

National College of Natural Medicine | 2008-2009 Course Catalog



## College and Program Accreditation

NCNM confers the Doctor of Naturopathic Medicine (ND) degree, Master of Science in Oriental Medicine (MSOM) degree, and Master of Acupuncture (MAc) degree as approved by the State of Oregon through its Office of Degree Authorization (ODA). Approval is granted to institutions that satisfy state academic standards under Oregon Administrative Rule 583-030.

Oregon Office of Degree Authorization  
1500 Valley River Drive, Suite 100  
Eugene, OR 97401  
541.687.7452  
[www.osac.state.or.us/oda](http://www.osac.state.or.us/oda)

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

Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Suite 100  
Redmond, WA 98052  
425.558.4224  
[www.nwccu.org](http://www.nwccu.org)

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

Council on Naturopathic Medical Education  
P.O. Box 178  
Great Barrington, MA 01230  
413.528.8877  
[www.cnme.org](http://www.cnme.org)

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

Accreditation Commission for Acupuncture and Oriental Medicine  
7501 Greenway Center Drive, Suite 760  
Greenbelt, MD 20770  
301.313.0855  
[www.acaom.org](http://www.acaom.org)

Other sources of information available to prospective students about NCNM include the viewbook, the Student-for-a-Day Program, campus visits, and the Web site at [www.ncnm.edu](http://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](mailto:admissions@ncnm.edu)  
[www.ncnm.edu](http://www.ncnm.edu)

## Authorization

NCNM is a nonprofit corporation authorized by the State of Oregon to offer and confer the Doctor of Naturopathic Medicine (ND) degree, the Master of Science in Oriental Medicine (MSOM) and Master of Acupuncture (MAc) degree described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization (ODA), 1500 Valley River Drive, Suite 100, Eugene, OR 97401.

NCNM complies with the Equal Opportunity Act of 1965, American Disabilities Act of 1990 and Title IV of the Higher Education Act as federally re-authorized in 1998. 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 accuracy of information. 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. The catalog is available on CD at no cost through the Office of Admissions or in a viewable and downloadable .pdf format from the Internet at [www.ncnm.edu](http://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.



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# Greetings from the Office of the President



Dear Prospective Student of NCNM:

Hello from all of us at National College of Natural Medicine (NCNM). We're excited that you've found your way to our college catalog. In your hand is the best first step to checking out how to become a naturopathic physician or a Chinese medicine practitioner. You will quickly learn that we are North America's first and longest thriving college of natural medicine. We parented the naturopathic programs taught in North America, and in 1992 we brought this continent's pre-eminent classical Chinese medicine program into the equation. As the flagship institution of naturopathic medicine in the nation, we have been stalwart supporters of the Foundations of Naturopathic Medicine Project, which is codifying the knowledge of that profession through a team of over 150 clinical and classroom educators, researchers, editors and writers.

Another jewel in the crown, the Helfgott Research Institute, has been championing critical research since 2003. Both students and faculty work side by side at Helfgott every day moving forward with leading edge research and inquiry.

Not only are we the pioneers and active champions of natural medicine education and research in North America and beyond, it all happens in an amazing corner of the continent, the Pacific Northwest. Portland is a walk-the-talk leader in environmental savvy, and street smart about how to make a city locally and globally responsible and healthy for its citizens. In fact, Portland is one of three communities that have already met the air quality standards of the Kyoto Protocol! You can see the snowy cap of Mount Hood from our classroom windows. It's Oregon's highest peak and one spot among many for the rich tapestry of outdoor recreation, sports and landscape activities within an hour of our campus. So, bring your hiking boots, your skis, your bicycle and your sense of adventure.

NCNM has been building the natural medicine professions since 1956. Our doctoral program in naturopathic medicine (the ND degree) and our master programs in Oriental medicine are the core of our College. We are committed to sustaining the various accreditations essential to wrapping your professional life around credentials which are powerful and special.

Accreditation is critical for providing students with high standard programming and access to student financial aid, but there's more. Our heritage and traditions will serve you abundantly as you become a naturopathic physician or a Chinese medicine practitioner, or both. Whether it's the extraordinary "clap in" and "clap out" tradition at the school, or the phenomenal reach of our graduates across the U.S. and Canada as they establish clinical presence in hundreds of communities—you've chosen the right place to begin your journey.

Our crown has lots of jewels. Another wonderful one: our fantastic faculty. They will put you through your paces to prepare you for an outstanding career as a physician or practitioner, but they will do it with sensitivity, compassion, passion and skill. And when I mention “skill,” I’m talking about teaching skill. These teachers are with you every step of the way. They’re deeply committed in the classroom and the clinic, to the mission of our school, to powerfully serving the professional formation of natural medicine in America and beyond. Our teachers are nationally recognized for their excellence in classroom and clinical education.

Our clinics are thriving (two of our own and nearly a dozen allied community clinics where you will be immersed in challenge, opportunity and healing). And alongside all of this is one of the most proactive Student Government Associations I’ve come across in my many years as a college leader. The Student Government Association has a strong voice at all our councils, committees and governance bodies. So too, our Staff Council and Faculty Senate are active stakeholders in the college community.

We exist to help you succeed. Have a close look at our Web site [[www.ncnm.edu](http://www.ncnm.edu)], talk to our counselors, ask a thousand questions. Become a healer at a time in the nation’s health history when everything depends on superb clinical and theoretical knowledge focused on the patient. Everything depends, too, upon a passionate philosophy of healing, and the confidence to work together to convert ideas into action, every day in your classes and every day thereafter in your clinic with your patients. It all starts in Portland. We’re waiting for you.

I wish you the best of health and I look forward to meeting you.

*David John Schleich*

David J. Schleich, PhD  
President of NCNM and Professor of Medical Education Theory and Practice

## NCNM Mission Statement

*To Educate and Train Physicians and Practitioners  
in the Art and Science of Natural Medicine*

# Welcome from the Dean of Naturopathic Medicine



Dear Prospective Student,

Naturopathic medicine has existed through the ages as a practice of whole life medicine, starting with the ancients who used their skills of empirical observation to identify and utilize herbs and food as medicine, and evolving into more complex practices with the advent of homeopathy, physical medicine, hydrotherapy and other common healing methods. These traditional methods are augmented today with science, which has validated the use of the old methods, and added some new approaches as we learn more about the body, the mind-body-spirit connection and the world around us.

The use of simple medicines and natural approaches to healing is governed by the wisdom of nature, and the philosophy of naturopathic medicine, which is first, to do no harm. The perception of the human body as capable of healing itself given the right tools that resonate with nature is core to the use of naturopathic medicine. Thus, the reason for the use of the medicine is more important than the medicine chosen.

The naturopathic program at NCNM teaches what it means to assess a whole person, not a disease, and to treat a whole person, using the old and the new to achieve balance and optimum health. It prepares today's students to understand and apply the old and new wisdom to help patients along their path of healing. The program strives to produce the most effective naturopathic physicians and teachers possible.

The demand for naturopathic physicians is growing rapidly: 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. We welcome your interest in naturopathic medicine, and invite you to join us at NCNM, the oldest school of naturopathic medicine in North America.

Sincerely,

A handwritten signature in black ink that reads "Rita Bettenburg, ND". The signature is written in a cursive, flowing style.

Rita Bettenburg, ND  
Dean of Naturopathic Medicine

rbettenburg@ncnm.edu  
503.522.1761

# Welcome from the Dean of Classical Chinese Medicine

Dear Prospective Student,

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 by medical sages for thousands of years has been replaced by a more “modern” and mechanical approach in Chinese medical training throughout the world.

What has been lost is not outdated esoteric knowledge; it is a profound and timeless understanding of mankind’s role as the “heart of the universe.” It is a cultivated awareness of how human beings can live in harmony with the cycles of nature, and a powerful system of diagnostic and therapeutic methods that make it possible to treat all kinds of patients—even those with chronic and complicated diseases.

We welcome your interest in NCNM’s Classical Chinese Medicine Program, where we are committed to bringing the true spirit of this ancient medicine into the modern age. We use transmission—and lineage-based teaching methods to provide a solid foundation in the classical arts and sciences of Chinese medicine. Included in our curriculum are innovative courses that provide a framework for understanding advances in modern medicine from a classical Chinese perspective. The College has a first-rate research institute that supports students wishing to conduct scientific research related to their classical interests. We also emphasize self-cultivation classes, designed to nourish the health of each student, as well as to develop the ability to sense and work with “qi.”

Our mission is to 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—even diseases considered by modern medicine to be incurable. Chinese medicine is popular among consumers, and a rapidly growing field. We invite you to join us in bringing the true power of this ancient medicine to all it can serve!

Sincerely,



Laurie Regan, PhD, ND  
Dean of Classical Chinese Medicine

lregan@ncnm.edu  
503.552.1507



# 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 three exceptional degree programs—Doctor of Naturopathic Medicine (ND), Master of Science in Oriental Medicine (MSOM) and Master of Acupuncture (MAc). The College has access to more than a dozen 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

## Summer quarter begins

Commencement (campus & clinics closed)	6/30/2008
July 4th holiday (campus & clinics closed)	7/4/2008
Labor day holiday (campus & clinics closed)	9/1/2008
New student orientation	9/9 - 11/2008
Planning day - student, staff & faculty attend	9/12/2008
Summer quarter ends	9/13/2008

## Fall quarter begins

Convocation	9/19/2008
Last day to add or change sections	9/26/2008
Last day to pay tuition & fees	9/26/2008
Last day to change student health insurance	9/26/2008
Late payment fee assessed	9/29/2008
Last day to drop classes	10/10/2008
Veterans Day (campus & clinics closed)	11/11/2008
Clinic holiday I	11/24 - 26/2008
Employee inservice training days	11/24 - 25/2008
Thanksgiving break, no academic classes	11/24 - 28/2008
Thanksgiving holiday (campus & clinics closed)	11/27 - 28/2008
Make-up Veterans Day	12/2/2008
Practical exam/make-up week	12/1 - 5/2008
Finals week	12/8 - 12/2008
Fall quarter ends	12/13/2008
Clinic holiday II	12/15 - 20/2008
Winter break, no academic classes	12/15/2008 - 1/3/2009
Campus and clinics closed	12/22 - 27/2008
Clinic holiday III	12/29/2008 - 1/3/2009
New Years Day (campus & clinics closed)	1/1/2009

## 6/30/2008

## Winter quarter begins

Orientation for January admits	1/5 - 6/2009
Classes start for January admits only	1/7/2009
Last day to add or change sections	1/16/2009
Last day to pay tuition & fees	1/16/2009
Martin Luther King Day (campus & clinics closed)	1/19/2009
Late payment fee assessed	1/20/2009
Last day to drop classes	1/30/2009
Planning day & College Council – evening	3/13/2009
Make-up Martin Luther King Day	3/16/2009
Practical exam/make-up week	3/17 - 20/2009
Last day to petition to graduate	3/27/2007
Finals week	3/23 - 27/2009
Winter quarter ends	3/28/2009
Spring break, no academic classes	3/30 - 4/3/2009
Clinic holiday IV	3/30 - 4/4/2009
Spring quarter begins	4/6/2009
Last day to add or change sections	4/17/2009
Last day to pay tuition and fees	4/17/2009
Late payment fee assessed	4/20/2009
Last day to drop classes	5/1/2009
Memorial Day (campus & clinics closed)	5/25/2009
Make-up for Memorial Day	6/15/2009
Practical exam/make-up week	6/16 - 19/2009
Finals week	6/22 - 26/2009
Spring quarter ends	6/27/2009
Commencement	6/29/2009

## 1/5/2009



# Campus

Located in the beautiful Pacific Northwest city of Portland, Oregon, National College of Natural Medicine (NCNM) is sited near the Willamette River waterfront, close to the heart of the city. The expanding NCNM campus features turn of the century architecture with bright, airy classrooms and laboratories, high ceilings and lots of windows with dramatic views of Mount Hood and downtown. The adjacent administrative building also houses the renowned Helfgott Research Institute. The campus is convenient to navigate and designed with many intimate meeting and socializing spots for the student community. The Natural Health Center on First Avenue, the primary ND teaching clinic, patient laboratory and natural pharmacy, is a pleasant walk from the campus and offers full-service preventive, acute and chronic patient care. The Pettygrove Clinic is a short commute from the campus and offers clinical training and patient care in the classical Chinese tradition. NCNM's clinical education also features experiential learning rotations at satellite community clinics throughout the Portland metropolitan area.

Portland is the national hub for integrated medical education and sustainability. With nearby 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 future colleagues, world-class research and three other medical school libraries, besides their own excellent collection.

National College of Natural Medicine is located in the greenest city in America. The Portland community is college friendly and rich in arts and culture with an amazing music scene, fabulous restaurants, and great shopping. NCNM students also have access to farmer's markets with fresh organic produce and herbs. Students live throughout the city since the campus is easily accessible to Portland's diverse neighborhoods via an extensive local transportation system. Portland residents have access to some of the most remarkable natural wonders and activities in the country, including 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 on the west side of the Willamette River, the NCNM campus houses most academic and administrative functions. The river and two snow-capped peaks, Mount Hood and Mount St. Helens, enhance the views from many windows on the north and east sides of the historic three-story, red-brick building. The 60,000 square foot building houses classrooms and lecture halls, laboratories, the library and bookstore. The Administrative Building, located adjacent to the campus, houses the Helfgott Research Institute and most administrative offices.

In proximity to the NCNM campus are Oregon Health and Science University and Portland State University—two urban institutions of higher education whose learning facilities are available to NCNM students.

## NCNM Health Clinics

### Natural Health Center

The naturopathic medicine teaching clinic is located at 2220 SW First Avenue, within blocks of the campus. This clinic serves the Portland community with a full range of primary care services. It features 12,000 square feet of consultation, examination and treatment rooms. This clinic also offers hydrotherapy, physical medicine, colonic hydrotherapy, gynecology, classical and traditional Chinese medicine, neurofeedback and minor surgery services. There is an on-site natural products dispensary that is open to the public and a state-licensed laboratory that is available to NCNM physicians as well as physicians in the community.

### Pettygrove Clinic

The Pettygrove Clinic, located at 2232 NW Pettygrove Street, is the primary clinical teaching location for the Classical Chinese Medicine School. Naturopathic medicine students also spend time here during their clinical education. In addition to acupuncture and personalized Chinese herbal formulas, specialized services such as integrated oncology care, homeopathy, shiatsu and hydrotherapy are available at the Pettygrove Clinic. This clinic is situated in a densely populated neighborhood near a hospital and a high concentration of medical offices. An ideal environment for practicing natural medicine, the clinic offers many treatment and conference rooms, an extensive Chinese and naturopathic medicine dispensary, and a teaching space where qigong is offered.



## 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 and providing an enhanced clinical education environment for medical students. The community clinic program, in collaboration with partner organizations, offers low-cost family health care to over 16,000 uninsured and under-insured patients annually at 14 community clinics in the greater Portland metropolitan area. Over half of our total patient visits per year are provided at community clinics. This program supplements the clinical education of both the naturopathic and classical Chinese medicine curricula. Acting as a safety net member of the Coalition of Community Health Clinics, NCNM currently serves a culturally and ethnically diverse range of patients at its community clinics in partnership with a variety of community service agencies, including Multnomah County, Oregon Health and Science University, and Central City Concern, among others.



## Library

NCNM's library occupies approximately 4,500 square feet on the first floor of the Ross Island 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 over 15,000 volumes of books, videos, audio cassettes, CDs, and DVDs. The periodicals collection consists of several hundred paper and 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 and Science University (OHSU) and Western States Chiropractic College (WSCC).

### Reciprocal Lending Relationships

NCNM library materials are available to students, faculty, and staff of NCNM, OHSU, WSCC, Oregon College of Oriental Medicine (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 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, 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 recently renovated Vis & Qi bookstore exists to serve the NCNM community by providing a holistic support system of earth- and human-friendly products, assistance, events, information and education. We offer course materials, medical equipment, and 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 lessening our ecological footprint by focusing on environmentally responsible products, and carry local, organic, fair trade and recycled products wherever 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 8:30 a.m. to 5:30 p.m., Monday through Friday. We are open Saturdays and Sundays during special events and classes. Online ordering is available at [www.ncnm.edu/bookstore](http://www.ncnm.edu/bookstore). For more information, contact Nora Sande, bookstore manager, at 503.552.1531 or [nsande@ncnm.edu](mailto:nsande@ncnm.edu), or Nichole Wright, bookstore coordinator, at 503.552.1532 or [nwright@ncnm.edu](mailto:nwright@ncnm.edu).

## Scientific Research at NCNM

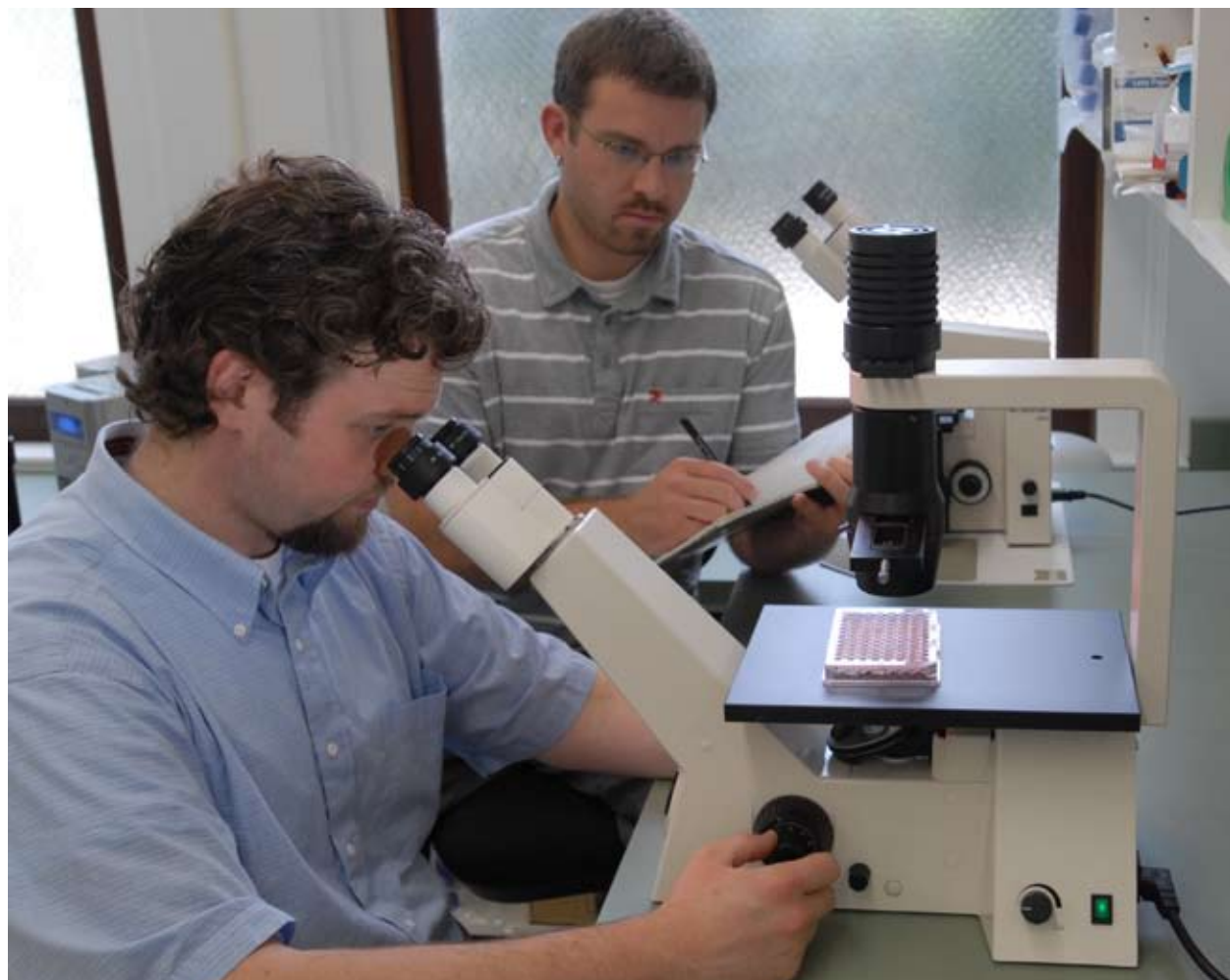
Naturopathic and Oriental medical research is vital to the successful resolution of the current health care crisis. NCNM is committed to fully integrating research with existing academic and clinical activities. NCNM faculty members are currently participating in National Center for Complementary and Alternative Medicine (NCCAM) grants from the National Institutes of Health, including collaborations with Oregon Health and Science University (OHSU) and schools of natural medicine.

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 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 in research, there are many opportunities to participate in studies.

## Helfgott Research Institute

The mission of the Helfgott Research Institute is to conduct rigorous, high quality research in the public domain on the art and science of healing. Together, scientists from the fields of naturopathic and Chinese herbal medicine, acupuncture, immunology, and nutrition apply their expertise to the study of natural medicine.

Established in June 2003, the Helfgott Research Institute (Helfgott) has a state-of-the-art basic science laboratory, as well as the resources to foster clinical research focused on Chinese medicine, naturopathic medicine and energy medicine. Helfgott has recruited several leading investigators to head research projects and provide mentorship for NCNM faculty, students and residents who wish to conduct clinical studies. Helfgott is well-positioned to study natural therapies, as our faculty specializes in these modalities. Current research projects include collaborations with OHSU as well as naturopathic schools. To view a current list of faculty and student projects, please visit the Helfgott Research Institute Web site at [www.helfgott.org](http://www.helfgott.org).



# 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 even Mount Rainier, can be seen on clear days. Mount Hood is a playground for outdoor enthusiasts that 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, coastal communities are small and inviting, providing a treasure of local art, food and lodging.

## Agriculture

The Willamette Valley stretches deeply into southern Oregon. This region offers organic produce, locally roasted coffee, fresh 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-70's 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 rainfall. A benefit of our mountain rain 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 but also abounds with parks and green space (10 percent of all city land must be dedicated to public park space), including 5,100 acre Forest Park.

## 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 ([www.rosefestival.org](http://www.rosefestival.org)). 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 premier food, wine tasting, and 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), Japanese Garden, Classical Chinese Garden, Portland’s Saturday Market (the largest weekend open-air crafts market in the nation), and Powell’s City of Books (one of the largest bookstores in the nation).

## 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.

## Sports

Sports enthusiasts have a variety of teams to watch, including Portland’s two professional teams, the Trail Blazers ([www.nba.com/blazers](http://www.nba.com/blazers)) and ASL (American Soccer League) Timbers. In addition, there is a national lacrosse team, minor league baseball team, and a junior hockey team. Many of these sporting events are held at the Rose Garden Arena ([www.rosequarter.com](http://www.rosequarter.com)) and historic PGE Park ([www.pgepark.com](http://www.pgepark.com)). 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. MAX (Metropolitan Area Express) light-rail trains link downtown Portland with outlying areas and the Portland International Airport. TriMet, Portland’s public transportation provider, is committed to decreasing cars on the road and helping preserve the region’s environmental quality and quality of life in general.

## Home of High-Tech

Named one of the most “wired” regions in the country, Portland has more than 1,700 high-tech companies employing approximately 64,500 workers in the metropolitan area. Electronic products account for more than 50 percent of the state’s total exports.

## Portland Links

### Portland Oregon Visitors Association

[www.travelportland.com](http://www.travelportland.com)

### Official Portland Web site

[www.portlandonline.com](http://www.portlandonline.com)

### Oregon Travel Guide

[www.traveloregon.com](http://www.traveloregon.com)

### The Oregonian

(daily newspaper)

[www.oregonlive.com](http://www.oregonlive.com)

### The Willamette Week

(weekly alternative paper)

[www.wweek.com](http://www.wweek.com)

### Classified Ads For Everything

[www.portland.craigslist.org](http://www.portland.craigslist.org)

# Admissions

Applicants interested in the Naturopathic Medicine (ND), Master of Science in Oriental Medicine (MSOM), or the Master of Acupuncture (MAc) programs must have a bachelor's degree (or its equivalent) from a regionally accredited college or university. 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 items, which are required to complete an application:

- **Application Form:** Once the application form is received, a file is created for the applicant. The application should be complete and accompanied by your application fee.
- **\$75 Application Fee:** Application fee is non-refundable.
- **Transcripts:** Students need to request 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 institutions to the Admissions Office before they begin school, as well as official transcripts of all pre-requisite courses.
- **Personal Essay:** The personal essay/statement should tell us about an applicant's background, abilities, interests and experiences, and how these will make them good candidates for medical school at NCNM. Ideally, applicants should share some personal experiences and genuine thoughts in their essays. Explaining why they are 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 limit; while one page per essay question is standard, the essay can be as long or as short as they wish.

## 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  
Biochemistry 1 course  
*Must include carbonyl compounds.*

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

Physics 1 course  
*Many institutions do not cover all required concepts in one course; required concepts include mechanics, electricity and magnetism.*

Social Science 2 courses  
*At least 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



- **Two Letters of Recommendation:** We require two letters of recommendation, but will take up to three. References can send their letters either directly to the Admissions Office or have the applicant send it to the Admissions Office her/himself in a sealed envelope. Letters should be written by people 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, 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
<i>Selected from the disciplines of art, music, literature, philosophy and psychology.</i>	

## Strongly Recommended Courses

- Systems Science
- Mythology
- Quantum Physics
- Philosophy of Science
- Biochemistry
- Cellular Biology
- Chinese Language



## 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 admissions.

### Fall 2009

First Priority Deadline . . . . . November 1, 2008

Second Priority Deadline . . . . . February 1, 2009

### Winter 2010

First Priority Deadline . . . . . March 1, 2009

Second Priority Deadline . . . . . July 1, 2009

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 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.
- 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](http://www.ierf.org)

Office of International Education Services  
202.296.3359  
[www.aacrao.org](http://www.aacrao.org)

World Education Services, Inc.  
212.966.6311  
[www.wes.org](http://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.

## Second Degree Admission and Transfer from Other ND or Oriental Medicine Programs

Copies of policies regarding transfer students are available from the Office of Admissions. Note that there is a \$75 non-refundable transcript evaluation fee.

Second professional degree candidates, defined as a health care practitioner with a doctoral level degree (ND, DC, MD, DO, DDS or DPM) may apply for fall or winter admission. Depending on 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.

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 coursework or clinical instruction completed at a school approved by the Accreditation Commission for Acupuncture and Oriental Medicine and the California Acupuncture Board will be accepted for MSOM transfer. Please contact the Office of Admissions for a full listing of transfer policies.

### 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 undergraduate medical education, postgraduate medical education and preparation for life-long 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 and 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. Graduates of NCNM must have the knowledge and skills to function in a broad variety of clinical situations and render a wide spectrum of patient care.

### 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 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.



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

## Choosing National College of Natural Medicine

### Alumni

NCNM has a network of almost 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 naturopathic or Chinese medicine. If you would like to visit with one of our alumni in your area, please call the Office of Admissions for a referral.

### Please Come 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 a Student for a Day program, or to arrange for an individual campus visit.

### Student for a Day Program

Our Student for a Day program provides the most complete and succinct campus visit opportunity. The Office of Admissions invites all prospective students to attend one of the 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 clinics and explore careers in naturopathic and classical Chinese medicine.

If a Student for a 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 pre-arrange a visit to a class. Additionally, prospective students are invited to visit the NCNM teaching clinics located downtown and in northwest Portland. As these are medical facilities, 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 feel free to visit the NCNM Web site, [www.ncnm.edu](http://www.ncnm.edu) or call 877.669.8737.

# Financial Policies 2008-2009

## Tuition

All new students enrolled in fall 2008 will be charged at the per-credit rate of \$301. All amounts are in U.S. currency. Note that Visa and MasterCard credit cards are accepted for tuition or fee payment (see credit card fee below).

2008 Summer Tuition	\$284 per credit
All Courses	\$301 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 (i.e. a deferral promissory note) by the end of the second week of each quarter. Students unable to pay their entire tuition must see the Business Office to make payment arrangements before the due date. A promissory note may be written to defer payment of tuition until the 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 (i.e., 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.

## 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 dual (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 eligible students. The maximum amount that can be borrowed is \$500. A \$10 loan-processing fee may be charged for each loan. Please contact the Financial Aid Office for an application and for eligibility requirements.

## 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

## Academic Fees

Clinic Shift Change Fee	\$50
Clinic Skill Enhancement (6 weeks)	\$600
CPR Initial Certification Fee (5 hr)	\$45
<i>(Required re-certification every two years)</i>	
CPR Re-Certification Fee (3 hr)	\$35
Challenge Examination Fee	50% of the per credit rate
Change of Track Fee	\$500
<i>(Per subsequent change after one free change)</i>	
Independent Study Fee	\$301 per credit
ND GPA 1, 2 Initial Remediation Exam	\$85
ND GPA 1, 2 Retake Remediation Exam (fee each)	\$50
ND GPA 3 Retake Remediation (fee each)	\$75
GPA (any) – Skill Enhancement (3 weeks)	\$300
MSOM & MAC – Qigong Retreats (all)*	\$195
ND Philosophy Retreat*	\$100
Remediation (Make-Up) Exam Fee	\$60 each
Shaw Island Herb Intensive*	\$100
Cascade Mountain Herb Intensive*	\$100
Clinical Sciences Board Review (Optional)	\$175
Basic Science Board Review (Optional)	\$175

\*Non-Refundable two weeks prior to retreat



## 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 <i>(Includes instrument purchase)</i>	\$100
Minor Surgery Lab II	\$50
Advanced Minor Surgery Elective Lab	\$50
Nature Cure Lab	\$25
Neonatal Resuscitation Program Lecture Lab	\$100
Neonatal Intubation Lab	\$100
NW Herb	\$50
Physical Diagnosis Lab	\$25
Physiotherapy Lab	\$50
Proctology Lab	\$50
Somatic Re-Education Elective	\$25

## Miscellaneous Fees

AANP Membership Fee (annual) <i>(Winter quarter—may be waived)</i>	\$60
Advanced-Standing Transcript Evaluation Fee <i>(One-time application fee)</i>	\$75
Audit Fee	80% of the per credit rate
Bike Room Fee	\$25 per quarter
Credit Card Fee	2.6% of total charge
Graduation Fee <i>(Spring quarter billing)</i>	\$120
Late Payment Fee	\$50 per quarter
Orientation Fee <i>(One-time fee for all new students)</i>	\$100
Parking Fee	\$90 per quarter
Returned Check Fee	\$25
Student Activity Fee	\$30 per quarter
Transcript Fee	\$10 per request
Tuition Deferral Fee (per deferral)	\$20
Acceptance Deposit (non-refundable)	\$200
Student Health Insurance Plan I	\$1,517 annual \$506 quarterly
Student Health Insurance Plan II	\$2,878 annual \$959 quarterly

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.)
- 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. Estimated costs applicable to a full-time first-year student enrolled in the four-year ND, MSOM, or MAc program during the 2008-2009 academic year are estimated as follows:

Expenses	ND Program	MSOM Program	MAc Program
<b>Tuition</b>	\$21,747	\$17,668	\$17,668
<b>Books and Supplies</b>	\$2,250	\$2,250	\$2,250
<b>Living Expenses</b>	\$19,502	\$19,502	\$19,502
<b>Loan Fees (if applicable)</b>	\$608	\$308	\$308
<b>Total Estimated Costs</b>	\$44,107	\$39,728	\$39,728

## 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 into 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 is 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
<b>First week</b>	100% tuition
<b>Second week</b>	100% tuition
<b>Second week</b>	90% tuition (if withdrawing from school completely)
<b>Third week</b>	80% tuition
<b>Fourth week</b>	70% tuition
<b>Fifth week</b>	60% tuition
<b>Sixth week</b>	50% tuition
<b>Beyond sixth week</b>	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 in the ND, MSOM, MAc, or a combination of programs at NCNM. NCNM's definition of half-time 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. These forms become available on January 1 of 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, with a priority packaging date of April 30 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. 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 this 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 half-time 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](http://www.fafsa.ed.gov).

## Choosing a Lender

Choosing a lender is an important decision. You are beginning a relationship with a loan provider that works with you for many years over the life of the loan. It is important to recognize that different lending organizations offer different levels of service and benefits. By doing your homework now, you may be able to save money down the road by choosing a lender that helps you borrow responsibly, receive interest rate savings during repayment and manage debt successfully. Take your time and make an informed decision. You should never borrow more money than is absolutely necessary to cover the cost of your education and expenses. The money you borrow today can affect your financial future, so it is important to choose a lender that will help you manage debt successfully so you can reach your financial goals later on.

Students can choose to use any lender. By law, staff members in the Financial Aid Office cannot make this important personal decision for any student.

Students who are new to the loan application process may want to inquire with the Financial Aid Office for additional information about Web sites that may be helpful in selecting a lender. Students interested in utilizing other lenders should check with this office to see if we currently have electronic arrangements with them to process your loans.

The Financial Aid Office at NCNM will assume that students who borrowed during the prior academic year will continue to borrow from the same lender. Students who wish to change lenders must notify our office in writing.

## Types of Loans

Ninety 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. 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.

### Federal Family Education Loan Program

The primary source of financial aid available to graduate students is educational student loans. NCNM participates in several student loan programs through the Federal Family Education Loan Program (FFEL), Stafford Loans and Graduate PLUS Loans. 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. All students interested in federal loans must complete and submit the Free Application for Federal Student Aid (FAFSA).

Fixed Interest Rates for Federal Family Education Loan Programs:

- **Federal Stafford Loan Interest Rate:** 6.8% fixed for 2007-2008
- **Federal Graduate PLUS Loan Interest Rate:** 8.5% fixed for 2007-2008

### 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.

### 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 and MSOM, MAc Stand-Alone Cap

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 of Science in Oriental Medicine (MSOM) or Master of Acupuncture (MAc) program.

### Extended Loan Limits and Aggregate Cap for Naturopathic Degree Students and Dual Track Cap

The Secretary of Education has added naturopathic medicine as an approved discipline eligible for increased unsubsidized FFEL 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 \$189,125—of which no more than \$65,500 can be in



subsidized loans. These limits include direct and FFEL loans made to the student for all attendance, including loans received as an undergraduate student. Students enrolled in the dual track are eligible to receive the extended loan limits as long as they have not completed their ND degree program.

## Federal 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.

## Alternative Loan Program

This program is available to students to help offset the cost of their education and is typically used by the international student population. It is an alternative to federal loan programs to supplement other forms of financial aid. Students should keep in mind that the interest on these loans continues to accrue while enrolled



in school, and that the interest rates are generally higher than federal loan programs.

## 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 to students with an acute immediate need at the discretion of the director of financial aid. Additional criteria for this loan is 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, unhappiness or death.
- Tragedy – serious illness, financial ruin or fatality.
- Theft – having property stolen, vehicle damage, etc.

## Financial Aid Refund Procedure

Students who withdraw from the program before week eight of any quarter may be eligible for a refund. 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 NCMN 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 NCMN's Financial Aid Office.

Federal refund calculations are completely independent of NCMN'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 NCMN 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.

## Student Employment and 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 can also check with the Human Resources Office for non-work-study employment opportunities.

Students with demonstrated financial needs and who indicate on the FAFSA application an interest in student employment 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 \$1,000 to \$1,500. 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 and student employment 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 Student Employment Handbook.

## 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. At the end of January, approximately half of the available scholarships have already been awarded.

## 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 winter term of each year. Selected recipients are announced in spring term and are awarded during the students' following academic year. Additional criteria may apply.

# 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 1930s, 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 1,700 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 life-long 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.

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## 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

### *principiis obsta: sero medicina curatur*

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, 15 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 Illinois, Missouri, New York, North Carolina and Colorado. Many jurisdictions regard NDs as primary-care physicians and provide them with the scope of diagnostic and therapeutic privileges necessary to be a doctor first seen by a patient for general health care, advice on keeping healthy and the diagnosis and treatment of 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, Ontario, Oregon, Saskatchewan, Utah, Vermont, Washington and Washington DC. 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 New York, New Mexico, North Carolina and Colorado. The best sources of current information about the legal status of naturopathic medicine in a particular area are the American Association of Naturopathic Physicians (8201 Greensboro Drive, Suite 300, McLean, VA 22102, or [www.naturopathic.org](http://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 certified NDs provide childbirth care in an out-of-hospital setting. 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.

**Classical Chinese Medicine:** Within the ND program, classical Chinese medicine is a healing philosophy that is complementary to naturopathic medicine. Classical Chinese medical theory offers an important understanding of the unity of the body and mind, while adding to the Western understanding of physiology.

**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 gentle electrical therapies.

Naturopathic practice also 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 excludes major surgery and the use of most synthetic drugs.

“Scope of practice” is specifically defined by the 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 or GPA 1). Students are eligible to take NPLEX basic science 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 or GPA 2) to proceed in the clinic.

Fourth year continues 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 or GPA 3) ensures clinical competency prior to graduation.



Because the program is rigorous and the course load heavy, students may choose 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.

## ND Course Descriptions

### Basic Sciences

The basic 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 fall and winter quarters 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 interrelationships 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

*(6 lecture credits each fall and winter, 7 lecture credits in spring)*

This year-long sequence is an in-depth exploration of the anatomy, physiology and development of the internal organ, endocrine and central nervous systems.

#### BAS 414 - Medical Histology

*(3 lecture credits with 1 lab credit)*

Microscopic anatomy of all major body tissues, including an introduction to histopathology, is covered in this lecture course and lab.

#### 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.

*Prerequisites: BAS 417 for BAS 427 and BAS 427 for BAS 437*

#### BAS 418/428/438 - Basic Science Clinical Correlates I, II, 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 - Research & Statistics

*(2 lecture credits)*

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





*Prerequisites: concurrent enrollment in CLS 520/530*

**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.

## 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.).

**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.

**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.

## Herbal Intensive Studies

**Elective: BOT701E Cascade Mountain Herbal  
Intensive**

*(2 credits lecture)*

This course delivers a direct experience of medicinal plants in their natural habitat. These three days in central and eastern Washington are spent 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. The students have the opportunity to gather wild herbs and prepare tinctures and other medicines from them.

**Elective: BOT700E Shaw Island Herbal  
Intensive**

*(2 credits lecture)*

This is a hands on experiential class focusing on the unique environment found on the San Juan Islands. Dr. Nagel and Dr. Drum will lead a small group of 20 students on a 3 day and 2 night exploration of the rich diversity of land and sea plants of the maritime islands. We will be traveling in groups to Anacortes and taking the ferry to Shaw Island. We will be car camping University of Washington's field station on Shaw Island. Students are expected to bring all personal items for camping including tents, sleeping bags and all personal items. Students will be responsible for various camp chores including meal clean up and some meal preparations help. 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.

## Classical Chinese Medicine

One course in classical 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)*

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.

*Students considering the dual ND-MSOM degree should take CCM 418 Foundations of Classical Chinese Medicine in place of this course.*

### 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.

## Naturopathic Clinical Education

**CLE 430, CLE 520/530, CLE 709, CLE 811, CLE 972, CLE 718, CLE 810, CLE 716, 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 1,200 clock hours of direct patient contact with a minimum of 500 patient contacts; demonstrated competence in specific clinical skills; and the guidance and assessment of the clinic staff 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 – performing various hydrotherapy treatments. During the summer after the second year through the third and fourth years, students become part of the treatment teams that deliver primary care in the clinic. Each student has a required summer clinic shift.

In addition to the minimum 1,200 hours of 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 academic courses and community service activities. Students also attend medicinary, x-ray and laboratory practicums.

*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 spring quarter.*

### CLE 846 - ND Preceptorship Program

*(10 clinic credits)*

The Preceptor 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 preceptorship, 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.

## Clinical Nutrition

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

### 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, concurrent enrollment in CLS 512/522/532/542

## **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 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 spring/4 lecture credits fall/3 lecture credits winter/4 lecture credits second spring)*

These courses approach the study of disease through the pathological processes that apply to tissue in general, 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. They include the mind/body connection and nutrition as they relate to disease states.

*Prerequisites:* BAS 410/420, BAS 412/422, concurrent enrollment in BAS 432

## **CLS 513/523/533 - Laboratory Diagnosis I, II, III** *(2 lecture credits with 0.5 lab credit each)*

This course sequence is coordinated with pathology and clinical and physical diagnosis. Students are taught indications for specific tests and evaluation of test results. In the lab portion of class students learn 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 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 fall/3 lecture credits winter/2 lecture credits spring)*

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 414, 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 these 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*

### 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*

### CLS 710, 711, 712 Clinic Synthesis I-III

*(0.5 credits each)*

Clinic synthesis is a series of 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.

### 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, 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 ten 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)*

In this course, students will begin developing specific counseling skills for interviewing and listening to their future patients.

### **PSY 512 - Cultivation of the Practitioner II** *(1 lecture credit with 0.5 lab credit)*

This course will further expose students to the skills of communicating with patients in a holistic encounter. It will utilize holistic interviewing concepts.

### **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 611 - Interviewing Techniques I** *(1 lecture credit with 0.5 lab credit)*

Material presented in this course is designed to strengthen students' skill and confidence in facing the challenges of primary care practice. By exposing students to actual patients in class, as well as through videotaping exercises with actors, they gain confidence in working with patients.  
*Prerequisite: third-year status*

### **PSY 712 - Interviewing Techniques II** *(2.5 lecture credits)*

This course teaches holistic interviewing techniques and naturopathic treatments for mental health conditions. Case studies, scientific research and clinical presentations of specific conditions are used.

## **Naturopathic Obstetrics/Midwifery**

The obstetrics/midwifery program at NCNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although our program is didactic only, not including the experiential aspects of training, it prepares our students to seek further education through clinical preceptorships, 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.

As naturopathic physicians, we honor the body's wisdom. As midwives, we honor birth as a natural process. With our dual training as naturopathic physicians and midwives, we 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 of midwifery with naturopathic philosophy but does not include 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 a qualified naturopathic physician. 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. 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 prepares the naturopathic physician 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.

*Prerequisite: NCB 610*



## 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.

### Elective: NPH 521E/532E/611E - Ayurveda in Naturopathic Medicine I, II, III

*(2 credits each)*

This series of courses explores Ayurveda medicine diagnostic treatment philosophy within the context of a naturopathic practice.

### 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.

### NPH 724/725/726/727 - Business Seminar: Operations, Administration, Marketing & Ownership

*(1 lecture credit each)*

These four 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 problems. Students will learn evidence-based, effective naturopathic treatment protocols. Criteria for referral to specialist and integration of naturopathic medicine with conventional medicine are also 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.

*Prerequisites: 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*

### **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.

*Prerequisites: NOS 632 or concurrent enrollment*

### **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 734E - Diabetes: Primary Care Management

(2 lecture credits)

This course explores the naturopathic approach to diagnosis and management of patients with diabetes.

*Prerequisite:* third-year status

## 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 principles and procedures of using water for healing. Students learn procedures by administering and receiving treatments.

*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:* concurrent enrollment in BAS 410/420

## 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:* PHM 401E

## 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:* BAS 410/411/420/421

## 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.

*Prerequisites:* 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, BAS 410/420/430

## 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, BAS 410/420/430

## 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.

## 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

## 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 621/631 - Minor Surgery I, II

(2 lecture credits with 0.5 lab credit each)

These courses teach students to diagnose 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*

### 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.

### PHM 710 - IV Therapy

(1 lecture credit with 0.75 lab credit)

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

### 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*

### 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, check our Web site at [www.ncnm.edu](http://www.ncnm.edu).

## Residency Program Deadlines for 2008-2009 Academic Year

<b>November 10, 2008</b>	2009-2010 residency applications available
<b>December 1, 2008</b>	Residency selection committee begins accepting applications
<b>January 26, 2009</b>	Applications for first-year residency positions due by 5:00 p.m.
<b>January 30, 2009</b>	Residency selection committee begins review of applications
<b>February 13, 2009</b>	NCNM provides written notification confirming eligibility and instructions for interview processes at all participating sites
<b>February 23, 2009</b>	Scheduling of interviews begins
<b>April 4, 2009</b>	Deadline for completion of interviews for all residency sites
<b>April 13, 2009</b>	Initial offer letters sent to selected candidates
<b>April 27, 2009</b>	Deadline for candidates to submit signed Statement of Intent

For more information regarding the residency program, please visit our Web site [www.ncnm.edu](http://www.ncnm.edu), or contact Dr. Sheryl Estlund at [sestlund@ncnm.edu](mailto:sestlund@ncnm.edu) or at 503.552.1851.

# ND Four Year Curriculum

## first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS410	Musculoskeletal Anatomy I			24	24	2
BAS412	Organ Systems A & P I			72	72	6
BAS411	Anatomy Lab I		24		24	1
BAS417	Biochemistry			36	36	3
BAS417T	Biochemistry Tutorial		18		18	0.75
BAS414	Medical Histology		24	36	60	4
BAS418	Basic Science Clinical Correlate I		24		24	1
NPH410	Naturopathic Med History & Phil & Ther I			24	24	2
PHM416	Palpation I Lab		24		24	1
BAS434	Research and Statistics			24	24	2
<b>First Year Fall Totals</b>		<b>0</b>	<b>114</b>	<b>216</b>	<b>330</b>	<b>22.75</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
BAS420	Musculoskeletal Anatomy II			24	24	2
BAS421	Anatomy Lab II		24		24	1
BAS422	Organ Systems A & P II			72	72	6
BAS427	Biochemistry			36	36	3
BAS427T	Biochemistry Tutorial		18		18	0.75
BAS428	Basic Science Clinical Correlate II		24		24	1
NPH531	Medical Ethics			12	12	1
BAS440	Microbiology/Public Health I			36	36	3
PHM426	Palpation II Lab		24		24	1
PSY421	Cultivation of the Practitioner I		18	12	30	1.75
<b>First Year Winter Totals</b>		<b>0</b>	<b>108</b>	<b>192</b>	<b>300</b>	<b>20.50</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
BAS432	Organ Systems A & P III			84	84	7
BAS437	Immunology			36	36	3
BAS438	Basic Science Clinical Correlate III		24		24	1
CLS512	Pathology I			36	36	3
CLE430	Introduction to Clinic	12			12	0.50
PHM412	Hydrotherapy with Lab		24	12	36	2
BAS441	Microbiology & Public Health II			36	36	3
NPH510	Intro Chinese Medicine or			36	36	3
CCM418	Intro Classical Chinese Medicine					
NPH411	Naturopathic Retreat			18	18	1.50
PHM436	Biomechanics/Intro Orthopedics			24	24	2
<b>First Year Spring Totals</b>		<b>12</b>	<b>48</b>	<b>282</b>	<b>342</b>	<b>26</b>

<b>First Year Totals</b>		<b>12</b>	<b>270</b>	<b>690</b>	<b>972</b>	<b>69.25</b>
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# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
NPH511	Naturopathic Medical Phil & Ther II			12	12	1
CLS510	Clinical/Physical Diagnosis I			60	60	5
CLS510L	Physical Diagnosis Lab I		24		24	1
CLS522	Pathology II			48	48	4
CLS513	Lab Diagnosis I			24	24	2
CLS513L	Lab Diagnosis I Lab		12		12	0.50
HOM510	Intro Homeopathy			24	24	2
CLS514	Clinical Case Presentations I		24		24	1
PSY522	Psychological Diagnosis			24	24	2
PSY521	Cultivation of the Practitioner II			18	18	1.50
CLS614	Diagnostic Imaging I			24	24	2
PHM513	Orthopedics with Lab		24	24	48	3
	<b>Second Year Fall Totals</b>	<b>0</b>	<b>84</b>	<b>258</b>	<b>342</b>	<b>25</b>

Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
BOT520	Botanical Materia Medica I			36	36	3
CLS520	Clinical/Physical Diagnosis II			60	60	5
CLS520L	Physical Diagnosis Lab II		24		24	1
CLS532	Pathology III			36	36	3
CLS523	Lab Diagnosis II			24	24	2
CLS523L	Lab Diagnosis II Lab		12		12	0.50
HOM520	Homeopathy I			24	24	2
CLS524	Clinical Case Presentation II		24		24	1
CLE520	Clinical Rotation Hydro/Massage*	48			48	2
CLE530	Clinical Hydro Integration*	24			12	1
CLS624	Diagnostic Imaging II			36	36	3
CLS710	Clinic Synthesis I	12			12	0.50
PHM523	Physiotherapy with Lab		24	24	48	3
	<b>Second Year Winter Totals</b>	<b>84</b>	<b>84</b>	<b>240</b>	<b>396</b>	<b>27</b>

Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
BOT530	Botanical Materia Medica II			24	24	2
CLS530	Clinical Physical Diagnosis III			60	60	5
CLS530L	Physical Diagnosis Lab III		24		24	1
CLS533	Lab Diagnosis III			24	24	2
CLS533L	Lab Diagnosis III Lab		12		12	0.50
HOM530	Homeopathy II			24	24	2
NUT530	Nutrition I			36	36	3
CLS534	Clinical Case Presentation III		24		24	1
CLS542	Pathology IV			48	48	4
CLE942A	Clinic Education	12			12	0.50
CLE931	GPA1-Secondary Entrance Exam					
CLS634	Diagnostic Imaging III			24	24	2
PHM533	NMT/Orthopedic Synthesis I		36		36	1.50
	<b>Second Year Spring Totals</b>	<b>12</b>	<b>96</b>	<b>240</b>	<b>348</b>	<b>24.50</b>
	<b>SECOND YEAR TOTALS</b>	<b>96</b>	<b>264</b>	<b>738</b>	<b>1086</b>	<b>76.50</b>

\*May be taken summer, fall, winter or spring

# third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
BOT610	Botanical Materia Medica III			36	36	3
CLS516	Pharmacology I			36	36	3
HOM610	Homeopathy III			36	36	3
NOS613	Gynecology			36	36	3
NUT611	Nutrition II			36	36	3
NCB610	Natural Childbirth I			36	36	3
CLE709	Clinic Secondary Rotation	48			48	2
CLE709	Clinic Secondary Rotation	48			48	2
CLE972A	Clinic Grand Rounds/Clinic Ed	24			24	1
CLE717	Clinic Medicinary Practicum	24			24	1
CLE716F	Clinic Lab Practicum	12			12	0.50
PHM613	NMT/Orthopedic Synthesis III		36		36	1.50
<b>Third Year Fall Totals</b>		<b>156</b>	<b>36</b>	<b>216</b>	<b>408</b>	<b>26</b>

Course #	Third Year Winter	Clinic	Lab	Lecture	Hours	Credits
CLS526	Pharmacology II			36	36	3
PSY611	Interviewing Techniques I		12	12	24	1.50
HOM620	Homeopathy IV			36	36	3
NUT622	Nutrition III			36	36	3
PHM621	Minor Surgery I with Lab		12	24	36	2.50
NOS732	Gastroenterology			24	24	2
CLE709	Clinic Secondary Rotation	48			48	2
CLE709	Clinic Secondary Rotation	48			48	2
CLE972B	Clinic Grand Rounds/Clinic Ed	24			24	1
CLE716W	Clinic Lab Practicum	12			12	0.50
NPH725	Business Administration			12	12	1
CLS711	Clinic Synthesis II	12			12	0.50
PHM623	NMT/Orthopedic Synthesis III		36		36	1.50
NPH726	Business Marketing			12	12	1
<b>Third Year Winter Totals</b>		<b>144</b>	<b>60</b>	<b>192</b>	<b>396</b>	<b>24.50</b>

Course #	Third Year Spring	Clinic	Lab	Lecture	Hours	Credits
NOS630	Cardiology			36	36	3
NOS632	Pediatrics			36	36	3
NUT633	Nutrition IV			36	36	3
PHM631	Minor Surgery II with lab		12	24	36	2.50
CLS632	First Aid & Emergency Medicine			24	24	2
NOS615	Gynecology Lab **		24		24	1
NPH610	Naturopathic Medical Phil Tutorial			18	18	1.50
CLE709	Clinic Secondary Rotation	48			48	2
CLE709	Clinic Secondary Rotation	48			48	2
CLE972C	Clinic Grand Rounds/Clinic Ed	24			24	1
CLE716S	Clinic Lab Practicum	12			12	0.50
CLE932	GPA2-Primary Entrance Exam					
PHM710	IV Therapy with Lab		18	12	30	1.75
PHM633	NMT/Orthopedic Synthesis IV		36		36	1.50
<b>Third Year Spring Totals</b>		<b>132</b>	<b>90</b>	<b>186</b>	<b>408</b>	<b>24.75</b>
<b>Third Year Totals</b>		<b>432</b>	<b>186</b>	<b>594</b>	<b>1212</b>	<b>75.25</b>

\*\*This course may be taken any term during the 3rd year



# fourth year

Course #	Fourth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CLE810	Clinic Senior Lab Post	12			12	0.50
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE846	Clinic Field Observation <sup>^</sup>	240			240	10
CLE930	Clinic Community Service <sup>^</sup>	24			24	1
	<b>Fourth Year Summer Totals</b>	<b>420</b>	<b>0</b>	<b>0</b>	<b>420</b>	<b>17.50</b>

Course #	Fourth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CLE718	Clinic X-Ray Practicum	24			24	1
NOS710	Eye, Ears, Nose, Throat			24	24	2
CLS631	Environmental Medicine			24	24	2
NOS711	Dermatology			24	24	2
NOS714	Geriatrics			12	12	1
PHM713	NMT/Orthopedic Synthesis V		36		36	1.50
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLS712	Clinic Synthesis III	12			12	0.50
CLE972D	Clinic Grand Rounds/Clinic Ed	24			24	1
NPH724	Business Operations			12	12	1
	<b>Fourth Year Fall Totals</b>	<b>204</b>	<b>36</b>	<b>96</b>	<b>336</b>	<b>18</b>

Course #	Fourth Year Winter	Clinic	Lab	Lecture	Hours	Credits
NOS720	Neurology			24	24	2
NOS721	Urology			24	24	2
NOS723	Proctology			12	12	1
NOS712	Endocrinology			24	24	2
PSY712	Interviewing Techniques II			30	30	2.50
CLS999	Thesis			12	12	1
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE972E	Clinic Grand Rounds /Clinic	24			24	1
CLE933	GPA3-Primary Exit Exam					
	<b>Fourth Year Winter Totals</b>	<b>168</b>	<b>0</b>	<b>126</b>	<b>294</b>	<b>17.50</b>

Course #	Fourth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CLS621	Medical Genetics			24	24	2
NPH731	Jurisprudence			12	12	1
NPH727	Business Ownership			12	12	1
NOS725	Oncology			24	24	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation	48			48	2
CLE811	Clinic Primary Rotation*	48			48	2
CLE972F	Clinic Grand Rounds/Clinic Ed	24			24	1
	<b>Fourth Year Spring Totals</b>	<b>216</b>	<b>0</b>	<b>72</b>	<b>288</b>	<b>15</b>

**Fourth Year Totals**                    **1008**           **36**           **294**           **1338**           **68**

<sup>^</sup>These hours are cumulative and may actually be earned in a term other than the term registered.

**Program Totals (excluding required electives)**                    **1548**           **756**           **2316**           **4620**           **289**

# ND Five Year Curriculum

## first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS410	Musculoskeletal Anatomy I			24	24	2
BAS412	Organ Systems A & P I			72	72	6
BAS411	Anatomy Lab I		24		24	1
BAS417	Biochemistry			36	36	3
BAS417T	Biochemistry Tutorial		18		18	0.75
BAS434	Research and Statistics			24	24	2
NPH410	Naturopathic Med History & Phil & Ther I			24	24	2
PHM416	Palpation I Lab		24		24	1
	<b>First Year Fall Totals</b>		<b>66</b>	<b>180</b>	<b>246</b>	<b>17.75</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
BAS420	Musculoskeletal Anatomy II			24	24	2
BAS421	Anatomy Lab II		24		24	1
BAS422	Organ Systems A & P II			72	72	6
BAS427	Biochemistry			36	36	3
BAS427T	Biochemistry Tutorial		18		18	0.75
PHM426	Palpation II Lab		24		24	1
PSY421	Cultivation of the Practitioner I with Lab		18	12	30	1.75
	<b>First Year Winter Totals</b>		<b>84</b>	<b>144</b>	<b>228</b>	<b>15.50</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
BAS432	Organ Systems A & P III			84	84	7
BAS437	Immunology			36	36	3
CLS512	Pathology I			36	36	3
CCM418	Intro Classical Chinese Medicine or					
NPH510	Intro Chinese Medicine			36	36	3
PHM436	Biomechanics/Intro Orthopedics			24	24	2
	<b>First Year Spring Totals</b>			<b>216</b>	<b>216</b>	<b>18</b>
	<b>First Year Totals</b>		<b>150</b>	<b>540</b>	<b>690</b>	<b>51.25</b>

# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS414	Medical Histology with Lab		24	36	60	4
BAS418	Basic Science Clinical Correlate I		24		24	1
CLS510	Clinical/Physical Diagnosis I			60	60	5
CLS510L	Physical Diagnosis Lab I		24		24	1
CLS522	Pathology II			48	48	4
CLS513	Lab Diagnosis I			24	24	2
CLS513L	Lab Diagnosis I Lab		12		12	0.50
	<b>Second Year Fall Totals</b>		<b>84</b>	<b>168</b>	<b>252</b>	<b>17.50</b>

Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
BAS428	Basic Science Clinical Correlate II		24		24	1
NPH531	Medical Ethics			12	12	1
BAS440	Microbiology/Public Health I			36	36	3
CLS520	Clinical/Physical Diagnosis II			60	60	5
CLS520L	Physical Diagnosis Lab II		24		24	1
CLS532	Pathology III			36	36	3
CLS523	Lab Diagnosis II			24	24	2
CLS523L	Lab Diagnosis II Lab		12		12	0.50
	<b>Second Year Winter Totals</b>		<b>60</b>	<b>168</b>	<b>228</b>	<b>16.50</b>

Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
CLE430	Introduction to Clinic	12			12	0.50
PHM412	Hydrotherapy with Lab		24	12	36	2
BAS441	Microbiology & Public Health II			36	36	3
NPH411	Naturopathic Retreat			18	18	1.50
CLS530	Clinical Physical Diagnosis III			60	60	5
CLS530L	Physical Diagnosis Lab III		24		24	1
CLS533	Lab Diagnosis III			24	24	2
CLS533L	Lab Diagnosis III Lab		12		12	0.50
CLS542	Pathology IV			48	48	4
BAS438	Basic Science Clinical Correlate III		24		24	1
	<b>Second Year Spring Totals</b>	<b>12</b>	<b>84</b>	<b>198</b>	<b>294</b>	<b>20.50</b>
	<b>Second Year Totals</b>	<b>12</b>	<b>228</b>	<b>534</b>	<b>774</b>	<b>54.50</b>







# ND Electives

## electives

Course #	Course	Term	Lab	Lecture	Hours	Credits
PHM740E	Advanced Minor Surgery	Fall		36	36	3
PHM510E	Colonics	Fall		12	12	1
HOM710E	Homeopathy VI	Fall		36	36	3
BOT440 E	Northwest Herbs I	Fall		24	24	2
BOT620E	Advanced Topics Botanical Medicine I	Fall		36	36	3
NCB710E	Natural Childbirth IV: Postpartum Mgmt	Fall		36	36	3
NPH521E	Ayurveda in Naturopathic Medicine I	Fall		24	24	2
PHM401E	Bodywork I: Massage Foundations	Fall	24		24	1
PHM515E	Somatic Re-Education I	Fall	24		24	1
PHM699E	Nature Cure	Fall/Spring		24	24	2
PHM516E	Somatic Re-Education II	Winter	24		24	1
HOM630E	Homeopathy V	Spring		36	36	3
HOM730E	Homeopathy VIII	Spring		36	36	3
BOT442E	Northwest Herbs III	Spring		24	24	2
BOT630E	Advanced Topics Botanical Medicine II	Spring		36	36	3
NCB630E	Natural Childbirth III: Labor & Delivery	Spring		36	36	3
NCB730E	Natural Childbirth VI: Special Topics	Spring		24	24	2
NCB740E	Natural Childbirth VII: Legal Aspects	Spring		12	12	1
NPH611	Ayurveda in Naturopathic Medicine III	Spring		24	24	2
NOS734E	Diabetes: Primary Care Management	Spring		24	24	2
BOT701E	Cascade Mountain Herbal Intensive	Summer		24	24	2
BOT700E	Shaw Island Herbal Intensive	Summer		24	24	2
PHM403E	Bodywork III: Energy Work	Spring	24		24	1
PHM519E	Somatic Re-Education V	Spring	24		24	1
CLS643E	The Liver in Health & Disease	Spring		24	24	2
NOS699E	Advanced Pediatrics	Spring		24	24	2
HOM720E	Homeopathy VII	Winter		36	36	3
BOT441E	Northwest Herbs II	Winter		24	24	2
NCB620E	Natural Childbirth II : Pregnancy	Winter		36	36	3
NCB720E	Natural Childbirth V: Neonatology	Winter		36	36	3
NPH532E	Ayurveda in Naturopathic Medicine II	Winter		24	24	2
PHM402E	Bodywork II: Advanced Massage	Winter	24		24	1
PHM517E	Somatic Re-Education III	Winter	24		24	1
PHM518E	Somatic Re-Education IV	Winter	24		24	1
PSY691E	Psychophysiology	Winter		30	30	2.50
PSY422E	Personal Development as a Physician	Winter	12	12	24	1.50
NPH739E	History of Philosophy	Winter		24	24	2
CCM504E	Qigong I Retreat for ND	Fall		12	12	1
CCM505E	Qigong II Retreat for ND	Winter		12	12	1
CCM506E	Qigong III Retreat for ND	Spring		12	12	1

# ND/MSOM Dual Track Curriculum

## first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS410	Musculoskeletal Anatomy I			24	24	2
BAS412	Organ Systems A & P I			72	72	6
BAS411	Anatomy Lab I		24		24	1
BAS417	Biochemistry			36	36	3
BAS417T	Biochemistry Tutorial		18		18	0.75
BAS414	Medical Histology		24	36	60	4
BAS418	Basic Science Clinical Correlate I		24		24	1
NPH410	Naturopathic Med History & Phil & Ther I			24	24	2
PHM416	Palpation I Lab		24		24	1
BAS434	Research and Statistics			24	24	2
CCM419	Chinese Language History & Culture			18	18	1.5
	<b>First Year Fall Totals</b>	<b>0</b>	<b>114</b>	<b>234</b>	<b>348</b>	<b>24.25</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
BAS420	Musculoskeletal Anatomy II			24	24	2
BAS421	Anatomy Lab II		24		24	1
BAS422	Organ Systems A & P II			72	72	6
BAS427	Biochemistry			36	36	3
BAS427T	Biochemistry Tutorial		18		18	0.75
BAS428	Basic Science Clinical Correlate II		24		24	1
NPH531	Medical Ethics			12	12	1
BAS440	Microbiology/Public Health I			36	36	3
PHM426	Palpation II Lab		24		24	1
PSY421	Cultivation of the Practitioner I		18	12	30	1.75
CCM429	Chinese Language History & Culture II			18	18	1.5
	<b>First Year Winter Totals</b>	<b>0</b>	<b>108</b>	<b>210</b>	<b>318</b>	<b>22</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
BAS432	Organ Systems A & P III			84	84	7
BAS437	Immunology			36	36	3
BAS438	Basic Science Clinical Correlate III		24		24	1
CLS512	Pathology I			36	36	3
CLE430	Introduction to Clinic	12			12	0.50
PHM412	Hydrotherapy with Lab		24	12	36	2
BAS441	Microbiology & Public Health II			36	36	3
CCM418	Found. of Classical Chinese Medicine			36	36	3
NPH411	Naturopathic Retreat			18	18	1.50
PHM436	Biomechanics/Intro Orthopedics			24	24	2
	<b>First Year Spring Totals</b>	<b>12</b>	<b>48</b>	<b>282</b>	<b>342</b>	<b>26</b>
	<b>First Year Totals</b>	<b>12</b>	<b>270</b>	<b>726</b>	<b>1008</b>	<b>72.25</b>



# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
NPH511	Naturopathic Medical Phil & Ther II			12	12	1
CLS510	Clinical/Physical Diagnosis I			60	60	5
CLS510L	Physical Diagnosis Lab I		24		24	1
CLS522	Pathology II			48	48	4
CLS513	Lab Diagnosis I			24	24	2
CLS513L	Lab Diagnosis I Lab		12		12	0.50
HOM510	Intro Homeopathy			24	24	2
CLS514	Clinical Case Presentations I		24		24	1
PSY522	Psychological Diagnosis			24	24	2
PSY521	Cultivation of the Practitioner II			18	18	1.50
CLS614	Diagnostic Imaging I			24	24	2
PHM513	Orthopedics with Lab		24	24	48	3
CCM411	Chinese Organ Systems: Cosmology & Symb I			36	36	3
<b>Second Year Fall Totals</b>		<b>0</b>	<b>84</b>	<b>294</b>	<b>378</b>	<b>28</b>

Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
BOT520	Botanical Materia Medica I			36	36	3
CLS520	Clinical/Physical Diagnosis II			60	60	5
CLS520L	Physical Diagnosis Lab II		24		24	1
CLS532	Pathology III			36	36	3
CLS523	Lab Diagnosis II			24	24	2
CLS523L	Lab Diagnosis II Lab		12		12	0.50
HOM520	Homeopathy I			24	24	2
CLS524	Clinical Case Presentation II		24		24	1
CLS624	Diagnostic Imaging II			36	36	3
CLS710	Clinic Synthesis I	12			12	0.50
PHM523	Physiotherapy with Lab		24	24	48	3
CCM421	Chinese Organ Systems: Cosmology & Symb II			36	36	3
<b>Second Year Winter Totals</b>		<b>12</b>	<b>84</b>	<b>276</b>	<b>372</b>	<b>27</b>

Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
BOT530	Botanical Materia Medica II			24	24	2
CLS530	Clinical Physical Diagnosis III			60	60	5
CLS530L	Physical Diagnosis Lab III		24		24	1
CLS533	Lab Diagnosis III			24	24	2
CLS533L	Lab Diagnosis III Lab		12		12	0.50
HOM530	Homeopathy II			24	24	2
NUT530	Nutrition I			36	36	3
CLS534	Clinical Case Presentation III		24		24	1
CLS542	Pathology IV			48	48	4
CLE520	Clinical Rotation Hydro/Massage*	48			48	2
CLE530	Clinical Hydro Integration*	24			12	1
CLE942A	Clinic Education	12			12	0.50
CLE931	GPA1-Secondary Entrance Exam					
CLS634	Diagnostic Imaging III			24	24	2
PHM533	NMT/Orthopedic Synthesis I		36		36	1.50
CCM434	Chinese Organ Systems: Cosmology & Symb III			36	36	3
<b>Second Year Spring Totals</b>		<b>84</b>	<b>96</b>	<b>276</b>	<b>444</b>	<b>30.50</b>

**SECOND YEAR TOTALS**                      **96**                      **264**                      **846**                      **1194**                      **85.50**

\*May be taken summer, fall, winter or spring

# third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM514	Qigong I Retreat			12	12	1
CCM551	Qigong I Practicum		18		18	0.75
NOS613	Gynecology			36	36	3
HOM610	Homeopathy III			36	36	3
BOT610	Botanical Materia Medica III			36	36	3
PHM613	NMT/Orthopedic Synthesis II		36		36	1.50
NUT611	Nutrition II			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972A	Clinic Grand Rounds/Clinic Ed	24			24	1
CLE717	Clinic Medicinary Practicum	24			24	1
CLE716F	Clinic Lab Practicum	12			12	0.50
PHM523	Physiotherapy I with Lab		24	24	48	3
NPH724	Business Operations			12	12	1
	<b>Third Year Fall Totals</b>	<b>108</b>	<b>78</b>	<b>192</b>	<b>378</b>	<b>23.75</b>

Course #	Third Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM435	Chinese Diagnostic Techniques I		12	12	24	1.50
CCM524	Qigong II Retreat			12	12	1
CCM552	Qigong Practicum II		18		18	0.75
PSY611	Interviewing Techniques I		12	12	24	1.50
HOM620	Homeopathy IV			36	36	3
NUT622	Nutrition III			36	36	3
PHM623	NMT/Orthopedic Synthesis III		36		36	1.50
CLE709	Clinical Secondary Rotation	48			48	2
CLE972B	Clinic Grand Rounds	24			24	1
CLE716W	Clinic Lab Practicum	12			12	0.50
CLS711	Clinic Synthesis II	12			12	0.50
NPH725	Business Administration			12	12	1
	<b>Third Year Winter Totals</b>	<b>96</b>	<b>78</b>	<b>120</b>	<b>294</b>	<b>17.25</b>

Course #	Third Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM435	Chinese Diagnostic Techniques II		12	12	24	1.50
CCM534	Qigong III Retreat			12	12	1
CCM553	Qigong Practicum III		18		18	0.75
CCM445	Oriental Dietetics		12	12	24	1.50
CCM936	CCM Medicinary Practicum*	24			24	1
NOS615	Gynecology Lab*		24		24	1
NUT633	Nutrition IV			36	36	3
CLS632	First Aid & Emergency Medicine			24	24	2
NPH610	Naturopathic Medical Phil Tutorial			18	18	1.50
PHM633	NMT/Orthopedic Synthesis IV		36		36	1.50
CLE709	Clinical Secondary Rotation	48			48	2
CLE972E	Clinic Grand Rounds	24			24	1
CLE716S	Clinic Lab Practicum	12			12	0.50
CLE932	GPA2- Primary Entrance Exam					
	<b>Third Year Spring Totals</b>	<b>108</b>	<b>102</b>	<b>114</b>	<b>324</b>	<b>18.25</b>
	*May be taken summer, fall, winter or spring					
	<b>Third Year Totals</b>	<b>312</b>	<b>258</b>	<b>426</b>	<b>996</b>	<b>59.25</b>

# fourth year

Course #	Fourth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM511	Herbs I with Lab		12	36	48	3.50
CCM512	Acu-Moxa Points I			36	36	3
CCM513	Acu-Moxa Techniques I			24	24	2
CCM614	Qigong IV Retreat			12	12	1
CCM654	Qigong Practicum IV		18		18	0.75
CCM412	Chinese Pathology I			24	24	2
PHM710	IV Therapy with Lab		18	12	30	1.75
CLS516	Pharmacology I			36	36	3
NCB610	Natural Childbirth I			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972D	Clinic Grand Rounds	24			24	1
	<b>Fourth Year Fall Totals</b>	<b>72</b>	<b>48</b>	<b>216</b>	<b>336</b>	<b>23</b>

Course #	Fourth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM422	Chinese Pathology II			24	24	2
CCM521	Herbs II with Lab		12	36	48	3.50
CCM522	Acu-Moxa Points II			36	36	3
CCM523	Acu-Moxa Techniques II			24	24	2
CCM624	Qigong V Retreat			12	12	1
CCM655	Qigong Practicum V		18		18	0.75
NOS732	Gastroenterology			24	24	2
PHM621	Minor Surgery I with Lab		12	24	36	2.50
CLS526	Pharmacology II			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972E	Clinic Grand Rounds/Clinic Education	24			24	1
	<b>Fourth Year Winter Totals</b>	<b>72</b>	<b>42</b>	<b>216</b>	<b>330</b>	<b>22.75</b>

Course #	Fourth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM431	Chinese Pathology III			24	24	2
CCM531	Herbs III with Lab		12	36	48	3.50
CCM532	Acu-Moxa Points III			36	36	3
CCM533	Acu-Moxa Techniques III			24	24	2
CCM540	Auricular Points			12	12	1
CCM634	Qigong VI Retreat			12	12	1
CCM657	Qigong Practicum VI		18		12	0.75
CCM438	Oriental Body Work		12	12	24	1.50
PHM631	Minor Surgery II with lab		12	24	36	2.50
NOS632	Pediatrics			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972F	Clinic Grand Rounds	24			24	1
	<b>Fourth Year Spring Totals</b>	<b>72</b>	<b>54</b>	<b>216</b>	<b>336</b>	<b>23.25</b>

	<b>Fourth Year Totals</b>	<b>216</b>	<b>144</b>	<b>648</b>	<b>1002</b>	<b>69.00</b>
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# fifth year

Course #	Fifth Year Summer					
CCM809	Clinic Observation Rotation	48			48	2
CCM809	Clinic Observation Rotation	48			48	2
CCM809	Clinic Observation Rotation	48			48	2
CLE810	Clinic Senior Lab Post	12			12	0.50
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
CLE846	Clinic Field Observation <sup>^</sup>	240			240	10
CLE930	Clinic Community Service <sup>^</sup>	24			24	1
<b>Fifth Year Summer Totals</b>		<b>564</b>	<b>0</b>	<b>0</b>	<b>564</b>	<b>23.50</b>

Course #	Fifth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinic Observation Rotation	48			48	2
CCM710	Survey Classical Texts			36	36	3
CCM611	Herbs IV			36	36	3
CCM612	Acu-Moxa Points IV			36	36	3
CCM613	Acu-Moxa Techniques IV			36	36	3
CCM757	Qigong Practicum VII		18		12	0.75
CCM714	Qigong VII Retreat			12	12	1
CLE718	Clinic X-Ray Practicum	24			24	1
CLS631	Environmental Medicine			24	24	2
NOS714	Geriatrics			12	12	1
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
PHM713	NMT /Orthopedics Synthesis V		36		36	1.50
<b>Fifth Year Fall Totals</b>		<b>168</b>	<b>54</b>	<b>192</b>	<b>408</b>	<b>25.25</b>

<sup>^</sup>These hours are cumulative and may actually be earned in a term other than term registered.

Course #	Fifth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM610	Internal Medicine I			36	36	3
CCM809	Clinic Observation Rotation	48			48	2
CCM621	Herbs V			36	36	3
CCM622	Acu-Moxa Points V			36	36	3
CCM623	Acu-Moxa Techniques V			36	36	3
CCM758	Qigong Practicum VIII		18		18	0.75
CCM724	Qigong VIII Retreat			12	12	1
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
NOS720	Neurology			24	24	2
NOS721	Urology			24	24	2
CLS999	Thesis			12	12	1
	<b>Fifth Year Winter Totals</b>	<b>144</b>	<b>18</b>	<b>216</b>	<b>378</b>	<b>24.75</b>

Course #	Fifth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinic Observation Rotation	48			48	2
CCM620	Internal Medicine II			36	36	3
CCM631	Herbs VI			36	36	3
CCM632	Acu-Moxa Points VI			36	36	3
CCM633	Acu-Moxa Techniques VI			36	36	3
CCM759	Qigong Practicum IX		18		12	0.75
CCM734	Qigong IX Retreat			12	12	1
CLS621	Medical Genetics			24	24	2
NOS630	Cardiology			36	36	3
NOS725	Oncology			24	24	2
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
	<b>Fifth Year Spring Totals</b>	<b>144</b>	<b>18</b>	<b>240</b>	<b>396</b>	<b>26.75</b>
	<b>Fifth Year Totals</b>	<b>1020</b>	<b>90</b>	<b>648</b>	<b>1746</b>	<b>100.25</b>

# sixth year

Course #	Sixth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM992	Masters Thesis I			12	12	1
	<b>Sixth Year Summer Totals</b>	<b>144</b>	<b>0</b>	<b>12</b>	<b>156</b>	<b>7</b>

Course #	Sixth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM981	Traditional Mentorship Tutorial I		24		24	1
CCM706	Clinical Specialty Topics I			36	36	3
CCM993	Master Thesis II			12	12	1
CCM739	Acu-Moxa Review			12	12	1
CCM715	Clinical Case Presentation I	24			24	1
CCM718	Chinese Medical Psychology			24	24	2
CCM814	Taiji I Retreat Yang Style			12	12	1
CCM815	Taiji I Practicum Yang Style		18		12	0.75
CLE811	Clinic Primary Rotations	48			48	2
NOS711	Dermatology			24	24	2
NOS710	Eye, Ears, Nose, Throat			24	24	2
	<b>Sixth Year Fall Totals</b>	<b>216</b>	<b>42</b>	<b>144</b>	<b>396</b>	<b>22.75</b>

Course #	Sixth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM982	Traditional Mentorship Tutorial II		24		24	1
CCM999	Master Thesis III			12	12	1
CCM713	Clinical Specialty Topics II			36	36	3
CCM725	Clinical Case Presentation II	24			24	1
CCM737	Ethics & Jurisprudence			12	12	1
CCM719	Classical Case Studies I			36	36	3
CCM738	Herbs Review			12	12	1
CLS712	Clinic Synthesis III	12			12	1
CLE811	Clinic Primary Rotations	48			48	2
NOS723	Proctology			12	12	1
NOS712	Endocrinology			24	24	2
PSY712	Interviewing Techniques II			30	30	2.50
	<b>Sixth Year Winter Totals</b>	<b>228</b>	<b>24</b>	<b>174</b>	<b>426</b>	<b>25.50</b>

<b>Course #</b>	<b>Sixth Year Spring</b>	<b>Clinic</b>	<b>Lab</b>	<b>Lecture</b>	<b>Hours</b>	<b>Credits</b>
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM934	Clinic Internship Holiday Rotation	24			24	1
CCM989	Traditional Mentorship Tutorial III		24		24	1
CCM721	Classical Case Studies II			36	36	3
CCM735	Clinical Case Presentation III	24			24	1
CLE933	GPA3- Primary Exit Exam					
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
NPH731	Jurisprudence			12	12	1
NPH726	Business Marketing			12	12	1
NPH727	Business Ownership			12	12	1
	<b>Sixth Year Spring Totals</b>	<b>336</b>	<b>24</b>	<b>72</b>	<b>432</b>	<b>21</b>
	<b>Sixth Year Totals</b>	<b>924</b>	<b>90</b>	<b>402</b>	<b>1410</b>	<b>76.25</b>

# ND/MAC Dual Track Curriculum

first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
BAS410	Musculoskeletal Anatomy I			24	24	2
BAS412	Organ Systems A & P I			72	72	6
BAS411	Anatomy Lab I		24		24	1
BAS417	Biochemistry			36	36	3
BAS417T	Biochemistry Tutorial		18		18	0.75
BAS414	Medical Histology		24	36	60	4
BAS418	Basic Science Clinical Correlate I		24		24	1
NPH410	Naturopathic Med History & Phil & Ther I			24	24	2
PHM416	Palpation I Lab		24		24	1
BAS434	Research and Statistics			24	24	2
CCM419	Chinese Language, History & Culture I			18	18	1.50
	<b>First Year Fall Totals</b>	<b>0</b>	<b>114</b>	<b>234</b>	<b>348</b>	<b>24.25</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
BAS420	Musculoskeletal Anatomy II			24	24	2
BAS421	Anatomy Lab II		24		24	1
BAS422	Organ Systems A & P II			72	72	6
BAS427	Biochemistry			36	36	3
BAS427T	Biochemistry Tutorial		18		18	0.75
BAS428	Basic Science Clinical Correlate II		24		24	1
NPH531	Medical Ethics			12	12	1
BAS440	Microbiology/Public Health I			36	36	3
PHM426	Palpation II Lab		24		24	1
PSY421	Cultivation of the Practitioner I		18	12	30	1.75
CCM429	Chinese Language, History & Culture II			18	18	1.50
	<b>First Year Winter Totals</b>	<b>0</b>	<b>108</b>	<b>210</b>	<b>318</b>	<b>22</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
BAS432	Organ Systems A & P III			84	84	7
BAS437	Immunology			36	36	3
BAS438	Basic Science Clinical Correlate III		24		24	1
CLS512	Pathology I			36	36	3
CLE430	Introduction to Clinic	12			12	0.50
PHM412	Hydrotherapy with Lab		24	12	36	2
BAS441	Microbiology & Public Health II			36	36	3
NPH411	Naturopathic Retreat			18	18	1.50
PHM436	Biomechanics/Intro Orthopedics			24	24	2
CCM418	Foundations of Classical Chinese Medicine			36	36	3
	<b>First Year Spring Totals</b>	<b>12</b>	<b>48</b>	<b>282</b>	<b>342</b>	<b>26</b>

**First Year Credit Totals**      **12**      **270**      **726**      **1008**      **72.25**



# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
NPH511	Naturopathic Medical Phil & Ther II			12	12	1
CLS510	Clinical/Physical Diagnosis I			60	60	5
CLS510L	Physical Diagnosis Lab I		24		24	1
CLS522	Pathology II			48	48	4
CLS513	Lab Diagnosis I			24	24	2
CLS513L	Lab Diagnosis I Lab		12		12	0.50
HOM510	Intro Homeopathy			24	24	2
CLS514	Clinical Case Presentations I		24		24	1
PSY522	Psychological Diagnosis			24	24	2
PSY521	Cultivation of the Practitioner II			18	18	1.50
CLS614	Diagnostic Imaging I			24	24	2
PHM513	Orthopedics with Lab		24	24	48	3
CCM 411	Chinese Organ Systems: Cosmology & Symb I			36	36	3
	<b>Second Year Fall Totals</b>	<b>0</b>	<b>84</b>	<b>294</b>	<b>378</b>	<b>28</b>
Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
BOT520	Botanical Materia Medica I			36	36	3
CLS520	Clinical/Physical Diagnosis II			60	60	5
CLS520L	Physical Diagnosis Lab II		24		24	1
CLS532	Pathology III			36	36	3
CLS523	Lab Diagnosis II			24	24	2
CLS523L	Lab Diagnosis II Lab		12		12	0.50
HOM520	Homeopathy I			24	24	2
CLS524	Clinical Case Presentation II		24		24	1
CLS624	Diagnostic Imaging II			36	36	3
CLS710	Clinic Synthesis I	12			12	0.50
PHM523	Physiotherapy w/Lab		24	24	48	3
CCM 421	Chinese Organ Systems: Cosmology & Symb II			36	36	3
	<b>Second Year Winter Totals</b>	<b>12</b>	<b>84</b>	<b>276</b>	<b>372</b>	<b>27</b>
Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
BOT530	Botanical Materia Medica II			24	24	2
CLS530	Clinical Physical Diagnosis III			60	60	5
CLS530L	Physical Diagnosis Lab III		24		24	1
CLS533	Lab Diagnosis III			24	24	2
CLS533L	Lab Diagnosis III Lab		12		12	0.50
HOM530	Homeopathy II			24	24	2
NUT530	Nutrition I			36	36	3
CLS534	Clinical Case Presentation III		24		24	1
CLS542	Pathology IV			48	48	4
CLE520	Clinical Rotation Hydro/Massage*	48			48	2
CLE530	Clinical Hydro Integration*	24			12	1
CLE942A	Clinic Education	12			12	0.50
CLE931	GPA1-Secondary Entrance Exam					
CLS634	Diagnostic Imaging III			24	24	2
PHM533	NMT/Orthopedic Synthesis I		36		36	1.50
CCM 434	Chinese Organ Systems: Cosmology & Symb III			36	36	3
	<b>Second Year Spring Totals</b>	<b>84</b>	<b>96</b>	<b>276</b>	<b>444</b>	<b>30.50</b>
	<b>Second Year Totals</b>	<b>96</b>	<b>264</b>	<b>846</b>	<b>1194</b>	<b>85.50</b>

# third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM514	Qigong I Retreat			12	12	1
CCM551	Qigong I Practicum		18		18	0.75
NPH724	Business Operations			12	12	1
NOS613	Gynecology			36	36	3
HOM610	Homeopathy III			36	36	3
BOT610	Botanical Materia Medica III			36	36	3
PHM613	NMT/Orthopedic Synthesis II		36		36	1.50
NUT611	Nutrition II			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972A	Clinic Grand Rounds	24			24	1
CLE717	Clinic Medicinary Practicum	24			24	1
CLE716F	Clinic Lab Practicum	12			12	0.50
PHM523	Physiotherapy I w/ Lab		24	24	48	3
<b>Third Year Fall Totals</b>		<b>108</b>	<b>78</b>	<b>192</b>	<b>378</b>	<b>23.75</b>

Course #	Third Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM425	Chinese Diagnostic Techniques I		12	12	24	1.50
CCM524	Qigong II Retreat			12	12	1
CCM552	Qigong Practicum II		18		18	0.75
PSY611	Interviewing Techniques I		12	12	24	1.50
HOM620	Homeopathy IV			36	36	3
NUT622	Nutrition III			36	36	3
PHM623	NMT / Orthopedics Synthesis III		36		36	1.50
CLE709	Clinical Secondary Rotation	48			48	2
CLE972B	Clinic Grand Rounds	24			24	1
CLE716W	Clinic Lab Practicum	12			12	0.50
CLS711	Clinic Synthesis II	12			12	0.50
NPH725	Business Administration			12	12	1
<b>Third Year Winter Totals</b>		<b>96</b>	<b>78</b>	<b>120</b>	<b>294</b>	<b>17.25</b>

Course #	Third Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM435	Chinese Diagnostic Techniques II		12	12	24	1.50
CCM534	Qigong III Retreat			12	12	1
CCM553	Qigong Practicum III		18		18	0.75
CCM445	Oriental Dietetics		12	12	24	1.50
NOS615	Gynecology Lab*		24		24	1
NUT633	Nutrition IV			36	36	3
CLS632	First Aid & Emergency Medicine			24	24	2
NPH610	Naturopathic Medical Phil Tutorial			18	18	1.50
PHM633	NMT /Orthopedic Synthesis IV		36		36	1.50
CLE709	Clinical Secondary Rotation	48			48	2
CLE972C	Clinic Grand Rounds	24			24	1
CLE716S	Clinic Lab Practicum	12			12	0.50
CLE932	GPA2- Primary Entrance Exam					
<b>Third Year Spring Totals</b>		<b>84</b>	<b>102</b>	<b>114</b>	<b>300</b>	<b>17.25</b>

<b>Third Year Totals</b>		<b>288</b>	<b>258</b>	<b>426</b>	<b>972</b>	<b>58.25</b>
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# fourth year

Course #	Fourth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM512	Acu-Moxa Points I			36	36	3
CCM513	Acu-Moxa Techniques I			24	24	2
CCM614	Qigong IV Retreat			12	12	1
CCM654	Qigong Practicum IV		18		18	0.75
CCM412	Chinese Pathology I			24	24	2
CLS516	Pharmacology I			36	36	3
NCB610	Natural Childbirth I			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972D	Clinic Grand Rounds	24			24	1
	<b>Fourth Year Fall Totals</b>	<b>72</b>	<b>18</b>	<b>168</b>	<b>258</b>	<b>17.75</b>

Course #	Fourth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM422	Chinese Pathology II			24	24	2
CCM522	Acu-Moxa Points II			36	36	3
CCM523	Acu-Moxa Techniques II			24	24	2
CCM624	Qigong V Retreat			12	12	1
CCM655	Qigong Practicum V		18		18	0.75
NOS732	Gastroenterology			24	24	2
PHM621	Minor Surgery I with Lab		12	24	36	2.50
CLS526	Pharmacology II			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972E	Clinic Grand Rounds	24			24	1
	<b>Fourth Year Winter Totals</b>	<b>72</b>	<b>30</b>	<b>180</b>	<b>282</b>	<b>19.25</b>

Course #	Fourth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM431	Chinese Pathology III			24	24	2
CCM532	Acu-Moxa Points III			36	36	3
CCM533	Acu-Moxa Techniques III			24	24	2
CCM540	Auricular Points			12	12	1
CCM634	Qigong VI Retreat			12	12	1
CCM657	Qigong Practicum VI		18		12	0.75
CCM438	Oriental Body Work		12	12	24	1.50
PHM710	IV Therapy with Lab		18	12	30	1.75
PHM631	Minor Surgery II with lab		12	24	36	2.50
CLS634	Diagnostic Imaging III			24	24	2
NOS632	Pediatrics			36	36	3
CLE709	Clinical Secondary Rotation	48			48	2
CLE972F	Clinic Grand Rounds	24			24	1
	<b>Fourth Year Spring Totals</b>	<b>72</b>	<b>60</b>	<b>216</b>	<b>342</b>	<b>23.50</b>

	<b>Fourth Year Totals</b>	<b>216</b>	<b>108</b>	<b>540</b>	<b>858</b>	<b>58.50</b>
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# fifth year

Course #	Fifth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CLE810	Clinic Senior Lab Post	12			12	0.50
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
CLE846	Clinic Field Observation^	240			240	10
CLE930	Clinic Community Service^	24			24	1
	<b>Fifth Year Summer Totals</b>	<b>420</b>	<b>0</b>	<b>0</b>	<b>420</b>	<b>17.50</b>

Course #	Fifth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinical Observation Rotation	48			48	2
CCMA518	Acu Moxa Therapeutics I			36	36	3
CCM612	Acu-Moxa Points IV			36	36	3
CCM613	Acu-Moxa Techniques IV			36	36	3
CCM757	Qigong Practicum VII		18		12	0.75
CCM714	Qigong VII Retreat			12	12	1
CLE718	Clinic X-Ray Practicum	24			24	1
CLS631	Environmental Medicine			24	24	2
NOS714	Geriatrics			12	12	1
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
PHM713	NMT /Orthopedics Synthesis V		36		36	1.50
	<b>Fifth Year Fall Totals</b>	<b>168</b>	<b>54</b>	<b>156</b>	<b>372</b>	<b>22.25</b>

Course #	Fifth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinical Observation Rotation	48			48	2
CCMA520	Chinese Patent Medicines			36	36	3
CCM622	Acu-Moxa Points V			36	36	3
CCM623	Acu-Moxa Techniques V			36	36	3
CCM758	Qigong Practicum VIII		18		18	0.75
CCM724	Qigong VIII Retreat			12	12	1
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
NOS720	Neurology			24	24	2
NOS721	Urology			24	24	2
CLS999	Thesis			12	12	1
	<b>Fifth Year Winter Totals</b>	<b>48</b>	<b>18</b>	<b>108</b>	<b>174</b>	<b>21.75</b>

Course #	Fifth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinical Observation Rotation	48			48	2
CCMA519	Acu-Moxa Therapeutics II			36	36	3
CCM632	Acu-Moxa Points VI			36	36	3
CCM633	Acu-Moxa Techniques VI			36	36	3
CCM759	Qigong Practicum IX		18		12	0.75
CCM734	Qigong IX Retreat			12	12	1
CLS621	Medical Genetics			24	24	2
NOS630	Cardiology			36	36	3
NOS725	Oncology			24	24	2
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
	<b>Fifth Year Spring Totals</b>	<b>144</b>	<b>18</b>	<b>204</b>	<b>360</b>	<b>23.75</b>

	<b>Fifth Year Totals</b>	<b>780</b>	<b>90</b>	<b>468</b>	<b>1326</b>	<b>85.25</b>
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# sixth year

Course #	Sixth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
	<b>Sixth Year Summer Totals</b>	<b>144</b>	<b>0</b>	<b>0</b>	<b>144</b>	<b>6</b>
Course #	Sixth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM981	Traditional Mentorship Tutorial I		24		24	1
CCM706	Clinical Specialty Topics I			36	36	3
CCM739	Acu-Moxa Review			12	12	1
CCM715	Clinical Case Presentation I	24			24	1
CCM718	Chinese Medical Psychology			24	24	2
CCM814	Taiji I Retreat Yang Style			12	12	1
CCM815	Taiji I Practicum Yang Style		18		12	0.75
CLE811	Clinic Primary Rotations	48			48	2
NOS711	Dermatology			24	24	2
NOS710	Eye, Ears, Nose, Throat			24	24	2
	<b>Sixth Year Fall Totals</b>	<b>168</b>	<b>42</b>	<b>132</b>	<b>336</b>	<b>19.75</b>
Course #	Sixth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM982	Traditional Mentorship Tutorial II		24		24	1
CCM725	Clinical Case Presentation II	24			24	1
CCM737	Ethics & Jurisprudence			12	12	1
CCM719	Classical Case Studies I			36	36	3
CLS712	Clinic Synthesis III	12			12	1
CLE811	Clinic Primary Rotations	48			48	2
NOS723	Proctology			12	12	1
NOS712	Endocrinology			24	24	2
PSY712	Interviewing Techniques II			30	30	2.50
	<b>Sixth Year Winter Totals</b>	<b>180</b>	<b>24</b>	<b>114</b>	<b>318</b>	<b>18.50</b>
Course #	Sixth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation*	48			48	2
CLE933	GPA3- Primary Exit Exam					
CLE811	Clinic Primary Rotations	48			48	2
CLE811	Clinic Primary Rotations	48			48	2
NPH731	Jurisprudence			12	12	1
NPH726	Business Marketing			12	12	1
NPH727	Business Ownership			12	12	1
	<b>Sixth Year Spring Totals</b>	<b>240</b>	<b>0</b>	<b>36</b>	<b>276</b>	<b>13</b>
	*May be taken summer, fall, winter or spring					
	<b>Sixth Year Totals</b>	<b>732</b>	<b>66</b>	<b>282</b>	<b>1074</b>	<b>57.25</b>

# 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 clear awareness of ancient sages. However, as modern China has sought credibility for its age-old system of medicine, and as Westerners have attempted to understand it within their own scientific context, much of the profound beauty and efficacy of this medicine has been lost.

The School of Classical Chinese Medicine (CCM) at NCNM was created to honor and restore the deep wisdom and holistic spirit of the classical teachings of Chinese medicine. Its most pure intention is *tian ren heyi*—fostering universal harmony. Lineage-based teaching methods promote the understanding that all of life is sacred, interconnected, and reflected in the microcosm of the human being. Personal and professional cultivation are emphasized to enhance each student's ability to live in accordance with this understanding. The School of CCM holds that this is not simply a lofty ideal; it is also the essential foundation for attaining optimal clinical outcomes.

The Master of Science in Oriental Medicine and Master of Acupuncture programs were developed by and are taught by practitioners trained in China. The academic backgrounds of the core faculty members are distinguished by extensive training in the classical tradition of Oriental medicine. Through transmission and other classical teaching methods, the faculty bring alive the rich history and philosophy of this multifaceted system of medicine. They weave together the art and science of profound theories and practices developed over millennia, mentoring students on how to apply this knowledge in the modern world. Students learn to understand Western scientific knowledge from a classical Chinese perspective, and come to appreciate that Chinese medicine is itself a profound science that integrates both systematic and intuitive aspects of medicine while remaining observable and reproducible.

The classical Chinese medicine approach is especially suited to give new insights into the treatment of

complicated and recalcitrant conditions. By bringing the legacy of an independent medical system into modern Western practices, our program is specifically designed to inspire graduates to treat with confidence chronic diseases that Western medicine considers difficult to cure or even diagnose.

## CCM PROGRAMS

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

### 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 3,564 hours and 230 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, Oriental bodywork, qigong and nutrition. The curriculum has a strong focus on 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 was originally developed to meet the needs of naturopathic students wanting to practice acupuncture from a classical perspective. It is a four-year program consisting of 2,808 hours and 184 credits. Its foundation is identical to that of the MSOM program without the herb courses; upper-level courses focus in particular on the clinical application of acupuncture and moxibustion techniques. Three courses were developed specifically for this program—Acu-Moxa Therapeutics I and II, and Chinese Patent Medicines.

Students who are motivated to explore the full breadth of CCM are encouraged to take the MSOM program; those having a special affinity for acupuncture and moxibustion may be more efficiently served by the MAc program.

Through the consciously designed and integrated MSOM and MAc academic and clinical coursework, the programs seek to accomplish the following goals and objectives:

## 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 Oriental 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 Oriental medicine, including knowledge of the major schools of Chinese medical thought
- Present Oriental 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 Oriental medicine (MSOM), or in the modalities of acupuncture and moxibustion (MAc) while at the same time affecting 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 Oriental 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](http://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. 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](http://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](http://www.rld.state.nm.us/b&c/acupuncture).

## Master of Science in Oriental Medicine

### MSOM Course Descriptions Acu-Moxa Points and Techniques Series

The acu-moxa points and techniques series begins 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 second year of training. Acu-moxa points I-III constitute the first year; IV-VI the second.

#### 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 (detours), 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. The prescriptions reviewed are designed to address diseases and symptoms that are commonly seen in a clinical setting. We discuss the diagnostic differentiation, treatment principles, key points, and basic prescriptions in order to develop a repertoire of treatment plans and to model the creation of a well-crafted prescription.

*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 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 an instructor.

*Prerequisite: CCM 622*

*Corequisite: concurrent enrollment in CCM 633*

### **CCM540 Auricular Points**

*(1 lecture credit)*

The Chinese system of auricular therapy is presented focusing on the distribution and identification of the points in the context of using the ear for both diagnosis and treatment.

*Prerequisite: CCM 523*

*Corequisite: concurrent enrollment in CCM 532*

## **Acu-Moxa Techniques**

This series of six courses focuses on developing both diagnostic and treatment skills. The format is typically a combination of lecture and demonstration, followed by students practicing 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 each point's anatomical location. The Chinese system of anatomical measurement and all 361 standard points on the 14 primary channels are presented. Techniques I covers the 6 arm and 2 midline channels, plus 34 extra points. Techniques II covers the 6 leg channels. These two courses are primarily hands-on, with an emphasis on finding and marking points on oneself and a partner, and thereby learning to feel the point and ultimately the qi present there.

*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

(2 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 pain-free, 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:* 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

## Basic Sciences

### CCM 413/423 Acu-Moxa Anatomy I, II

(1 lab credit each)

In this innovative two-part series, students learn human anatomy through a combination of lecture and human cadaver prosection lab. 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.

*Prerequisites:* CCM 413 for 423

### 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 will be presented within a larger context of food energetics. The concepts of nutrient requirements (including the RDA and the DRI) will be introduced, along with a consideration of the major food sources of specific nutrients. The biochemical explanation of digestion and nutrient absorption will be 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 will focus 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 will be explored. Vegetarian, vegan, carnivore and omnivore diets will be discussed, and popular diets will be examined in the larger context of energetic and nutritional concepts. Basic approaches to modern problems such as heart disease, diabetes and cancer will be presented.

*Prerequisite:* CCM 414

### CCM 417/427/437 Integrative Biomedicine I-III

(4 lecture credits each)

This course seeks to explore the human life sciences from the perspective of non-mechanical modes of perception. Using the phenomenological method of the German poet/scientist Johann Wolfgang von Goethe (1749-1832), a unique process-oriented physiology, biochemistry and

anatomy is explored and applied to Chinese medicine. Students will investigate the integration of external sense data with inner modes of cognition, thus providing a firm foundation for the understanding of higher-order forces of organization characteristic of the living world. Relations between the human being, the natural world and the cosmos are all explored within the context of body, soul and spirit. Specific exercises focus on the perception of formative forces in the mineral, plant, animal and human realms, preparing students for a deeper interpretation of the Chinese classics.

*Prerequisites: CCM 417 for CCM 427; CCM 427 for CCM 437*

### **CCM 441/442/443 Bridging Heaven and Earth: Ways of Knowing I-III**

*(1.5 lecture credits each)*

This three-course series introduces students to the fundamental concepts and practices of evidence-based medicine as it relates to classical Chinese medicine. Students will learn how to access, assess, relate and integrate information from modern scientific sources as well as ancient Chinese classical texts. They will develop critical thinking and reflective learning skills, and will cultivate internal modes of perception. The course information will provide a foundation for producing the required Master's Thesis prior to graduation, and has the long-term goal of improving clinical outcomes.

*Prerequisites: CCM 442 for CCM 443*

### **CCM 732 Integrative Microbiology and Public Health**

*(3 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. Treatment approaches are viewed from Western and Chinese perspectives, as are public health topics, including the etiology, epidemiology, prevention and control of communicable diseases. Students learn about legally mandated infectious disease reporting.

*Prerequisite: second-year status*

### **CCM 813 Integrative Immunology**

*(2 lecture credits)*

This course will present the fundamentals of immune function within the context of Chinese medical philosophy. Students will learn how Chinese medicine affects the immune system and will explore how Western scientific knowledge concerning the structure and function of the immune system relates to the human body as described by Chinese medicine. Recent insights into such topics as auto-immune disease and psychoneuroimmunology will also be discussed.

*Prerequisite: second-year status*

### **Classical Chinese Medicine Foundations**

#### **CCM 419/429 Chinese Language, History, and Culture I-II (an Introduction) 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 will 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 will also study the basics of the spoken and written classical Chinese language. They will 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 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 will learn how to critically read the introductory literature of the field.

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

(3 lecture credits each)

This three course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which defines the physiology of the microcosm as a projection of macrocosmic themes (stellar constellations, months of the year, earthly branches, hexagrams, rivers in the sacred landscape of ancient China). Presenting the results of 10 years 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 observational and analytical methods employed by Chinese sages in the study of nature for the definitive examination of human pathology. The course consists of collective readings of pivotal paragraphs from classical writings to gain an understanding of the processes of differentiation that led to the establishment of Chinese medical pathology. Specific concepts include the Three Causes (san yin), the Six Qi (liu qi), the Six Conformations (liujing bianzheng) and the Eight Parameters (bagang bianzheng). A main focus of the course series is an analysis of the crucial passage from the medical classic *Huangdi neijing*, termed the Nineteen Lines on Pathology (bingji shijiu tiao). From an historical perspective, the courses consider diagnostic methodologies from all eras, beginning around 500 BCE with pre-Qin and Han dynasty doctrines on yin and yang theory, to Song and Ming dynasty systems of organ differentiation (zangfu bianzheng), to the eighteenth century systems of Four Layer (wei qi ying xue) differentiation and Triple Burner differentiation (sanjiao bianzheng) for the diagnosis of heat-induced pathologies. Upon completion of this series, students will have learned a dynamic and functional methodology that allows them to conceptualize and recognize the fundamental pathologies of micro- and macrocosm, providing them

with a solid foundation for the clinical application of advanced-level coursework.

*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 .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. Also, visual and olfactory perception, along with the traditional Ten Questions (shiwèn) are 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, yet with a focus on the diagnosis and treatment of specific disorders, such as cough or headache. They cover mainly internal medicine, and 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 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 classes offer an historical overview of the evolution and development of major theoretical schools of thought within the classical tradition. Unique clinical approaches and the impact of the various lineages on contemporary clinical practices are discussed.

*Prerequisite:* fourth-year status

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

(2 lecture credits each)

These elective courses introduce students to the cultural and philosophical background of Chinese medicine through a careful 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 CCM 974E and CCM 979E; CCM 974E for CCM 977E; CCM 977E for CCM 978E; CCM 979E for CCM 961E; CCM 961E for CCM 962E; CCM 962E for CCM 970E

### Elective: CCM 994E Yi-Jing (I Ching) Book of Changes

(2 lecture credits)

This course is a detailed introduction to this classic of Chinese philosophy, culture and cosmology. The course is divided into two parts: Part 1 concerns accessing the oracle, beginning with a survey of translations and recommendations on books to purchase. It covers such basics as the historical development and authorship of the text. Students will learn how to use the text for divination, including the traditional coin and stalk methods as well as the more contemporary bead method. A unique system for computing one's personal hexagrams is also presented. This segment ends with a discussion on how to formulate good questions. Part 2 explores the structure of the hexagrams as the primary key to interpretation. Technical terminology is explained along with traditional associations and conventions used to decipher the symbolic messages. In the process students will greatly deepen their understanding of yin-yang, the five phases, and the ba-gua.

*Prerequisite:* open to all NCNM students

## Clinical Science

### CCM 516/526/546 Integrative Clinical/ Physical Diagnosis I-III

(2 lecture credits each)

These seminar format courses will be coordinated with Integrative Pathology I-III and reference information from Chinese Pathology I-III to teach students how the Western scientific approach to disease diagnosis can be understood from the perspective of classical Chinese medicine. Theoretical aspects of history taking, physical examination and laboratory testing will be related to the diagnosis and management of diseases of the body's major organ systems, and in turn to the assessment of pathologies of the Chinese organ networks. Students will learn how to navigate the Western medical system (e.g., ordering and interpreting laboratory tests, making appropriate referrals, coordinating treatment with Western practitioners), and to apply Western scientific techniques and interpret their results according to classical Chinese theory.

*Prerequisite:* second-year status; CCM 411/421/434

*Corequisite:* concurrent enrollment in CCM 415/428/439 and CCM 412/422/431

## CCM 517/529/538 Integrative Physical Diagnosis Laboratory I-III

(1 lab credit each)

In these courses, students will get direct experience learning the history-taking and examination techniques covered in the Integrative Clinical/Physical Diagnosis series. Whenever possible, the course content will be related to the skills learned in Chinese Diagnostic Techniques I-II.

*Prerequisite:* second-year status

*Corequisite:* concurrent enrollment in CCM 516/526/546

## CCM 415/428/439 Integrative Pathology I-III

(2 lecture credits each)

In this course series, mechanistic descriptions of pathological processes at the cellular through organ system levels will be examined from the perspectives of phenomenological and classical Chinese symbol science introduced in the first year. Through individual projects and class discussions, students will contribute to the growing body of knowledge that bridges Eastern and Western approaches to understanding disease.

*Prerequisite:* second-year status

## CCM 539 Integrative Pharmacology of Drugs

(2 lecture credits)

This course will provide future Chinese medicine practitioners with a basis for understanding both the pharmacological and energetic effects of drugs that their patients may be taking. Basic concepts of biomedical pharmacology will be discussed, providing a foundation for understanding the pharmacodynamics, mechanisms of action, and side effects of commonly prescribed drugs. Energetic considerations of pharmacological agents will be explored according to the pioneering model that the medical scholar Zhang Xichun set forth in his work from the 1920s, “An Integrative Approach to Medicine.” Potential interactions between drugs, herbs and nutrients will be discussed from both biomedical and energetic perspectives.

*Prerequisites:* CCM 511/521/531/611

*Corequisites:* concurrent enrollment in CCM 621

## CCM 527 Integrative Pharmacology of Natural Substances

(2 lecture credits)

Utilizing the process-oriented thinking developed in the first years of the Chinese medicine program, students learn to apply these modes of perception to gain a deeper understanding of the therapeutic use of mineral and plant remedies. Pharmacological substances are explored both from the context of traditional chemistry, as well as from the context of a phenomenological science that seeks to understand the inner gestures and cosmic formative forces carried by each compound. Through lecture and

demonstration, the medicinal actions of metals, minerals and plant constituents are integrated into the context of a living science.

*Prerequisites:* CCM 511/521/531/611

*Corequisite:* concurrent enrollment in CCM 621

## Herbal Studies

The first year, three consecutive quarters are devoted to individual herbs and primary two and three herb combinations, along with the theories pertinent to their classification and usage. The second year is split, with the first two quarters focusing on formulas, with an emphasis on classical prescriptions. The third quarter, Herbs VI, focuses on herb preparation and external applications. Formula modifications and the principles involved are presented throughout the series in the context of their base prescriptions.

## CCM 511/521 Herbs I, II with Lab

(3 lecture credits with .5 lab credit each)

The method and rationale for Chinese herbal classification is 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. The student also learns 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.

*Prerequisites:* second-year status; CCM 511 for CCM 521

## CCM 531 Herbs III with Lab

(3 lecture credits with .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 will 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.

*Prerequisite:* CCM 521

## CCM 611/621 Herbs IV & Herbs V

(3 lecture credits each)

Herbs IV-V 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, and includes in-depth discussions of the diagnostic parameters that accompany each of the

therapeutic categories used in herbal prescribing.  
*Prerequisites: CCM 531 for CCM 611; CCM 611 for CCM 621*

### CCM 631 Herbs VI

*(3 lecture credits)*

This course discusses the art and principles of modifying herbal formulas to more truly meet the needs of individual patients. Part II is both a theoretical and experiential presentation of the art of modifying the actions of an herb through specific preparation methods. Part III focuses on the preparation and application of external formulations.

*Prerequisite: CCM 621*

### CCM 445 Oriental Dietetics

*(1 lecture credit with .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.

## 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: third-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: third-year status*

## Mind/Body Medicine

### CCM 430 Practitioner Cultivation I

*(1 lecture credit and .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 will be employed.



## CCM 717 Practitioner Cultivation II

*(1 lecture credit with .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/countertransference. The primary tools of exploration will be discussion, lecture, case-study, role-play, body/mind exercises, self-reflection and writing.

*Prerequisites: CCM 430*

## CCM 718 Chinese Medical Psychology

*(2 lecture credits)*

This course offers an introduction to the Chinese system 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. More specifically, case examples from the early nineteenth century emotional healing practice of the Confucian healer Wang Fengyi and the northern Chinese hospital of his contemporary student Liu Shanren are presented. From a practical standpoint, participants will learn therapeutic techniques that facilitate physical and emotional cleansing through five-element based counseling, and a series of organ specific chants and affirmations.

*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 will 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 Lab I-III

*(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 the bodywork

and the acu-moxa courses.

*Prerequisite: CCM 416 for CCM 426; CCM 426 for CCM 436*

## CCM 438 Oriental Bodywork

*(1 lecture credit with .5 lab credit)*

This course introduces the energetic, theoretical and practical aspects of classical Chinese massage (Tuina). Students will learn the types of disease that according to the Neijing are the most suitable to be treated with massage. They will learn how and why massage treatments can cure illnesses, and will be shown how to create an effective treatment plan. Through demonstration and hands-on exercise students will learn and practice precise massage 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 will 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)*

The 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. Class will emphasize proper alignment and body position for the practitioner, and focuses on the sequence (kata/form) of the massage. The kata should become second nature, which is to say, memorized and internalized. Students will be exposed to the energetic, theoretical, and technical aspects of shiatsu. Theory will focus on learning the channel pathways. Instruction will emphasize kinesthetic learning, alternating between



demonstration and practice.

*Prerequisite: open to all NCNM students*

## **Elective: CCM 997E Shiatsu II, 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 will combine 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 an hour and a quarter.

*Prerequisites: CCM 911E/997E*

## **Second Year – Long Form Series Elective: CCM 805E Shiatsu IV, Shiatsu Stretches**

*(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, and 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 for the practitioner, both as preparation to give or 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 prescriptive stretches for a client.

*Prerequisites: CCM 911E/997E/998E*

## **Elective: CCM 806E Shiatsu V, Long Form**

*(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, these round out the massage for both the student and the client to create a very comprehensive and satisfying, if somewhat lengthy massage.

*Prerequisites: CCM 911E/997E/998E/805E*

## **Elective: CCM 807E Shiatsu VI, Long Form Practicum**

*(1.5 lab credits)*

Shiatsu VI is the long-form practicum, in which, like Shiatsu III, 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 learned 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.

*Prerequisites: CCM 911E/997E/998E/805E/806E*

## Research

### CCM 992/993/999 Master's Thesis Tutorial I, II, III: Research and Writing in Oriental Medicine

*(1 lecture credit each)*

These courses monitor thesis preparation during the final year of the program. The thesis may be on any approved topic pertinent to classical Chinese medicine. It is supervised and reviewed by a faculty advisor, and in the final quarter presented to a thesis committee. Approval of the defended thesis is a requirement for graduation.

*Prerequisite: fourth-year status*

## Review Courses – Acu-Moxa and Chinese Herb Review

These courses are offered during the final two quarters of training. They highlight the essential features of Oriental medicine in preparation for the acupuncture and herbology exams administered by national and state agencies as a prerequisite to licensure.

### 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 738 Chinese Herb 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.

*Prerequisite: fourth-year status*

## 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 will 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 enable their understanding of the relationship between characters, philosophy, and the 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 will learn new symbols and continue their inner cultivation as begun in Chinese Calligraphy I.

*Prerequisite: CCM 972E*

## Weiqi

### 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.

## Classical Chinese Instruments

### Elective: CCM 544E Classical Chinese Instruments

*(1 lab credit)*

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

## 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 Retreat I & CCM 551 Qigong Practicum I

*(1 lecture credit/.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 Retreat II & CCM 552 Qigong Practicum II

*(1 lecture credit/.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 Retreat III & CCM 553 Qigong Practicum III

*(1 lecture credit/.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: CCM 514/551*

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

*(1 lecture credit/.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: CCM 514/551*

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

*(1 lecture credit/.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 514/551*



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

(1 lecture credit/.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 514,524,534,614,624 Qigong Retreats & CCM 551,552,553,654,655 Qigong Practica.*

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

(1 lecture credit/.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 524,534,614,624,634 & CCM 552,553,654,655,656*

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

(1 lecture credit/.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 740E/741E/742E Qigong Practicum X-XII

(.75 lecture credits each)

This advanced elective series is designed for the serious

qigong student who wishes to integrate the teaching of qigong into their clinical practice.

*Prerequisites: CCM 733/759*

## Qigong Teaching Series

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

## Elective: CCM 603E/604E/605E Teaching Medical Qigong I, II, III

(2 lecture credits each)

Over three quarters, the student moves from observer, to teaching assistant in a medical qigong class taught by NCNM faculty members, to teaching patients of NCNM's Natural Health Center teaching clinics.

*Prerequisites: Acceptance into the Qigong Certificate Program, completion of Qigong Retreat and Qigong Practicum I-IX, and concurrent enrollment in Qigong X, XI, XII*

## 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 814 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*

### **CCM 815 Taiji I – Yang Style Long Form**

*(.75 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 which can be practiced on its own. 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. So taiji has something for everyone, but it does have a rather long learning curve.

### **Elective: CCM 964E/965E Taiji II-III, Yang Style**

*(1 lab credit each)*

Taiji II and beyond are electives. Although Taiji II-III are designed to be taken during the first year of the program, they may be taken anytime after Taiji I.

*Prerequisites: each course in the series requires completion of the prior levels*

### **Elective: CCM 966E/967E/968E Taiji IV-VI, Yang Style long form**

*(.5 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.

## **Traditional Mentorship Tutorial**

### **CCM 981/982/989 Traditional Mentorship Tutorial I-III**

*(1 lab credit 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 Oriental 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 adequate 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 can occur, students need training in point location, Chinese herbal materia medica and basic theory and philosophy of Chinese medicine. Before clinical internship commences, students need further development of interpersonal skills, diagnostic abilities, training in point actions and understanding of the Chinese formulary. The academic courses and sequence are designed to accomplish this goal.

To begin the first year observation component, students must successfully complete all first-year courses, as well as the clinical observation orientation seminar—where 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. A second clinical orientation is also 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. 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 936 Medicinary Practicum

*(1 clinic credit)*

Under the supervision of the medicinary staff, students spend 24 hours learning the mechanics of running a successful Chinese medicine medicinary. In addition to learning practical aspects of the medicinary business, 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 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.

### 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 706/713 Clinical Specialty Topics I-II

*(3 lecture credits each)*

Specialty 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 745/746/735 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.

### CCM 909/934 Clinical Internship I-XIV

*(2 clinic credits each, except for XIV, which is 1 clinic 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.

## Clinical Training

The five components within the clinical portion of the program are Observation, Medicinary Practicum, Special Topics, Internship and Case Presentation. These are organized as follows:

Year of Study		Clinical Component	Brief Description
MSOM	MSOM/ND		
1st	3rd	Medicinary Practicum	Learn the information and skills needed to run a successful Chinese medicine medicinary
2nd - 3rd	4th & 5th	Observation	Observe experienced practitioners treat patients
4th	6th	Specialty Topics	Observe and discuss treatment of difficult diseases
4th	6th	Internship	Student (under supervision) assumes primary responsibility for diagnosis and treatment of patients
4th	6th	Presentation	Presentation and discussion of 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 all nine Classical Texts courses, Chinese Medical Astrology 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.

## The Shiatsu Certificate Program

The Shiatsu Certificate Program consists of six courses (204 hours) taken over two years. 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.

# MSOM Curriculum

## first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM418	Foundations of Classical Chinese Medicine			36	36	3
CCM 411	Chinese Organ Systems: Cosmology & Symb I			36	36	3
CCM417	Integrative Biomedicine I			48	48	4
CCM441	Bridging Heaven and Earth: Ways of Knowing			18	18	1.50
CCM416	Palpation & Perception I Lab		24		24	1
CCM514	Qigong I Retreat			12	12	1
CCM551	Qigong I Practicum		18		18	0.75
CCM419	Chinese Language, History and Culture			18	18	1.50
	<b>First Year Fall Totals</b>	<b>0</b>	<b>42</b>	<b>168</b>	<b>210</b>	<b>15.75</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM414	Integrative Nutrition I			18	18	1.50
CCM 421	Chinese Organ Systems: Cosmology & Symb II			36	36	3
CCM429	Chinese Language, History and Culture II			18	18	1.50
CCM425	Chinese Diagnostic Techniques I		12	12	24	1.50
CCM442	Bridging Heaven and Earth: Ways of Knowing II			18	18	1.50
CCM427	Integrative Biomedicine			48	48	4
CCM426	Palpation & Perception II Lab		24		24	1
CCM524	Qigong II Retreat			12	12	1
CCM552	Qigong Practicum II		18		18	0.75
	<b>First Year Winter Totals</b>	<b>0</b>	<b>54</b>	<b>162</b>	<b>216</b>	<b>15.75</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM424	Integrative Nutrition II			18	18	1.50
CCM 434	Chinese Organ Systems: Cosmology & Symb III			36	36	3
CCM443	Intro to Clinic			18	18	1.50
CCM435	Chinese Diagnostic Techniques II		12	12	24	1.50
CCM437	Integrative Biomedicine			48	48	4
CCM444	Bridging Heaven and Earth: Ways of Knowing III			18	18	1.5
CCM438	Oriental Body Work		12	12	24	1.5
CCM534	Qigong III Retreat			12	12	1
CCM553	Qigong Practicum III		18		18	0.75
CCM445	Oriental Dietetics		12	12	24	1.50
CCM436	Palpation & Perception III		24		24	1
CCM936	Medicinary Practicum*		24		24	1
	<b>First Year Spring Totals</b>	<b>0</b>	<b>102</b>	<b>186</b>	<b>288</b>	<b>19.75</b>

\* Can be taken any quarter of the first year

	<b>First Year Totals</b>	<b>0</b>	<b>198</b>	<b>516</b>	<b>714</b>	<b>51.25</b>
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# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM412	Chinese Pathology I			24	24	2
CCM415	Integrative Pathology I			24	24	2
CCM516	Integrative Clinical/Physical Diagnosis I			24	24	2
CCM517	Integrative Physical Diagnosis Lab I		24		24	1
CCM511	Herbs I with Lab		12	36	48	3.50
CCM512	Acu-Moxa Points I			36	36	3
CCM513	Acu-Moxa Techniques I			24	24	2
CCM413	Acu-Moxa Anatomy I		12	12	24	1.5
CCM614	Qigong IV Retreat			12	12	1
CCM654	Qigong Practicum IV		18		18	0.75
CCM809	Clinic Observation Rotation	48			48	2
<b>Second Year Fall Total</b>		<b>48</b>	<b>66</b>	<b>192</b>	<b>306</b>	<b>20.75</b>

Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM422	Chinese Pathology II			24	24	2
CCM428	Integrative Pathology II			24	24	2
CCM526	Integrative Clinical/Physical Diagnosis II			24	24	2
CCM529	Integrative Physical Diagnosis Lab II		24		24	1
CCM521	Herbs II with Lab		12	36	48	3.50
CCM522	Acu-Moxa Points II			36	36	3
CCM523	Acu-Moxa Techniques II			24	24	2
CCM423	Acu-Moxa Anatomy II		12	12	24	1.5
CCM624	Qigong V Retreat			12	12	1
CCM655	Qigong Practicum V		18		18	0.75
CCM809	Clinic Observation Rotation	48			48	2
<b>Second Year Winter Total</b>		<b>48</b>	<b>66</b>	<b>192</b>	<b>306</b>	<b>20.75</b>

Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM431	Chinese Pathology III			24	24	2
CCM439	Integrative Pathology III			24	24	2
CCM546	Integrative Clinical/Physical Diagnosis III			24	24	2
CCM538	Integrative Physical Diagnosis Lab III		24		24	1
CCM531	Herbs III with Lab		12	36	48	3.50
CCM532	Acu-Moxa Points III			36	36	3
CCM533	Acu-Moxa Techniques III			24	24	2
CCM540	Auricular Points			12	12	1
CCM430	Practitioner Cultivation I		12	12	24	1.50
CCM634	Qigong VI Retreat			12	12	1
CCM657	Qigong Practicum VI		18		18	0.75
CCM809	Clinic Observation Rotation	48			48	2
<b>Second Year Spring Total</b>		<b>48</b>	<b>66</b>	<b>204</b>	<b>318</b>	<b>21.75</b>

<b>Second Year Totals</b>		<b>144</b>	<b>198</b>	<b>588</b>	<b>930</b>	<b>63.25</b>
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# third year

Course #	Third Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinic Observation Rotation	48			48	2
CCM611	Herbs IV			36	36	3
CCM612	Acu-Moxa Points IV			36	36	3
CCM613	Acu-Moxa Techniques IV			36	36	3
CCM714	Qigong VII Retreat			12	12	1
CCM757	Qigong Practicum VII		18		18	0.75
CCM717	Practitioner Cultivation II		12	12	24	1.50
CCM813	Integrative Immunology			24	24	2
CCM710	Survey of Classical Texts			36	36	3.00
	<b>Third Year Fall Totals</b>	<b>48</b>	<b>30</b>	<b>192</b>	<b>270</b>	<b>19.25</b>

Course #	Third Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinic Observation Rotation	48			48	2
CCM610	Internal Medicine I			36	36	3
CCM621	Herbs V			36	36	3
CCM622	Acu-Moxa Points V			36	36	3
CCM623	Acu-Moxa Techniques V			36	36	3
CCM724	Qigong VIII Retreat			12	12	1
CCM758	Qigong Practicum VIII		18		18	0.75
CCM527	Integrative Pharmacology of Natural Substances			24	24	2
CCM723	Business Seminar I			24	24	2
	<b>Third Year Winter Totals</b>	<b>48</b>	<b>18</b>	<b>204</b>	<b>270</b>	<b>19.75</b>

Course #	Third Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM809	Clinic Observation Rotation	48			48	2
CCM620	Internal Medicine II			36	36	3
CCM631	Herbs VI			36	36	3
CCM632	Acu-Moxa Points VI			36	36	3
CCM633	Acu-Moxa Techniques VI			36	36	3
CCM734	Qigong IX Retreat			12	12	1
CCM759	Qigong Practicum IX		18		18	0.75
CCM539	Integrative Pharmacology of Drugs			24	24	2
CCM732	Integrative Microbiology & Public Health			36	36	3
CCM980	Community Service (any quarter 3rd or 4th year)	24			24	1
	<b>Third Year Spring Totals</b>	<b>72</b>	<b>18</b>	<b>216</b>	<b>306</b>	<b>21.75</b>

	<b>Third Year Totals</b>	<b>168</b>	<b>66</b>	<b>612</b>	<b>846</b>	<b>60.75</b>
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# fourth year

Course #	Fourth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM992	Masters Thesis I			12	12	1
	<b>Fourth Year Summer Totals</b>	<b>144</b>	<b>0</b>	<b>12</b>	<b>156</b>	<b>7</b>

Course #	Fourth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM981	Traditional Mentorship Tutorial I		24		24	1
CCM739	Acu-Moxa Review			12	12	1
CCM706	Clinical Specialty Topics I			36	36	3
CCM993	Masters Thesis II			12	12	1
CCM715	Clinical Case Presentation I	24			24	1
CCM718	Chinese Medical Psychology			24	24	2
CCM814	Taiji I Retreat Yang Style			12	12	1
CCM815	Taiji I Practicum Yang Style		18		18	0.75
	<b>Fourth Year Fall Totals</b>	<b>168</b>	<b>42</b>	<b>96</b>	<b>306</b>	<b>16.75</b>

Course #	Fourth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM982	Traditional Mentorship Tutorial II		24		24	1
CCM999	Masters Thesis III			12	12	1
CCM713	Clinical Specialty Topics II			36	36	3
CCM725	Clinical Case Presentation II	24			24	1
CCM737	Ethics & Jurisprudence			12	12	1
CCM738	Herbs Review			12	12	1
CCM719	Classical Case Studies I			36	36	3
	<b>Fourth Year Winter Totals</b>	<b>168</b>	<b>24</b>	<b>108</b>	<b>300</b>	<b>17</b>

Course #	Fourth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM731	Business Seminar II			24	24	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM909	Clinic Internship Rotation	48			48	2
CCM934	Clinic Internship Holiday Rotation	24			24	1
CCM989	Traditional Mentorship Tutorial III		24		24	1
CCM721	Classical Case Studies II			36	36	3
CCM735	Clinical Case Presentation III	24			24	1
	<b>Fourth Year Spring Totals</b>	<b>240</b>	<b>24</b>	<b>60</b>	<b>324</b>	<b>16</b>

	<b>Fourth Year Totals</b>	<b>720</b>	<b>90</b>	<b>276</b>	<b>1086</b>	<b>56.75</b>
	<b>Program Totals</b>	<b>1032</b>	<b>552</b>	<b>1992</b>	<b>3576</b>	<b>232</b>

# Master of Acupuncture

The Master of Acupuncture program was originally developed to meet the needs of naturopathic students wanting to practice acupuncture from a classical perspective. It is a four-year program consisting of 2,808 hours and 184 credits. Its foundation is identical to that of the MSOM program without the herb courses; upper-level courses focus in particular on the clinical application of acupuncture and moxibustion techniques. Three courses were developed specifically for this program—Acu-Moxa Therapeutics I and II, and Chinese Patent Medicines.

## MAc Course Descriptions

### Acu-Moxa Points and Techniques Series

The acu-moxa points and techniques series begin 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 second year of training. Acu-moxa points I-III constitute the first year; IV-VI the second.

### 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 (detours), 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. The prescriptions reviewed are designed to address diseases and symptoms that are commonly seen in a clinical setting. We discuss the diagnostic differentiation, treatment principles, key points and basic prescriptions in order to develop a repertoire of treatment plans and to model the creation of a well-crafted prescription.

*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 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 an instructor.

*Prerequisite: CCM 622*

*Corequisite: concurrent enrollment in CCM 633*

## **CCM 540 Auricular Points**

*(1 lecture credit)*

The Chinese system of auricular therapy is presented focusing on the distribution and identification of the points in the context of using the ear for both diagnosis and treatment.

*Prerequisite: CCM 523*

*Corequisite: concurrent enrollment in CCM 532*

## **Acu-Moxa Techniques**

This series of six courses focuses on developing both diagnostic and treatment skills. The format is typically a combination of lecture and demonstration, followed by students practicing 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 each point's anatomical location. The Chinese system of anatomical measurement and all 361 standard points on the 14 primary channels are presented. Techniques I covers the 6 arm and 2 midline channels, plus 34 extra points. Techniques II covers the 6 leg channels. These two courses are primarily hands-on, with an emphasis on finding and marking points on oneself and a partner, and thereby learning to feel the point and ultimately the qi present there.

*Prerequisite for 513: second-year status*

*Corequisite for 513: concurrent enrollment in CCM 512  
(Pts I)*

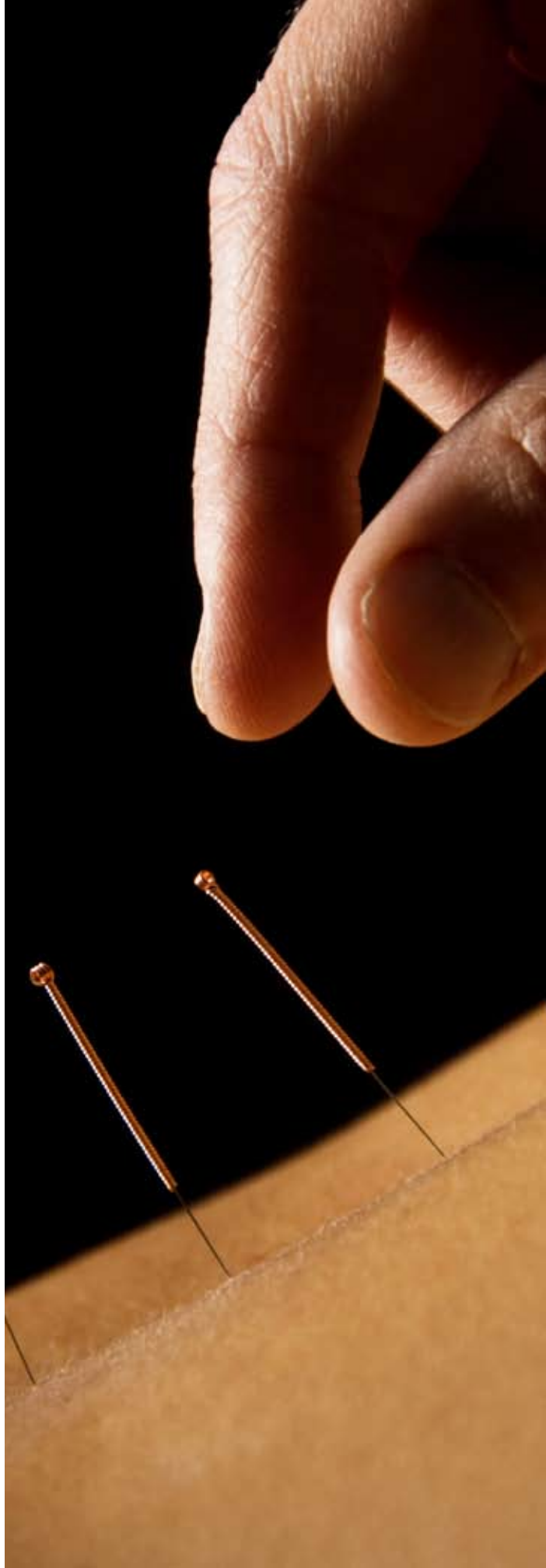
*Prerequisites for 523: CCM 512 & 513 (Pts & Tech I)*

*Corequisite: concurrent enrollment in CCM 522 (Pts II)*

### **CCM 533 Acu-Moxa Techniques III**

*(2 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 pain-free, 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: 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*

## Basic Sciences

### CCM 413/423 Acu-Moxa Anatomy I, II

*(1 lab credit each)*

In this innovative two-part series, students learn human anatomy through a combination of lecture and human cadaver prosection lab. 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.

*Prerequisites: CCM 413 for 423*

### 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 will be presented within a larger context of food energetics. The concepts of nutrient requirements (including the RDA and the DRI) will be introduced, along with a consideration of the major food sources of specific nutrients. The biochemical explanation of digestion and nutrient absorption will be 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 will focus 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 will be explored. Vegetarian, vegan, carnivore and omnivore diets will be discussed, and popular diets will be examined in the larger context of energetic and nutritional concepts. Basic approaches to modern problems such as heart disease, diabetes and cancer will be presented.

*Prerequisite: CCM 414*

## CCM 417/427/437 Integrative Biomedicine I-III

(4 lecture credits each)

This course seeks to explore the human life sciences from the perspective of non-mechanical modes of perception. Using the phenomenological method of the German poet/scientist Johann Wolfgang von Goethe (1749-1832), a unique process-oriented physiology, biochemistry and anatomy is explored and applied to Chinese medicine. Students will investigate the integration of external sense data with inner modes of cognition, thus providing a firm foundation for the understanding of higher-order forces of organization characteristic of the living world. Relations between the human being, the natural world and the cosmos are all explored within the context of body, soul and spirit. Specific exercises focus on the perception of formative forces in the mineral, plant, animal and human realms, preparing students for a deeper interpretation of the Chinese classics.

*Prerequisites: CCM 417 for CCM 427; CCM 427 for CCM 437*

## CCM 441/442/443 Bridging Heaven and Earth: Ways of Knowing I-III

(1.5 lecture credits each)

This three-course series introduces students to the fundamental concepts and practices of evidence-based medicine as it relates to classical Chinese medicine. Students will learn how to access, assess, relate and integrate information from modern scientific sources as well as ancient Chinese classical texts. They will develop critical thinking and reflective learning skills and will cultivate internal modes of perception. The course has the long-term goal of improving clinical outcomes.

*Prerequisites: CCM 442 for CCM 443*

## CCM 732 Integrative Microbiology and Public Health

(3 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. Treatment approaches are viewed from Western and Chinese perspectives, as are public health topics, including the etiology, epidemiology, prevention and control of communicable diseases. Students learn about legally mandated infectious disease reporting.

*Prerequisite: second-year status*

## CCM 813 Integrative Immunology

(2 lecture credits)

This course will present the fundamentals of immune function within the context of Chinese medical philosophy. Students will learn how Chinese medicine affects the immune system, and will explore how Western scientific knowledge concerning the structure and function of the immune system relates to the human body as described by Chinese medicine. Recent insights into such topics as auto-immune disease and psychoneuroimmunology will also be discussed.

*Prerequisite: second-year status*

## Classical Chinese Medicine Foundations

### CCM 419/429 Chinese Language, History, and Culture I, II (an Introduction)

(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 will 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 will also study the basics of the spoken and written classical Chinese language. They will 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 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 will learn how to critically read the introductory literature of the field.

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

(3 lecture credits each)

This three course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which defines the physiology of the microcosm as a projection of macrocosmic themes (stellar constellations, months of the year, earthly branches, hexagrams, rivers in the sacred landscape of ancient China). Presenting the results of 10 years 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 observational and analytical methods employed by Chinese sages in the study of nature for the definitive examination of human pathology. The course consists of collective readings of pivotal paragraphs from classical writings to gain an understanding of the processes of differentiation that led to the establishment of Chinese medical pathology. Specific concepts include the Three Causes (san yin), the Six Qi (liu qi), the Six Conformations (liujing bianzheng) and the Eight Parameters (bagang bianzheng). A main focus of the course series is an analysis of the crucial

passage from the medical classic *Huangdi neijing*, termed the Nineteen Lines on Pathology (bingji shijiu tiao).

From an historical perspective, the courses consider diagnostic methodologies from all eras, beginning around 500 BCE with pre-Qin and Han dynasty doctrines on yin and yang theory, to Song and Ming dynasty systems of organ differentiation (zangfu bianzheng), to the eighteenth century systems of Four Layer (wei qi ying xue) differentiation and Triple Burner differentiation (sanjiao bianzheng) for the diagnosis of heat-induced pathologies. Upon completion of this series, students will have learned a dynamic and functional methodology that allows them to conceptualize and recognize the fundamental pathologies of micro- and macrocosm, providing them with a solid foundation for the clinical application of advanced level coursework.

*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 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. Also, visual and olfactory perception, along with the traditional Ten Questions (shiwen) are practiced in class.

## CCM 660/661 Acu-Moxa Therapeutics I, II

(3 lecture credits each)

In this two-course series, the selection of points and acupuncture treatment protocols will be studied. Students will learn the pathology, clinical manifestations, pattern differentiations, and treatment strategies for zang-fu (organs and channels) relevant to a given disease condition from a classical Chinese medicine perspective. Through case discussions these courses will 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.



## CCM 719 Classical Case Studies I

(3 lecture credits)

This class offers an historical overview of the evolution and development of major medical schools of thought within the classical tradition. Unique clinical approaches and the impact of the various lineages on contemporary clinical practices are discussed.

*Prerequisite: fourth-year status*

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

(2 lecture credits each)

These elective courses introduce students to the cultural and philosophical background of Chinese medicine through a careful 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.

*Prerequisite: CCM 971E for CCM 973E; CCM 973E for CCM 974E and CCM 979E; CCM 974E for CCM 977E; CCM 977E for CCM 978E; CCM 961E for CCM 962E; CCM 962E for CCM 970E*

## Elective: CCM 994E Yi-Jing (I Ching) Book of Changes

(2 lecture credits)

This course is a detailed introduction to this classic of Chinese philosophy, culture and cosmology. The course is divided into two parts:

Part 1 concerns accessing the oracle, beginning with a survey of translations and recommendations on books to purchase. It covers such basics as the historical development and authorship of the text. Students will learn how to use the text for divination, including the traditional coin and stalk methods as well as the more contemporary bead method. A unique system for computing one's personal hexagrams is also presented. This segment ends with a discussion on how to formulate good questions. Part 2 explores the structure of the hexagrams as the primary key to interpretation. Technical terminology is explained along with traditional associations and conventions used to decipher the symbolic messages. In the process students will greatly deepen their understanding of yin-yang, the five phases and the ba-gua.

*Prerequisite: open to all NCNM students*

## Clinical Science

### CCM 516/526/546 Integrative Clinical/ Physical Diagnosis I-III

(2 lecture credits each)

These seminar format courses will be coordinated with Integrative Pathology I-III and reference information from Chinese Pathology I-III to teach students how the Western scientific approach to disease diagnosis can be understood from the perspective of classical Chinese medicine. Theoretical aspects of history taking, physical examination and laboratory testing will be related to the diagnosis and management of diseases of the body's major organ systems, and in turn to the assessment of pathologies of the Chinese organ networks. Students will learn how to navigate the Western medical system (e.g., ordering and interpreting laboratory tests, making appropriate referrals, coordinating treatment with Western practitioners), and to apply Western scientific techniques and interpret their results according to classical Chinese theory.

*Prerequisite: second-year status; CCM 411/421/434*

*Corequisite: concurrent enrollment in CCM 415/428/439 and CCM 412/422/431*

### CCM 517/529/538 Integrative Physical Diagnosis Laboratory I-III

(1 lab credit each)

In these courses, students will get direct experience learning the history-taking and examination techniques





covered in the Integrative Clinical/Physical Diagnosis series. Whenever possible, the course content will be related to the skills learned in Chinese Diagnostic Techniques I-II.

*Prerequisite: second-year status*

*Corequisite: concurrent enrollment in CCM 516/526/546*

### **CCM 415/428/439 Integrative Pathology I-III** (2 lecture credits each)

In this course series, mechanistic descriptions of pathological processes at the cellular through organ system levels will be examined from the perspectives of phenomenological and classical Chinese symbol science introduced in the first year. Through individual projects and class discussions, students will contribute to the growing body of knowledge that bridges Eastern and Western approaches to understanding disease.

*Prerequisite: second-year status*

### **CCM 539 Integrative Pharmacology of Drugs** (2 lecture credits)

This course will provide future Chinese medicine practitioners with a basis for understanding both the pharmacological and energetic effects of drugs that their patients may be taking. Basic concepts of biomedical pharmacology will be discussed, providing a foundation for understanding the pharmacodynamics, mechanisms of action, and side effects of commonly prescribed drugs. Energetic considerations of pharmacological agents will be explored according to the pioneering model that the medical scholar Zhang Xichun set forth in his work

from the 1920s, “An Integrative Approach to Medicine.” Potential interactions between drugs, herbs and nutrients will be discussed from both biomedical and energetic perspectives.

*Prerequisites: CCM 511/521/531/611*

*Corequisites: concurrent enrollment in CCM 621*

### **CCM 527 Integrative Pharmacology of Natural Substances**

(2 lecture credits)

Utilizing the process-oriented thinking developed in the first years of the Chinese medicine program, students learn to apply these modes of perception to gain a deeper understanding of the therapeutic use of mineral and plant remedies. Pharmacological substances are explored both from the context of traditional chemistry, as well as from the context of a phenomenological science that seeks to understand the inner gestures and cosmic formative forces carried by each compound. Through lecture and demonstration, the medicinal actions of metals, minerals and plant constituents are integrated into the context of a living science.

*Prerequisites: CCM 511/521/531/611*

*Corequisite: concurrent enrollment in CCM 621*

## Herbal Studies

### CCM 445 Oriental Dietetics

*(1 lecture credit with .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.

### CCM 670 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 will learn how to supplement acupuncture treatments with Chinese patent formulas chosen according to the five-element and six-conformation diagnostic systems. They will 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: third-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: third-year status*

## Mind/Body Medicine

### CCM 430 Practitioner Cultivation I

*(1 lecture credit and .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 will be employed.

### CCM 717 Practitioner Cultivation II

*(1 lecture credit with .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/countertransference. The primary tools of exploration will be discussion, lecture, case-study, role-play, body/mind exercises, self-reflection and writing.

*Prerequisites: CCM 430*

### CCM 718 Chinese Medical Psychology

*(2 lecture credits)*

This course offers an introduction to the Chinese system 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. More specifically, case examples from the early nineteenth century emotional healing practice of the Confucian healer Wang Fengyi and the Northern Chinese hospital of his contemporary student Liu Shanren are presented. From a practical standpoint, participants will learn therapeutic techniques that facilitate physical and emotional cleansing through five element based counseling, and a series of organ specific chants and affirmations.

*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 will 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 Lab I-III

*(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 the bodywork and the acu-moxa courses.

*Prerequisite: CCM 416 for CCM 426; CCM 426 for CCM 436*

### CCM 438 Oriental Bodywork

*(1 lecture credit with .5 lab credit)*

This course introduces the energetic, theoretical and practical aspects of classical Chinese massage (Tuina). Students will learn the types of disease that, according to the Neijing, are the most suitable to be treated with massage. They will learn how and why massage treatments can cure illness, and will be shown how to create an effective treatment plan. Through demonstration and hands-on exercise, students will learn and practice precise massage 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 will 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, the 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. Class will emphasize proper alignment and body position for the practitioner, and focuses on the sequence (kata/form) of the massage. The kata should become second nature, which is to say, memorized and internalized. Students will be exposed to the energetic, theoretical and technical aspects of shiatsu. Theory will focus on learning the channel pathways. Instruction will emphasize kinesthetic learning, alternating between demonstration and practice.

*Prerequisite: open to all NCNM students*

### Elective: CCM 997E Shiatsu II, 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 will combine 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 an hour and a quarter.

*Prerequisites: CCM 911E/997E*

## Second Year – Long Form Series Elective: CCM 805E Shiatsu IV, Shiatsu Stretches

(1.5 lab credits)

Shiatsu IV, 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, and 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 for the practitioner, both as preparation to give or 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 prescriptive stretches for a client.

*Prerequisites: CCM 911E/997E/998E*

## Elective: CCM 806E Shiatsu V, Long Form

(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, these round out the massage for both the student and the client to create a very comprehensive and satisfying, if somewhat lengthy massage.

*Prerequisites: CCM 911E/997E/998E/805E*

## Elective: CCM 807E Shiatsu VI, Long Form Practicum

(1.5 lab credits)

Shiatsu VI is the long-form practicum, in which, like Shiatsu III, 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 learned 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.

*Prerequisites: CCM 911E/997E/998E/805E/806E*

## Review Courses – Acu-Moxa

### 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*

## 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 will 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 enable their understanding of the relationship between characters, philosophy, and the 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 will learn new symbols and continue their inner cultivation as begun in Chinese Calligraphy I.

*Prerequisite: CCM 972E*

### 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.



## Elective: CCM 544E Classical Chinese Instruments

*(1 lab credit)*

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

## 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 Retreat I & CCM 551 Qigong Practicum I

*(1 lecture credit/.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 Retreat II & CCM 552 Qigong Practicum II

*(1 lecture credit/.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 Retreat III & CCM 553 Qigong Practicum III

*(1 lecture credit/.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: CCM 514/551*

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

*(1 lecture credit/.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: CCM 514/551*

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

*(1 lecture credit/.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 514/551*

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

*(1 lecture credit/.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 514,524,534,614,624 Qigong Retreats & CCM 551,552,553,654,655 Qigong Practica.*

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

*(1 lecture credit/.75 lab credit each)*

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shishi 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 524,534,614,624,634 & CCM 552,553,654,655,656*

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

(1 lecture credit/.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 740E/741E/742E Qigong Practicum X, XI, XII

(.75 lecture credits each)

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

*Prerequisites:* CCM 733/759

## Qigong Teaching Series

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

## Elective: CCM 603E/604E/605E Teaching Medical Qigong I-III

(2 lecture credits each)

Over three quarters, the student moves from observer, to teaching assistant in a medical qigong class taught by NCNM faculty members, to teaching patients of NCNM's Natural Health Center teaching clinics.

*Prerequisites:* Acceptance into the Qigong Certificate Program, completion of Qigong Retreat and Qigong Practicum I-IX, and concurrent enrollment in Qigong X, XI, XII

## 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 MAc program. However, students are encouraged to take it sooner if they wish to take full advantage of the taiji elective series.

## CCM 814 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

## CCM 815 Taiji I – Yang Style Long Form

(.75 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 which can be practiced on its own. 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. So taiji has something for everyone, but it does have a rather long learning curve.

## Elective: CCM 964E/965E Taiji II-III, Yang Style

(1 lab credit each)

Taiji II and beyond are electives. Although Taiji II-III are designed to be taken during the first year of the program, they may be taken anytime after Taiji I.

*Prerequisites:* each course in the series requires completion of the prior levels

## Elective: CCM 966E/967E/968E Taiji IV-VI, Yang Style Long Form

(.5 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.





## Traditional Mentorship Tutorial

### CCM 981/982 Traditional Mentorship Tutorial I-II

*(1 lab credit 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 Oriental 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 adequate 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 can occur, students need training in point location and basic theory and philosophy of Chinese medicine. Before clinical internship commences, students need further development of interpersonal skills, diagnostic abilities and training in point actions. The academic courses and sequence are designed to accomplish this goal.

To begin the observation component, students must successfully complete all second-year courses, as well as the clinical observation orientation seminar—where clinic policies and procedures are reviewed. Internship begins after successful completion of all third-year courses,



observation shifts and passing of the clinic entrance exam. A second clinical orientation is also 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. 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.

### CCM 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.

### CCM 706 Clinical Specialty Topics I

*(3 lecture credits)*

Specialty 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 745/746 Clinical Case Presentation I-II

*(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.

## Clinical Training

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

Year of Study		Clinical Component	Brief Description
MAc	MAc/ND		
3rd	5th	Observation	Observe experienced practitioners treat patients
4th	6th	Specialty Topics	Observe and discuss treatment of difficult diseases
4th	6th	Internship	Student (under supervision) assumes primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Case Presentation	Presentation and discussion of cases with peers and supervisors

## CCM 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.

## 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 all nine Classical Texts courses, Chinese Medical Astrology, 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 their own qigong classes.

### The Shiatsu Certificate Program

The Shiatsu Certificate Program consists of six courses (204 hours) taken over two years. 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.

# MAsc Curriculum

## first year

Course #	First Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM418	Foundations of Classical Chinese Medicine			36	36	3
CCM 411	Chinese Organ Systems: Cosmology & Symb I			36	36	3
CCM419	Chinese Language, History & Culture			18	18	1.50
CCM417	Integrative Biomedicine I			48	48	4
CCM441	Bridging Heaven and Earth: Ways of Knowing I			18	18	1.50
CCM416	Palpation & Perception I Lab		24		24	1
CCM514	Qigong I Retreat			12	12	1
CCM551	Qigong I Practicum		18		18	0.75
	<b>First Year Fall Totals</b>	<b>0</b>	<b>42</b>	<b>168</b>	<b>210</b>	<b>15.75</b>

Course #	First Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM 421	Chinese Organ Systems: Cosmology & Symb II			36	36	3
CCM414	Integrative Nutrition I			18	18	1.50
CCM427	Integrative Biomedicine II			48	48	4
CCM425	Chinese Diagnostic Techniques I		12	12	24	1.50
CCM442	Bridging Heaven and Earth: Ways of Knowing II			18	18	1.50
CCM426	Palpation & Perception II Lab		24		24	1
CCM524	Qigong II Retreat			12	12	1
CCM552	Qigong Practicum II		18		18	0.75
CCM429	Chinese Language, History & Culture			18	18	1.50
	<b>First Year Winter Totals</b>	<b>0</b>	<b>54</b>	<b>162</b>	<b>216</b>	<b>15.75</b>

Course #	First Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM 434	Chinese Organ Systems: Cosmology & Symb III			36	36	3
CCM424	Integrative Nutrition II			18	18	1.50
CCM437	Integrative Biomedicine III			48	48	4
CCM435	Chinese Diagnostic Techniques II		12	12	24	1.50
CCM534	Qigong III Retreat			12	12	1
CCM553	Qigong Practicum III		18		18	0.75
CCM444	Bridging Heaven and Earth: Ways of Knowing III			18	18	1.50
CCM436	Palpation & Perception III Lab		24		24	1
CCM445	Oriental Dietetics		12	12	24	1.50
CCM438	Oriental Body Work		12	12	24	1.50
	<b>First Year Spring Totals</b>	<b>0</b>	<b>78</b>	<b>168</b>	<b>246</b>	<b>17.25</b>

	<b>First Year Totals</b>	<b>0</b>	<b>174</b>	<b>498</b>	<b>672</b>	<b>48.75</b>
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# second year

Course #	Second Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM412	Chinese Pathology I			24	24	2
CCM415	Integrative Pathology I			24	24	2
CCM516	Integrative Clinical/Physical Diagnosis I			24	24	2
CCM517	Integrative Physical Diagnosis Lab I		24		24	1
CCM512	Acu-Moxa Points I			36	36	3
CCM513	Acu-Moxa Techniques I			24	24	2
CCM413	Acu-Moxa Anatomy I		12	12	24	1.5
CCM614	Qigong IV Retreat			12	12	1
CCM654	Qigong Practicum IV		18		18	0.75
	<b>Second Year Fall Total</b>	<b>0</b>	<b>54</b>	<b>156</b>	<b>210</b>	<b>15.25</b>

Course #	Second Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM422	Chinese Pathology II			24	24	2
CCM428	Integrative Pathology II			24	24	2
CCM526	Integrative Clinical/Physical Diagnosis II			24	24	2
CCM529	Integrative Physical Diagnosis Lab II		24		24	1
CCM522	Acu-Moxa Points II			36	36	3
CCM523	Acu-Moxa Techniques II			24	24	2
CCM423	Acu-Moxa Anatomy II		12	12	24	1.5
CCM624	Qigong V Retreat			12	12	1
CCM655	Qigong Practicum V		18		18	0.75
	<b>Second Year Winter Total</b>	<b>0</b>	<b>54</b>	<b>156</b>	<b>210</b>	<b>15.25</b>

Course #	Second Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM431	Chinese Pathology III			24	24	2
CCM439	Integrative Pathology III			24	24	2
CCM546	Integrative Clinical/Physical Diagnosis III			24	24	2
CCM538	Integrative Physical Diagnosis Lab III		24		24	1
CCM532	Acu-Moxa Points III			36	36	3
CCM533	Acu-Moxa Techniques III			24	24	2
CCM540	Auricular Points			12	12	1
CCM430	Practitioner Cultivation I		12	12	24	1.50
CCM634	Qigong VI Retreat			12	12	1
CCM657	Qigong Practicum VI		18		18	0.75
CCM443	Intro to Clinic			18	18	1.50
	<b>Second Year Spring Total</b>	<b>0</b>	<b>54</b>	<b>186</b>	<b>240</b>	<b>17.75</b>

	<b>Second Year Totals</b>	<b>0</b>	<b>162</b>	<b>496</b>	<b>660</b>	<b>48.25</b>
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# fourth year

Course #	Fourth Year Summer	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
	<b>Fourth Year Summer Totals</b>	<b>144</b>			<b>144</b>	<b>6</b>

Course #	Fourth Year Fall	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM981	Traditional Mentorship Tutorial I		24		24	1
CCM739	Acu-Moxa Review			12	12	1
CCM706	Clinical Specialty Topics I			36	36	3
CCM745	Clinical Case Presentation I	24			24	1
CCM718	Chinese Medical Psychology			24	24	2
CCM814	Taiji Retreat I			12	12	1
CCM815	Taiji Practicum I		18		18	0.75
	<b>Fourth Year Fall Totals</b>	<b>120</b>	<b>42</b>	<b>84</b>	<b>246</b>	<b>13.75</b>

Course #	Fourth Year Winter	Clinic	Lab	Lecture	Hours	Credits
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM982	Traditional Mentorship Tutorial II		24		24	1
CCM746	Clinical Case Presentation II	24			24	1
CCM737	Ethics & Jurisprudence			12	12	1
CCM719	Classical Case Studies I			36	36	3
	<b>Fourth Year Winter Totals</b>	<b>120</b>	<b>24</b>	<b>48</b>	<b>192</b>	<b>10</b>

Course #	Fourth Year Spring	Clinic	Lab	Lecture	Hours	Credits
CCM731	Business Seminar II			24	24	2
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation	48			48	2
CCM909	Clinical Internship Rotation <sup>^</sup>	48			48	2
	<b>Fourth Year Spring Totals</b>	<b>144</b>	<b>0</b>	<b>24</b>	<b>168</b>	<b>8</b>

<sup>^</sup>May be taken summer, fall, winter or spring

	<b>Fourth Year Totals</b>	<b>528</b>	<b>66</b>	<b>156</b>	<b>750</b>	<b>37.75</b>
	<b>Program Totals</b>	<b>696</b>	<b>468</b>	<b>1656</b>	<b>2820</b>	<b>186.5</b>

# MSOM/MAC Electives

## electives

Course #	Course	Term	Lab	Lecture	Hours	Credits
CCM991	Shiatsu I	Fall	36		36	1.50
CCM997E	Shiatsu II	Winter	36		36	1.50
CCM998E	Shiatsu III	Spring	24		24	1
CCM805	Shiatsu IV	Fall	36		36	1.50
CCM806	Shiatsu V	Winter	36		36	1.50
CCM807	Shiatsu VI	Spring	36		36	1.50
CCM964E	Taiji II Yang Style	Winter	12		12	0.50
CCM965E	Taiji III Yang Style	Spring	12		12	0.50
CCM966E	Taiji IV Yang Style	Fall	12		12	0.50
CCM967E	Taiji V Yang Style	Winter	12		12	0.50
CCM968E	Taiji VI Yang Style	Fall	12		12	0.50
CCM603	Teaching Medical Qigong I	Fall		24	24	2
CCM604	Teaching Medical Qigong II	Winter		24	24	2
CCM605	Teaching Medical Qigong III	Spring		24	24	2
CCM740E	Qigong X Practicum	Fall		24	24	2
CCM741E	Qigong XI Practicum	Winter		24	24	2
CCM742E	Qigong XII Practicum	Spring		24	24	2
CCM543E	Weiqi	Spring	24		24	1
CCM994E	Yi-Jing			24	24	2
CCM972E	Chinese Calligraphy I		24		24	1
CCM976E	Chinese Calligraphy II		24		24	1
CCM542	Chinese Medical Astrology			24	24	2
CCM543	5-Element Retreat			12	12	1
CCM544E	Classical Chinese Instruments		24		24	1
CCM971E	Classical Texts I			24	24	2
CCM973E	Classical Texts II			24	24	2
CCM974E	Classical Texts III			24	24	2
CCM977E	Classical Texts IV			24	24	2
CCM978E	Classical Texts V			24	24	2
CCM979E	Classical Texts VI			24	24	2
CCM961E	Classical Texts VII			24	24	2
CCM962E	Classical Texts VIII			24	24	2
CCM970E	Classical Texts IX			24	24	2



# 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 associate dean of naturopathic medicine or classical Chinese medicine. 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 registrar and dean of naturopathic medicine or dean of classical Chinese medicine. Approval is based upon space availability and meeting of prerequisite requirements. Graduates of accredited ND or graduate AOM 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 Continuing Education and Alumni Affairs.

## 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 available from the Office of Admissions. 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





## Attendance and Tardiness

NCNM expects prompt and regular attendance at classes. Faculty members may require students to attend up to 100 percent of scheduled classes in order to pass a course. Instructors may take into account habitual tardiness when calculating a course or clinic grade.

## 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
- NP (NEAR PASS) marginal performance (temporary grade)
- F (FAILURE) unsatisfactory performance (permanent grade)
- 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)
- NR (NOT RECORDED)

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:

## 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.

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
- NP (NEAR PASS) marginal performance (temporary grade)
- F (FAILURE) unsatisfactory performance (permanent grade)
- 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)
- NR (NOT RECORDED)

## Grade of "NP"

Instructors may give a grade of "NP" when a student is close to passing (within 10%) and can receive tutoring, complete the course requirements and have grade change submitted by the end of the second week of fall, winter, and spring terms, and the end of the third week of summer term. "NP" grades that are not satisfied within the above time frame automatically change to "F." Some courses do not lend themselves to this approach and it is at the discretion of the instructor whether they use this grade. "NP" may only be converted to a "P," not an "H."

## 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 the skills-building shift.

## Grade of “I”

Students receiving an “I” grade are held 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 will automatically become a grade of “F”. 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 a grade of “W” will be given for the class. A withdrawal will affect the student’s ability to continue in certain course sequences in subsequent quarters.

## College Advising

Upon entering NCNM each student is assigned an advisor by the Office of the Dean of Students. The advisors, including ND, MSOM, MAc and administrative faculty and staff 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, 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. College advisors who are not physicians will have their advisees paired with clinic advisors once the students enter the clinic.

Advisors meet with their first-year advisees early in the school year and then on an as-needed basis. Advisors have a regularly updated file of resources to help guide the student appropriately. Clinic advising involves a meeting of advisors and advisees to review current quarterly status reports. Academic advising is managed by the associate dean of each academic program upon the referral from college advisors. The dean of students administers the overall program.

## Academic Advising

The associate deans administer academic advising for each of the academic programs. Guidance is available to assist in creating a personal timetable for students on an extended program, as well as for academic and professional progress. Although students are not required to consult with an advisor, students who are not making satisfactory academic progress must consult with their program’s associate dean. Students who are pursuing any program other than the standard four-year ND, four-year MSOM, four-year MAc or six-year dual track must confer with their program’s associate dean to ensure all requirements are met.

Each program’s dean or associate dean 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 dual track
- Requests for permission to take exams early or late (in extraordinary circumstances only)
- Independent studies
- Grade appeals

## Satisfactory Academic Progress

Students must maintain satisfactory academic progress toward a degree in order to continue in the program. Moreover, federal regulations require that financial aid applicants and recipients maintain satisfactory academic progress toward their degrees. Satisfactory academic progress is defined as follows:

- Students must achieve a “pass” or “honors” grade in all required courses.
- Students must pass a minimum of 33 credits in an academic year, including all required courses for full-time ND, MSOM, MAc or dual track.
- Students must complete all coursework and meet graduation requirements within six years of matriculation into the MSOM or MAc program, or within seven years into the ND or dual track.
- Students must pass all clinic exam requirements (Graduate Proficiency Assessments (GPAs) in the ND program; Clinic Entrance and Exit Exams in the MSOM and MAc program).

## Academic Probation

Students failing required courses will be placed on academic probation. When placed on probation, all students must meet with their program’s associate dean and sign an Academic Action Plan within one week. This agreement will delineate a timetable for repeating failed courses, identify other needed resources and requires 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 Action Plan is on file in the Registrar's Office. Students who fail to complete an Academic Action Plan will be withdrawn from any courses in which they are currently enrolled. Students are removed from academic probation once any courses or clinic rotations are repeated and passed and the terms of the Academic Action Plan are met.

## Unsatisfactory Academic Progress

Students who do not make satisfactory academic progress may be referred to the Academic Review Committee. This committee reviews student progress both in required courses and in the clinic.

Essential elements reviewed include, but are not limited to:

- Failure of a course or clinic shift
- Failure to complete in a timely manner an Academic Action Plan
- Failure to comply with the terms of an Academic Action Plan
- Violations of professional conduct

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

- A revised Academic Action Plan
- 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 Action Plan
- Failure of two clinic rotations 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

## Non-Academic Review Committee

The Non-Academic Review Committee (NARC) is a standing committee, composed of three faculty members and two alternates, with representation from all programs. 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 and Student Handbook. Areas of non-academic performance include honesty, interpersonal skills, deportment and demeanor, learning skills, professional behavior and communications skills. The committee reviews all reports which may be submitted by faculty, staff, or other students. The committee does not accept anonymous reports.

After reviewing all information including, on occasion, a request for a student to meet with the committee to discuss reported problems, the committee makes recommendations to the program dean. An accumulation of non-academic 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 NARC determines that the frequency of reports or the seriousness of a report demonstrates a problem, they may recommend to the program dean that the student be placed on probation for behavioral reasons. Thereafter, any reports forwarded to the NARC may serve as a basis for the committee to recommend dismissal.

The committee may recommend to the program dean one of the following considerations after reviewing a student file:

- The student is progressing appropriately. No further action is required.
- 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.

Reports and letters outlining decisions made by the NARC and /or dean, are maintained in the student's files in the Registrar's Office. Non-academic reports do not affect a student's academic record and are shredded after the student graduates.

## Appeal of Academic/Non-Academic Dismissal

A student suspended or dismissed will have 10 business days from the date of the dismissal notification to appeal to the provost in writing. Such an appeal must include the basis for the appeal and provide a detailed plan for successful completion if the student is allowed to remain enrolled. The provost will respond with a final decision.

## Examination Schedule Change

Students are required to complete all examinations on schedule. In cases of severe illness, bereavement or family emergency, please see the policy on Certified Excused Absences in the Student Handbook. Please 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 dean of students. Deferred exams must be taken within one week of the original examination date and must be scheduled through the specific academic department. Students who defer exams will be asked to sign an affirmation prior to taking the exam that they have not received knowledge about the exam from other students.

## Graduation Requirements

Candidates for graduation must:

- Satisfy all courses in the prescribed curriculum
- Satisfy clinic requirements
- Satisfy all financial obligations to NCNM
- ND students commencing their studies after July 1, 2005, must complete a minimum of 13 credits of electives.
- MSOM and MAc students must complete (with a grade of “C” or better) an approved course in physics prior to graduation. (This requirement may be fulfilled prior to matriculation or during the academic program at NCNM.)

Only students who have completed all their academic coursework, thesis 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. In rare cases, a student who has completed all their coursework except for a small number of clinical hours may be allowed to walk in graduation ceremonies. Petition to participate in commencement ceremonies must be made to the provost by the start of spring quarter preceding graduation; the petition must outline the clinical work that they have not completed and give evidence that they will be able to complete this outstanding work by the end of the following summer quarter. Failure to complete the outstanding hours during the summer will result in the student being required to pay a fee to complete this work in the fall quarter. A diploma will not be issued to these students until they have completed all required work, and will not be allowed to take licensing examinations until they have completed all required work.

## 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 often cannot continue with a full class load due to sequential courses and missing prerequisites. The ND, MSOM, and MAc associate deans can guide students through their new schedule.

The registrar must be advised of a student’s intention to return to NCNM at least one month 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 withdrawn from NCNM and required to submit a new application for admissions. A leave of absence normally will be granted to any student who is in good standing (i.e., has no outstanding grades of Incomplete, Near Pass 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 Registrar’s Office 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 and subsequently the student's fitness for returning to the program.

If a student on leave does not return within one year, she/he will be required to submit a new application for admission. The student will need to satisfy admission requirements in effect at the time of reapplication, but may request that the application fee be waived.



## 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 admissions.

## 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. This may be an option for students who have a scheduling conflict for a required course and it is not academically beneficial to delay taking the class until the following year. Scheduling conflicts of this sort may occur for transfer or 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. See the section on Financial Policies for fee information.

## 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) 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, dean of students 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, email address, dates of attendance, class schedule, enrollment status (full-time, part-time, leave of absence), academic program, graduation date 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 desiring a track change must meet with their program's associate dean and get subsequent approval of the program dean. 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 the dual track (ND/MSOM/MAC), no change of track fee will be assessed for the initial change; however, any subsequent changes will be assessed a change of track fee. See the Financial Policies section for information on fees.

## Adding/Dropping Courses

To add or drop a course a student must submit an add/drop form to the registrar. 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. Classes may be added, dropped or changed to audit (electives only) during the first two weeks of the quarter; as well, sections may be changed within this time. Courses may be dropped during the third or fourth week of the quarter only with the permission of the instructor, associate dean and academic advisor. Courses dropped during this period will receive a grade of "W" or if there is a basis for it, "WF." After the end of week four, a student who withdraws from a course will receive the grade earned at the time of withdrawal. Clinic shifts can be added or dropped during a designated period. Specific dates are posted at the top of the clinic schedule each quarter. For a designated time after the posted deadline for adding/dropping a clinic shift, a \$50 fee is assessed. Beyond the deadline, there is no longer an option to add or drop a clinic shift.

## 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

## College Advising

Upon entering NCNM, each student is assigned a college advisor by the Office of Student Services. The advisors, including ND, CCM, and administrative faculty, 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 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. College advisors who are not physicians will have their advisees paired with clinic advisors once the students enter the clinic.

Advisors meet with their first-year advisees early in the academic year and then on an as-needed basis. Advisors have a file of resources, updated regularly to help guide the student appropriately. Academic advising is managed by the associate dean of each academic program upon the referral from college advisors. The dean of students administers the overall program.

## 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](http://www.ncnm.edu). Paper copies are available in 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 Student Association 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.opc.ed.gov/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 fall term (or 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.





## 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, Western States Chiropractic College 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 to the dean of students. 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, **Jere A. High, ND**  
Secretary, **Ellen Goldsmith, MSOM**  
Treasurer, **Edward N. Hall, CA, CPA**  
President, *Ex-Officio*, **David J. Schleich, PhD**

### Directors:

**John R. Campbell, PhD**  
**Janie Gooden Greenleaf, DPA**  
**Rich Jones, PhD**  
**Michael G. Manes, BS**  
**Steven Paul Marsden, DVM, ND, MSOM, *Dipl CH, AHG***  
**Stacey Raffety, RN, ND, LAc**  
**David Zava, PhD**

### Campus Representation (Non-voting):

Faculty Representative, **Jim Cleaver**  
Staff Representative, **Jolie Griffin**  
Student Representative, **Jaie Bosse, ND 3**  
Student Representative, **Elizabeth Axelrod**

## Administration

### Office of the President

President, **David J. Schleich, PhD**  
Executive Assistant to the President, **Melissa Scholl**  
Associate Vice President of College Relations,  
**Susan Yirku**  
Campus Receptionist, **Natasia Rana**  
Administrative Assistant for the President's Office,  
**Georgia Portuondo**

## Office of Institutional Research and Assessment

Dean of Institutional Research and Assessment,  
**Andrea Smith, MA**  
Director of Compliance and Accreditation & SIS Project  
Manager, **Laurie McGrath**  
Institutional Research and Assessment Coordinators,  
**Michael Owens, Kathleen Howlett, MS**

## Finance & Administration

Vice President for Finance and Administration & Chief  
Financial Officer, **Gerald Bores, MBA**  
Human Resources Director, **Steve Johnson**  
Human Resources Generalist, **Shari Olson**  
Assistant Controller, **Cathy Barnard**  
Bookkeeper, **Sally Barrett**  
Accounts Payable Specialist, **Beverly Simpson**  
Payroll Specialist, **Alison Pillette**  
Bookstore Manager, **Nora Sande**  
Bookstore Coordinator, **Nicole Wright**  
Clinic Billing Supervisor, **Lottie Mackey**  
Clinic Billing Coordinators, **Shari Stoner, Paige Triint**  
Director of Financial Aid, **Laurie Radford**  
Financial Aid Counselor, **Carissa Tunis**  
Registrar, **Kelly Garey**  
Assistant Registrar, **Francine Green**  
Registrar's Office Assistant, **Colin Anderson**  
Facilities Manager, **Keith North**  
Campus Security Chief, **Janice Ross**  
Safety and Facilities Lead, **David McAllister**  
Security Officer, **Joe Afranji**  
Maintenance Assistant, **Neil Sommerhiser**  
Interim Information Technology Manager, **Steven Fong**  
Information Technology Coordinators, **Frank Zhang,**  
**Dexter Asis**

## Department of Advancement

Associate Vice President of Advancement, **Susan Hunter**  
Advancement Officer, **Brooke Bailey**  
Adjunct Faculty, **Sussanna Czeranko, ND**

## Department of Marketing and Communications

Associate Vice President of Marketing and Communications,  
**Sandra Snyder, PhD**  
Assistant Director of Public Relations and  
Communications, **Marilynn Considine**  
Graphic Designer, **Jenny Bowlden**

Marketing Coordinator, **Sherrie Martel**  
Marketing Administrative Assistant, **Maya Charvat**

## Department of Admissions & Enrollment Management

Associate Dean of Enrollment Management, **Rigo Nunez**  
Admissions Counselor, **Kerrie Gipe**  
Admissions Counselor, **Deon Logan**  
Admissions Counselor & Liaison to CCM Program,  
**Brenda Lashbrook, MA**  
Admissions Operations Specialist, **Qiana Davis, MBA**  
Admissions Coordinator, **Hang Nguyen**

## Academic Affairs

### School of Naturopathic Medicine

Dean of the School of Naturopathic Medicine,  
**Rita Bettenburg, ND**  
Associate Dean of the School of Naturopathic Medicine,  
**Dohn Kruschwitz, MD, ND**  
Associate Dean of Basic Sciences, **John Brons, PhD, MAcOM**  
Assistant to the Dean of the School of Naturopathic  
Medicine, **Rosemary Caudell, MS**  
Residency Program Coordinator, **Sheryl Estlund, ND**  
Community Clinics Medicinary Manager, **Gaia Mather, ND**  
Community Clinics Supervisor, **Rhonda Combs**  
Community Clinics Assistant, **Emily Taylor**  
Academic Coordinator, **Jolie Griffin**  
Clinic Director, **Jill Stanard, ND**  
Clinic Chief Medical Officer, **Dohn Kruschwitz, MD**  
Clinic Support Manager, **Russ Heitkamp**  
Lab Director, **Sally Swan**  
Medicinary Manager, **Audrey Bergsma, ND**  
Medicinary Assistant Manager, **Jennifer Baier**  
Clinic Operations Coordinators, **Mary Van Zant,**  
**Lindsay Nakaishi**  
Medical Records Coordinator, **Sharon Riggs**  
Clinic Support Coordinators, **Astrid Harmon,**  
**Molly Bailen**  
Clinic Support Assistants, **Shira Avigal, Shelly Dodson,**  
**Suzanne Gerteisen, Sarah McGee, Alice Rocha, Melody**  
**Short, Jessamyn Thompson, Chvonne Wardrop, ND**  
Lab Technicians, **Nicole Converse, Mary McReynolds**  
Lab Assistants, **Juliette Soihl, ND, Gerry Janzen,**  
**Nikki Edwards**  
Medicinary Service Representatives, **Linda Anzalone,**  
**Julie Brush, ND, Dana Herms, ND, Pamlin Pegg,**  
**Ekaterina Shavlovsky, Kristy Viaches**

### School of Classical Chinese Medicine

Dean of the School of Classical Chinese Medicine,  
**Laura Regan, ND, PhD**  
Founding Professor, **Heiner Fruehauf, PhD**  
Associate Dean for Academics, **Margaret Hammitt-**  
**McDonald, PhD, ND, MSOM, MAT**  
Associate Dean for Clinics, **David Berkshire, MAcOM**  
Chief Medical Officer, **Rihui Long, Master of Medicine**  
**(China)**  
Assistant to the Dean, **Patricia Downing**  
Associate Clinic Director, **Beth French**  
Patient Services Manager, **Shannon McCartor**  
Medicinary Managers, **Jennifer Brusewitz, ND,**  
**Jennifer Pagliaro, MSOM**  
Patient Services Representatives, **Sarah Brooks,**  
**Susan Buhler, Jenna Collie, Suzanne Gertisen, Peta**  
**Mni, Franceann Paulman**  
Medicinary Service Representatives, **Catherine Gurski,**  
**ND/MSOM, Brian Vaitkus, ND**

### Helfgott Research Institute

Dean of Research, **Heather Zwickey, PhD**  
Grants Manager, **Kevin Marsman, MA**  
Senior Investigators, **Carlo Calabrese, ND, MPH,**  
**Agatha Colbert, MD, Patricia Elmer, PhD**  
Research Coordinators, **Kimberly Brown, MSOM,**  
**Erin Connelly, MA, Chelsea Lenge, MS,**  
**Heather Schiffke, MATCM**  
Post-Doctoral Fellows, **Kimberly Tippens, ND,**  
**Ashley Haywood, ND/ MSOM, Karen Kaufman, PhD**  
Statistician, **Will Gregory, PhD**

### Library

Library Director & Acting Dean of Academic Affairs,  
**Rick Severson PhD, MLS**  
Associate Librarian, **Noelle Harling, MSLIS**  
Instructional Technology Coordinator, **Steve Dehner**  
Circulation Coordinator, **TBA**

### Office of Student Services

Dean of Students, **Cheryl Miller**  
Student Services Program & Office Manager,  
**Matt Burns, MEd**

### Department of Continuing Education and Alumni Affairs

Director, **Marnie Loomis, ND**

# 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.

**Rita Bettenburg**, professor; ND, National College of Naturopathic Medicine, 1989.

**John Brons**, professor; PhD, UCLA, 1978; MAcOM, Oregon College of Oriental Medicine, 1993.

**Karen Frangos**, assistant professor, ND, National College of Naturopathic Medicine, 1997.

**Dohn Kruschwitz**, associate professor; MD, University of Iowa College of Medicine, 1966; ND, National College of Naturopathic Medicine, 1997.

**Susan Gaia Mather**, assistant professor; ND, National College of Naturopathic Medicine, 1990.

**Marcus N. Miller**, assistant professor; MD, Louisiana State University Medical School, 1982; ND, National College of Naturopathic Medicine, 2001.

**Sheryl Estlund**, instructor, ND, National College of Naturopathic Medicine, 2003.

**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**, assistant professor; ND, National College of Naturopathic Medicine, 1997.

**Will Taylor**, associate professor; MD, University of Vermont College of Medicine, 1983.

**Dickson Thom**, professor; DDS, University of Toronto, 1974; ND, National College of Naturopathic Medicine, 1989.

**Robert Wilson**, assistant professor; MS, Michigan Technological University, 1972; ND, National College of Naturopathic Medicine, 1993.

**Kimberly Windstar-Hamlin**, associate professor; MEd, California State College, 1982; ND, National College of Naturopathic Medicine, 1991.

### Adjunct Faculty

**Satya Ambrose**, MAcOM, Oregon College of Oriental Medicine; ND, National College of Naturopathic Medicine, 1989.

**Maki Aoki**, ND, National College of Naturopathic Medicine, 2005.

**Amy Bader**, ND, National College of Naturopathic Medicine, 2000.

**Carrie Baldwin-Sayre**, ND, National College of Naturopathic Medicine, 2004.

**Audrey Bergsma**, ND, National College of Naturopathic Medicine, 1996.

**Alicia Bigelow**, ND, National College of Naturopathic Medicine, 1996.

**Robert Bonnah**, PhD, University of Calgary, 1997.

**Jennifer Brusewitz**, ND, National College of Naturopathic Medicine, 2000.

**Patrick Chapman**, ND, National College of Naturopathic Medicine, 2003.

**Yasmin Chotocruz**, ND, National College of Naturopathic Medicine, 2002.

**Elizabeth Collins**, ND, National College of Naturopathic Medicine, 1996.

**John Collins**, ND, National College of Naturopathic Medicine, 1978.

**Bracey Dangerfield**, PhD, Maharishi International University, 1992.

**Josh De Cristo**, JD, Willamette University College of Law, 1999.

**Daniel DeLapp**, DC, Los Angeles College of Chiropractic, 1986; MAcOM, Oregon College of Oriental Medicine, 1996; ND, National College of Naturopathic Medicine, 1997.

**Lisa Dickinson**, ND, National College of Naturopathic Medicine, 2003.

**Robert Ellis**, PhD, University of Health Sciences/ Chicago Medical School, 1983; DO, Chicago College of Osteopathic Medicine, 1987.

**Durr Elmore**, DC, Western States Chiropractic College, 1982; ND, MSOM, National College of Naturopathic Medicine, 1984, 2003.

**Deborah Frances**, ND, National College of Naturopathic Medicine, 1993.

**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.

**Jennifer Gibbons**, ND, National College of Naturopathic Medicine, 1998.

**Ken Goldberg**, MD, Wayne State University School of Medicine, 1988.

**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.

**Ashley Haywood**, ND, MSOM, National College of Naturopathic Medicine, 2006.

**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.

**Tina Kaczor**, ND, National College of Naturopathic Medicine, 2000.

**Paul Kalnins**, assistant professor; ND, MSOM, National College of Naturopathic Medicine, 1998

**Mark Kaminski**, MS, Northwestern University, 1979.

**Adeline Kell**, ND, National College of Naturopathic Medicine, 2003.

**Rosetta Koach**, ND, National College of Naturopathic Medicine, 1999.

**Suzanne Lawton**, ND, National College of Naturopathic Medicine, 1998.

**Marnie Loomis**, ND, National College of Naturopathic Medicine, 2000.

**Russell Marz**, ND, National College of Naturopathic Medicine, 1979; MAcOM, Oregon College of Oriental Medicine, 1994.

**Alison McAllister**, ND, National College of Naturopathic Medicine, 1999.

**Martin Milner**, MA, University of Rhode Island, 1975; ND, National College of Naturopathic Medicine, 1983.

**Glen Nagel**, ND, National College of Naturopathic Medicine, 1993.

**Heidi Peterson**, ND, National College of Naturopathic Medicine, 1999.



**Padma Raman-Caplan**, ND, National College of Naturopathic Medicine, 2005.

**Susan M. Roberts**, ND, National College of Naturopathic Medicine, 1989.

### **Phyllecia Rommel**

**Kim Schmaltz**, ND, National College of Naturopathic Medicine, 2003.

**Lisa Shaver**, ND, MSOM, National College of Naturopathic Medicine, 2005.

**Jillian Stansbury**, ND, National College of Naturopathic Medicine, 1988.

**Tim Stecher**, DC, Western States Chiropractic College, 2001.

**Tish Stoebner**, ND, National College of Naturopathic Medicine, 2001.

**Elizabeth Sutherland**, ND, National College of Naturopathic Medicine, 1997.

### **Sally Swan**

**Sandra Szabat**, ND, National College of Naturopathic Medicine, 1998.

**Kimberly Tippens**, ND, Bastyr University, 2003

**Jennifer Tufenkian**, ND, National College of Naturopathic Medicine, 1997.

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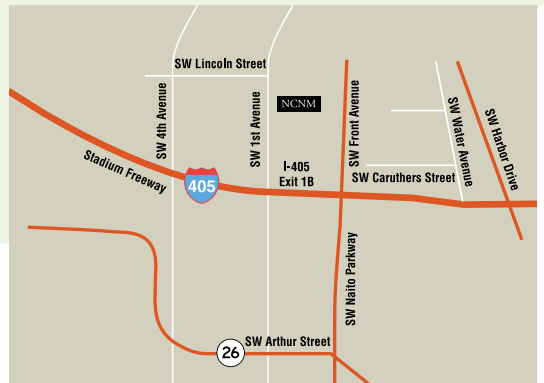
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