credit)

Students learn new symbols and continue the inner cultivation begun in Chinese Calligraphy I.

Prerequisite: CCM 972E

Elective: CCM 544E – Classical Chinese Instruments

(1 lab credit)

Students learn the history, philosophy, theory and techniques of playing classical Chinese instruments. Particular emphasis is placed on learning to play what is perhaps the oldest of all Chinese instruments, the guqin.

Elective: CCM 543E – Weiqi

(1 lab credit)

Students learn the history, philosophy and principles of Weiqi (Chinese chess, also known as "Go"). This course develops the critical thinking skills of students, as they learn to apply the strategies and techniques of the game to the art of treating disease.

Qigong

Qigong literally means "energy work" or "energy cultivation." Personal experience of, awareness of, and sensitivity to qi are considered imperative to the successful practice of classical Chinese medicine. In a series of nine weekend retreats and sets of weekly practice sessions, students are immersed in the fundamentals of the Jinjing (Tendon and Channel) School of Qigong, one of China's true alchemical life science traditions. By way of traditional lineage instruction, students experience the elements of a deeply nourishing qigong practice and learn to apply their skills and knowledge to the education and treatment of others. In particular, students learn to prescribe individualized qigong treatment plans for patients.

CCM 514 – Qigong I Retreat & CCM 551 – Qigong I Practicum

(1 lecture credit with 0.75 lab credit)

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)—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.

CCM 524 – Qigong II Retreat & CCM 552 Qigong II Practicum

(1 lecture credit with 0.75 lab credit)

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).

Prerequisites: CCM 514/551

CCM 534 – Qigong III Retreat & CCM 553 – Qigong III Practicum

(1 lecture credit with 0.75 lab credit)

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).

Prerequisites: CCM 524/552

CCM 614 – Qigong IV Retreat & CCM 654 – Qigong IV Practicum

(1 lecture credit with 0.75 lab credit)

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 is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced.

Prerequisites: CCM 534/553

CCM 624 – Qigong V Retreat & CCM 655 – Qigong V Practicum

(1 lecture credit with 0.75 lab credit)

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.

Prerequisites: CCM 614/654

CCM 634 – Qigong VI Retreat & CCM 656 – Qigong VI Practicum

(1 lecture credit with 0.75 lab credit)

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica.

Prerequisites: CCM 624/655 Qigong Practica

CCM 714/724 – Qigong VII, VIII Retreat & CCM 757/758 – Qigong VII, VIII Practicum

(1 lecture credit with 0.75 lab credit each)

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.

Prerequisites: CCM 634/656 for CCM714/757 & CCM 714/757 for CCM 724/758

CCM 733 – Qigong IX Retreat & CCM 759 – Qigong IX Practicum

(1 lecture credit with 0.75 lab credit)

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.

Prerequisites: CCM 724/758

Elective: CCM 603E/604E/605E –Medical Application of Qigong I-III

(2 lecture credits each)

Over three quarters, the student moves from observer to practitioner, prescribing qigong elements to patients referred to the class. This course series is taught/supervised by qualified instructors of the Jinjing Gong lineage.

Prerequisite: completion of Qigong I-IX Retreats and Practica

Qigong Teaching Series

This series is designed for students admitted into the Qigong Teaching Certificate Program.

Elective: CCM 740E/741E/742E – Teaching Qigong X-XII Practicum

(0.75 lecture credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong and integrate the teaching of qigong into their clinical practice.

Prerequisite: completion of Qigong I-IX Retreats and Practica

Taiji

Taiji Quan (T'ai Chi Ch'uan) literally means "the very pinnacle, highest, or greatest fist," i.e., martial art. A more useful translation might be "the ultimate exercise." Its precisely choreographed movements create a relaxing mind-body dance that stretches and strengthens the entire body. Its slow, deliberate moves develop balance and grace. Its meditative style facilitates harmonious breathing and a focused mind. It is, in short, meditation in motion. There are many variations within the world of taiji. Yang style taiji is the most commonly practiced style in both China and the U.S. Within styles there are various practice lengths, loosely divided into long and short forms. Here, the focus is on a long form. This form takes around 30-40 minutes to perform and thus also takes some time to learn. The three sections of the long form are divided neatly into the three terms of the academic year. Thus, the first year of study is devoted to learning the sequence of moves along with the principles of movement that accompany them and an inward-looking focus that emphasizes the cultivation of qi within the student.

From a Chinese medical perspective, taiji harmonizes the "three treasures," jing, qi and shen (essence, energy and spirit). Each class includes specially designed warm-up exercises, qigong, and detailed instruction in the form. The first year of study focuses on learning the sequence of movements and the correct way of doing each move. Taiji I is required in the fourth year of the MSOM program. However, students are encouraged to take it sooner if they wish to take full advantage of the taiji elective series.

CCM 815/964/965 – Taiji I-III Practicum

(0.75 lab credit each)

The first section, which is the subject of Taiji I, teaches all the basic moves and principles and thus constitutes an effective short form that can be practiced on its own. Subsequent courses build on the foundation, emphasizing deepening awareness through the practice of the form.

At NCNM our instructors focus more on the health and spiritual cultivation attributes of taiji as opposed to its martial arts aspects. In this context these courses are effective and enjoyable for anyone who enjoys movement arts or exercise. At the same time taiji is very meditative, one of the reasons people like to practice taiji, and indeed many find this moving meditation preferable to sitting meditation.

Clinical Training

The components of the clinical portion of the program are Observation, Internship and Clinical Case Presentation. These are organized as follows

Year of Study		Clinical Component	Brief Description
MSOM	MSOM/ND		
2nd	4th	Observation Case Presentation	Discussion of clinical cases presented by the instructor
2nd - 3rd	4th & 5th	Observation	Students observe experienced practitioners treat patients
4th	6th	Internship	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

Elective: CCM 966E/967E/968E – Taiji IV-VI, Practicum

(0.75 lab credit each)

The second year of taiji consists of elective classes that pick up at the completion of the long-form sequence and focus on practicing the Taiji quan. Having learned the sequence of moves, the next steps have to do with refining and perfecting the form through practice over time. Each term, and indeed each class, focuses on a different aspect of practice until the form is thoroughly integrated and the student is confident in the ability to practice alone.

Elective: CCM 814E – Taiji Retreat

(1 credit)

In this weekend retreat, students are introduced to the history, principles, and practice of taiji. A classical approach will be used to enable students to understand and experience that taiji is a healing tool capable of playing a critical role in the prevention of disease and the nourishment of life.

The Taiji courses are open to all NCNM students

Traditional Mentorship Tutorial

CCM 981/982/989 – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

A hallmark of the MSOM program, 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.

Clinical Training Overview

The clinical training objectives of the program are fundamentally aligned with the overall intention to train quality 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 an applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical 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 training consists of two sequential parts: Observation and Internship. Before clinical observation occurs, students receive training in Chinese diagnostic techniques as well as in the theory and philosophy of classical Chinese medicine. Before clinical internship commences, students develop their interpersonal skills and diagnostic abilities, and receive further training in point actions, needling technique and the Chinese herbal formulary. The content and sequence of the academic courses are designed to accomplish this goal.

To begin the first-year Observation component, students must successfully complete all first-year courses including the Introduction to Clinic class, in which clinic policies and procedures are reviewed. The second year of Observation requires successful completion of all prerequisite courses from the second year of study. Internship begins after successful completion of all third-year courses, Observation shifts, and passing of the clinic entrance exam. An Internship orientation is required before beginning the Internship rotations.

Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. 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.

CCM 443 – Introduction to Clinic

(1.5 lecture credits)

This course introduces students to the fundamentals of working in the CCM clinics. Topics include clinic policies and procedures, hygienic standards, charting, patient confidentiality, and multicultural awareness. In addition, students gain confidence in assigning zang-fu pattern differentiation to patient cases.

CCM 517/529/538 - Observation Case Presentation I-III

(1 clinic credit each)

The Observation Case Presentation series provides a forum for students to apply and integrate the concepts and information learned in their academic courses to clinical scenarios presented by the course faculty.

CCM 715/725/735 – Internship Case Presentation I-III

(1 clinic credit each)

Clinical case presentation classes provide an opportunity for interns to present case histories of chosen clients, receiving feedback and critique by fellow interns and a full-time clinical faculty member.

CCM 809 – Clinical Observation I-VI

(2 clinic credits each)

Clinical observation is a forum in which four or five observers watch a practitioner in session with a client. While observing, the objective is to absorb as much of the method and process of clinical practice as possible.

CCM 909/934 – Clinical Internship I-XIV

(2 clinic credits each, except for XIV, which is a holiday shift requirement with no assigned credit)

During clinical internship the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. Includes one required holiday clinic shift.

Classical Chinese Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Qigong and Shiatsu Certificate Programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information, 503.552.1660.

Certificate of Advanced Studies in Classical Chinese Medicine

Fully aligned with the CCM mission, this certificate program enables motivated students to delve more deeply into the classical roots of Chinese medicine. It consists of nine courses in classical texts, Bazi Suanming (Chinese medical chrono-biology and chrono-psychology), and two courses in Chinese cultural arts. These courses are rarely included in Chinese medicine programs in China or the U.S., and they are specifically designed to connect the serious student of classical Chinese medicine with the authentic milieu of the ancient scholar-practitioner.

Qigong Certificate Program

The Qigong Certificate Program is taught in two levels, with each level having a separate admissions screening process. The first level, with an academic focus, may be pursued concurrently with the ND program and is presented over a three-year period. It involves coursework from the CCM programs. This level of the qigong program includes four courses in theory, nine weekend retreat courses, and nine quarters of weekly qigong practice sessions. The student who successfully completes this portion of study may apply for admission into the second level, the teaching portion of the program. Over the subsequent year, the student continues qigong coursework, progressing from observing qigong instruction of NCNM patients and students, to teaching her/his own qigong classes.

Shiatsu Certificate Program

The Shiatsu Certificate Program consists of six courses (204 hours) taken over two years, and the completion of two terms of performing shiatsu treatments in one of the NCNM clinics. This certificate program is designed to be pursued concurrently with the MSOM, MAc or ND programs. At the end of the certificate program, students will be fully prepared to use shiatsu as an independent treatment modality.

MSOM Four Year Curriculum

first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM418	Foundations of Classical Chinese Medicine			36.00	36.00	3.00
CCM411	Chinese Organ Systems:Cosmology and Symb I			36.00	36.00	3.00
CCM419	Chinese Language, History and Culture I			18.00	18.00	1.50
CCM540	Auricular Points			12.00	12.00	1.00
CCM441	Bridging Heaven and Earth:Ways of Knowing			18.00	18.00	1.50
CCM417	Biomedicine I			48.00	48.00	4.00
CCM416	Palpation and Perception I Lab		24.00		24.00	1.00
CCM514	Qigong I Retreat			12.00	12.00	1.00
CCM551	Qigong I Practicum		18.00		18.00	0.75
	First Year Fall Totals	**0.00**	**42.00**	**180.00**	**222.00**	**16.75**
Course #	**First Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM421	Chinese Organ Systems:Cosmology and Symb II			36.00	36.00	3.00
CCM429	Chinese Language, History and Culture II			18.00	18.00	1.50
CCM425	Chinese Diagnostic Techniques I		12.00	12.00	24.00	1.50
CCM442	Bridging Heaven and Earth:Ways of Knowing II			18.00	18.00	1.50
CCM427	Biomedicine II			48.00	48.00	4.00
CCM414	Integrative Nutrition I			18.00	18.00	1.50
CCM426	Palpation and Perception II Lab		24.00		24.00	1.00
CCM524	Qigong II Retreat			12.00	12.00	1.00
CCM552	Qigong II Practicum		18.00		18.00	0.75
	First Year Winter Totals	**0.00**	**54.00**	**162.00**	**216.00**	**15.75**
Course #	**First Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM434	Chinese Organ Systems:Cosmology and Symb III			36.00	36.00	3.00
CCM435	Chinese Diagnostic Techniques II		12.00	12.00	24.00	1.50
CCM936	CCM Medicinary Practicum	24.00			24.00	1.00
CCM444	Bridging Heaven and Earth:Ways of Knowing III			18.00	18.00	1.50
CCM437	Biomedicine III			48.00	48.00	4.00
CCM424	Integrative Nutrition II			18.00	18.00	1.50
CCM436	Palpation and Perception III Lab		24.00		24.00	1.00
CCM438	Asian Bodywork		24.00		24.00	1.00
CCM534	Qigong III Retreat			12.00	12.00	1.00
CCM553	Qigong III Practicum		18.00		18.00	0.75
CCM443	Intro to Clinic			18.00	18.00	1.50
	First Year Spring Totals	**24.00**	**78.00**	**162.00**	**264.00**	**17.75**
	FIRST YEAR CREDIT TOTALS	**24.00**	**174.00**	**504.00**	**702.00**	**50.25**

second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM412	Chinese Pathology I			24.00	24.00	2.00
CCM511	Herbs I with Lab		12.00	36.00	48.00	3.50
CCM512	Acu-Moxa Points I			36.00	36.00	3.00
CCM513	Acu-Moxa Techniques I			24.00	24.00	2.00
CCM554	Biomedicine VI			48.00	48.00	4.00
CCM614	Qigong IV Retreat			12.00	12.00	1.00
CCM654	Qigong IV Practicum		18.00		18.00	0.75
CCM806	Observation Case Presentation I	24.00			24.00	1.00
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Fall Totals	**72.00**	**30.00**	**180.00**	**282.00**	**19.25**
Course #	**Second Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM422	Chinese Pathology II			24.00	24.00	2.00
CCM445	Chinese Dietetics		12.00	12.00	24.00	1.50
CCM521	Herbs II with Lab		12.00	36.00	48.00	3.50
CCM522	Acu-Moxa Points II			36.00	36.00	3.00
CCM523	Acu-Moxa Techniques II			24.00	24.00	2.00
CCM556	Biomedicine V			48.00	48.00	4.00
CCM624	Qigong V Retreat			12.00	12.00	1.00
CCM655	Qigong V Practicum		18.00		18.00	0.75
CCM807	Observation Case Presentation II	24.00			24.00	1.00
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Winter Totals	**72.00**	**42.00**	**192.00**	**306.00**	**20.75**
Course #	**Second Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM431	Chinese Pathology III			24.00	24.00	2.00
CCM531	Herbs III with lab		12.00	36.00	48.00	3.50
CCM532	Acu-Moxa Points III			36.00	36.00	3.00
CCM533	Acu-Moxa Techniques III			36.00	36.00	3.00
CCM557	Biomedicine VI			48.00	48.00	4.00
CCM732	Microbiology and Public Health			24.00	24.00	2.00
CCM430	Practitioner Cultivation I		12.00	12.00	24.00	1.50
CCM634	Qigong VI Retreat			12.00	12.00	1.00
CCM656	Qigong VI Practicum		18.00		18.00	0.75
CCM808	Observation Case Presentation III	24.00			24.00	1.00
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Spring Totals	**72.00**	**42.00**	**228.00**	**342.00**	**23.75**
	SECOND YEAR CREDIT TOTALS	**216.00**	**114.00**	**600.00**	**930.00**	**63.75**

third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM710	Survey of Classical Texts			36.00	36.00	3.00
CCM611	Herbs IV			36.00	36.00	3.00
CCM612	Acu-Moxa Points IV			36.00	36.00	3.00
CCM613	Acu-Moxa Techniques IV			36.00	36.00	3.00
CCM718	Chinese Medical Psychology			24.00	24.00	2.00
CCM413	Acu-Moxa Anatomy I			12.00	12.00	1.00
CCM714	Qigong VII Retreat			12.00	12.00	1.00
CCM757	Qigong VII Practicum		18.00		18.00	0.75
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Third Year Fall Totals	**48.00**	**18.00**	**192.00**	**258.00**	**18.75**
Course #	**Third Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM610	Internal Medicine I			36.00	36.00	3.00
CCM621	Herbs V			36.00	36.00	3.00
CCM622	Acu-Moxa Points V			36.00	36.00	3.00
CCM623	Acu-Moxa Techniques V			36.00	36.00	3.00
CCM423	Acu-Moxa Anatomy II			12.00	12.00	1.00
CCM724	Qigong VIII Retreat			12.00	12.00	1.00
CCM758	Qigong VIII Practicum		18.00		18.00	0.75
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Third Year Winter Totals	**48.00**	**18.00**	**168.00**	**234.00**	**16.75**
Course #	**Third Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM620	Internal Medicine II			36.00	36.00	3.00
CCM719	Classical Case Studies I			36.00	36.00	3.00
CCM631	Herbs VI			36.00	36.00	3.00
CCM632	Acu-Moxa Points VI			36.00	36.00	3.00
CCM633	Acu-Moxa Techniques VI			36.00	36.00	3.00
CCM734	Qigong IX Retreat			12.00	12.00	1.00
CCM759	Qigong IX Practicum		18.00		18.00	0.75
CCM809	Clinical Observation Rotation	48.00			48.00	2.00
	Third Year Spring Totals	**48.00**	**18.00**	**192.00**	**258.00**	**18.75**
	THIRD YEAR CREDIT TOTALS	**144.00**	**54.00**	**552.00**	**750.00**	**54.25**

fourth year

Course #	Fourth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM737	Ethics and Jurisprudence			12.00	12.00	1.00
CCM723	Business Seminar I			24.00	24.00	2.00
CCM992	Masters Thesis			12.00	12.00	1.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
	Fourth Year Summer Totals	**144.00**	**0.00**	**48.00**	**192.00**	**10.00**
Course #	**Fourth Year Fall**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM706	Special Topics I			36.00	36.00	3.00
CCM739	Acu-Moxa Review			12.00	12.00	1.00
CCM731	Business Seminar II			24.00	24.00	2.00
CCM717	Practitioner Cultivation II		12.00	12.00	24.00	1.50
CCM963	Taiji I Practicum		18.00		18.00	0.75
CCM981	Traditional Mentorship Tutorial I			24.00	24.00	2.00
CCM715	Internship Case Presentation I	24.00			24.00	1.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
	Fourth Year Fall Totals	**168.00**	**30.00**	**108.00**	**306.00**	**17.25**
Course #	**Fourth Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM713	Special Topics II			36.00	36.00	3.00
CCM721	Classical Case Studies II			36.00	36.00	3.00
CCM738	Herbs Review			12.00	12.00	1.00
CCM964	Taiji II Practicum		18.00		18.00	0.75
CCM982	Traditional Mentorship Tutorial II			24.00	24.00	2.00
CCM725	Internship Case Presentation II	24.00			24.00	1.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
	Fourth Year Winter Totals	**168.00**	**18.00**	**108.00**	**294.00**	**16.75**
Course #	**Fourth Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCM980	Community Education ^		12.00	6.00	18.00	1.00
CCM965	Taiji III Practicum		18.00		18.00	0.75
CCM989	Traditional Mentorship Tutorial III			24.00	24.00	2.00
CCM735	Internship Case Presentation III	24.00			24.00	1.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation	48.00			48.00	2.00
CCM909	Clinical Internship Rotation*	48.00			48.00	2.00
	Fourth Year Spring Totals	**216.00**	**30.00**	**30.00**	**276.00**	**12.75**
	FOURTH YEAR CREDIT TOTALS	**696.00**	**78.00**	**294.00**	**1068.00**	**56.75**
	^These hours are cumulative and may actually be earned in a term other than term registered					
	*This course may be taken summer, fall, winter or spring					

Master of Acupuncture

Course Descriptions

The Master of Acupuncture (MAc) program is a three-year program consisting of 2,352 hours and 152.75 credits. It is a streamlined program designed for students having a special affinity for classical acupuncture and moxibustion. The foundation of the MAc program is similar to that of the Master of Science in Oriental Medicine (MSOM) program, with fewer hours of theory and without the focus on herbal instruction. An increased emphasis is placed on the refinement of palpation skills used in acupuncture diagnosis and treatment. **The MAc program does not meet licensing requirements for the State of California or the State of New Mexico.** Many other states require a certain number of herbal hours – check with individual state boards for their licensing requirements.

MAc Professional Track

It is expected that professional healthcare practitioners (NDs, MDs, DOs, DCs, RNs, etc) will qualify for transfer credit for the Western science portion of the program, leaving a core program of 1,866 hours and 113.25 credits. Courses will be offered primarily in the evenings, to accommodate the needs of working professionals seeking to attain a second degree. This professional track is available as a full-time or part-time option.

While at NCNM, students can undertake any two programs concurrently – ND/MSOM, ND/MAC, ND/MSiMR, MSOM/MSiMR, MAc/MSiMR. Contact the Office of Admissions for more information.

Acu-Moxa Points and Techniques Series

The Acu-Moxa Points and Techniques I-VI series begins in the first year with two quarters of point location integrated with the therapeutic actions of the points. The subsequent two quarters focus on a more detailed exploration of channel pathways and point combining principles. The final two quarters focus on the art of point prescribing and treatment protocols. The more advanced courses begin with a focus on established protocols that correspond to specific diagnostic patterns used in Chinese medicine. Subsequent courses explore case analysis, the development of appropriate treatment principles, and the creation of individualized point prescriptions. Treatment skills begin in Techniques III with the introduction of needling techniques, as well as a variety of adjunct techniques such as cupping and moxibustion. Advanced needling techniques are taught throughout the Techniques IV-VI courses.

CCMA 512/522 – Acu-Moxa Points I, II (Point Actions)

(3 lecture credits each)
These courses focus on the therapeutic actions of points. Location, name, and category information are reviewed in the context of learning the traditional functions, as well as specific symptomatic indications for each point. Therapeutic functions correspond to treatment principles derived from Chinese pattern differentiation. Both Eastern and Western diseases are correlated to complete the therapeutic understanding of the point's potential range and repertoire for treatment.
Corequisite for 512: concurrent enrollment in CCMA 513 (Tech I)
Prerequisites for 522: CCMA 512 & 513 (Pts & Tech I)
Corequisite for 522: concurrent enrollment in CCMA 523 (Tech II)

CCMA 532 – Acu-Moxa Points III

(3 lecture credits)
This course provides students with a thorough understanding of the complete Jing Luo system. Students learn about the physiological functions, pathogenic indications and clinical significance of the 12 regular channels, 12 divergent branches, 12 sinews, 12 cutaneous zones, 15 collaterals, 8 extraordinary vessels, grandson collaterals and superficial collaterals. Understanding the distribution of all of the sub-channels is intimately related to the clinical application of these theories.
Prerequisite: CCMA 522
Corequisite: concurrent enrollment in CCMA 533

CCMA 612 – Acu-Moxa Points IV

(3 lecture credits)
This course focuses on combining points in mini-prescriptions. Principles of point combining are introduced, followed by classic two- and three-point combinations. Five-Element and Extraordinary Vessel protocols are presented, as well as organ, pathogen and vital substance treatment plans. Protocols based on classical treatment principles and therapeutic strategies are emphasized. Students learn the basic principles of acupuncture by focusing on the management of shen and qi. Fundamental needle and moxibustion techniques are applied according to relevant syndromes; specific technical patterns are correlated with appropriate points, syndromes and the patient's constitution. Further strategies are presented for applying point combinations according to specific diagnostic methodologies, including Chinese herbal theory and the eight parameters.
Prerequisite: CCMA 532
Corequisite: concurrent enrollment in CCMA 613

CCMA 622 – Acu-Moxa Points V

(3 lecture credits)

This course focuses on point prescriptions designed to address diseases and symptoms that are commonly seen in a clinical setting. Class discussions focus on diagnostic differentiation, treatment principles, key points, and basic prescriptions in order to develop a repertoire of treatment plans and model the creation of well-crafted prescriptions.

Prerequisite: CCMA 612

Corequisite: concurrent enrollment in CCMA 623

CCMA 632 – Acu-Moxa Points VI

(3 lecture credits)

This course is specifically designed to integrate, and put into practice, all the elements that have been learned during previous courses in preparation for clinical internship. Each week students are presented with three actual cases to analyze outside of class. Students analyze patients' signs and symptoms, arrive at a diagnosis and treatment plan, and then devise a point prescription complete with the rationale for each point. This is presented and debated in class with fellow students and the instructor.

Prerequisite: CCMA 622

Corequisite: concurrent enrollment in CCMA 633

Elective: CCM 739 – Acu-Moxa Review

(1 lecture credit)

This course is offered during the fall quarter of the final year in preparation for national board exams. The course highlights all essential aspects of acupuncture and Asian medical theory through a series of mock exams, discussion, and question/answer sessions.

Acu-Moxa Techniques

This series of six courses focuses on developing diagnostic and treatment skills. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. These classes are designed to develop the fundamental technical skills necessary to function in a clinical setting. Techniques I-III constitute the first year, Techniques IV-VI the second.

CCMA 513/523 – Acu-Moxa Techniques I, II (Point Location)

(2 lecture credits each)

These two courses 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 contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical

success and patient satisfaction. Classical approaches from source texts are integrated into the class.
Corequisite for 513: concurrent enrollment in CCMA 512 (Pts I)
Prerequisites for 523: CCMA 512 & 513 (Pts & Tech I)
Corequisite for 523: concurrent enrollment in CCMA 522 (Pts II)

CCMA 533 – Acu-Moxa Techniques III

(3 lecture credits)
Needle insertion skill is the focus of this course. Nearly 100 different points from the14 primary channels are used in hands-on practice that emphasizes painless, free-hand needle insertion, careful needle advancement, and finding/obtaining the qi. Appropriate positioning of the patient and proper alignment of one's own body are also covered. Students practice on each other, and learn to attend to patient concerns and reactions while soliciting feedback. Students learn to palpate and apply indication-specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points.
Prerequisite: CCMA 523
Corequisite: concurrent enrollment in CCMA 532

CCMA 613 – Acu-Moxa Techniques IV

(3 lecture credits)
Building on the skills learned in Acu-Moxa Techniques III, students apply different technical patterns, and simple and complex tonifying-reducing techniques as indicated for specific syndromes and constitutional types. Students become flexible in their use of various needling techniques, and are encouraged to develop their own needling styles. Note: The Clean Needle Technique course offered by the CCAOM is also required.
Prerequisite: CCMA 533
Corequisite: concurrent enrollment in CCMA 612

CCMA 623 – Acu-Moxa Techniques V

(3 lecture credits)
Needling practice continues with a focus on 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.
Prerequisite: CCMA 613
Corequisite: concurrent enrollment in CCMA 622

CCMA 633 – Acu-Moxa Techniques VI

(3 lecture credits)
This course focuses on perfecting diagnostic skills, as well as treatment planning and implementation. In class, each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced.
Note: Techniques IV-VI include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi.
Prerequisite: CCMA 623
Corequisite: concurrent enrollment in CCMA 632

CCMA 515/525– Microsystems I, II

(1.5 lecture credits each)
This two course series introduces the ancient approach to understanding how microsystems within the body relate to and inform the practitioner about the whole person. In classical acupuncture texts, microsystems were used for diagnosis, while in contemporary practice they are also used in treatment. Through application of the microsystems approach, the practitioner is often able to make sense of seemingly random events in the body, and to use each part of the body to produce powerful effects in the whole.

CCMA 518/528– Embodied Acupuncture I, II

(1 lecture credit with 0.5 lab credit each)
In this two course sequence, students explore styles of acupuncture beyond the standard Chinese approach. Included will be modern and neoclassical styles that utilize both deep and gentle needling. A key focus in the classroom will be the development of the palpatory sensitivity needed to excel at acupuncture.

Elective: CCM 547E – Extra Points

(1 lecture credit)
In this elective course, students learn the location and actions of the most commonly used 87 extra points, including the World Health Organization and NCCAOM lists of extra points. These points are very important

clinically. Class time focuses on marking point locations as was done in Techniques I and II.
Prerequisite: CCMA 523

Basic and Western Clinical Sciences

CCMA 417/427/437/554/556/557 – Biomedicine I-VI

(4 lecture credits each)
This course series introduces students of Chinese medicine to the biomedical approach to health and illness. Over the course of six terms, students will learn the anatomy and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students will learn the basic patho-physiological mechanisms of disease as understood through the biomedical perspective, and will develop an understanding of important laboratory markers, diagnostic imaging and clinical findings relevant to each system discussed. In addition, clinical and physical diagnostic (CPD) skills will be demonstrated and practiced where relevant, and pertinent pharmacological concepts will be discussed.

Through quizzes, class discussion, and case studies, students will develop the ability to integrate biomedical and classical Chinese medical concepts regarding disease processes. The goal of this course series is to enable students of Chinese medicine to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training.
Prerequisites: Each of these courses need to be taken in the assigned sequence

CCMA 413/423 – Acu-Moxa Anatomy I, II

(1 lecture credit each)
In this innovative course series, which has a cadaver laboratory component, students learn the anatomy associated with specific acupuncture points, and gain an appreciation for the structure and organization of the tissues associated with the Chinese organ networks.
Co-requisites: CCMA 613 with CCMA413, CCMA623 with CCMA 423

CCMA 414 – Integrative Nutrition I

(1.5 lecture credits)
In this course, the basic biochemical approach to nutrition, including a discussion of macronutrient (protein, fat and carbohydrate) and micronutrient (vitamin and mineral) metabolism, is presented within a larger context of food energetics. The concepts of nutrient requirements (including the RDA and the DRI) are introduced, along with a consideration of the major food sources of specific nutrients. The biochemical explanation of digestion and nutrient absorption are compared to Chinese concepts of nourishment, and discussed in relation to overall energetic principles of food and nutrition.

Elective: CCM 424 – Integrative Nutrition II

(1.5 lecture credits)
Building on the foundation of Integrative Nutrition I, this course focuses on specific diets and the therapeutic use of foods, with an emphasis on energetic approaches to nutrition. The similarities and differences between nutritional philosophies and approaches are explored. Vegetarian, vegan, carnivore and omnivore diets are discussed, and popular diets are examined in the larger context of energetic and nutritional concepts. Basic approaches to modern problems such as heart disease, diabetes, and cancer are presented using a case-based format.
Prerequisite: CCMA 414

CCMA 441/442 – Bridging Heaven and Earth: Ways of Knowing I-II

(1.5 lecture credits each)
This two course series explores the challenges and opportunities arising from the application of 'evidence-informed' research to many forms of medicine, especially classical Chinese medicine. Students learn how to access, assess, relate, and integrate information from modern scientific sources as well as ancient Chinese classical texts. They develop critical thinking and reflective learning skills, and cultivate internal modes of perception. A central question considered is: "If the Yellow Emperor were alive today, what kind of research would she/he be doing?" The course has the long-term goal of improving clinical outcomes.

CCMA 732 – Integrative Microbiology and Public Health

(2 lecture credits)
In this course, the biomedical model of infectious disease is presented and contrasted with classical Chinese concepts of epidemic and infectious disease. The role of normal body flora, as well as the nature and effects of common/representative viral, bacterial, and parasitic pathogens are discussed. Public health topics, including the etiology, epidemiology, prevention, and control of communicable diseases are discussed. Students learn about legally mandated infectious disease reporting.

Elective: CCM 527E – Integrative Pharmacology of Natural Substances

(2 lecture credits)
This elective course explores the pharmacology and constituents of commonly prescribed Chinese herbs.

Elective: DDC 500 – CCM/ND Integration

(2 lecture credits)

This course is primarily intended to help students working towards both their ND and MSOM/MAc degrees integrate concepts they have learned from both models of healing into a more united and comprehensive system that can be applied to their patients. Through class and case discussion, students explore concepts related to terrain, tissue states, diathesis, temperament, miasm, and the Chinese five-element organ networks. A unified model of Chinese and Western herbalism is also explored.
Prerequisites: third-year status in the ND and MSOM programs, second-year status in the MAc program

Classical Chinese Medicine Foundations

CCMA 418 – Foundations of Classical Chinese Medicine

(3 lecture credits)

This course introduces students to the common principles that underlie all traditional nature sciences, in this case observed from the specific perspective of classical Chinese medicine. Core concepts discussed include the holographic quality of nature (Dao; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (yin-yang; wu xing; zang-xiang), and the relationship between matter, energy and spirit (jing-qi-shen). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern physics and other contemporary sciences. Moreover, students learn how to critically read the introductory literature of the field.

CCMA 411 – Applied Cosmology: Transformation and the Twelve Organ Systems

(2 lecture credits)

This course responds to the following question: "In a culture in which we are accustomed to ignoring warning signals and are encouraged to move into ever-intensifying states of nervous system overwhelm, how can we (re) learn to heed the elegant and articulate alarm signals of our own bodies?" The symbolic language of classical Chinese medicine provides an integrated system for re-acquainting oneself with the articulations of the human body. Understanding the communications of the body's "on-board diagnostic systems" allows for more informed choices regarding physical and spiritual evolution. The course will journey through the space and time of the 12 organ systems of classical Chinese medicine. Beginning with a discussion of the classical Chinese premise of health, the course will go on to explore the "frequency" of each of the 12 organ systems according to classical Chinese medicine. The functions, movements, and metaphors of the 12 organ systems offer important insights into the 'alarm signals' of the body, which in turn prompt an inquiry into the function of 'pain' in the body, as well as the larger question of the cultural bias against taking the time to understand pain signals. The goal of this inquiry is to understand the feedback mechanisms of the body to allow for deeper and ever more transformative levels of health and vitality.

CCMA 421/430– Chinese Organ Systems: Physiology and Pathology I,II

(2 lecture credits each)

This pair of courses introduces the models employed throughout the classical medical literature for the study of human physiology and pathology. The course consists of readings of important lines and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (san yin), the Six Qi (liu qi), the Six Conformations (liujing bianzheng), Eight Parameters (bagang bianzheng), the Nineteen Lines on Pathology (bingji shijiu tiao), systems of organ differentiation (zangfu bianzheng), and Four Layer (wei qi ying xue) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of physiology and pathology that can be applied to more advanced clinical material.
Prerequisites: CCMA 421 for CCMA 430

CCMA 425/435 – Chinese Diagnostic Techniques I, II

(1 lecture credit each with .5 lab credit)

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 course begins with an introduction to the theoretical precepts of classical diagnosis as recorded in the medical classics Huangdi neijing and Nanjing. The course then focuses on the theory and practice of pulse diagnosis and visual observation. 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.

CCMA 510/520/535 – Syndrome Differentiation and Treatment I-III

(2 lecture credits each)

In this three-course series, the selection of points and acupuncture treatment protocols are studied. Students learn the pathology, clinical manifestations, pattern differentiations, and treatment strategies for zangfu (organs and channels) relevant to a given disease condition from a classical Chinese medicine perspective. Through case discussions these courses also focus on cultivating the ability to analyze symptoms and signs obtained by Chinese medicine diagnostic methods, and to devise an appropriate and effective acupuncture treatment.

Prerequisites: CCMA 510 for CCMA 520, CCMA 520 for CCMA 535

CCMA 445 –Chinese Dietetics

(1 lecture credit with 0.5 lab credit)

This course explores the natures, movements, and tastes of foods according to Chinese medicinal and dietary principles. Dietary factors as major contributors to the development of disease patterns will be discussed at length. Students develop skills in applying learned principles to both self-cultivation, and to working with patients in a clinical setting. The preparation of medicinal foods will supplement each class.

Elective: CCM 721 – Classical Case Studies II

(3 lecture credits)

This course offers an historical overview of the evolution and development of major theoretical schools of thought using acupuncture case studies from the classical literature. Unique clinical approaches and the impact of the various lineages on contemporary clinical practices are discussed.

Elective: CCM 446E/447E/448E – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III

(2 lecture credits each)

This three-course series represents a gradually deepening introduction to specific applications of Chinese symbol science, which defines the body as a projection of macrocosmic themes. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach, spleen, heart and small intestine; the second course presents those of the bladder, kidney, pericardium, triple warmer, gallbladder and liver. The third course introduces the functional symbolism of the most important herb names.

Prerequisite: CCM 411

Elective: CCM 541E – Bazi Suanming

(2 lecture credits)

This elective course is an introduction to "The Calculation of Life According to the Eight Signs"—a highly sophisticated model of Chinese constitutional and medical chrono-biology and chrono-psychology that has very practical implications for clinical practice. Students will 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.

Elective: CCM 971E/973E/974E/977E/978E/979E/961E/962E/970E – Classical Texts I-IX

(2 lecture credits each)

These elective courses deepen 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 in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine which evolved from it.

Prerequisites: CCM 971E for CCM 973E, CCM 973E for any of the subsequent courses.

Elective: CCM 994E – Yijing I (I Ching): An Introduction to the Yijing

(2 lecture credits)
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 world famous text from ancient China.
Prerequisite: open to all NCNM students

Elective: CCM 940E – Yijing II: Hexagram Names

(2 lecture credits)
This course examines the characters that comprise the name for each of the 64 hexagrams. Together, the instructor and students systematically explore and explain those characters from both a language and a practitioner's perspective. Class time is devoted to understanding the many interpretations that have been put forth by a myriad of translators.
Prerequisite: CCM994E

Elective: CCM 941E – Yijing III: Exploring One's Personal Hexagrams

(2 lecture credits)
This course is an exploration of the personal hexagrams computed in the Yijing I course. Students present their individual explorations to the group for collective examination and discussion. In the process, an enormous amount is learned about those hexagrams and the actual interpretation of a hexagram as applied to a real person and their life circumstances.
Class size is limited to 8 students.
Prerequisite: CCM994E and CCM940E

Elective: CCM 942E – Yijing IV: Daxiang Commentary

(2 lecture credits)
This course explores a specific commentary on the Yijing known as the Daxiang, or Greater Images, commentary. It forms the core of Wings III and IV of the collection of Yijing commentaries known as the Shiyi or 10 Wings. It is one of the most important commentaries in that it articulates the role of the component trigrams in each hexagram, and outlines behavior deemed appropriate for a junzi based on understanding them. Students translate and discuss the text, which is relatively brief and follows a clear pattern, making it ideal for novice translators. In the process, the meaning of the concept of a junzi is explored. Prerequisites: The student should know how to use a Chinese dictionary.

Elective: CCM 943E/944E/945E/946E – Yijing V-VIII: Translating the Zhouyi Series

(2 lecture credits)
In this series students will work on translating the original text of the Yijing, guided by the instructor, including commentary on each of the hexagrams and the meaning

of the translated words. This course is a combined translation project and deep exploration of the Zhouyi, and thus deeply satisfying for students interested in either or both.
Prerequisites: CCM 943E for CCM 944E/945E/946E. After the first course is taken, the rest can be taken in any order.

Elective Series: CCM 951E/952E/953E/954E – Exploring the Daodejing I-IV

(2 lecture credits each)
In each course in this series students work with the instructor to translate 20 chapters of the Daodejing. Each course is therefore a combined translation project and deep exploration of this world-renowned text. Existing translations are used for comparison, and classical and modern commentaries are studied. Some corollary reading in the Zhuangzi is also undertaken.
Prerequisites: Knowledge of how to use a Chinese dictionary; CCM 951E for CCM 952E/953E/954E. After the first course is taken, the rest can be taken in any order.

Herbal Studies

Elective: CCMA 616E – Chinese Patent Medicines

(3 lecture credits)
This course introduces acupuncture students to general principles of Chinese herbal treatment, focusing specifically on Chinese patent formulas. It includes an historical overview, as well as a survey of the modern methods used to make patent medicines by the major companies in the United States and mainland China. Students learn how to supplement acupuncture treatments with Chinese patent formulas chosen according to the five-element and six-conformation diagnostic systems. They also learn how to prescribe patent medicines for specific Western disease diagnoses.

Practice Management & Ethics

CCMA 723 – Business Seminar I

(2 lecture credits)
This course uses five-phase theory as the lens through which to learn the art of building healthy business relationships. Students create the foundation for an effective marketing plan by defining their ideal patient population and practice. Students explore effective ways of attracting patients, enhancing their clinic experience, and maximizing their compliance with treatment plans. Attention is given to the process of promoting the long-term health of the therapeutic relationship. Students gain experience educating prospective and current patients about CCM theory and practices, and develop lifestyle counseling skills.
Prerequisite: third-year status

CCMA 731 – Business Seminar II

(2 lecture credits)
This course focuses on building and maintaining a successful medical practice aligned with Chinese philosophy. In a healthy business, as in a healthy organism, the functions of the 12 organ networks must be strong and in balance. Through the exploration and development of business plans, office systems and procedures, and financial plans, students learn how the necessary functions can be put into place to create a harmonious business structure.
Prerequisite: CCMA 723

CCMA 737 – Ethics and Jurisprudence

(1 lecture credit)
Group discussion, clinical experiences, self-exploration, as well as an in-depth look at the client-practitioner relationship are used to elucidate legal, ethical and professional issues, especially issues specific to the practice of Chinese medicine.
Prerequisite: third-year status

CCMA 980 – Community Education

(0.5 lecture credits and 1 lab credit)
In this course, students learn the skills necessary to interact with the public and convey information with the aim of building and maintaining a practice and/or professional community. This course provides both didactic and experiential learning opportunities. The primary focus is on supporting students through the process of developing professional relationships and creating/delivering educational offerings to the public.

Mind/Body Medicine

CCMA 430 – Practitioner Cultivation I

(1 lecture credit with 0.5 lab credit)
In the first quarter of Practitioner Cultivation, 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.

CCMA 717 – Practitioner Cultivation II

(1 lecture credit with 0.5 lab credit)

The second quarter of Practitioner Cultivation focuses on relationship dynamics between the practitioner and patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter transference. The primary tools of exploration are discussion, lecture, case-study, role-play, body/mind exercises, self-reflection and writing.

Prerequisite: CCMA 430

Elective: CCM 718 – Chinese Medical Psychology

(2 lecture credits)

This course offers an introduction to Chinese medical systems of five-phase element healing. From a general perspective, an in-depth analysis of the "spirits" and pathological emotions associated with each organ network is presented. Multiple models are employed, including Neijing perspectives on Dian-Kuang disease, the Dragon Rises, Red Bird Flies model of Dr. Leon Hammer, the Wang Fengyi system of Confucian therapeutics, and Eight Extraordinary Vessel approaches to psychological conditions. Emphasis is placed on the practical application of therapeutic techniques (including herbal prescriptions) that facilitate physical and emotional healing.

Prerequisite: second-year status

Elective: CCM542E – Five-Element Retreat

(1 lecture credit)

This wilderness-based course facilitates the practitioner's journey toward a deeper connection to nature, including a deeper connection to each other, as well as the hidden layers of one's own healing potential. More specifically, this course presents an immersion in the natural manifestations of the five-phase elements. In a retreat format, participants cultivate their sensitivity toward the natural world and experience natural manifestations of the phase elements and selected acu-moxa points. Energetic practices, including art, poetry, group sharing, and personal reflection are landmarks of this process.

Physical Medicine

CCMA 416/426/436 – Palpation and Perception I-III Lab

(1 lab credit each)

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 courses.

Prerequisites: CCMA 416 for CCMA 426, CCMA 426 for CCMA 436

CCMA 438 – Asian Bodywork

(1 lecture credit with 0.5 lab credit)

This course builds upon the manual and perceptive skills learned in the Palpation and Perception series as it introduces the energetic, theoretical, and practical aspects of several systems of classical Chinese bodywork. Through demonstration and hands-on exercise students learn and practice precise techniques and manipulations that have been used for thousands of years in China.

Shiatsu Acupressure Massage

The shiatsu series presents a thorough grounding in the principles and style of Asian bodywork, the energetic anatomy upon which it is based, and the fundamentals of touching with quality. Students learn a variety of techniques and maneuvers in the context of a complete, full-body massage. This style of shiatsu is highly effective and enjoyable to give as well as receive. Though shiatsu is a Japanese word in massage tradition, it derives from Chinese sources, and is based on the same theories and principles that have influenced the entire pan-Asian approach to medicine. Shiatsu I-III can be taken early in the Chinese medicine program to more fully prepare students for what they will learn in the Points and Techniques series. These courses present shiatsu as a holistic massage focusing on wellness, and do not require the ability to diagnose in order to be effective. Shiatsu is a complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

Elective: CCM 991E – Shiatsu I, Back of the Body

(1.5 lab credits)

Shiatsu I is an introductory course, presenting two of the cornerstones of Asian/Japanese massage, shiatsu and Do-In (a self-massage routine (Dao Yin in Chinese)). Neither massage uses oil or requires disrobing. This course presents traditional Asian style massage on a table and teaches the back half of the body. It takes about 45 minutes to an hour to perform. An emphasis is placed on learning the proper alignment and body position for the practitioner, and on memorizing and internalizing the sequence (kata/form) of the massage. Students are exposed to the energetic, theoretical, and technical aspects of shiatsu. Theory focuses on learning the channel pathways. Instruction emphasizes kinesthetic learning, alternating between demonstration and practice.

Prerequisite: open to all NCNM students

Elective: CCM 997E – Shiatsu II Short Form, Front of the Body

(1.5 lab credits)

Shiatsu II is the continuation of Shiatsu I, teaching the second half of the short form. In terms of the kata it covers the front of the body. The front of the body also takes about 45 minutes to do. This course continues the Do-In (Dao-Yin) training with an emphasis on being able to teach it to others. The last part of the course combines the back of the body from Shiatsu I with the front learned in this term to complete the 'short form'. The whole shiatsu short form takes about an hour and a half to perform and constitutes a very thorough and satisfying massage for both the giver and the receiver.
Prerequisite: CCM 991E

Elective: CCM 998E – Shiatsu III, Short Form Integration

(1 lab credit)

Shiatsu III, the short-form practicum, integrates the material learned in Shiatsu I and II. In a mock clinical approach to classroom learning, students bring a different volunteer client to class each week to give them a shiatsu massage. The instructor circulates and provides individualized feedback during each session. The short form constitutes the basic framework for the clinical practice of shiatsu, and by the end of the term the student should be capable of performing it professionally in about one hour and a quarter.
Prerequisite: CCM 997E

Second Year – Long Form Series Elective: Elective: CCM 805E – Shiatsu IV Long Form, Back of the Body

(1.5 lab credits)

The long form builds on the short form learned in the first year and introduces new techniques. Specifically, stretching maneuvers for all the major joints of the body, along with more specific pressing of acu-points, are integrated into the massage. Pertaining to the self-cultivation aspect of the training, another Dao-Yin form is presented. This term the students learn a comprehensive series of stretches, much like yoga, for the practitioner, both as preparation to give as well as receive the shiatsu stretches, but also to generally open and strengthen the practitioner's body. Intimate knowledge of these stretches also constitutes the basis for the use of stretches as a prescription for clients.
Prerequisite: CCM 998E

Elective: CCM 806E – Shiatsu V Long Form, Front of the Body

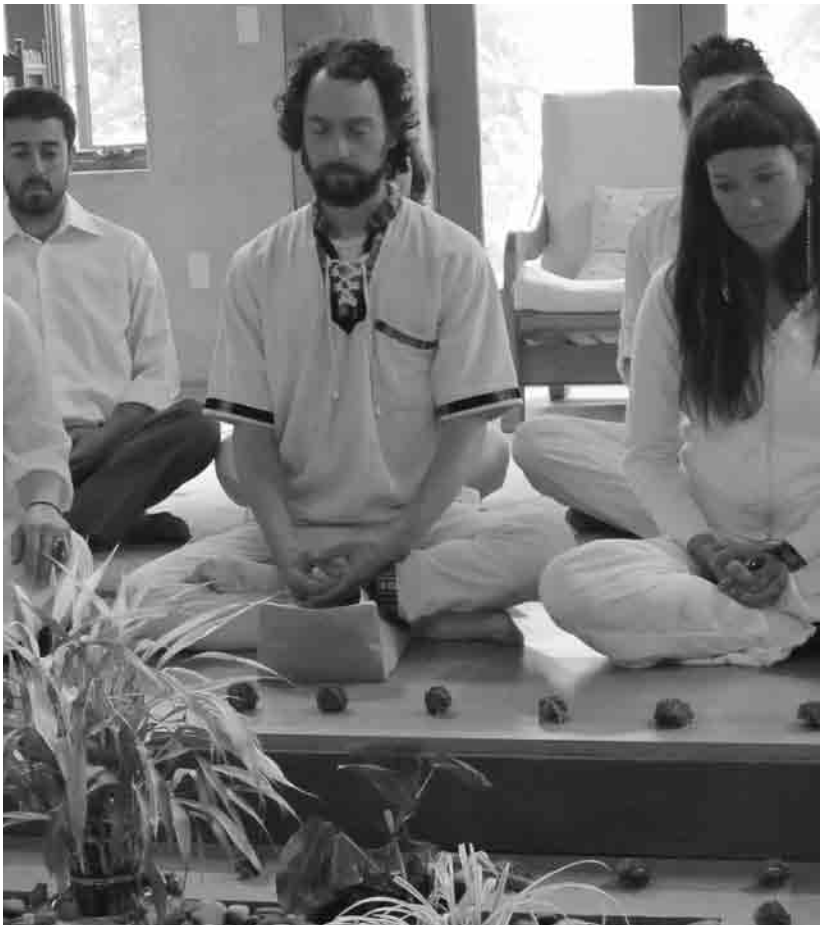
(1.5 lab credits)

Shiatsu V continues where Shiatsu IV left off, covering the long-form kata for the front half of the body. This course completes the very thorough whole-body treatment, which takes two to three hours to perform. Again, stretches and specific point work are integrated into the kata. Useful for both assessment and treatment, the long form is a comprehensive and satisfying massage.
Prerequisite: CCM 805E

Elective: CCM 807E – Shiatsu VI Long Form, Interaction Practicum

(1.5 lab credits)

Shiatsu VI is the long-form practicum, in which students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their



massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on Shu and Mu points. Opportunities for improvisation from amongst the myriad of techniques becomes necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real world settings to their clients' individual needs and limits within the context of the shiatsu kata, while the kata provides the basis for a consistent product/service that ensures continuity between sessions and across providers.
Prerequisite: CCM 806E

Traditional Arts of Cultivation

Chinese Cultural Arts

Chinese Calligraphy

Chinese calligraphy is an ancient and elegant art form that originated with the ancient Chinese shamans known as the Wu. Calligraphy is the traditional Wu's way of accessing the universal qi for healing and creating harmonizing feng shui energy. Shamans have used brushes to express their healing power for thousands of years in China. Calligraphy is still used as a tool for cultivating inner knowledge, and to understand the roots of classical Chinese medicine.

Elective: CCM 972E – Chinese Calligraphy I

(1 lab credit)
Students first learn how to use the basic tools of calligraphy, namely brush, ink and paper. Progressing through the basic strokes of Chinese writing to the writing of specifically chosen characters, this process is designed to facilitate their understanding of the relationship between characters, philosophy, and universal qi. In the process students learn to harness and control their own internal qi.
Prerequisite: open to all NCNM students

Elective: CCM 976E – Chinese Calligraphy II

(1 lab credit)
Students learn new symbols and continue their inner cultivation begun in Chinese Calligraphy I.
Prerequisite: CCM 972E

Elective: CCM 544E – Classical Chinese Instruments

(1 lab credit)
Students learn the history, philosophy, theory, and techniques of playing classical Chinese instruments. Particular emphasis is placed on learning to play perhaps the oldest of all Chinese instruments, the guqin.

Elective: CCM 543E – Weiqi

(1 lab credit)
Students learn the history, philosophy and principles of Weiqi (Chinese chess, known in Japan as "Go"). This course develops the critical thinking skills of students, as they learn to apply the strategies and techniques of the game to the art of treating disease.

Qigong

Qigong literally means "energy work" or "energy cultivation." Personal experience of, awareness of, and sensitivity to qi are considered imperative to the successful practice of classical Chinese medicine. In a series of three weekend retreats and nine sets of weekly practice sessions, students are immersed in the fundamentals of the Jinjing (Tendon and Channel) School of Qigong, one of China's true alchemical life science traditions. By way of traditional lineage instruction, students experience the elements of a deeply nourishing qigong practice, and learn to apply their skills and knowledge to the education and treatment of others. In particular, students learn to prescribe individualized qigong treatment plans for patients.

CCMA 514 – Qigong I Retreat & CCMA 551 – Qigong I Practicum

(1 lecture credit with 0.75 lab credit)
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)—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.

CCMA 524 – Qigong II Retreat & CCMA 552 – Qigong II Practicum

(1 lecture credit with 0.75 lab credit)
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).
Prerequisites: CCMA 514/551

CCMA 534 – Qigong III Retreat & CCMA 553 – Qigong III Practicum

(1 lecture credit with 0.75 lab credit)
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, the Strengthening the Sinews Qigong (Jinjian Gong).
Prerequisites: CCMA 514/551

CCMA 654 – Qigong IV Practicum

(0.75 lab credit)
This qigong module teaches students the third eight segment long form of the Jinjing School of Qigong, namely the Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced.
Prerequisites: CCMA 514/551

CCMA 655 – Qigong V Practicum

(0.75 lab credit)
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.
Prerequisite: CCMA 654

CCMA 656 – Qigong VI Practicum

(0.75 lab credit)
Students review and deepen their practice of the forms and walks learned in the previous Qigong Retreats and Practica.
Prerequisite: CCMA 655

CCMA 757/758 – Qigong VII, VIII Practicum

(0.75 lab credit each)
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.
Prerequisite: CCMA 656

CCMA 759 – Qigong IX Practicum

(0.75 lab credit)
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.
Prerequisites: CCMA 758

Elective: CCM 614/624/634/714/724/734 – Qigong IV-IX Retreat

(1 lecture credit each)

Each of these Qigong Retreats provides the opportunity to deepen the experience of learning the material covered in the corresponding level of Qigong Practicum.

Elective: CCM 603E/604E/605E –Medical Application of Qigong I-III

(2 lecture credits each)

Over three quarters, the student moves from observer to practitioner prescribing qigong elements to patients referred to the class. This course series is taught/supervised by qualified instructors of the Jinjing Gong lineage.
Prerequisite: completion of Qigong I-III Retreats and Qigong I-IX Practica. Completion of Qigong IV-IX Retreats is recommended.

Qigong Teaching Series

This series if designed for students admitted into the Qigong Teaching Certificate Program.

Elective: CCM 740E/741E/742E – Teaching Qigong X-XII Practicum

(0.75 lecture credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong and integrate the teaching of qigong into their clinical practice. All three courses are part of the Qigong Teaching Certificate.
Prerequisite: completion of Qigong I-III Retreats and Qigong I-IX Practica. Completion of Qigong IV-IX Retreats is recommended.
Practicum I-IX

Taiji

Taiji Quan (T'ai Chi Ch'uan) literally means "the very pinnacle, highest, or greatest fist," i.e., martial art. A more useful translation might be "the ultimate exercise." Its precisely choreographed movements create a relaxing mind-body dance that stretches and strengthens the entire body. Its slow, deliberate moves develop balance and grace. Its meditative style facilitates harmonious breathing and a focused mind. It is, in short, meditation in motion. There are many variations within the world of taiji. Yang style taiji is the most commonly practiced style in both China and the U.S. Within styles there are various practice lengths, loosely divided into long and short forms. Here, the focus is on a long form. This form takes around 30-40 minutes to perform, and thus also takes some time to learn. The three sections of the long form are divided neatly into the three terms of the academic year. Thus, the first year of study is devoted to learning the sequence of moves along with the principles of movement that accompany them, and an inward-looking focus that emphasizes the cultivation of qi within the student. From a Chinese medical perspective, taiji harmonizes the "three treasures," jing, qi and shen (essence, energy and spirit). Each class includes specially designed warm-up exercises, qigong, and detailed instruction in the form.

The first year of study focuses on learning the sequence of movements and the correct way of doing each move. Taiji I is required in the third year of the MAc program. However, students are encouraged to take it sooner if they wish to take full advantage of the taiji elective series.

Elective: CCM 963/964/965 – Taiji I-III Practicum

(0.75 lab credit each)

The first section, which is the subject of Taiji I, teaches all the basic moves and principles, and thus constitutes an effective short form that can be practiced on its own. Subsequent courses build on the foundation, emphasizing deepening awareness through the practice of the form. At NCNM our instructors focus more on the health and spiritual cultivation attributes of taiji, as opposed to its martial arts aspects. In this context these courses are effective and enjoyable for anyone who enjoys movement arts or exercise. At the same time taiji is very meditative, one of the reasons people like to practice taiji, and indeed many find this moving meditation preferable to sitting meditation.

Elective: CCM 966E/967E/968E – Taiji IV-VI, Practicum

(0.75 lab credit each)

The second year of taiji picks up at the completion of the long-form sequence and focuses on practicing the taiji quan. Having learned the sequence of moves, the next steps have to do with refining and perfecting the form through practice over time. Each term, and indeed each class, focuses on a different aspect of practice until the form is thoroughly integrated and the student is confident in the ability to practice alone.

Elective: CCM 814E – Taiji Retreat

(1 credit)

In this weekend retreat, students are introduced to the history, principles, and practice of taiji. A classical approach will be used to enable students to understand and experience that taiji is a healing tool capable of playing a critical role in the prevention of disease, and the nourishment of life.

Prerequisites: open to all NCNM students

Traditional Mentorship Tutorial

CCMA 981/982/989 – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

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.

Clinical Training Overview

The clinical training objectives of the program are fundamentally aligned with the overall intention to train quality 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 an applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical 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 training consists of two sequential parts: Observation and Internship. Before clinical observation occurs, students receive training in Chinese diagnostic techniques as well as in the theory and philosophy of classical Chinese medicine. Before clinical internship commences, students develop their interpersonal skills and diagnostic abilities, and receive further training in point actions and needling techniques. The content and sequence of the academic courses are designed to accomplish this goal.

To begin the first-year Observation component, students must successfully complete all first-year courses, including Introduction to Clinic. Internship begins after successful completion of all of the second-year courses, Observation shifts, and passing of the clinic entrance exam. An Internship orientation is required before beginning internship, during which more advanced aspects of clinic functions are addressed. Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. 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.

CCMA 443 – Introduction to Clinic

(1.5 lecture credits)

This course introduces students to the fundamentals of working in the CCM clinics. Topics include clinic policies and procedures, hygienic standards, charting, patient confidentiality, and multicultural awareness.

CCMA 745/746/747 – Clinical Case Presentation I-III

(1 clinic credit each)

Clinical case presentation classes provide an opportunity for interns to present case histories of chosen clients, receiving feedback and critique by fellow interns and a full-time clinical faculty member.

CCMA 809 – Clinical Observation I-III

(2 clinic credits each)

Clinical observation is a forum in which four or five observers watch a practitioner in session with a client. While observing, the objective is to absorb as much of the method and process of clinical practice as possible.

CCMA 909 – Clinical Internship I-X

(2 clinic credits each)

During clinical internship the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners.

Clinical Training

The components within the clinical portion of the program are Observation, Internship and Clinical Case Presentation. These are organized as follows:

Year of Study		**Clinical Component**	**Brief Description**
MAc	MAc/ND		
2nd	4th (5-yr track) 5th (6-yr track)	Observation	Observe experienced practitioners treat patients
3rd	5th (5-yr track) 6th (6-yr track)	Internship	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
3rd	5th (5-yr track) 6th (6-yr track)	Clinical Case Presentation	Presentation and discussion of internship cases with peers and supervisors

Classical Chinese Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Qigong and Shiatsu Certificate Programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information, 503.552.1660.

Certificate of Advanced Studies in Classical Chinese Medicine

Fully aligned with the CCM mission, this certificate program enables motivated students to delve more deeply into the classical roots of Chinese medicine. It consists of nine Classical Texts courses, Bazi Suanming (Chinese medical chrono-biology and chrono-psychology), and two courses in Chinese Cultural Arts. These courses are rarely included in Chinese medicine programs in China or the U.S., and they are specifically designed to connect the serious student of classical Chinese medicine with the authentic milieu of the ancient scholar practitioner.

Qigong Certificate Program

The Qigong Certificate Program is taught in two levels, with each level having a separate admissions screening process. The first level, with an academic focus, may be pursued concurrently with the ND program and is presented over a three-year period. It involves coursework from the CCM programs. This level of the qigong program includes four courses in theory, a minimum of three weekend retreat courses, and nine quarters of weekly qigong practice sessions. The student who successfully completes this portion of study may apply for admission into the second level, the teaching portion of the program. Over the subsequent year, the student continues qigong coursework, progressing from observing qigong instruction of NCNM patients and students to teaching their own qigong classes under the supervision of a qualified instructor from the Jinjing Gong lineage.

Shiatsu Certificate Program

The Shiatsu Certificate Program consists of six courses (204 hours) taken over two years, and the completion of two terms of performing shiatsu treatments in one of the NCNM clinics. It is designed to be pursued concurrently with the MSOM, MAc or ND programs. At the end of the certificate program students will be fully prepared to use shiatsu as an independent treatment modality.

MAc Curriculum

first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCMA418	Foundations of Classical Chinese Medicine			36.00	36.00	3.00
CCMA411	Applied Cosmology			24.00	24.00	2.00
CCMA512	Acu-Moxa Points I			36.00	36.00	3.00
CCMA513	Acu-Moxa Techniques I			24.00	24.00	2.00
CCMA441	Bridging Heaven & Earth: Ways of Knowing I			18.00	18.00	1.50
CCMA417	Biomedicine I			48.00	48.00	4.00
CCMA416	Palpation & Perception I Lab		24.00		24.00	1.00
CCMA514	Qigong I Retreat			12.00	12.00	1.00
CCMA551	Qigong I Practicum		18.00		18.00	0.75
	First Year Fall Totals	**0.00**	**42.00**	**198.00**	**240.00**	**18.25**
Course #	**First Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA421	Chinese Organ Systems: Physiol and Pathology I			24.00	24.00	2.00
CCMA425	Chinese Diagnostic Techniques I		12.00	12.00	24.00	1.50
CCMA445	Chinese Dietetics		12.00	12.00	24.00	1.50
CCMA522	Acu-Moxa Points II			36.00	36.00	3.00
CCMA523	Acu-Moxa Techniques II			24.00	24.00	2.00
CCMA442	Bridging Heaven & Earth: Ways of Knowing II			18.00	18.00	1.50
CCMA427	Biomedicine II			48.00	48.00	4.00
CCMA414	Integrative Nutrition I			18.00	18.00	1.50
CCMA426	Palpation & Perception II Lab		24.00		24.00	1.00
CCMA524	Qigong II Retreat			12.00	12.00	1.00
CCMA552	Qigong Practicum II		18.00		18.00	0.75
	First Year Winter Totals	**0.00**	**66.00**	**204.00**	**270.00**	**19.75**
Course #	**First Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA430	Chinese Organ Systems: Physiol and Pathology II			24.00	24.00	2.00
CCMA435	Chinese Diagnostic Techniques II		12.00	12.00	24.00	1.50
CCMA532	Acu-Moxa Points III			36.00	36.00	3.00
CCMA533	Acu-Moxa Techniques III			36.00	36.00	3.00
CCMA437	Biomedicine III			48.00	48.00	4.00
CCMA436	Palpation & Perception III Lab		24.00		24.00	1.00
CCMA438	Asian Bodywork		12.00	12.00	24.00	1.50
CCMA534	Qigong III Retreat			12.00	12.00	1.00
CCMA553	Qigong Practicum III		18.00		18.00	0.75
CCMA443	Intro to Clinic			18.00	18.00	1.50
	First Year Spring Totals	**0.00**	**66.00**	**198.00**	**264.00**	**19.25**
	FIRST YEAR CREDIT TOTALS	**0.00**	**174.00**	**600.00**	**774.00**	**57.25**

second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCMA510	Syndrome Differentiation and Treatment I			24.00	24.00	2.00
CCMA612	Acu-Moxa Points IV			36.00	36.00	3.00
CCMA613	Acu-Moxa Techniques IV			36.00	36.00	3.00
CCMA515	Microsystems I			18.00	18.00	1.50
CCMA554	Biomedicine IV			48.00	48.00	4.00
CCMA413	Acu-Moxa Anatomy I			12.00	12.00	1.00
CCMA654	Qigong Practicum IV		18.00		18.00	0.75
CCMA809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Fall Totals	**48.00**	**18.00**	**174.00**	**240.00**	**17.25**
Course #	**Second Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA520	Syndrome Differentiation and Treatment II			24.00	24.00	2.00
CCMA622	Acu-Moxa Points V			36.00	36.00	3.00
CCMA623	Acu-Moxa Techniques V			36.00	36.00	3.00
CCMA525	Microsystems II			18.00	18.00	1.50
CCMA518	Embodied Acupuncture I		12.00	12.00	24.00	1.50
CCMA556	Biomedicine V			48.00	48.00	4.00
CCMA413	Acu-Moxa Anatomy II			12.00	12.00	1.00
CCMA655	Qigong Practicum V		18.00		18.00	0.75
CCMA809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Winter Totals	**48.00**	**30.00**	**186.00**	**264.00**	**18.75**
Course #	**Second Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA535	Syndrome Differentiation and Treatment III			24.00	24.00	2.00
CCMA632	Acu-Moxa Points VI			36.00	36.00	3.00
CCMA633	Acu-Moxa Techniques VI			36.00	36.00	3.00
CCMA528	Embodied Acupuncture II		12.00	12.00	24.00	1.50
CCMA557	Biomedicine VI			48.00	48.00	4.00
CCMA732	Microbiology & Public Health			24.00	24.00	2.00
CCMA430	Practitioner Cultivation I		12.00	12.00	24.00	1.50
CCMA657	Qigong Practicum VI		18.00		18.00	0.75
CCMA809	Clinical Observation Rotation	48.00			48.00	2.00
	Second Year Spring Totals	**48.00**	**42.00**	**192.00**	**282.00**	**19.75**
	SECOND YEAR CREDIT TOTALS	**144.00**	**90.00**	**552.00**	**786.00**	**55.75**

third year

Course #	Third Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM7A23	Business Seminar I			24.00	24.00	2.00
CCMA737	Ethics & Jurisprudence			12.00	12.00	1.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
	Third Year Summer Totals	**96.00**	**0.00**	**36.00**	**132.00**	**7.00**
Course #	**Third Year Fall**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA711	Physiology of Acupuncture			12.00	12.00	1.00
CCMA731	Business Seminar II			24.00	24.00	2.00
CCMA717	Practitioner Cultivation II		12.00	12.00	24.00	1.50
CCMA757	Qigong Practicum VII		18.00		18.00	0.75
CCMA981	Traditional Mentorship Tutorial I			24.00	24.00	2.00
CCMA745	Clinical Case Presentation I	24.00			24.00	1.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
	Third Year Fall Totals	**120.00**	**30.00**	**72.00**	**222.00**	**12.25**
Course #	**Third Year Winter**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA758	Qigong Practicum VIII		18.00		18.00	0.75
CCMA982	Traditional Mentorship Tutorial II			24.00	24.00	2.00
CCMA746	Clinical Case Presentation II	24.00			24.00	1.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
	Third Year Winter Totals	**168.00**	**18.00**	**24.00**	**210.00**	**9.75**
Course #	**Third Year Spring**	**Clinic**	**Lab**	**Lecture**	**Hours**	**Credits**
CCMA980	Community Education		12.00	6.00	18.00	1.00
CCMA759	Qigong Practicum IX		18.00		18.00	0.75
CCMA989	Traditional Mentorship Tutorial III			24.00	24.00	2.00
CCMA747	Clinical Case Presentation III	24.00			24.00	1.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
CCMA909	Clinical Internship Rotation	48.00			48.00	2.00
	Third Year Spring Totals	**168.00**	**30.00**	**30.00**	**228.00**	**10.75**
	THIRD YEAR CREDIT TOTALS	**552.00**	**78.00**	**162.00**	**792.00**	**39.75**

CCM Electives

electives

Course #	Course	Term	Lab	Lecture	Hours	Credits
CCM991E	Shiatsu I	FALL	36.00		36.00	1.50
CCM997E	Shiatsu II	WINTER	36.00		36.00	1.50
CCM998E	Shiatsu III	SPRING	24.00		24.00	1.00
CCM805E	Shiatsu IV	FALL	36.00		36.00	1.50
CCM806E	Shiatsu V	WINTER	36.00		36.00	1.50
CCM807E	Shiatsu VI	SPRING	36.00		36.00	1.50
CCM966E	Taiji IV	FALL	18.00		18.00	0.75
CCM967E	Taiji V	WINTER	18.00		18.00	0.75
CCM968E	Taiji VI	FALL	18.00		18.00	0.75
CCM603E	Medcial Application of Qigong I	FALL		24.00	24.00	2.00
CCM604E	Medical Application of Qigong II	WINTER		24.00	24.00	2.00
CCM605E	Medical Application of Qigong III	SPRING		24.00	24.00	2.00
CCM740E	Teaching Qigong I Practicum	FALL	18.00		18.00	0.75
CCM741E	Teaching Qigong II Practicum	WINTER	18.00		18.00	0.75
CCM742E	Teaching Qigong III Practicum	SPRING	18.00		18.00	0.75
CCM994E	Yijing I - Introduction	SPRING		24.00	24.00	2.00
CCM940E	Yijing II - Hexagrams Names	SUMMER		24.00	24.00	2.00
CCM941E	Yijing III - Exploring Your Hex	WINTER		24.00	24.00	2.00
CCM942E	Yijing IV - Daxiang Commentary	FALL		24.00	24.00	2.00
CCM943E	Yijing V - Translating the Text	SUMMER		24.00	24.00	2.00
CCM944E	Yijing VI - Translating the Text	FALL		24.00	24.00	2.00
CCM945E	Yijing VII - Translating the Text	WINTER		24.00	24.00	2.00
CCM946E	Yijing VIII - Translating the Text	SPRING		24.00	24.00	2.00
CCM951E	Daodejing I	SUMMER		24.00	24.00	2.00
CCM952E	Daodejing II	FALL		24.00	24.00	2.00
CCM953E	Daodejing III	WINTER		24.00	24.00	2.00
CCM954E	Daodejing IV	SPRING		24.00	24.00	2.00
CCM971E	Classical Texts I	FALL		24.00	24.00	2.00
CCM973E	Classical Texts II	WINTER		24.00	24.00	2.00
CCM974E	Classical Texts III	SPRING		24.00	24.00	2.00
CCM977E	Classical Texts IV	FALL		24.00	24.00	2.00
CCM978E	Classical Texts V	WINTER		24.00	24.00	2.00
CCM979E	Classical Texts VI	SPRING		24.00	24.00	2.00
CCM961E	Classical Texts VII	FALL		24.00	24.00	2.00
CCM962E	Classical Texts VIII	WINTER		24.00	24.00	2.00
CCM970E	Classical Texts IX	SPRING		24.00	24.00	2.00
CCM543E	Weiqi	SPRING	24.00		24.00	1.00
CCM544E	Classical Chinese Instruments	SPRING	24.00		24.00	1.00
CCM972E	Chinese Calligraphy I	FALL	24.00		24.00	1.00
CCM976E	Chinese Calligraphy II	WINTER	24.00		24.00	1.00
CCM947E	Chinese Tea Culture	SUMMER		12.00	12.00	1.00
CCM541E	Bazi Suanming	SPRING		24.00	24.00	2.00
CCM542E	5- Element Retreat	FALL		12.00	12.00	1.00
CCM547E	Extra Points	SPRING		12.00	12.00	1.00
CCM616E	Chinese Patent Medicines	WINTER		36.00	36.00	3.00

Master of Science in Integrative Medicine Research

In response to the great demand for research training, NCNM has launched a new degree program—the Master of Science in Integrative Medicine Research. The curriculum is rooted in natural medicine research literature and brings in expert faculty from each CAM field to teach their disciplines. The program prepares students for PhD programs or post-doctoral research positions at natural or conventional medical institutions. Medical students with this degree may pursue careers as physician-researchers or use it to specialize in a clinical area.

Required courses include clinical research design, epidemiology, biostatistics, and bioethics. Students may choose elective courses based on their research interests. Students will also gain practical experience by working on an epidemiological or clinical study.

Program Learning Outcomes

- Research Skills Expertise – Apply research processes including literature review, critical thinking, research study design, selection of appropriate outcomes, data collection, data analysis, and statistics
- Natural Medicine Research Methodology – Develop, use, and evaluate methodologies and technology applicable to natural medicine
- Communication – Be able to communicate professionally and articulate integrative medicine research concepts verbally and in writing for scientific, political, and lay audiences
- Professional Relationships – Create and sustain a network of collaborative and collegial relationships with all types of researchers and health care providers
- Scientific Integrity –Utilize the legal and ethical framework of research and scientific integrity
- Professional Growth – Establish a foundation of learning skills that promotes a career in a continually evolving profession

Research Course Descriptions

Core Curriculum

RES 510 Introduction to Integrative Medicine

(2 credits)

The field of integrative medicine involves many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese Medicine, Naturopathy, Homeopathy, Shamanic Healing, and other integrative medicine practices.

RES 518 Introduction to Research and Ethics

(2 credits)

This course will cover the ethical issues that are faced in conducting clinical research. Some of the important topics covered are understanding issues of fraud and research misconduct, defining conflict of interest and responsible conduct of research, the Health Insurance Portability and Accountability Act (HIPAA), the basics of informed consent, distinguishing between research and treatment, and outlining the IRB process. There will be special emphasis to explain these concepts from the integrative medicine perspective.

RES 520 – Research Design

(2 credits)

This course provides an introduction to research design-how to formulate a research question, identifying primary and secondary hypotheses, distinguish between types of experimental designs and methods to identify bias and flaws in study designs. Students work on an actual study as they learn to develop inclusions and exclusion criteria, identify outcome measures, and provide rationale for choices. At the end of the course, students will have developed a complete research protocol.

RES 530 – Conducting Clinical Research

(2 credits)

The course includes practical aspects of conducting clinical trials/research, including topics on how to conduct a clinical trial based on a sound protocol, participant recruitment, participant screening, retention and adherence, blinding, and outcome measures. It will further include basics of data collection and management.

RES 620 – Introduction to Laboratory Methods

(2 credits)

This course is aimed at familiarizing students with the methodology employed in common laboratory techniques. Students rotate through the basic science, clinical, psychophysiology and food/nutrition laboratories. The fundamentals of using some common

laboratory instruments will be covered. This class prepares students to conduct the research for their master's project.

RES 701 – Intro to Anatomy and Physiology

(2 credits)

This course is an overview of gross and microscopic anatomy, physiology, and internal organ, endocrine and central nervous systems. It provides basic descriptions and functions of the body, with emphasis on how biological outcomes are collected to measure function of different organs.

RES 702- Intro to Immunology

(2 credits)

The basic functions of the immune system, with emphasis on using immunological outcomes to track health outcomes, are the focus of this course. Students learn basic immunology as well as how to measure white blood cells, antibodies, and cytokines.

RES 703 – Intro to Microbiology

(2 credits)

This course provides an overview of the major infectious bacteria and viruses as well as normal microflora. The course also includes the etiology, epidemiology, prevention and control of communicable diseases from a public health point of view.

RES 700 – Intro to Nutrition

(2 credits)

This introductory course explores diet and its relationship to health and disease. Course emphasis is on the health effects of different foods and special diets. Students will also develop skills in diet assessment and how nutrients are measured versus how meals and diets are measured.

RES 535, RES 635 – Research Practicum I & II

(2 credits each)

Students work on an integrative medicine research study. Opportunities exist for basic, translational, clinical, or epidemiological research in a variety of integrative medicine fields including nutrition, herbal medicine, acupuncture, behavior change, and hydrotherapy.

RES 531 – Integrative Medicine Research Seminar I & II

(1 credit each)

Each spring, eminent researchers in integrative medicine fields will share their research journey, life's work and interesting findings. This course is meant to inspire and inform the students about CAM research ideas and the people in the field.

RES 501 – Journal Club I & II

(2 credits each)

In this course, students present and discuss recently published articles in natural medicine. Topics for upcoming journal clubs include: Summer 2011 - Botanicals and Immunity; Fall 2011 - Environmental Medicine; Winter 2012 - Health Disparities and Social Medicine; Spring 2012 - Gender Medicine (Women's & Men's Health); Summer 2012 – Mind Body Medicine.

RES 600 – Biostatistics I

(2 credits)

This course will cover different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This will also equip students to understand the statistical rationale and analysis presented in medical literature. They will be introduced to basic concepts of probability, random variation, common statistical probability distributions, and understand the roles of descriptive versus inferential statistics. They will also understand the different statistical designs, concepts and analysis.

RES 601 – Biostatistics II with Computer Lab

(3 credits)

In this advanced course, students will learn techniques appropriate for handling a single outcome variable and multiple predictors. They will also 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 half of this course will include the developing of basic skills for analyzing data using statistical computing software packages.

RES 502 – Principles of Epidemiology

(2 credits)

Students will look at the history of epidemiology, and how it is handled today by government and non-profit organizations. Concepts in epidemiology such as multivariate causality, relative risk, odds ratio, sampling error and different types of bias (selection, information, definition biases) and confounding factors will be introduced. Students will be reintroduced to the concepts of study designs- survey and sample selection, cross-sectional, cohort, case-control; prospective vs. retrospective will be discussed from the epidemiological perspective and how bias is addressed in each design. A review and discussion of current literature will be used in the class to highlight epidemiological issues.

RES 505 – Bioethics

(2 credits)

Students will learn about ethical issues in research, with special attention to vulnerable subjects. Additionally students will be introduced to basic concepts of regulation, study design, and ethics in clinical and biomedical research. Students will review common problems encountered in protocols and informed consent, and discuss the roles and responsibilities of those involved in the conduct of human research.

RES 630 – Public Health Policy

(2 credits)

The students will learn about how policy plays an important role in public health and governmental responses to public health issues. Students will receive guest lectures from numerous entities to give perspective on the issues facing public health. There will also be a comparison on public health issues and concerns in international levels. Current journal and news articles will be utilized and examined for a broader range of topics. This course will also address the major regulatory requirements and public policy issues related to biomedical research, ethical dimensions of human research, and describe issues related to investigator interactions with government and industry, such as technology transfer and managing conflicts of interest.

RES 610 – Technical Writing

(2 credits)

Students will concentrate on general writing skills and strategies, with tips to writing the abstract, introduction, background, hypothesis and aims, methods, results and discussion sections of a peer reviewed article. Students will be required to submit a journal article based on their own research project, grant application, or paper and review others' articles.

RES 636 – Capstone

(3 credits)

Students complete the Capstone credit during the quarter that they complete and defend their master's thesis.

Elective Courses

RES 500 – History of Medicine

(2 credits)

This weekend course provides an overview of medical traditions from ancient to modern times. It covers how some medical practices have fallen out of favor over time, and others have risen in popularity. The medicinal practices in different countries and cultures are also discussed.

RES 538 – Medical Academics

(2 credits)

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 and competencies, syllabi, and notes. Educational theory, teaching, and assessment strategies and techniques are discussed and practiced.

RES 611 – Grant Writing

(2 credits)

The aim of this course is to teach skills in communication, problem-solving, and critical thinking in order to write successful grant proposals. It will introduce students to types of grants, as well as the process of submitting a grant to NIH and other potential funding sources. Students will learn the skills to write and submit a successful NIH grant.

RES 615 – Research in Clinical Practice

(2 credits)

This practical course teaches how to conduct case studies, case series and participate in practice-based research networks. Students will use real-world cases to learn to form hypotheses, collect clinical data, analyze data, and write a case report.

RES 621 – Acupuncture Research & Skills

(1 credit)

Students in this course read the seminal acupuncture research papers and familiarize themselves with the breadth and depth of acupuncture research. Students discuss the challenges and limitations to conducting acupuncture research. Students also develop the skills to conduct research on acupuncture and acupressure.

RES 622 – Herbal Medicine Research & Skills

(1 credit)

Students in this course read botanical research papers, including basic science, translational, and clinical studies. Students discuss the challenges and limitations to conducting botanical research and why many large clinical botanical research studies have failed. Students also develop the skills to conduct research on botanicals.

RES 623 – Mind-Body Research & Skills

(1 credit)

Students in this course read research papers on a variety of different mind-body modalities, and familiarize themselves with the breadth and depth of diseases and conditions for which they are used. Students discuss the challenges and limitations to conducting mind-body research. Students also develop the skills to conduct research in mind-body medicine.

RES 624 – Behavior Change Research & Skills

(1 credit)

Students in this course read the large studies on behavior change and familiarize themselves with techniques that successfully influence long-term behavior change. Students discuss the challenges and limitations to conducting research in behavior change topics such as exercise programs, diet change, etc. Students also develop the skills to conduct longitudinal research on behavior change.

RES 625 – Nutrition Research & Skills

(1 credit)

Students learn to evaluate published nutrition research, including analysis of study designs. Students compare studies of diet and nutritional programs to those of single nutrient interventions. The challenges and limitations of nutrition studies and strategies to overcome these limitations are discussed. Students also develop skills to conduct nutrition studies.

RES 801E - Global Health

(2 credits)

This course examines global health issues through journal and news articles and discusses challenges to practicing medicine and targeting research to different areas. Experts in global health from various medical backgrounds bring their perspectives to international health policy and medicine.

RES 802E - Health Disparities and Diversity

(2 credits)

All health professionals need to recognize and understand how to deal with health diversity and disparities. Partners from worldwide non-profits will lecture on their experience and discuss how research can target these populations most effectively. Students will visit local low-income clinics and practices.

RES 803E - Advanced Research Methods

(2 credits)

CAM research is full of methodological challenges. This advanced course will delve deeper into how to create feasible hypotheses and research aims. It will also expose students to techniques and instrumentation through visits to local labs. Small research projects will be completed to utilize the new skills gained through this class.

RES 804E – Pharmacology

(2 credits)

Many natural medicines are administered as adjunctive therapies to standard care. Thus, it's necessary for researchers to understand basic pharmacology, as well as drug/herb interaction. In this course, students look at the development of drugs (production lab and manufacturing), as well as FDA oversight and the regulatory process. Students also learn how drugs are detoxified, and which herbs, nutrients, and natural therapies may affect this process.

RES 805E - Environmental Medicine

(2 credits)

In this course, environmental medicine is discussed, including toxicology, air and water quality, food standards and other issues. Environmental psychology and enviro-sociology are also topics discussed in this course.

Master of Science in Integrative Medicine Research—Two Year Curriculum

Course #	First Year	Lab	Lecture	Credits
RES518	Intro to Research and Ethics^		24.00	2.00
RES620	Intro to Lab Methods		24.00	2.00
RES701	Intro to Anatomy and Physiology		24.00	2.00
RES510	Introduction to Integrative Medicine		24.00	2.00
RES520	Research Design^		24.00	2.00
RES600	Biostatistics I		24.00	2.00
RES702	Intro to Immunology		24.00	2.00
RES501	Journal Club I^		24.00	2.00
RES530	Conducting Clinical Research^		24.00	2.00
RES601	Biostatistics II with Lab	24.00	24.00	3.00
RES703	Intro to Microbiology		24.00	2.00
RES531	Integrative Medicine Research Seminar I		12.00	1.00
RES502	Principles of Epidemiology		24.00	2.00
RES535	Research Practicum I		24.00	2.00
RES505	Bioethics		24.00	2.00
	First Year Totals	**24.00**	**348.00**	**30.00**
Course #	**Second Year**	**Lab**	**Lecture**	**Credits**
RES630	Public Health Policy		24.00	2.00
RES700	Intro to Nutrition		24.00	2.00
RES610	Technical Writing		24.00	2.00
RES635	Research Practicum II		24.00	2.00
RES501	Journal Club II^		24.00	2.00
RES531	Integrative Medicine Research Seminar II		12.00	1.00
RES636	Capstone		36.00	3.00
	Electives		96.00	8.00
	Second Year Totals		**264.00**	**22.00**
	PROGRAM TOTALS	**24.00**	**612.00**	**52.00**
	^Courses which count towards ND elective requirement			

Master of Science in Integrative Medicine Research—Four Year Curriculum

Course #	First Year	Lab	Lecture	Credits
RES518	Intro to Research and Ethics^		24.00	2.00
RES520	Research Design^		24.00	2.00
RES530	Conducting Clinical Research^		24.00	2.00
RES502	Principles of Epidemiology		24.00	2.00
RES600	Biostatistics I		24.00	2.00
	First Year Totals		**120.00**	**10.00**
Course #	**Second Year**	**Lab**	**Lecture**	**Credits**
RES501	Journal Club I^		24.00	2.00
RES531	Integrative Medicine Research Seminar I		12.00	1.00
RES535	Research Practicum I		24.00	2.00
RES505	Bioethics		24.00	2.00
RES601	Biostatistics II with Lab	24.00	24.00	3.00
	Second Year Totals	**24.00**	**108.00**	**10.00**
Course #	**Third Year**	**Lab**	**Lecture**	**Credits**
RES531	Integrative Medicine Research Seminar II		12.00	1.00
RES620	Intro to Lab Methods		24.00	2.00
RES501	Journal Club II^		24.00	2.00
RES630	Public Health Policy		24.00	2.00
RES610	Technical Writing		24.00	2.00
	Third Year Totals		**108.00**	**9.00**
Course #	**Fourth Year**	**Lab**	**Lecture**	**Credits**
RES635	Research Practicum II		24.00	2.00
RES636	Capstone		36.00	3.00
	Electives		96.00	8.00
	Fourth Year Totals		**156.00**	**13.00**
Course #	**Transfer Courses from ND or CCM Programs**	**Lab**	**Lecture**	**Credits**
BAS412	Organ Systems Anatomy and Physiology		24.00	2.00
BAS440	Microbiology and Public Health		24.00	2.00
BAS437	Immunology		24.00	2.00
BAS434	Evidence-Informed Practice		24.00	2.00
NUT530	Nutrition II		24.00	2.00
	Transfer Totals		**120.00**	**10.00**
	PROGRAM TOTALS	**24.00**	**612.00**	**52.00**
	^Courses which count towards ND elective requirement			

Master of Science in Integrative Medicine Research—Electives

Course #	Electives	Lab	Lecture	Credits
RES500	History of Medicine		24.00	2.00
RES538	Medical Academics		24.00	2.00
RES611	Grant Writing		24.00	2.00
RES615	Research in Clinical Practice		24.00	2.00
RES621	Acupuncture Research and Skills		12.00	1.00
RES622	Herbal Medicine Research and Skills		12.00	1.00
RES623	Mind-Body Research and Skills		12.00	1.00
RES624	Behavior Change Research and Skills		12.00	1.00
RES625	Nutrition Research and Skills		12.00	1.00
RES801E	Global Health		24.00	2.00
RES802E	Health Disparities and Diversity		24.00	2.00
RES803E	Advanced Research Methods	48.00		2.00
RES804E	Pharmacology		24.00	2.00
RES805E	Environmental Medicine		24.00	2.00

Academic Policies

Registration

The Office of the Registrar will notify students regarding registration details. All continuing students register for the upcoming academic year's fall classes 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 may not register 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 who wish to register for less than the full-time curriculum must receive written approval from the program dean. No student may register for or begin classes after the end of the second week of any quarter.

Eligibility to Register

Non-matriculated students may register to audit courses with the approval of the instructor and program dean. Approval is based upon space availability and meeting of prerequisite requirements. Graduates of accredited programs may apply for entry into certificate programs offered at NCNM, provided they meet the specific requirements. Practitioners seeking continuing education units (CEUs) should contact the Office of Advancement.

Challenge Examinations

NCNM policy allows an individual to challenge by examination the content of a required course. The faculty member responsible for the course being challenged prepares the exam. This option is available to students who have appropriate prior coursework as outlined in the transfer credit policies (see Admissions section). Challenge exams may be given when there is a difference in hours between a transfer course and the college's course and/or a question of equivalency of material covered. Challenge examinations must be taken prior to the offering of the course that is being challenged, with the exam taken, graded, and the grade submitted to the registrar no less than two weeks prior to the start of the term.

Process for a challenge exam is as follows:

- Complete transfer credit review during the admissions process to identify which courses may be eligible for challenge
- Complete a challenge exam form obtained from the registrar
- Have the challenge exam application approved by the faculty member and dean of the program in which the course is offered
- Pay the challenge exam fee. See the Financial Policies section for information on fees. Complete the exam and have grade submitted to the Registrar's Office two weeks prior to beginning of term.

Auditing

Students may audit a course, space allowing, if they have met the prerequisites, have obtained the instructor's consent, and have registered for the course. 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 quarter's second week. Audited courses are not eligible for challenge exams. See the Financial Policies section for information on fees.

Attendance and Tardiness

In order to maintain educational standards, NCNM expects 100% attendance at classes and clinical rotations. Faculty members exercise discretion on attendance as well as may require students to attend up to 100% of scheduled classes in order to pass a course. Students may not miss more than two clinic shifts within a given rotation. See Clinic Handbook for more information. Instructors may take into account habitual tardiness when calculating a course or clinic grade. Students are responsible for being aware of faculty attendance expectations that will be listed clearly on each course syllabus.

Grading and Promotion

NCNM maintains high standards of scholarship and at the same time recognizes its responsibility to provide each student the best opportunity to complete the program successfully. At the beginning of each course, the instructor is required to define clearly for the members of that class the objectives of the course, and the standards and methods by which student achievement will be measured. At the end of each course, each student's performance is reported to the registrar, using the following grading system:

- H (HONORS) superior performance
- P (PASS) satisfactory performance
- FR (FAIL REMEDIATE) marginal performance (temporary grade and unavailable for clinic shifts)
- RP (REMEDIATED PASS)
- F (FAILURE) unsatisfactory performance (permanent grade)
- F* (FAILED REMEDIATION EXAM)
- I (INCOMPLETE) course requirements not yet completed due only to serious illness or bereavement (temporary grade)
- W (WITHDRAWAL) student withdrew from course
- WF (WITHDRAWAL, FAILING) student withdrew from course while failing
- AU (AUDIT)
- CMP (COMPLETED) IP (IN PROGRESS)
- IP (IN PROGRESS)

Grade of "FR"

FR (fail remediate) is a temporary grade. Students who fail a course may receive an FR grade rather than an F (fail) if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. In order to have the FR grade as an option, faculty must include it in their syllabus. The FR grade is given at faculty discretion and should only be given to students who are very close to passing (within 1-10 points on a 100 point scale).

Students who receive two or more FR grades (regardless of whether they have been changed to RP) will be placed on academic probation and must sign an academic contract. Students earning three or more FR grades (regardless of whether they have been changed to RP) will be required to appear before the Academic Review and Appeals Committee (ARAC) and may be dismissed.

An FR grade that has not been remediated by the end of the second week of the following term (for a spring term course by the end of the third week of summer term) will automatically be changed to an F. Some courses do not lend themselves to this approach, and it is at the discretion of the instructor whether they use this grade. "FR" may only be converted to an "RP" or an "F,*" not an "H."

Grade of "RP"

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

Grade of "F*"

Students who fail will receive a permanent grade of F* (failed remediation exam). For further explanation of a failing grade, please see below.

Grade of "F"

When a student receives a failing grade in a required course (including clinical rotation), she/he must repeat the course 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. Any naturopathic student failing a clinical rotation will be required to register for and attend skills-building.

Grade of "I"

A grade of "I" incomplete is given when a student has satisfactorily completed a minimum of 80% of the course and is unable to complete the course during the term the course is offered. Incomplete grades should only be issued in the case of illness, bereavement, or circumstances beyond the student's control. Incomplete grades should be given only if the student has an approved absence excuse issued by Student Services. A student receiving an "I" grade is responsible for completing the course requirements as specified by the instructor, and for seeing that the registrar receives proper notification of the grade change. A grade of incomplete that is not converted to a passing grade by the deadline specified in Section 5.2 of the Student Handbook will automatically become a grade of "F." Under extenuating circumstances, an instructor may extend the deadline for an incomplete grade by notifying the registrar in writing of the extension and a date by which the grade must be resolved; an extension may be no longer than one year, after which time it will convert to a fail grade. If the grade of "I" is due to ongoing illness and cannot be made up by the deadline, the student will be required to take a medical leave of absence for the quarter and will be allowed to complete the course material upon return from medical leave. Students who apply for a leave of absence and have not completed 80% of course work 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. Any student who is failing the course after week eight is not eligible to request an incomplete and will receive a grade of "WF".

Grade of "CMP"

This grade is used for courses which the student is required to attend, but no evaluation is given, such as Community Education in which the student is required to complete a certain number of hours, or Skills Enhancement in which the student is required to attend and receive tutoring in a specific area.

College Advising

Upon entering NCNM each student is assigned an advisor by the associate dean for academic progress. Faculty advisors include all full time faculty and a select group of administrative faculty members. College advisors are ongoing contacts for their assigned student throughout the duration of the student's enrollment.

College advisors facilitate a connection to the institution, ensure that students understand general academic policies and procedures, serve as a student advocate, and assist in general student support. Advisors help students by referring them to appropriate staff and other resources. They will also be a point of contact for other faculty to register any concerns and, when needed, serve as a starting point for a college response.

Advisors are required to meet with their first-year advisees early in the academic year and then on an as-needed basis. Advisors have a file of resources to help guide the student appropriately. Academic advising is managed by the associate dean of academic progress.

Academic Advising

The associate dean for academic progress administers academic advising for all students. Guidance is available to assist in creating a personal timetable for students on an extended program, as well as for academic and professional progress. Students who are not making satisfactory academic progress must meet with the associate dean of academic progress. Students who are pursuing any program other than the standard published tracks must meet with and receive approval from their program's dean or associate dean and the registrar to ensure all requirements are met.

Faculty advisors are notified in writing when a student they have been advising has been placed on academic probation or has a sanction imposed on them for non-academic behavior. The faculty advisor is expected to contact the student concerning the issues to ensure that the student is accessing the assistance available to them.

The associate dean for academic progress is responsible for advising on:

- Academic probation
- Changing tracks (four to five year, etc.)
- Leaves of absence (regular or medical) or withdrawal from the institution
- Questions regarding the concurrent track
- Requests for permission to take exams early or late (in extraordinary circumstances only)
- Independent studies
- Grade appeals
- Petition for excused absences

Satisfactory Academic Progress

Students must maintain satisfactory academic progress toward a degree in order to continue in the program. Students must maintain satisfactory academic progress as defined quantitatively and qualitatively to continue to receive federal, state, and institutional financial aid. Students must enroll in courses per published curriculum layouts.

Students who have met all graduation requirements except for thesis completion must register each term for one credit "Thesis Completion" until they have completed their thesis (students will not be aid eligible at this point) and may take an additional two years to complete their thesis. Failure to register each term for thesis completion will constitute a withdrawal. Students who do not have a thesis requirement but need to complete clinical hours, check offs, field observation or other graduation requirements must register for one credit of "Graduation Completion" each term until all graduation requirements are met. A minimum enrollment of one credit is required to maintain student status. 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 graduation requirements under the new catalog (this does not apply to standard summer breaks). Satisfactory academic progress is defined as follows for each of our programs:

- **Doctor of Naturopathic Medicine** – must enroll in all courses per published curriculum layout and pass 60% of courses each term. Must complete all coursework and meet graduation requirements within seven years of matriculation.
- **Master of Science in Oriental Medicine** – must enroll in all courses per published curriculum layout and pass 60% of courses each term. Must complete all coursework and meet graduation requirements within seven years of matriculation.
- **Master of Acupuncture** – must enroll in all courses per published curriculum layout and pass 80% of courses each term. Must complete all coursework and meet graduation requirements within five years of matriculation into the program.
- **Concurrent Naturopathic Medicine/Master of Science in Oriental Medicine** – must enroll in all courses per published curriculum layout and pass 90% of courses each term. Must complete all coursework and meet graduation requirements within seven years of matriculation into the program.
- **Concurrent Naturopathic Medicine/Master of Acupuncture** – must enroll in all courses per published curriculum layout and pass 90% of courses each term. Must complete all coursework and meet graduation requirements within seven years of matriculation into the program.
- **Concurrent Naturopathic Medicine/Master of Science in Integrative Medicine Research** – must enroll in all courses per published curriculum layout and pass 60% of courses each term. Must complete all coursework and meet graduation requirements within six years of matriculation into the program.
- **Post-Graduate Certificate in Botanical Medicine** – must enroll in all courses per published curriculum layout and pass 100% of courses each year. Must complete all coursework and meet certificate requirements within two years of matriculation into the program. This program does not qualify for financial aid.

If a student is not making satisfactory academic progress in 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 program dean about classroom attendance, performance on examinations, and any other factors that may impact their success in the course.

Students who fail to make satisfactory academic progress in any term will be given a financial aid suspension warning and placed on academic probation (see academic probation policy). Financial aid may be reinstated once a contract is signed and the student will be placed on financial aid probation.

Students who continue to make unsatisfactory academic progress must appear before the Academic Review and Appeals Committee. Financial aid will be suspended pending the outcome of the committee. Students who are allowed to remain at the institution must sign a new academic contract (see academic probation policy). Financial aid may be reinstated once again when a revised contract has been signed, and the student will remain on financial aid probation until all issues have been resolved.

Academic Probation

Students failing required courses will be placed on academic probation. When placed on probation, all students must meet with the associate dean for academic progress to sign an academic contract within one week. This agreement will delineate a timetable for repeating failed courses, identify other needed resources, and require that the student not fail any other required courses during the probationary period. Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. 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 the associate dean for academic progress to discuss and create an academic action which includes strategies for successful completion of their program

Students are removed from academic probation once any courses or clinic rotations are repeated and passed, and the terms of the academic contract are met.

Unsatisfactory Academic Progress

Students who do not make satisfactory academic progress may be referred to the Academic Review and Appeals Committee (ARAC). This committee reviews student progress both in required courses and in the clinic. ARAC makes recommendations to the program dean for final determination.

Essential elements reviewed include but are not limited to:

- Failure of a course or clinic shift
- Failure to complete an academic contract in a timely manner
- Failure to comply with the terms of an academic contract
- Failure to follow published curriculum

The committee will review the situation, meet with the student, and take action. Possible actions include:

- Revised conditions of the academic contract
- Suspension from NCNM or from a specific program for up to a year
- Dismissal from NCNM or from a specific program

Dismissals from the college may occur in the following cases:

- Failure to satisfy an academic contract
- Failure of two clinic shifts in an academic year
- Failure of three required classes in a given quarter
- Failure of two sequential classes
- Failure of same class twice
- Violations of professional conduct
- Failure to meet the technical standards
- Receiving three or more RPs in an academic career
- Failure of the GPA3 three times for ND students.

Re-Application and Re-Admissions Policy

Students who have been dismissed cannot submit an application for re-admission to NCNM for a minimum of one calendar year from time of dismissal, unless noted differently in the dismissal letter. A dismissed student who wishes to apply for re-admission to NCNM must meet one of the following criteria at the time of dismissal.

1. The student had a serious illness or medical issue.
2. An event or series of events occurred that prohibited the student's academic performance due to high levels of stress. Examples would include a death in the family, divorce or separation from a long-term partner, assault.
3. Documentation of a disability that can be, but has not been, previously or reasonably accommodated.
4. The student experienced any other serious problem that significantly affected academic performance.

Documentation may be required to prove that the situation leading to dismissal has been remedied. NCNM may impose the following requirements upon re-admission for a student who was academically dismissed:

1. Complete remedial work prior to readmission, repeating some courses, and/or clinic shifts.
2. A meeting with the associate dean of academic progress to sign and comply with all conditions of an academic contract.
3. Return on academic probation after all previously failed courses have been resolved, and for a minimum of one academic year.

A student who is dismissed due to conduct violations will return on disciplinary probation upon re-admission for a minimum of one academic year. Students who have withdrawn, either administratively or voluntarily, from NCNM must wait one application cycle to apply for re-admission. Withdrawn students are required to follow the application process as outlined by the Office of Admissions. The college may impose one or more of the following requirements for a student who applies for re-admission, and has been separated from NCNM for more than one year:

1. Take an entrance exam prior to entering the clinic to assess skill level.
2. Complete remedial work which may include repeating some courses, and/or clinic shifts.
3. Meet with the program associate dean to sign and comply with all conditions of an academic contract if on academic probation when withdrawn. The student will remain on academic probation until all previously failed courses have been resolved.

Questions regarding this policy may be directed to the director of admissions, the program dean, or dean of students.

Honor Council

The Honor Council is a standing committee, composed of faculty, student, and staff representation. The committee meets monthly to review written complaints and performance reports that reflect a failure of a student to maintain behavioral standards according to the Honor Code. 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 all reports which may be submitted by faculty, staff or other students. The Honor Council, depending on the

nature and severity of the report, may request the dean of students to do a Code of Conduct investigation. The committee does not accept anonymous reports.

After reviewing all information, students are asked to meet with the committee to discuss reported problems. The committee makes recommendations to the dean of students who makes a 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. An accumulation of nonacademic performance reports in a student's file may interfere with the student's progress through the program if it is deemed that the behavior interferes with the progress as a developing physician. If the Honor Council determines that the frequency of reports or the seriousness of a report demonstrates a problem, they may recommend to the dean of students that the student be placed on probation for behavioral reasons. Thereafter, any reports forwarded to the Honor Council may serve as a basis for the committee to recommend dismissal. 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 Services for moral support. However, the individual accompanying the student may not participate in the meeting.

After reviewing a student file, the committee may provide to the dean of students recommendations including, but limited to, the following:

- The student is progressing appropriately. No further action is required.
- A letter of warning outlines policy with a reminder adherence.
- The student has areas of deficiency and remedial work may be required. This may include but is not limited to counseling, tutoring, repeated course work, or restricted enrollment in certain courses. A letter of warning may be given.
- The student does not currently demonstrate the appropriate behaviors, attitudes, skills, or knowledge required for the program and is placed on probation for behavioral reasons. A student placed on probation for behavioral reasons may be required to perform remedial work which may alter the course of study. In this case any additional reports forwarded to the committee showing concern may result in dismissal from the program.
- It is recommended that the student be dismissed.
- The committee may also provide any additional recommendation it believes is suitable to address the issue at hand.

Reports and letters outlining decisions made by the dean of students are maintained in the student's files in the Program Dean's Office and in the Office of Student Services. Honor Code reports do not affect a student's academic record unless the outcome is dismissal from NCNM. Copies of reports and letters will be shredded after five years in compliance with the retention policy.

Appeal of Academic Dismissal

A student suspended or dismissed will have three (3) business days from the date of the dismissal notification to submit an intention to appeal to the provost in writing. The student then has seven (7) business days to submit the written appeal to the provost. The provost will respond with a final decision within five (5) working days, based on assessment of the information presented by the dean and the committee, and his/her investigation of procedure. Such an appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the dean of the program or the Academic Appeals and Review Committee to follow the procedures set forth in the policy on Unsatisfactory Academic Progress
- Dismissal is too severe a sanction for the academic issues
- Information relevant to the decision that was not available to or not considered by the committee

The provost may elect to uphold the decision of the dean, reverse the decision, request a different resolution, or refer the case back to the Academic Appeals and Review Committee in light of new information that was previously not available to, or considered by, the Academic Review and Appeals Committee.

Appeal of Honor Council and Code of Conduct Suspension or Dismissal

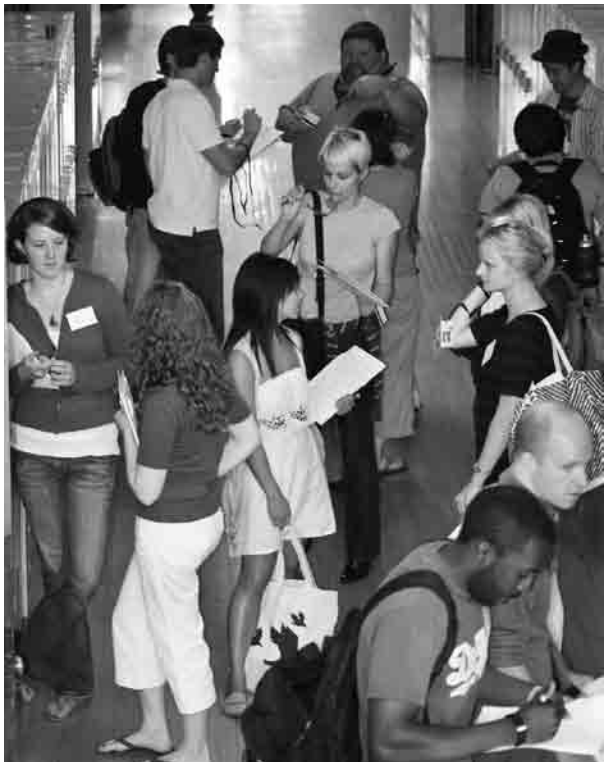
A student suspended or dismissed will have three (3) business days from the date of the dismissal notification to submit an intention to appeal to the provost in writing. The student then has seven (7) business days to submit the written appeal to the provost. The provost may refer the appeal to the Student Appeal Committee. The provost will respond with a final decision within five (5) working days, based on assessment of the information presented by the dean and the committee, and his/her investigation of procedure. The provost may elect to uphold the decision of the dean, reverse the decision, or request a different resolution. Such an appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the dean of students or Honor Council to follow the procedures set forth in the Student Handbook;
- Lack of substantial evidence in the student record to support the findings; and
- Dismissal is too severe a sanction for the academic issues.

The provost may elect to uphold the decision of the dean, reverse the decision, request a different resolution, or refer the case back to the Honor Council in light of new information that was previously unavailable. Please refer to section 14.10 of the Student Handbook on referrals to the Student Appeal Committee.

Examination Schedule Change

Students are required to complete all examinations on schedule. In cases of severe illness, bereavement or family emergency, please refer to the policy on Petitioning for Absences in the Student Handbook. Please also see the Financial Policies section regarding fees. A student may postpone final exams for health reasons no more than twice in their academic career. Need for a third examination deferral requires approval of the associate dean of academic progress. Deferred exams must be taken within three days of the approved excused absence date, and must be scheduled through the specific academic department. After one week from the approved absences date, make-up exams are no longer available. Students who may have a temporary disability that inhibits their attendance and participation in class or clinic should contact the dean of students for an accommodation. An unexcused absence from an examination or major graded exercise will be considered a failure.



Graduation Requirements

Candidates for graduation must:

- Satisfy all courses in the prescribed curriculum
- Satisfy clinic requirements
- Satisfy all financial obligations to NCNM
- If a transfer student, complete at least three years of professional training enrolled as a student at NCNM.
- If a second professional degree student, complete at least two years of professional training enrolled as a student at NCNM.
- ND students commencing their studies after July 1, 2005, must complete a minimum of 13 credits of electives.

Only students who have completed all their academic coursework, MSiMR thesis and capstone project, ND case papers, and clinic hours, by the scheduled commencement ceremonies may participate in the ceremony and in taking the oath. Students who have not completed all requirements may participate in the following year's ceremony. A student who has completed all their coursework, except for a small number of clinical hours or final revisions to the MSOM thesis, may be allowed to walk in graduation ceremonies. Petition to participate in commencement ceremonies must be made to the program dean by the end of week one of spring term preceding graduation; the petition must outline the outstanding work that they have not completed, and give evidence that they will be able to complete this outstanding work by the end of the upcoming summer quarter. A diploma will not be issued to these students until they have completed all required work, and they will not be allowed to take licensing examinations until they have completed all required work. Students must register for a minimum of 1 credit each term while completing outstanding requirements. Students who fail to register for any given term will be considered withdrawn and will have to reapply and meet graduation requirements under the new catalog.

Voluntary Leave of Absence

Students considering a leave of absence must schedule an appointment with the dean of students. A student may apply for a leave of absence of up to one year, which entitles the student to re-enter NCNM provided there is space in her/ his class during the next calendar year. Students taking less than a full year off may not be able to continue with a full class load due to sequential courses, missing prerequisites, and may be required to enter a new educational track approved by their program dean and registrar. The program deans and/or associate dean of academic progress can guide students through their new schedule. The registrar must be advised of a student's intention to return to NCNM, at least 30 days before the beginning of the quarter in which she/he plans to register. If a student does not return within one year, she/he will be considered administratively withdrawn from NCNM and

required to submit a new application for admission. A leave of absence normally will be granted to any student who is in good standing (i.e., has no outstanding grades of Incomplete, Failed Remediate or Failure for required courses, and is not on academic or disciplinary probation) and who has satisfied all financial obligations to NCNM.

The registrar will instruct students to fill out and submit a Returning Student Notification form to the following offices: Registrar, Financial Aid, Business Administration and Student Services, with the form being returned to the Office of the Registrar when completed.

Medical Leave of Absence

Students considering a medical leave of absence must schedule an appointment with the dean of students. In the case of a medical leave of absence, which may be granted to a student on academic probation, appropriate documentation is required from the attending physician. The physician must indicate the necessity of granting the leave. Students who are on medical leave of absence cannot participate in any academic activities, including remediating incomplete grades or exams, and/or participating in clinical rotation shifts, including field observation. A student who wishes to return from a medical leave of absence must provide to the dean of students adequate documentation from the attending physician demonstrating the student's fitness for returning to the program. After documentation has been reviewed and accepted by the dean of students, the registrar will be advised of the student's intention to return to NCNM. The advisement of a student's intention to return must be given within 30 days of intended return, and before the beginning of the quarter in which she/ he plans to register. The registrar will instruct the student to fill out and submit a Returning Student Notification form to the following offices: Registrar, Financial Aid, Business Administration, program dean, and Student Services; the form should be returned to the Office of the Registrar when it is completed. If a student on leave does not return within one year, she/ he will be considered administratively withdrawn from NCNM and required to submit a new application for admission. Any incomplete grades will be converted to a failing grade. The student will need to satisfy admission requirements in effect at the time of re-application, but may request that the application fee be waived.

Withdrawal from School

Students considering withdrawing from school must schedule an appointment with the dean of students. Students withdrawing from school at any time during the school year must complete an exit interview and a Status Change Form. Failure to register for any quarter is considered a withdrawal and the student will need to submit a new application and application fee for admission.

Federal Loan Exit Interviews

Federal regulations require that any student who has received a federal loan while attending NCNM and who leaves for any reason, including official leaves of absence, must participate in a loan exit interview. Loan exit interviews are conducted by the Financial Aid Office.

Independent Study

A required course may be completed as an independent study only in exceptional circumstances. Scheduling conflicts may occur for transfer, second professional degree students admitted with advanced standing, or for students who have had their normal program progress interrupted (e.g., medical leave of absence). This option does not apply to students following standard program plans. Independent studies can be arranged for required

courses by contacting the program dean and appropriate faculty. See the section on Financial Policies for fee information. Independent studies are not available for elective courses.

Conduct and Professional Standards

NCNM 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 Handbook and Honor Code. The Naturopathic Oath, the Classical Chinese Medicine Oath, state laws and regulations, and documents of professional organizations such as the American Association of Naturopathic Physicians (AANP), and the 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 college policies and the sanctions that may be imposed.

Academic Freedom

NCNM 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 maintains permanent records of each student enrolled at NCNM. A student's record contains an application file, personal information necessary for the business of NCNM, grade reports, and records of any official action by NCNM concerning that student. The Business Office, Financial Aid Office, Office of Student Services, and Academic Office may also maintain student files as required by their respective functions. These records may be examined by the individual student upon written request. NCNM adheres to the intent of the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), and to that end will observe the following guidelines:

- College officers may review student records.
- NCNM holds the following information as directory information, which may be disclosed in response to legitimate requests: name, address, telephone number, e-mail address, dates of attendance, enrollment status (full-time, part-time, leave of absence), academic program, graduation date, photograph and awards received
- 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 authorities.
- A student who believes information contained in official records is inaccurate, misleading, or a violation of privacy may request that the records be amended.
- A student has the right to file complaints with the appropriate agencies concerning alleged failures by NCNM to comply with applicable laws and rules and/or their implementing regulations.
- In the event of a disagreement between student and administration as to the disposition of an issue, the student has the right to have placed in her/his academic file a statement reflecting her/his position. Each student is responsible for furnishing, completely and accurately, all information required by NCNM 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.), she/he is responsible for seeing that appropriate college 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 NCNM without written consent of the student, except as required by law. Records for students attending NCNM 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.

The Buckley Amendment does not apply to employment situations, nor does it apply to candidates for matriculation to NCNM. However, Human Resources and the Office of Admissions adhere strictly to guidelines of professional conduct. All student admission applicant and employee applicant records are the property of NCNM, and will not be released or returned except as outlined above.

Change of Program Track

Students are admitted on a specific educational track (see catalog for listing of available tracks). Students are required to take courses only as specified in each educational track. After matriculation students may request to change tracks to any of the standard educational tracks by submitting a Track Change Form, approved by the program dean, to the Registrar's Office. Once approved by the Registrar's Office students must then follow their new educational track. Students may deviate from the standard educational tracks for the following reasons: chronic illness, bereavement or academic accommodations and considerations. Deviation

requests must be accompanied by the appropriate documentation before approval can be given. Change of track requests must be completed by the end of week eight of the quarter prior to the quarter the change will take effect. For example, the form must be completed by week eight of fall quarter for a winter quarter change. When a student is matriculated into a concurrent track no change of track fee will be assessed for the initial change; however, any subsequent changes will be assessed a change of track fee. Concurrent track is defined as pursuing two degrees concurrently such as ND & MSOM or MSOM & MSiMR. Students may pursue no more than two degrees concurrently. See the Financial Policies section for information on fees.

Adding/Dropping Courses

Students may register online for elective courses up to two weeks prior to the beginning of each term, after which time an Add/Drop form must be submitted to the Office of the Registrar with the appropriate signatures. Students may not deviate from the established curriculum unless they have submitted and received approval via a " Track Change" form. Courses may be dropped weeks three-six with proper signatures. Grades for courses dropped weeks three-six will be recorded as "W" (withdrawal passing) or "WF" (withdrawal failing). Students may not drop after week six. Non-attendance in any course will earn a grade of "F". Weekend courses may be added or dropped up to the day before they begin based on the same criteria as above. Weekend courses that are dropped before they begin will receive a 100% tuition refund. Lab and retreat fees are non-refundable once the term begins. In addition, students who are on federal financial aid and whose reduced course loads change their status from full-time to part-time must meet with the director of financial aid. All core curriculum courses require a dean's signature to qualify as an approved dropped course.

Week one of term – Students may add/drop/change sections/change to audit and receive a 100 percent refund.

Week two of term – Students may add/drop/change sections/change to audit and receive a 100 percent refund. Students withdrawing from school completely will receive a 90 percent refund and a grade of "W" reflected on their transcript.

Weeks three–six of term – Instructor signature required and instructor must indicate drop/pass or drop/fail; refund of 80 percent, 70 percent, 60 percent or 50 percent, respectively.

After week six students may no longer drop a course. If a student withdraws from school, no refund is allowed and a grade of "W" will be recorded on their transcript. **All courses starting after week one of the term will follow the same add/drop policy as outlined above, including weekend courses.**

Clinic Shifts

To add or drop a clinic shift, students must have an Add/Drop form approved by the assistant registrar. Students have a three to five day period after the first clinic schedule has been posted to make any additional changes in their clinic shift schedule (add or drop) without being charged. This period is known as the "schedule adjustment" period. The actual deadline date is indicated on all schedules posted on campus prior to the beginning of the term. A $50 add/drop fee will be charged for any shift changes after the deadline date, which is approximately one week after the "schedule adjustment" period has ended. Students who request any changes in their clinic shifts after the deadline must fill out the "General Appeal to Deviate from Current Policy or Requirements" form and submit it to the assistant registrar. A decision will be made, and the student will be notified by the assistant registrar of the outcome. Students are responsible for attending their current clinic shifts until decisions are finalized. All fees concerning clinic shifts will apply.

Full-Time/Half-Time Student Status

Full-time student status requires enrollment of no fewer than 11 credits per quarter. Students who are on financial aid, who reduce their course loads from full-time to part-time status, must meet with the director of financial aid. Half-time student status requires enrollment of at least 5.5 credits and no more than 11 credits per quarter.

Student Affairs

Student Handbook

Students are responsible for reading and understanding all policies and information listed in the current Student Handbook. A current Student Handbook can be found at www.ncnm.edu. Paper copies are available in the Office of Student Services.

Student Government Association

The NCNM Student Government Association (SGA) is an elected government of the student body. According to the NCNM Student Body Constitution, the mission of the SGA is "to serve as a forum in which the common needs of the diverse NCNM Student Body are identified, and to use SGA resources to address those needs and to enhance the student experience at NCNM."

The SGA also oversees the management and distribution of the student activity fees collected each quarter with registration. Students elect an executive council—president, vice president, secretary, treasurer and judicial liaison, as well as class officers and student representatives to college committees. Elections for SGA positions occur every spring quarter, except for the incoming first-year class whose class-wide elections are conducted in the fall quarter. All members of the student body are invited to attend and participate in all SGA meetings. For more information, consult any of the class representatives or any member of the SGA.

Student Disability Support Services

Student services staff coordinate student accommodations based on Section 504 of the Americans with Disabilities Act. Students with questions should contact the Office of Student Services.

Campus Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. In accordance with U.S. Public Law 101-542, the Crime Awareness and Campus Security Act of 1990, the college annually publishes and distributes statistics concerning the occurrence on campus of reportable criminal offenses that are reported to campus security authorities. These statistics are available to all students and employees of NCNM. Statistics are also posted online at http://www.ope.edgov/security. Students and employees are advised of campus security procedures and practices, incident reporting and crime prevention during training, and are encouraged to be responsible for their own security and the security of others.

Health Insurance

All enrolled students at NCNM are required to carry medical health insurance coverage. The college offers two options. If a student possesses their own policy, he or she may waive the student health insurance by providing a completed NCNM Student Health Insurance Waiver form with proof of adequate coverage to the Office of Student Services no later than the end of the second week of classes of the first term of enrollment.

Housing

Although on-campus housing is not available, NCNM is located near residential areas with ample rentals at reasonable rates. Students may contact the Office of Student Services for additional information or consult the postings on NCNMlist, an online forum, for opportunities.

Student Identification Cards

All students receive a photo identification card on completion of new student orientation. Wearing a photo ID is recommended at all college facilities, and required at all NCNM clinics and for entrance to the main campus after hours. This card will also allow students to check out books at the NCNM library and at several other Portland college libraries (Oregon Health and Science University, Oregon College of Oriental Medicine, University of Western States and Linfield College Portland campus) with which NCNM has borrowing agreements.

Substance Abuse Policy and Program

NCNM is in compliance with U.S. Public Law 100-297 and the Improving America's Schools Act of 1994 (U.S. Public Law 103-382). NCNM policy prohibits unlawful possession, use, or distribution of illicit drugs by students or employees on or off the college premises. A copy of the Substance Abuse Policy and Program is contained in the Student and Employee Handbooks.

Remote Classroom and Children on Campus

A remote classroom with audio/video live feeds is available for nursing mothers. Others may petition for permission to use from the Office of Student Services. Please note that not all classes are available for remote viewing due to the nature of some classes and specific instructor requirements. Babies in arms are permitted in the remote room, but parents must find off-site childcare once babies become mobile or are over 12 months of age. Due to academic concerns regarding class participation and video education, students are permitted to use the remote classroom for a maximum of two quarters per infant during their program at NCNM. Babysitting is not available on campus, nor is it possible to make private arrangements for on-campus babysitting. Parents are required to make suitable arrangements for off-site childcare so that they can attend class.

Organization & Governance

NCNM is a nonprofit 501(c) (3) corporation organized under Oregon law. The college 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. NCNM's day-to-day operations are performed by the president, administration, faculty and staff.

Board of Directors

Executive Committee Members:

Chair, **Nancy W. Garbett, MEd**
Vice-Chair, **Rich Jones, PhD**
Secretary, **Ellen Goldsmith, MSOM, *LAc***
Treasurer, **Edward N. Hall, *CA, CPA***
President, Ex-Officio, **David J. Schleich, PhD**
Provost, Ex-Officio, **Andrea Smith, EdD**

Directors:

Donna L. Beck, ND
John R. Campbell, PhD
Don Drake
Jere A. High, ND
Trish Lichau, PhD
Michael G. Manes
Steven Paul Marsden, DVM, ND, MSOM, *Dipl C.H.*, *AHG*
Willow Moore, DC, ND

Campus Representation (Non-voting):

Faculty Representative, **Steven Sandberg-Lewis, ND**
Staff Representative, **Rebecca O'Dell**
Senior Student Representative, **Brooke Halgren**
Junior Student Representative, **Danielle Anderson**

Administration

Office of the President

President, **David J. Schleich, PhD**
Provost, **Andrea Smith, EdD**
Executive Assistant to the President and Provost, **Gail Houghton**

Office of Institutional Research and Compliance

Director of Institutional Research and Compliance, **Laurie McGrath**
Institutional Research and Compliance Assistant, **Georgia Portuondo, MSI**

Finance & Administration

Vice-President for Finance and Administration and Chief Financial Officer, **Gerald Bores, MBA**
Director of Human Resources, **Steve Johnson**
Human Resources Generalist, **Robin Gerstenfeld**
HR/Payroll Specialist, **Alison Pillette**
Accounting Supervisor, **Sally Barrett**
Student Transactions, **Kathy Cody**
Accounts Payable Specialist, **Tammy Litwinchuk**
Clinic Billing Supervisor, **Vacant**
Clinic Billing Coordinators, **Astrid Harmon, Jessamyn Thompson-Jacobs, Rebecca O'Dell**
Director of Financial Aid, **Laurie Radford**
Financial Aid Counselor, **Sheila Yacob**
Registrar, **Kelly Garey**
Associate Registrar, **Laura Purcell**
Assistant Registrar, **Francine Green**
Records Specialists, **Chris Ballard**
Registrar's Office Assistant, **Colin Anderson**
Master Planning and Facility Projects Manager, **Keith North**
Campus Security Chief, **Janice Ross**
Security Officers, **Joe Afranji, Matt Stoye, Mike Hale**
Security Assistant, **Aaron Lamb**
Facilities Supervisor, **David McAllister**
Facilities Staff, **Thomas Coward**
On-call Facilities Staff, **Aaron Lamb**
Information Technology Manager, **Steven Fong**
Information Technology Coordinators, **Frank Zhang, Dexter Asis**
Director of Retail Operations, **Nora Sande**
Retail Operations Supervisor, **Nichole Wright**
Medicinary Managers, **Micaela Angle, *LAc;* Audrey Bergsma, ND**
Medicinary Development Supervisor, **Jennifer Brusewitz, ND**
Medicinary Services Representative II, **Jennifer Baier, Erin Moreland, MSOM**
Medicinary Services Representative I, **Dana Herms, ND; Ekaterina Shavlovsky, ND; Brian Pine, MSOM; Michael Givens, MSOM; Kristy Viaches, Polly Hatfield**
Retail Representatives, **Leah Belmonte, Frederick Johnson, Malka Davis**

Clinical Operations

Dean of Clinical Operations, **Jill Sanders, ND**
Clinic Services Manager, **Shannon McCartor-Foisy**
Laboratory Director, **Sally Swan, *MT, LAc***
Clinic Operations Coordinators, **Mary Van Zant, Peta Mni**
Clinic Services Coordinators, **Franceann Paulman, Molly Bailen**

Clinic Services Representatives, **Jeni Lee, Melissa Rehder, Melissa Reed, Carolee Barrus, Diana Vasilauskas**
Laboratory Technologist, **Mary McReynolds, *MT***
Laboratory Technicians, **Nicole Converse, Nikki Edwards, Tammy Vogel**
Laboratory Assistant, **Juliette Soihl, ND**
Community Clinics Medicinary Manager, **Gaia Mather, ND**
Assistant Manager for Community Clinics, **Jill Ewanchuk, MPA**
Patient Services Coordinator, **Jacqueline Chandler**
Community Clinics Assistant, **Emily Taylor**

Department of Advancement and Continuing Education and Alumni Affairs

Vice-President of Advancement, **Susan Hunter, MBA**
Advancement Officers, **Allison Corn, MA, Blake Morgan**
Alumni Officer, **Marie T. Schramke, MEd**
Grants Officer, **Julie Scholz**
CE Communication and Events Coordinator, **Justin Fowler**

Department of Marketing and Communications

Vice-President of Marketing and Communications, **Sandra Snyder, PhD**
Director of Public Relations and Communications, **Marilynn Considine**
Marketing and Communications Manager, **Sherrie L. Martel**
Graphic Designer, **Jenny Bowlden**
Marketing Assistant, **Maya Charvat**
Campus Receptionist, **Natasia Rana**

Department of Admissions and Enrollment Management

Director of Admissions, **Rigo Núñez**
Admissions Counselors, **Insil Kang, Deon Logan, Brenda Morrison, MA**
Admissions Operations Specialist, **Qiana Davis, MBA**
Admissions Specialist, **Hang Nguyen**

Academic Affairs

School of Naturopathic Medicine

Dean of the School of Naturopathic Medicine, **Margot Longenecker, ND**
Interim Associate Dean of Academic Progress, **Catherine Downey, ND**
Associate Dean of Biomedical Sciences, **John Brons, PhD, MAcOM**
Assistant to the Dean of the School of Naturopathic Medicine, **Gina Starling**
Residency Program Coordinator, **Melanie Henriksen, ND, *LAc*, *CNM***
Academic Coordinators, **Elena Howells, Megan Kimmelshue**
Clinic Chief Medical Officer, **Dohn Kruschwitz, ND, MD**

School of Classical Chinese Medicine

Dean of the School of Classical Chinese Medicine, **Laurie Regan, ND, PhD**
Founding Professor, **Heiner Fruehauf, PhD, MA**
Associate Dean for Academics, **Margaret Hammitt-McDonald, ND, PhD, MSOM, MAT**
Associate Dean for Clinics, **David Berkshire, MAcOM**
Chief Medical Officer, **Rihui Long, Master of Medicine (China)**
Assistant to the Dean of the School of Classical Chinese Medicine, **Jeaneth Villegas, MA**
Academic Coordinator, **Susan Shaw-Minger**

Helfgott Research Institute

Dean of Research, **Heather Zwickey, PhD**
Associate Director of Research, **Kevin Marsman, MA**
Research Coordinator II, **Heather Schiffke, MATCM**
Student Research Specialist, **Morgan Schafer, MS**
Investigators, **Agatha Colbert, MD; Heather Wild, PhD; Shalini Mukherjee, PhD; Elena Panutich, PhD**
Post-Doctoral Fellows, **Kimberly Tippens, ND, *LAc*; Carolyn Nygaard, ND; Jill Edwards, ND; Jeremy Mikolai, ND; Kurt Beil, ND, MSOM, MPH**

Library

Library Director and Academic Development Assistant to the Provost, **Rick Severson PhD, MLS**
Associate Librarian, **Noelle Stello, MSLIS**
Instructional Technology Coordinator, **Steve Dehner**
Circulation Coordinator, **Heather James**
Library Supervisor, **Alison Wilbur**

Office of Student Services

Dean of Students, **Cheryl Miller**
Director of Counseling Services, **Adrienne Wolmark, PhD, MSS**
Director of Professional Formation and Career Services, **Marnie Loomis, ND**
Student Services Program and Office Manager, **Matt Burns, MEd**
Student Activities and Events Coordinator, **Morgan Chicarelli**

Faculty

School of Naturopathic Medicine

Full-Time Faculty

Joel Agresta, Assistant Professor; DC, Western States Chiropractic College, 1983

Richard Barrett, Professor; ND, National College of Naturopathic Medicine, 1986

John Brons, Professor; PhD, UCLA, 1978; MAcOM, Oregon College of Oriental Medicine, 1993

Bracey Dangerfield, Assistant Professor; PhD, Maharishi International University, 1992

Timothy Irving, Assistant Professor; DC, Western States Chiropractic College, 2005; MS, University of Bridgeport, 2009

Paul Kalnins, Assistant Professor, ND, MSOM, National College of Naturopathic Medicine, 1998

Dohn Kruschwitz, Associate Professor; MD, University of Iowa College of Medicine, 1966; ND, National College of Naturopathic Medicine, 1997

Margot Longenecker, ND, National College of Naturopathic Medicine, 1998

Gaia Mather, Assistant Professor; ND, National College of Naturopathic Medicine, 1990

Marcus N. Miller, Assistant Professor; ND, National College of Naturopathic Medicine, 2001; MD, Louisiana State University Medical School, 1982

Leslie Nicholas, ND, National College of Naturopathic Medicine, 1992

Judy Peabody, Associate Professor; ND, National College of Naturopathic Medicine, 1988

Michelle Salob, Assistant Professor; ND, National College of Naturopathic Medicine, 2001

Steven Sandberg-Lewis, Professor; ND, National College of Naturopathic Medicine, 1978

Nancy A. Scarlett, Associate Professor; ND, National College of Naturopathic Medicine, 1997

Richard J. Severson, Associate Professor; PhD, MLS, University of Iowa, 1990, 1992

Noelle Stello, Assistant Professor; MSLIS, University of Illinois, 2005

Elizabeth Sutherland, ND, National College of Naturopathic Medicine, 1997

Will Taylor, Associate Professor; MD, University of Vermont College of Medicine, 1983

Dickson Thom, Professor; ND, National College of Naturopathic Medicine, 1989; DDS, University of Toronto, 1974

Robert Wilson, Assistant Professor; ND, National College of Naturopathic Medicine, 1993; MS, Michigan Technological University, 1972

Kimberly Windstar, Associate Professor; ND, National College of Naturopathic Medicine, 1991; MEd, California State College, 1982

Heather Zwickey, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

Adjunct Faculty

Satya Ambrose, ND, National College of Naturopathic Medicine, 1989

Dominic Anaya, DO, University of New England, College of Osteopathic Medicine, 2000

Amy Bader, ND, National College of Naturopathic Medicine, 2000

Carrie Baldwin-Sayre, ND, National College of Naturopathic Medicine, 2004

Donna Beck, ND, National College of Naturopathic Medicine, 1992

Kurt Beil, ND, MSOM, National College of Natural Medicine, 2006, 2008

Audrey Bergsma, ND, National College of Naturopathic Medicine, 1996

Alicia Bigelow, ND, National College of Naturopathic Medicine, 2004

Eric Blake, ND, MSOM, National College of Naturopathic Medicine, 2004

Jennifer Brusewitz, ND, National College of Naturopathic Medicine, 2005

Stephen Bush, JD, University of Southern California, 2001

Laurent Chaix, ND, National College of Naturopathic Medicine, 1995

Elizabeth Collins, ND, National College of Naturopathic Medicine, 1996

Daniel DeLapp, DC, Los Angeles College of Chiropractic, 1986; MAcOM, Oregon College of Oriental Medicine, 1996; ND, National College of Naturopathic Medicine, 1997

Jamie Doughty, ND, National College of Natural Medicine, 2009

Lysanji Edson, ND, National College of Natural Medicine, 1996

Durr Elmore, DC, Western States Chiropractic College, 1982; ND, National College of Naturopathic Medicine, 1984; MSOM, National College of Naturopathic Medicine, 2003

Sheryl Estlund, ND, National College of Naturopathic Medicine, 2003

Deborah Frances, ND, National College of Naturopathic Medicine, 1993

Leslie Fuller, ND, National College of Natural Medicine, 2009

Steve Gardner, DC, Western States Chiropractic College, 1977; ND, National College of Naturopathic Medicine, 1994

James M. Gerber, DC, Western States Chiropractic College, 1981; MS, University of Bridgeport, 1987

Jill Ghormley, ND, Bastyr University, 2006; MAMS, University of Illinois at Chicago, 1996

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

Kim Hapke, ND, National College of Naturopathic Medicine, 2003

Melanie Henriksen, ND, MSOM, National College of Naturopathic Medicine, 2005; *CNM*, Oregon Health & Science University, 2009

Wendy Hodsdon, ND, National College of Natural Medicine, 2004

Pamela Jeanne, ND, National College of Naturopathic Medicine, 1990

Keivan Jinnah, ND, MSOM, National College of Naturopathic Medicine, 1998

Carrie Jones, ND, National College of Naturopathic Medicine, 2005

Mark Kaminski, MS, Northwestern University, 1979

Jorge Kaufmann, ND, MSOM, National College of Naturopathic Medicine, 2004

Adeline Kell, ND, National College of Naturopathic Medicine, 2003

Rosetta Koach, ND, National College of Naturopathic Medicine, 1999

Marnie Loomis, ND, National College of Naturopathic Medicine, 2000

Neil Mages, ND, National College of Naturopathic Medicine, 2001

Tom Maier, PhD, University of British Columbia, 1982

Rosemary Maker, MD, Kuwait University, 1986

Martin Milner, ND, National College of Naturopathic Medicine, 1983; MA, University of Rhode Island, 1975

Glen Nagel, ND, National College of Naturopathic Medicine, 1999

Carolyn Nygaard, ND, National College of Natural Medicine, 2009

Heidi Peterson, Lecturer; ND, National College of Naturopathic Medicine, 1999

Phyllecia Rommel

Kayle Sandberg-Lewis, MA, Goddard College, 2000; *LMT*, Oregon School of Massage, 1998

Jillian Stansbury, ND, National College of Naturopathic Medicine, 1988

Timothy D. Stecher, DC, Western States Chiropractic College, 1996

Jack Straton, PhD, University of Oregon, 1986

Sally Swan, MAcOM, Oregon College of Oriental Medicine, 2008

Jennifer Tufenkian, ND, National College of Naturopathic Medicine, 2000

Ken Weizer, ND, National College of Naturopathic Medicine, 1999

Misty White, ND National College of Naturopathic Medicine, 2007

Kate Wiggin, ND, National College of Naturopathic Medicine, 2004

Katherine Zieman, ND, National College of Naturopathic Medicine, 1993

School of Classical Chinese Medicine

Full-Time Faculty

Roger Batchelor, Associate Professor; DAOM, Oregon College of Oriental Medicine, 2007

David Berkshire, Instructor; MAcOM, Oregon College of Oriental Medicine, 2001

Xiaoli Chen, Associate Professor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1987, 1994

Jim Cleaver, Instructor; Diploma in Traditional Chinese Acupuncture and Herbology, Five Branches Institute, 1987

Heiner Fruehauf, Professor; MA, PhD, University of Chicago, 1986, 1990

Brenda Hood, Associate Professor; PhD, Chinese Academy of Social Science, Beijing, 2006

Paul Kalnins, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

Rihui Long, Professor; Master of Medicine (China), Chengdu University of TCM, 1984

Edward Neal, Instructor; MD, University of New Mexico, 1988; MAc, National College of Natural Medicine, 2009

Robert Quinn, Instructor; MAcOM, DAOM, Oregon College of Oriental Medicine, 1998, 2008

Laurie Regan, Assistant Professor; PhD, Harvard University, 1991; ND, National College of Naturopathic Medicine, 1997

Brandt Stickley, Assistant Professor; MS, American College of Traditional Chinese Medicine, 2001

Jun Zhang, Instructor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1989, 2006

Adjunct Faculty

Satya Ambrose, ND, National College of Naturopathic Medicine, 1989, MAc, New England School of Acupuncture, 1976

Kurt Beil, ND, MSOM, National College of Natural Medicine, 2006, 2008

Paul Bellis, MAcTCM, Yo San University, 2000

Peter Eschwey, MAc, DAOM, Oregon College of Oriental Medicine, 2000, 2009

Muir Ferdun, MAcOM, Oregon College of Oriental Medicine, 2003

William Frazier, MA, Academy for Five Element Acupuncture, 2001

David Frierman, Certificate of Completion, San Francisco College of Acupuncture, 1989

Michael Givens, MA, St. John's College, 2003; MSOM, National College of Natural Medicine, 2009

Eric Grey, MSOM, National College of Natural Medicine, 2009

Margaret Hammitt-McDonald, MAT, Fordham Graduate School of Education, 1990; PhD, City University of New York, 1997; ND, MSOM, National College of Natural Medicine, 2007

Pikshan Ko

Joon Hee Lee, DAOM, Oregon College of Oriental Medicine, 2011, MSOM, Samra University, Los Angeles, 2004

Charles Rothschild Lev, MAcOM, Oregon College of Oriental Medicine, 1998

Chris Metro, ND, MSOM, National College of Naturopathic Medicine, 2004

Sheila Murphy, MA, Beacon College, 1982; DC, Western States Chiropractic College, 1987

Youping Qin, Instructor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

Padeen Quinn, ND, National College of Naturopathic Medicine, 2001

Shawn Soszka, ND, MSOM, National College of Naturopathic Medicine, 2001, 2000

Tamara Staudt, ND, MSOM, National College of Naturopathic Medicine, 1998

Edythe Vickers, ND, National College of Naturopathic Medicine, 1987; Diploma, Oregon College of Oriental Medicine, 1986

Haosheng Zhang, Assistant Professor; Master of Medicine (China), Chengdu University of TCM, 1990

Guangying Zhou, Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

Heather Zwickey, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

Helfgott Research Institute

Heather Zwickey, Director of Helfgott, Dean of Research, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

Agatha Colbert, MD, University of West Indies, Jamaica, 1975

Wendy Hodsdon, ND, National College of Natural Medicine, 2007

Shalini Mukherjee, PhD, All India Institute of Medical Sciences, 2005

Carolyn Nygaard, Post-Doctoral Fellow; ND, National College of Natural Medicine, 2009

Kimberly Tippens, Post-Doctoral Fellow; ND, MSAOM, Bastyr University, 2003

Nicole Vasilevsky, PhD, Oregon Health and Sciences University, 2009

Library

Noelle Stello, Assistant Professor; MSLIS, University of Illinois, 2005

Richard J. Severson, Associate Professor; PhD, MLS, University of Iowa, 1990, 1992

Index

For detailed directions, from anywhere in the Portland area, please visit www.ncnm.edu. Under Quicklinks, click on directions.

NCNM
NATIONAL COLLEGE OF NATURAL MEDICINE

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