

National
College of
Natural
Medicine

2014–2015
COURSE CATALOG



Institutional and Program Accreditation

Northwest Commission on Colleges and Universities (NWCCU)

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

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

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

NWCCU
8060 165th Ave. NE, Ste 100
Redmond, WA 98052
425.558.4224 | nwccu.org

Council on Naturopathic Medical Education (CNME)

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

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

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)

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

ACAOM
8941 Aztec Dr.
Eden Prairie, MN 55347
952.212.2434 | acaom.org

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

For further information regarding NCNM programs, please contact:

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

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

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

Equal Opportunity Statement

NCNM complies with the Equal Opportunity Act of 1965, American Disabilities Act of 1990, Title IX, and Title IV of the Higher Education Act as federally re-authorized in 2008. These acts and amendments prohibit discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, identity or gender, 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. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The dean of Student Life has been designated to handle inquiries regarding NCNM's Title IX policies and procedures.

Title IX Coordinator

Cheryl Miller, MA
National College of Natural Medicine
049 SW Porter St., Portland, OR 97201
cmiller@ncnm.edu | 503.552.1510

NCNM also adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974, which pertains to limitations and rights of access to student records. To ensure compliance with these requirements, NCNM enacts policies and procedures, and articulates protocols in this catalog, the student handbook, departmental policy and procedural guides, and employee handbook.

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

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NCNM Mission Statement

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



Greetings from the Office of the President

Dear Prospective Student of NCNM,

Welcome! You've chosen the right place to begin your journey into the profession of natural medicine. You're taking your best first step toward becoming a naturopathic physician, a classical Chinese medicine practitioner, an integrative medicine researcher, or a nutrition or global health expert. You'll quickly learn that NCNM is North America's first and longest-thriving accredited college of natural medicine. Since 1956, NCNM has been a leader and an innovator.

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

NCNM's crown has lots of jewels. Our School of Classical Chinese Medicine was founded in 1995 and the Master of Science in Oriental Medicine was approved by the Oregon Office of Degree Authorization in 1998. Our classical Chinese Medicine programs are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Together with China's Guangxi College, our School of Classical Chinese Medicine is leading a worldwide movement to return classical Chinese medicine to the glory of its ancient roots.

Another jewel is the School of Research & Graduate Studies, which offers three unique master's programs for students who want to contribute new and exciting solutions to the healthcare challenges of today. Our Master of Science in Integrative Medicine Research gives our students the distinctive opportunity to design and execute natural medicine research under the guidance of our faculty who include world-class researchers, naturopathic doctors and Chinese medicine practitioners. There's also the Master of Science in Nutrition that focuses on diets based on whole, unprocessed foods and presents an active-learning curriculum of skill-training to prepare graduates for a variety of careers. Our newest program, Master of Science in Global Health, combines public health with traditional medicine, giving graduates a whole-systems approach to complex health issues throughout the world.

Then there's NCNM's Helfgott Research Institute, that champions critical research in natural medicine. Our students and faculty work side-by-side on contract and NIH-funded studies, moving the natural medicine profession forward with leading-edge research and inquiry.

NCNM's amazing faculty are internationally recognized for their excellence in classroom and clinical education. They'll put you through your paces to prepare you for an



outstanding career in natural medicine—and they'll do it with skill and sensitivity. They're deeply committed to the mission of the college in the classroom and the clinic, powerfully serving the professional formation of natural medicine in America and beyond. Our NCNM Clinic is thriving, and with more than a dozen community clinics, we offer medical services throughout Portland where our students experience a remarkable array of presenting conditions from diverse patient populations.

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

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

We're waiting for you.

David J. Schleich, PhD
President of NCNM

Greetings from the Provost and Deans

Dear Prospective Student of NCNM,

Our academic programs honor the art and the science of natural medicine. We are dedicated to natural medicine education and research that are innovative and effective, honoring timeless wisdom that remains a universal resource for serving the needs of present and future patients. Your exploration into the field of natural medicine comes at an auspicious time, as there is a rapidly increasing recognition that natural medicine is a critical component of any healthcare system focused on true healing.

NCNM's School of Naturopathic Medicine confers the oldest Doctor of Naturopathic Medicine (ND) degree in North America. Naturopathic physicians are trained to be primary care physicians, combining the use of evidence-based medicine with the wisdom of traditional healing arts.

Our naturopathic medical school education includes not only natural modalities, but also conventional therapeutics in a very challenging and rewarding program. Core to naturopathic medicine is the understanding that the human body is capable of healing itself if given the right tools that resonate with nature. The naturopathic program at NCNM teaches students to assess a whole person, not separate disease processes, and to treat that whole person to achieve balance and optimum. Our School of Classical Chinese Medicine (CCM) attracts faculty and students who are passionate about reconnecting with the ancient roots of this powerful system of medicine. The process emphasizes lineage-based teaching methods, and is an inspiring confluence of scholarly and hands-on endeavors aimed at the achievement of optimal clinical outcomes.

Our Master of Science in Oriental Medicine (MSOM) program provides comprehensive, world-class training in acupuncture, moxibustion, Chinese herbal formulation, Asian bodywork, cultivation practices (including qigong and taiji), and Asian dietetics. Students also receive a solid foundation in biomedicine, and learn both how to integrate Western scientific knowledge into the ancient whole-systems approach, and how to interface effectively with the larger healthcare community. The program produces graduates firmly on the path of becoming what the classical texts of the medicine refer to as “high-level practitioners”—successful clinicians capable of diagnosing and treating any disease state or health condition.

Our School of Research & Graduate Studies offers three degree programs, which cater to multiple career paths. Many students choose to pursue degrees within this school concurrently with a degree from the Schools of Naturopathic or Classical Chinese Medicine. The Master of Science in Integrative Medicine Research (MSiMR) program trains evidence-based clinicians, clinician researchers and master's level researchers. This unique program combines course subjects from the standard Master of Public Health (MPH) and Master of Clinical Research (MCR) programs with a



Clockwise from top left: Catherine Downey, Cheryl Miller, Melanie Henriksen, Leslie Fuller, Heather Zwickey, Andrea Smith, Laurie Regan, Kenneth Glowacki (Not pictured: Carrie Baldwin-Sayre)

strong literary and scientific base in integrative medicine research. The MSiMR program's active learning approach builds applied, basic and clinical research skills. Student research is pursued through our Helfgott Research Institute, which is dedicated to rigorous, high-quality research on the art and science of healing. The research completed by NCNM's faculty and students further establishes the evidence base for natural medicine.

The Master of Science in Nutrition (MScN) program is designed to train students in master's level, evidence-based nutrition and is created for those interested in a strong foundation in whole-food nutrition and using food as medicine. As the U.S. population struggles with obesity, Alzheimer's disease, chronic pain, heart disease, and other maladies that have nutritional components, the demand for people with expertise in nutrition has increased. The role of nutrition in health and medicine has never been more evident and, increasingly, nutrition experts are a part of integrative medicine care teams.

NCNM's newest degree program is the Master of Science in Global Health (MScGH). This program offers a whole-systems approach to global health wherein students are trained to view a broader context of health and medicine rooted in integrative medicine. They are encouraged to explore multi-disciplinary solutions to complex health issues. A public health curriculum establishes the base of this degree, with additional emphasis in health disparities and social justice. Skills learned in this program can be applied locally or internationally. Fieldwork allows students to hone their skills with current challenges in public and global health.

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

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

NCNM—The Profession’s College

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

NCNM offers five exceptional accredited degree programs—Doctor of Naturopathic Medicine (ND); Master of Science in Oriental Medicine (MSOM); Master of Science in Integrative Medicine Research (MSiMR); Master of Science in Nutrition (MScN); and the college’s newest program, Master of Science in Global Health (MScGH). In addition to the NCNM Clinic, the largest natural medicine clinic in Oregon, the college has access to more than a dozen local clinics offering diverse clinical experiences to students. NCNM is home to a 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 bringing natural medicine to the forefront of the national healthcare system. Students from around the globe come to NCNM for the opportunity to work with a faculty world-renowned for their expertise in natural medicine. NCNM cultivates exceptional curricula that offer medical students a rich combination of classroom study, hands-on research and patient care.

Health awareness is growing significantly and natural medicine is on the rise. Studies have shown that Americans are seeking more natural health products, alternatives and services than ever before. Natural medicine provides patients a wide variety of beneficial treatment options unavailable to conventional medical practitioners. 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 is known 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 medicine, including hydrotherapy and naturopathic manipulation
- Botanical medicine and supplements
- Nutrition counseling
- Conventional therapies including pharmaceuticals and minor surgery

Each of these modalities present a tool for the physician to gain a better understanding of patient diagnosis and treatment for health conditions ranging from minor ailments to chronic and acute care. 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 2014–2015

Summer quarter begins	6/30/2014	Orientation, January admits	1/2/2015
New student orientation, MScN summer admits only	7/2/2014		
July 4 holiday (<i>campus & clinics closed</i>)	7/4/2014	Winter quarter begins	1/5/2015
Summer academic classes begin	7/7/2014	Last day to add or change sections	1/16/2015
Summer academic classes end	8/29/2014	Last day to pay tuition & fees	1/16/2015
Labor Day holiday (<i>campus & clinics closed</i>)	9/1/2014	Last day to opt-in or out of Clinic Benefit Plan	1/16/2015
New student orientation	9/10–12/2014	Martin Luther King Day (<i>campus & clinics closed</i>)	1/19/2015
Convocation	9/12/2014	Late payment fee assessed	1/20/2015
Summer quarter ends	9/13/2014	GPA 2 & 3 exams	1/23–24/2015
		Last day to drop classes	2/13/2015
Fall quarter begins	9/15/2014	Make up Martin Luther King Day	3/16/2015
Last day to add or change sections	9/26/2014	Practical exam/makeup week	3/16–20/2015
Last day to pay tuition & fees	9/26/2014	Finals week	3/23–27/2015
Last day to waive out of Clinic Benefit Plan	9/26/2014	Last day to petition to participate in commencement	3/27/2015
Late payment fee assessed	9/29/2014	Winter quarter ends	3/28/2015
Last day to drop classes	10/24/2014	Spring break (<i>no academic classes</i>)	3/30–4/4/2015
Veterans Day (<i>campus & clinics closed</i>)	11/11/2014	Clinic holiday IV	3/30–4/4/2015
Clinic holiday I	11/24–26/2014		
Thanksgiving break (<i>no academic classes</i>)	11/24–26/2014	Spring quarter begins	4/6/2015
Thanksgiving holiday (<i>campus & clinics closed</i>)	11/27–29/2014	College Council	4/17/2015
Make up Veterans Day	12/2/2014	Last day to add or change sections	4/17/2015
Practical exam/makeup week	12/1, 3–5/2014	Last day to pay tuition & fees	4/17/2015
Finals week	12/8–12/2014	Last day to opt-in or out of Clinic Benefit Plan	4/17/2015
Mid-year graduate celebration	12/12/2014	Late payment fee assessed	4/21/2015
Fall quarter ends	12/13/2014	GPA1 exams	4/24–25/2015
Winter break (<i>no academic classes</i>)	12/15/2014–1/4/2015	Last day to drop classes	5/15/2015
Clinic holiday II	12/15–20/2014	Memorial Day (<i>campus & clinics closed</i>)	5/25/2015
Clinic open limited hours (<i>no student shifts</i>)	12/22–23/2014	Make up Memorial Day	6/15/2015
Winter break (<i>campus closed</i>)	12/22–27/2014	Practical exam/makeup week	6/16–19/2015
Clinics closed	12/24–27/2014	Finals week	6/22–26/2015
Clinic holiday III	12/29/2014–1/3/2015	Spring quarter ends	6/27/2015
New Year's Day (<i>campus & clinics closed</i>)	1/1/2015	Commencement	6/28/2015



NCNM Campus

Situated in the beautiful Pacific Northwest city of Portland, Oregon, National College of Natural Medicine is located near the Willamette River waterfront, close to the heart of the city. Portland is the nation's hub for integrated medical education and sustainability. Close to NCNM's campus, students will find a unique combination of collaborative allopathic, Chinese and chiropractic medical schools, as well as many affiliated health professions and public health programs. NCNM students have access to world-class research and affiliated medical school libraries, in addition to NCNM's own excellent collection that includes one of the world's finest rare medical book collections.

National College of Natural Medicine resides in the greenest city in America. Portland is college-friendly and rich in arts and culture; the city offers an amazing music scene, fabulous restaurants and great shopping. NCNM students will be delighted by an array of natural food stores, as well as a growing number of farmer's markets with fresh organic produce and herbs. Students can find affordable housing throughout the city; the campus is easily accessible by bicycle, car, or on one of the nation's

best public transportation systems. Portland residents live near some of the most remarkable natural wonders in the country, including beautiful ocean beaches, snow-capped mountains, breathtaking waterfalls, stunning high-desert, and thousands of acres of state and urban forests that offer miles and miles of hiking and bicycle paths.

Campus Facilities

Located just south of downtown Portland, NCNM's growing urban campus features academic, clinical and administrative facilities, as well as the Min Zidell Healing Garden, a botanical teaching garden for NCNM students and a place of refuge for the neighborhood community. The 60,000 square-foot Academic Building combines quaint early 20th century architecture with bright, airy classrooms and laboratories, and houses the library and bookstore. In close proximity is the Administration Building, with offices for administrative staff and faculty; and NCNM's Radelet Hall, a large student lecture hall that accommodates community events. At the other end of campus is the NCNM Clinic, offering naturopathic primary care services and acupuncture and Chinese herbal medicine. The 20,000



square-foot NCNM Clinic includes treatment rooms for naturopathic and Chinese medicine, student-faculty conference rooms, a medical lab and botanical pharmacy. NCNM's clinical education also includes experiential learning rotations at NCNM's new Beaverton Clinic and more than a dozen satellite community clinics throughout the Portland metropolitan area.

Located a short walk from campus is NCNM's School of Research & Graduate Studies, which houses the acclaimed Helfgott Research Institute and Charlee's Kitchen, NCNM's ultramodern nutrition classroom and research kitchen, which also supports community classes focused on healthy meals. Near the NCNM campus are Oregon Health & Science University and Portland State University—two urban higher educational institutions offering opportunities and facilities to NCNM students.

NCNM Clinic

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

Community Clinics Network

The NCNM community clinics program was established in the early 1990s with the mission of providing primary healthcare services to a culturally and ethnically diverse, medically underserved, low-income population. Having our teaching clinics in accessible community locations provides an enhanced and valuable clinical education environment for our students. NCNM maintains the community clinics program in collaboration with a broad network of community partners. NCNM is on the board of the Coalition of Community Health Clinics and partners with community service agencies including Multnomah County, Oregon Health & Science University, Outside In, PCC Workforce Training Center, Central City Concern and many others. In



2014, through this safety-net clinic program, NCNM offered low-cost family health care for nearly 16,000 patient visits at 15 community clinic locations in the greater Portland metropolitan area. Approximately 40 percent of NCNM's annual total patient visits take place at our community clinics, which provides a rich clinical training experience for both our naturopathic and classical Chinese medicine students.

Library

NCNM's library occupies approximately 4,500 square feet on the first floor of the Academic Building. During the academic year the library is open Monday through Saturday. Limited Sunday hours will be piloted in 2014/2015.

General Circulating Collection

Our general collection includes both classic and modern works of natural and Chinese medicine, as well as current books from the biomedical sciences. The collection consists of more than 19,000 volumes of books, videos, audio cassettes, CDs and DVDs. The periodicals collection consists of nearly 200 paper journal subscriptions and thousands of online subscriptions on naturopathic medicine, nutrition, herbal medicine, homeopathy, Chinese medicine, complementary therapies and the biomedical sciences.

Reciprocal Lending Relationships

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



Rare Book Room

A separate rare book room houses an extensive collection of rare books—more than 1,300 bound volumes, including materials from the estate of Benedict Lüst. Dr. Lüst was the founder of the first U.S. school of naturopathic medicine at the turn of the 20th 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.

The library's most recent special collection is built around a substantial gift from Mike and Simone Chilton. The Chiltons donated more than 2,000 books in the subject area of botanical sciences, including many valuable herbal books from the 16th, 17th, 18th and 19th centuries.

Electronic Resources

The library has built an extensive electronic resource collection, including CHANT, UpToDate, Natural Standard, ScienceDirect, Scopus and other full-text databases. The library maintains computers for student use, providing Internet access, word processing and specialty software programs on nutrition, homeopathy and more.

Vis & Qi Bookstore

The Vis & Qi Bookstore exists to serve the NCNM community by providing a holistic support system of earth- and human-friendly products, events, information and education. We offer course materials, medical equipment, 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 helping decrease our ecological footprint by focusing on environmentally responsible products. We carry local, organic, fair trade and recycled products whenever possible. We also promote our community's talent by highlighting NCNM artists' jewelry, clothing, music, books, cards and artwork.

During the academic year, the bookstore is open 8 a.m. to 6 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday. We are open Saturdays for special events. Online ordering is available at: ncnm.edu/bookstore3.

Scientific Research at NCNM

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

Helfgott Research Institute

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

Established in June 2003, Helfgott has a state-of-the-art basic science laboratory as well as institutional resources to carry out clinical research. Faculty and student research projects are published in peer-reviewed journals and presented at national and international conferences. At Helfgott, we believe in collaborative research and make every effort to include conventional biomedical and other CAM institutions in our projects. Helfgott promotes a strong student research program. In addition to the Master of Science in Integrative Medicine Research program, students in NCNM's clinical programs and School of Research & Graduate Studies have opportunities to participate in research during their course of study.

Women in Balance Institute

The Women in Balance Institute (WIBI) at NCNM is the first natural medicine educational institution in the nation dedicated to education and research on women's hormone health. The institute's goal is to educate women and the healthcare community about hormone imbalance, and its impact on a woman's health and well-being as she ages. With the guidance of a lead physician, NCNM medical students participating in WIBI have the opportunity to play a role in women's health education and public speaking outreach.

Food as Medicine Institute

The goal of the Food as Medicine Institute (FAMI) is to convert the intensive nutrition training that naturopathic and Chinese medicine students receive during their medical education into meaningful opportunities for community members to receive hands-on experiences to learn about food as medicine. FAMI offers a variety of opportunities for NCNM students, under the guidance of naturopathic physicians, to be involved in community-based and corporate-wellness nutrition and cooking programs, including the FAME series (Food as Medicine Everyday). FAME offers a 12-week series on nutrition education and hands-on whole-foods cooking instruction to children, families and adults in the Portland area.

Traditional Roots Institute

The Traditional Roots Institute launched in spring 2013 with a simple goal: to feed and grow natural medicine's herbal roots. The institute helps bring the people's medicine back to the people through direct community education, and offers opportunities for healthcare providers of all types to deepen their understanding of herbal medicine and advance their clinical practice. With the guidance of a lead physician, NCNM students help lead herb walks, organize educational events, and write articles for the Traditional Roots website.



Life in Portland, Oregon

The City

Portland's metropolitan area is home to more than two million residents and 90 distinct neighborhoods, each with its own unique style. The thriving food culture within the city offers an array of restaurants and food carts ranging from gourmet to bistro, to organic and vegetarian, and more. Coffee houses, pubs, galleries, and a wide range of event venues support an exciting and diverse nightlife. Portland offers a multitude of urban amenities and also abounds with parks and green space (10 percent of all city land must be dedicated to public park space), including the 5,100-acre Forest Park, with its 70 miles of trails.

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 Coast Mountain Range to the west and the Cascade Range to the east. Prominent peaks, including Mount Hood, Mount St. Helens, Mount Adams and Mount Rainier, can be seen

on clear days. Mount Hood offers hiking trails, snow sport areas and campgrounds. To the east, only 30 minutes from downtown, is the spectacular Columbia River Gorge with 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 just a 90-minute drive from Portland. Sprinkled along 300 miles of public beaches are inviting coastal communities that provide a treasure trove of local art, food and lodging.

Agriculture

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

Industry

Portland's economy is growing fast—faster than Seattle, San Francisco and the nation as a whole, according to a new report from the Oregon Employment Department. Companies that have established world, U.S. or regional headquarters in the Portland metro area include Nike, Adidas, Columbia Sportswear, Intel, Daimler Trucks, Vestas Wind Systems, Airbnb and many others.



Climate

Portland, the “City of Roses,” is known for its extended spring filled with breathtaking blossoming flowers and trees. The city enjoys a mild turn of the four seasons. The sunny summer temperatures average in the mid-70s with little to no precipitation, and mild damp winters deliver a dusting of snow. While Portland has a reputation for rain—on average 39 inches a year—most Eastern cities get more annual precipitation. A benefit of our mountain rainfall is an abundant water supply—among the purest in the nation.

Culture

The Portland area offers cultural events for all facets of its community. The largest and most famous of these is the Portland Rose Festival, a staple event for over 100 years. Held each year in June, the festival lasts 25 days and features more than 70 events, the highlight being the Grand Floral Parade. Other festivals include the Oregon Seafood and Wine Festival, The Bite of Oregon, (featuring Oregon’s finest in food and wine tasting, and in musical entertainment), Cinco de Mayo Fiesta (Oregon’s largest multicultural event), Waterfront Blues Festival and the Oregon Brewers Festival, where 80+ breweries from Oregon and across the country bring their best beers.

Attractions

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

Arts

The Portland arts community is diverse and vibrantly creative. Live-music lovers can find virtually any musical genre they desire played somewhere, from local pubs to the Arlene Schnitzer Concert Hall. Regular performing groups include the Oregon Symphony Orchestra, Portland Opera, Portland Youth Philharmonic and Oregon Ballet Theatre. While there are many small theaters, Portland’s Centers for the 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 professional teams, the NBA Trail

Portland Links

Portland Oregon Visitors Association
travelportland.com

Official Portland Website
portlandonline.com

Oregon Travel Guide
traveloregon.com

The Oregonian (daily newspaper)
oregonlive.com

Willamette Week (weekly alternative paper)
week.com

Classified Ads for Everything
portland.craigslist.org

Blazers, the ASL (American Soccer League) Timbers and the NWSL (National Women’s Soccer League) Thorns FC. In addition, there is the Western Hockey League’s Winterhawks and the Rose City Rollers—an all-female roller derby league. Many of these sporting events are held at Portland’s MODA Center arena and Providence Park. The Portland metro area also plays host to men’s and women’s professional golf tournaments.

Public Transportation

Portland leads the country in light rail development and boasts one of the best transit systems in the country. TriMet, Portland’s public transportation provider, is working with city planners to plan and improve rapid transit and light rail commuter traffic to meet the needs of the metro area’s growing population, while also helping preserve the region’s environmental air quality. In addition, Portland has a flourishing bicycle culture, which has nearly tripled since 2001 due to improved lanes for biking enthusiasts.

Technology Magnet

Intel is the area’s largest employer, and a growing technology sector is calling Portland home. The city has been nicknamed “the Silicon Forest” due to its reputation as one of the most “wired” regions in the country, and there are more than 1,200 high-technology companies employing approximately 60,000 workers in the larger metropolitan area. Electronic products account for more than 35 percent of Oregon’s total exports.

Admissions

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

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

There is no advantage to holding a BS rather than a BA degree, as long as you have completed the program's prerequisites. Credit will only be given for prerequisite coursework earning a "C" or better. Applicants may apply with coursework still in progress; however, the Office of Admissions must receive all official transcripts showing completed coursework prior to matriculation. For the purpose of prerequisites, the Office of Admissions defines a "course" as either a quarter or semester term.

Age of Course

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

Application Process

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

- **Application Form:** A file is created for the applicant once a complete application is received and accompanied by the application fee.
- **\$75 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Students are required to request and submit official sealed transcripts from each college and/or university attended, and have them sent directly to NCNM. Students who decide to enroll at NCNM must send an official copy from their undergraduate degree granting institution to the Office of Admissions before starting the program, as well as the official transcripts fulfilling all prerequisites.
- **Essays:** Applicants are required to submit essays to be considered for admissions. Essays should tell us about an applicant's background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NCNM. Ideally,



applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NCNM is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essay. The application for admission indicates the length or word limitation based on the program to which the application is applying.

- **Letters of Recommendation:** Applicants applying to the Doctor of Naturopathic Medicine and Master of Science in Oriental Medicine are required to submit one letter of recommendation, although we will take up to two. References may send their letters either directly to the Office of Admissions or have the applicant send it to the Office of Admissions him/herself in a sealed envelope. Letters should be written by persons who know the applicant well and can evaluate the applicant's skills and abilities. We look especially for those skills that transfer to the classroom setting (critical thinking, reasoning, writing, problem solving, assessment, etc.). Professors make great recommenders (assuming the student has taken a class with them). If an applicant has been out of school for a while, employers are also acceptable sources.
- **Resume:** The resume should include work experience, research, activities, community service and any honors/awards received.
- **Supplemental Materials:** These include statements regarding academic dismissal, criminal charges, scholarship statements, diversity statements, and/or an addendum with any additional information the applicant wishes to share with the committee. Videotapes, DVDs, cassettes, CDs and lengthy manuscripts will not be reviewed, and will be returned to the applicant.

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

ND Program Prerequisites

College Mathematics <i>Algebra, calculus or math-based statistics</i>	1 course
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General Chemistry with lab <i>Science-major level</i>	2 courses
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Organic Chemistry I <i>Science-major level</i>	1 course
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AND

Organic Chemistry II <i>or</i>	1 course
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Biochemistry <i>Science-major level</i>	
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General Biology with lab <i>Science-major level, must cover concepts in cellular biology</i>	2 courses
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Physics <i>Must cover mechanics</i>	1 course
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OR

Kinesiology <i>Must be approved</i>	1 course
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Social Sciences <i>One course must be in lifespan or developmental psychology</i>	2 courses
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Humanities <i>At least one course must be English composition</i>	2 courses
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Strongly Recommended Courses

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

Other Suggested Courses

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

MScN & MScGH Program Prerequisites

Biology <i>Any discipline</i>	1 course
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Math <i>Algebra or statistics</i>	1 course
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General Chemistry	1 course
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Psychology	1 course
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MSOM Program Prerequisites

General Chemistry	1 course
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General Biology	1 course
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Physics	1 course
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Must include mechanics

Social Sciences and Humanities	2 courses
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Selected from the disciplines of art, music, literature, philosophy and psychology

Strongly Recommended Courses

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

MSiMR Program Prerequisites

Minimum GRE Scores*

Verbal: 150 | Quantitative: 160 | Writing: 4.0

Subject test not required | NCNM GRE Code: 4528

**Will accept MCAT score of 25 or higher, or a PCAT score at the 60th percentile rank or higher in place of the GRE.*

General Chemistry	2 courses
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General Biology with lab	1 course
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Math <i>Pre-calculus, calculus 1 or math-based statistics</i>	2 courses
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Social Sciences <i>Lifespan or developmental psychology</i>	1 course
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Humanities <i>English composition</i>	1 course
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Strongly Recommended Courses

- Statistics
- Cell Biology
- Ethics

Application Deadlines

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

Master of Science in Nutrition (MScN)

Summer 2015: February 1, 2015

Fall 2015: March 15, 2015

All other programs

Fall 2015

Scholarship Deadline: February 1, 2015

Application Deadline: July 1, 2015

Winter 2016

Scholarship Deadline: July 1, 2015

Application Deadline: October 15, 2015

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



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

Office of Admissions
National 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 the property of NCNM and will not be returned or forwarded to other institutions.

On-Campus Interview

Completed applications for the Schools of Naturopathic and Classical Chinese Medicine will be evaluated, and those individuals who competitively meet requirements will be invited to a required interview on campus. Telephone and video (Skype) interviews are normally not granted, but may be considered under extenuating circumstances. The interview allows students to visit the college and decide if it is a good fit. The School of Research & Graduate Studies programs do not require an interview.

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 (required once applicant is admitted).
- If English is a second language, submit official scores from the Test of English as a Foreign Language (TOEFL). NCNM requires a score of 550 on the written exam, or 213 on the computer exam and 79 on the Internet-based test.
- Submit all non-U.S. accredited transcripts for translation and evaluation to one of the following approved evaluation services:

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

Office of International Education Services
202.296.3359 | aacrao.org

World Education Services, Inc.
212.966.6311 | wes.org

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

Transfer Credit Policy

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

1. An applicant who applies for transfer credit must meet the current admissions requirements at NCNM on the date the student applies for admission, including the verification of good academic standing. All transfer students must meet the prerequisites as stated in the catalog.
2. Credits being considered for transfer must be graduate level and completed at a U.S. Department of Education recognized and regionally accredited institution. Transfer credit will only be approved for courses from a professional degree program or a graduate program closely related to the health sciences. **See below for specific program requirements.*
3. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.0 or better on a 4.0 scale will be considered for transfer. If an application is received before coursework at another institution has been completed, transfer credit will be considered to be conditional until satisfactory completion of the outstanding coursework.
4. Credits accepted for transfer must be determined by NCNM to be substantially equivalent to the courses offered by NCNM. This determination is to be made by the program dean or her/his designee. All requests for transfer credit are considered on a course by course basis, and a catalog or course description will be required. Challenge examinations may be required to determine whether coursework is comparable.
5. Credits accepted for the transfer of coursework must have been awarded within seven years of the date of admission to NCNM, except that NCNM may, at its discretion, accept older credits if the entering student holds a graduate degree in an academic discipline closely related to the health sciences and has been working in the field.
6. The ND and MSOM degree programs could take a minimum of three years education at NCNM, even with maximum transfer credit awarded, due to differences between programs.
7. NCNM does not give transfer credit for life experience.
8. Applications for transfer credit must be accompanied by a letter from the applicant's previous program dean stating that the applicant is in good academic and behavioral standing at the time of application.
9. Credits will be evaluated for transfer before an offer of admission is made. The applicant will receive a copy of the transfer credit evaluation with a list of courses that must be taken at NCNM and a tentative class schedule for their first term, if they are admitted. Students

will sign a letter agreeing to the final list of approved transfer credits.

10. Any veteran receiving GI Bill benefits while attending NCNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official for review of prior credit.

Second professional degree candidates, defined as a healthcare practitioner with a doctoral level degree (for application to any of NCNM's degree programs) or master's level degree (for application to the MSOM), may apply for fall or winter admission. Depending upon prior completed coursework, a full-time schedule may not be available for one of these terms of entry. A proposed class schedule for the intended term of entry and a degree completion plan can only be created after a candidate's prior coursework has been evaluated.

Please note that there is a \$75 non-refundable transcript evaluation fee.

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

*Transfer Credit Specific to the ND Program

- Transfer credit will be considered for applicants to the ND program who are eligible to sit for a first professional medical licensing examination in the United States.
- Transfer credit will be allowed for first-year and some second-year ND courses. Credit for clinical experiences or clinical education at another school is not transferable.
- NCNM has a requirement that all ND students complete thirteen (13) elective credits in addition to the required core curriculum, in order to encourage students to take additional coursework in areas of special interest and round out their education at NCNM. Transfer students may be allowed transfer credit for some of their non-core coursework if completed in a doctoral program at a regionally accredited institution. This determination will be made by the ND program dean or her/his designee.
- Applicants seeking advance-standing status into the ND program must hold a first professional medical degree. Accepted are medical (MD), osteopathic (DO), and chiropractic (DC) doctors who have graduated from a regionally accredited institution. Satisfaction of this requirement meets the NCNM prerequisite condition for a bachelor's level degree.

*Transfer Credit Specific to the MSOM Program

Due to the classical orientation of the MSOM program, only a limited number of credits from programs with



a traditional orientation are transferable. Only AOM coursework completed at a school approved by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) will be accepted for MSOM transfer.

***Transfer Credit Specific to the School of Research & Graduate Studies**
Applicants seeking transfer credit to a degree program in the School of Research & Graduate Studies will be evaluated on a case-by-case basis. Only course work completed at a regionally accredited institution will be accepted.

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. NCNM is regionally accredited. Inquiries should be directed to the receiving institution to determine the transferability of credits from NCNM.

Technical Standards (Specific to the Schools of Naturopathic Medicine and Classical Chinese Medicine)

NCNM's goal is to broadly prepare students for the practice of naturopathic and/or Chinese medicine.

This goal is achieved in part by undergraduate medical or pre-health education, including prerequisites for admission to NCNM; postgraduate medical education; and preparation for life-long learning. Modern medical and research 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 qualified practitioners, physicians and researchers; thus, admission into NCNM is offered to those who present the highest qualifications for the study and practice of naturopathic and/or Chinese medicine.

Please note that retreats, classes and/or clinic shifts are regularly scheduled on weekends.

Students 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 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

Students in the ND and CCM medical programs should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. ND/CCM medical students should be able to execute motor functions necessary to provide general care and emergency treatment to patients.

Sensory and Observational Skills

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

Communication Skills

Students must be able to communicate effectively and sensitively with patients and study participants, both orally and in written form. These skills must be performed in clinical settings when time for communication may be limited.

Conceptual, Integrative and Quantitative Skills

Measurement, calculation, reasoning, analysis and synthesis are skills required for physicians and researchers. Thus, students must be able to solve problems and think critically. In addition, students must be able to comprehend three-dimensional relationships and 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 education. Medical students 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. All students 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.

The mission of National College of Natural Medicine faculty is to prepare students for the comprehensive practice of natural medicine and research. 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

forementioned essential functions of students and physicians. NCNM must ensure that patients and study participants are not placed in jeopardy by the students or physicians as a result of substantially impaired intellectual, physical or emotional functions. Students will be assessed not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the school curricula and to graduate as skilled and effective practitioners of naturopathic and/or Chinese medicine.

Students who believe they may not meet the criteria listed above should contact the dean of students and program dean to discuss their specific circumstances. The dean will coordinate assessment and accommodations as deemed appropriate. Unresolved issues concerning a student's ability to meet these standards may result in delay or disqualification of the student's admission or registration.

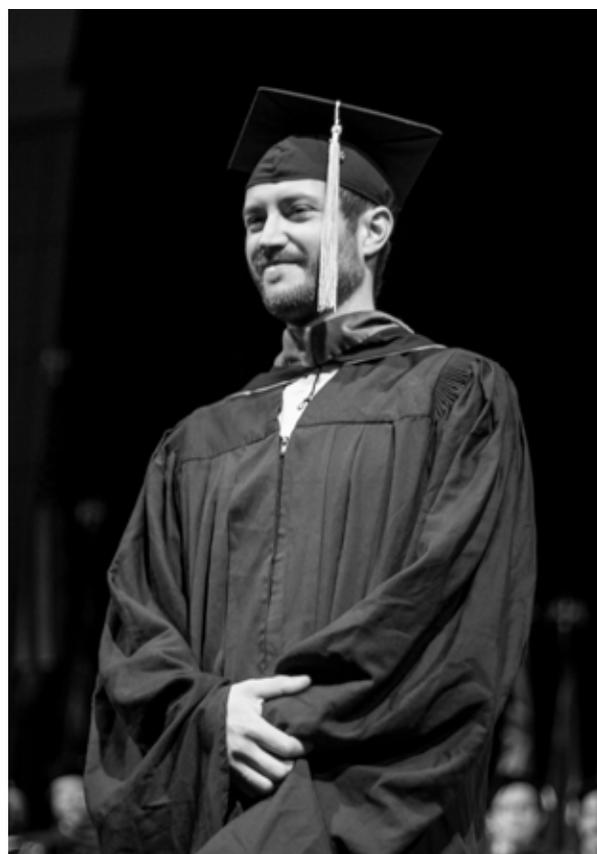


Choosing National College of Natural Medicine

Alumni

NCNM has a network of over 2,300 alumni across the United States, Canada and in many other countries. Our alumni are dedicated physicians and acupuncturists who treat thousands of patients each year. As part of their commitment, our alumni often talk with prospective students about careers in natural medicine. If you would like to visit with one of our alumni in your area, please call the Office of Admissions for a referral.

Our alumni are dedicated natural medicine practitioners who treat thousands of patients each year; they are researchers expanding integrative medicine.



Visit Our Campus

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

NCNM Exploration Day Program

Our NCNM Exploration Day program provides a general overview of NCNM and all degree programs. Open houses are also held to provide greater insight into the curriculum, student life and faculty of the respective programs. The Office of Admissions invites all prospective students to attend one of these regular day-long programs where you will have the opportunity to meet members of the NCNM faculty, staff and student body; learn about our degree programs; tour the campus and teaching clinic; and explore careers in naturopathic medicine, classical Chinese medicine, integrative medicine research, global health and nutrition.

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

Financial Policies 2014–2015

Tuition

Beginning in fall 2014, **all courses will be charged at the per credit rate of \$394**. Students who entered the MSiMR program before fall 2014 will be charged at the per-credit rate of **\$526**. Students who are not in the MSiMR program wishing to take MSiMR courses may do so at the \$394 per credit rate by submitting a petition for reduced credit rate. All amounts paid must be in U.S. currency. **All students who elect to pay their account balances with a credit card (Visa, MasterCard or Discover) will be charged a convenience fee of 3% of the amount paid at the time of processing. Payments made by debit card and/or check will not be charged a fee.**

2014 Summer Tuition—\$383 per credit for continuing students and \$394 for students matriculating in summer term. MSiMR courses are at the per credit rate of \$526.

Tuition and Fee Payment Policy

All tuition and fees listed above are in U.S. currency. NCNM maintains tuition, fee and refund policies that are fair and uniformly administered. Tuition and fees for each quarter are payable in full at the beginning of each quarter. The Business Office may apply a late payment fee of \$50 to a student's account unless the student has paid tuition or made arrangements (e.g., a deferral promissory note) by the end of the fourth week of each quarter. Students unable to pay their entire tuition must see the Business Office to make payment arrangements before the due date. No balance may be carried forward to the following term. A promissory note may be written to defer payment of tuition until the last day of the quarter. There may be a \$20 fee assessed for each deferral. The Business Office may deny or rescind a student's eligibility for a promissory note if a student (1) misses the required payment due dates, (2) provides inaccurate or incomplete information, or (3) has a poor credit history. In no case is a student permitted to register for a quarter until all money owed the college is paid in full from previous quarters.

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

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

Summer Quarter Tuition

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

Change of Track

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

NCNM Emergency Loans

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

Student Responsibilities

- When students register for classes at NCNM, they incur charges on their account. Students are responsible for payment of all charges on their account by the due date, even if another party is paying the account.
- Students experiencing financial problems in the payment of any tuition and fees are responsible for contacting the Business Office to make satisfactory arrangements.
- Students are responsible for keeping NCNM informed of their current address and should submit address changes to the Registrar's Office immediately upon moving.
- Students are responsible for formally withdrawing from classes they wish to drop. Students who fail to formally drop classes during the refund period are responsible for the tuition charges. (See section on Add and Drop Policy.)
- Any assessment or judgment against a student for damage to NCNM property, whether arising from a Student Conduct Code proceeding or a court action, shall be considered money due NCNM as if it were tuition. No transcripts or diplomas will be released to the student until the amount due the college has been paid. The Business Office may also block future registration.

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

Other Expenses

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

Tuition and Fee Refund Policies

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

- The application fee, submitted with the initial application for acceptance to NCNM, is nonrefundable.
- The acceptance deposit fee will be forfeited by a student who withdraws after accepting admission, but before attending classes.
- Calculation of tuition refunds are based on the date the student begins NCNM's withdrawal process.
- Tuition refunds will first be applied to balances due NCNM. If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program.

Tuition refunds are calculated according to NCNM's tuition and fee refund policy outlined below:

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

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

returned to the Title IV program, but the student is not entitled to a refund of institutional charges.

Federal regulations for this refund policy allow the college to retain an administrative fee that reduces the institutional charges subject to refund. This fee is five percent of total charges, up to a maximum of \$100. Furthermore, federal regulations require that any student who has received a loan while attending NCNM and who leaves the college for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office. (See Financial Aid section for more information.)

Academic Fees

Clinic Shift Change Fee	\$50
Clinic Skill Enhancement (6 weeks)	\$600
Clinic Private Tutoring (6 weeks)	\$1500
CPR Initial Certification Fee (5 hours) (required re-certification every two years)	\$50
CPR Re-Certification Fee (3 hours)	\$40
Change of Track Fee (per subsequent change after one free change)	\$50
Challenge Examination Fee	\$60 and 50% of the per credit rate
Petition to Deviate	\$50 each approved submission
Independent Study Fee	equal to one credit hour of tuition
ND GPA 1, 2 & 3 Initial Exam (charged to student's account)	\$100
MSOM Initial Exit Exam	\$100
ND GPA 1, 2 & 3 Retake Remediation Exam (fee each) (payable before Retake can be taken)	\$75
MSOM Retake/Remediation Exam (fee each) (payable before Retake can be taken)	\$75
GPA (any) Skill Enhancement (3 weeks)	\$300
MSOM Qigong Retreats (all)*	\$205
Naturopathic Retreat	\$80
MSOM Chinese Dietetics	\$10
MSOM Herbs I	\$75
MSOM Herbs I Lab	\$10
MSOM Herbs II Lab	\$10
MSOM Herbs III Lab	\$15
MSOM Introduction to Nutrition	\$50
MSOM Medicinary Practicum	\$5
Taiji Retreat (all)	\$205
Immersion Retreat	\$205
Five-Element Retreat	\$125
Chinese Tea Culture	\$60
ND Philosophy Retreat*	\$125
Remediation (Makeup) Exam Fee (each payable before Exam can be taken, no charge for excused absence)	\$60
Remediation (Makeup) Quiz Fee (each payable before Quiz can be taken)	No charge
Shaw Island Herb Intensive*	\$165
Cascade Mountain Herb Intensive*	\$165



Herbal Garden Processing	\$600
Shan Ren Dao Retreat	\$1200
Clinical Sciences Board Review (CLE 899) <i>for graduating ND students (optional)</i>	\$95
Clinical Sciences Board Review <i>for non-NCNM students</i>	\$95
Simulation Lab (CLS 656E)	\$215
Basic Science Board Review (CLE 499) <i>for ND year 2, 3 and 4 students (optional)</i>	\$95
Basic Science Board Review <i>for non-NCNM students</i>	\$95

**Non-refundable after term begins*

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

Anatomy Lab Fall	\$125
Anatomy Lab Spring	\$85
CPD Lab (Clinical Diagnosis Lab I, II & III)	\$25
GYN Lab	\$200
Histology Lab	\$50
Hydro Lab	\$50
IV Therapy Lab	\$65
Intro to Clinic	\$30
Lab Diagnosis Lab	\$40
Clinical Lab Practicum	\$35
Clinical Physical Diagnosis Lab	\$35
Massage/Bodywork Electives	\$40
Minor Surgery Lab I <i>(includes instrument purchase)</i>	\$200
Minor Surgery Lab II	\$125
Advanced Minor Surgery Elective Lab	\$50
Nature Cure Lab	\$30
Neonatal Resuscitation Program Lecture Lab	\$140
NW Herbs Fall	\$55
NW Herbs Spring	\$55
Herbal Garden Processing Lab	\$30
Living Herbal Medicine of Southern Oregon Retreat	\$285
Physical Diagnosis Lab	\$25
Physiotherapy Lab	\$35
NMT/Orthopedic Synthesis I, II, III, IV & V	\$25
Proctology Lab	\$40
Herbal Medicine Research and Skills	\$100

Intro to Laboratory Methods	\$75
All MScN Cooking Courses	\$50
MScN Nutrition Retreat	\$150
Global Health Experience	\$1500
Global Health Practicum	\$1300
MScGH Fieldwork	\$1400
Somatic Re-Education Elective	\$25

Miscellaneous Fees

Advanced-Standing Transcript Evaluation Fee <i>(one-time application fee)</i>	\$75
Audit Fee	80% of the per credit rate
Application Fee <i>(non-refundable)</i>	\$75 all programs
Bike Room Fee	\$25 per quarter
Credit Card Fee	3.0% of the total charged
Graduation Fee <i>(fall quarter billing)</i>	\$160
Late Payment Fee	\$50 per quarter
Diploma <i>(replacement)</i>	\$50
Orientation Fee <i>(one-time fee for all new students)</i>	\$100
NMSA Fee <i>(winter quarter billing, cannot be waived)</i>	\$25
Parking Fee	\$100 per quarter
Bus Pass Replacement Fee	Prorated – TBD
Returned Check Fee	\$10 per check
NSF Check Returned	\$30
Stop Payment Fee	\$25 per check
Student Activity Fee	\$30 per quarter
Repeat Courses <i>(educational enhancement)</i>	30% of the per credit rate
Transcript Fee	\$10 per request
Tuition Deferment Fee <i>(per deferral)</i>	\$20
Tuberculosis Testing Fee <i>(can be waived to new students who have documentation of testing)</i>	\$110
Tuberculosis Re-Testing Fee <i>(for students who return from trips in foreign countries during the academic year)</i>	\$110
Acceptance Deposit <i>(non-refundable)</i>	\$500
NCNM Clinic Benefit Plan <i>(per term)</i>	\$200

Students are automatically enrolled fall, winter, spring and summer. Students may opt out of the CBP (including the next summer term) by submitting a signed waiver form to the Business Office by the end of the second week of fall term. Full details: pg. 118.

Drug Testing Fee	\$47
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(for all students when they enter clinic/fieldwork—except MSiMR students)

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, in addition to non-federal programs such as the Student Employment Program (STEP).

Financial aid is available to students enrolled at least half time. 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. This document becomes available January 1 each year. Additionally, students must have been accepted and paid all required fees and deposits at NCNM to receive financial aid information. Eligibility for financial aid is determined using a federal methodology formula as outlined by the U.S. Department of Education. The financial aid awarding process begins in early spring of each academic year for matriculated students, and late spring for new students entering in the fall. NCNM's Early Bird packaging date is February 15 for need-based aid consideration. Federal work-study is the only need-based aid available at NCNM. Funds are awarded on a first-come, first-served basis to the highest need students as determined by the U.S. Department of Education.

Availability for this need-based grant is dependent on the annual federal allocation received at the college and awarded on a first-come, first-served basis.

As NCNM is a graduate institution, all students are considered "independent" and are eligible to receive the maximum allowable in federal loans. Graduate students are eligible to receive Federal Direct Unsubsidized Stafford and Graduate PLUS Loans. Amounts received will depend on the institutional cost of attendance budget for the program chosen. Students receiving federal financial aid are required to disclose all outside resources received on their behalf to the Financial Aid Office. These resources will be included and calculated as part of their financial aid award packet. To continue to receive financial aid, the student must make satisfactory academic progress, as defined by academic policies, and must be enrolled at least half time to qualify for federal aid. The Financial Aid Office can advise the student about sources of financial aid and budgeting strategies. This office is available as a resource even after the student leaves the college. Alumni may contact the Financial Aid Office for information about confidential counseling on students' debts and loan repayment, both by phone and email.

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 fafsa.gov.

Federal Direct Loan Program

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

Types of Loans

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

The maximum amount of graduate student education loans available will depend on a student's program(s) of enrollment. The student should keep in mind the amount of loans they choose to borrow and their overall indebtedness, and that the money borrowed will have to be repaid with interest. All students interested in federal loans must complete and submit the Free Application for Federal Student Aid (FAFSA).

Fixed interest rates for 2014-2015:

- Federal Direct Stafford Loan: 6.21%
- Federal Direct Graduate PLUS Loan: 7.21%

Federal Direct Unsubsidized 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 Cost of Attendance (COA) budget, as well as considering the student's eligibility and program of enrollment.

Aggregate Graduate Loan Limits for Master's Degree Programs

The maximum amount of student education loans is limited federally to \$20,500 per nine-month period (academic year), and cannot exceed a maximum borrowing amount of \$138,500—of which no more than \$65,500 can be in subsidized loans. This aggregate limit includes undergraduate loan debt and applies to students enrolled solely in master's degree programs.

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

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

Federal Direct Graduate PLUS Loan

This is a federal fixed-rate loan that can be used to help cover the costs of attending college for graduate students who are enrolled at least half time. You must be either a U.S. citizen or permanent resident. A credit check is



required; however, income or assets and credit scores are not typically 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 Unsubsidized Loan amounts. We expect that a Graduate PLUS applicant would wish to receive a Federal Graduate PLUS Loan to supplement the maximum Federal Unsubsidized Loan amounts that he or she is eligible to receive. However, a graduate or professional student is not required to receive Federal Unsubsidized Loan funds as a condition for receiving a Federal Graduate PLUS Loan. For more information about this loan, please contact the Financial Aid Office.

Emergency Loans

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

Emergency Loan Examples:

- Personal/Family Crisis – a situation or period in which things are very uncertain, difficult or painful; especially a time when action must be taken to avoid complete disaster or breakdown
- Disaster – an event that causes serious loss, destruction, hardship or death
- Tragedy – serious illness, financial ruin or fatality
- Theft – having property stolen, vehicle damage, etc.

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

Students receiving federal financial aid must provide their Student Status Change form or Add/Drop form and

schedule a meeting with the Financial Aid Office staff to discuss program changes that may affect their eligibility for financial aid.

Financial Aid Refund Procedure

If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program. If the amount of the refund exceeds the total amount of aid, the excess will be returned to the student. Federal regulations require that any student who has received a loan while attending NCNM and who leaves the college for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office.

Return of Federal Title IV Funds

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

For graduate-level students attending NCNM, the order is:

1. Unsubsidized Stafford Loan
2. Graduate PLUS 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.

Federal Work-Study Program

The Federal Work-Study Program (FWSP) provides job opportunities that complement and reinforce our student's educational and career goals. The program is available to students as an alternate resource to earn money to help cover educational expenses. Student employees earn an hourly wage and are paid monthly.

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 and maintains an online timesheet database.

NCNM has a priority packaging date of February 15 for need-based aid consideration. Students with demonstrated financial need and who indicate on the FAFSA application an interest in work-study are eligible to receive an award. However, due to fund limitations, only those students with the highest need will receive an award.

FWSP is a federally subsidized program with a limited allocation. 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. Allocated funds could be exhausted regardless of whether or not a student applies by the priority deadline.

Federal Work-Study Conditions and Limitations

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

- Federal Work-Study is governed by any and all applicable federal, state and/or local laws.
- Federal Work-Study must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.
- Federal Work-Study employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.
- Students receiving, or eligible to receive, Federal Work-Study funds may not receive student employment funds.

The Federal Work-Study 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 \$300 to \$690. Wage rates are \$11 per hour and these jobs include positions such as teaching assistant, grader, library assistant, medicinary support, front desk help, patient coordinator and reading tutor, to name a few. To view a list of current work-study opportunities, please visit the Student Life web page and select work-study listings. Search all departments to see all jobs posted for the year. Only eligible Federal Work-Study students at NCNM are eligible to apply for these positions.

Student Employment Program

The Student Employment Program (STEP) provides job opportunities that complement and reinforce our

student's educational and career goals. The program is available to students as an alternate resource to earn money to help cover educational expenses. Student employees earn an hourly wage and are paid monthly. The STEP program operates independent from the Federal Work-Study Program. Limited positions exist and students employed by this program are subject to the budgeted funds of the department. *Students employed under the STEP program cannot work under the Federal Work-Study Program.*

Student Employment Conditions and Limitations

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

- Student employment is governed by any and all applicable federal, state and/or local laws.
- Student employment must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.
- Student employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.
- Student employees are provided with limited funds determined by the hiring department each budget year.
- Students receiving, or eligible to receive, student employment funds may not receive federal work-study funds.

STEP awards are included in the cost of attendance budget as an outside resource and other aid may be reduced.

Student Employment Criteria

In order to participate in the Student Employment Program (STEP), a student must be an international student; or be ineligible for the Federal Work-Study Program; or have voluntarily relinquished their FWSP award.

Note: students missing the financial aid priority deadline or failing to file the FAFSA are not eligible for STEP funds.

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

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

Scholarships

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

Admissions Scholarships

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

Since these awards are given on a rolling basis, the probability of receiving a scholarship decreases for applications received later in the year. As of the end of January, approximately half of the available scholarships have already been awarded. For more information about these scholarships, please contact the Admissions Office at 503.552.1660.

NCNM Enrolled Student Scholarships

All current full-time students in good academic standing are encouraged to apply for student scholarships. Finalists are selected based on a record of outstanding academic achievement, leadership, service to the college and community, dedication to the profession of natural medicine, and a commitment to honoring and celebrating diversity. Scholarship applications are available late in spring term of each year. Selected recipients are announced after spring term and are awarded evenly over the students' following academic year. Additional criteria may apply.

The Office of Advancement operates the college's scholarship program. More information about scholarship availability can be obtained by contacting the vice president of advancement at 503.552.1512.

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

Naturopathic medical conventions in the 1920s attracted more than 10,000 naturopathic physicians. There were

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

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

NCNM is alma mater to more than 2,000 naturopathic physicians. Our graduates practice in a rapidly growing number of U.S. states, territories, Canadian provinces and many foreign countries. Many are nationally acclaimed healthcare experts, as well as successful physicians. NCNM alumni have been advancing the naturopathic profession—and the benefits of naturopathic medicine since the college's founding in 1956. This is an exciting time to join the profession and help make history in the field of naturopathic medicine.

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, 17 states, Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and six Canadian provinces license naturopathic physicians. Many jurisdictions regard NDs as primary care physicians and provide them with a diagnostic and therapeutic scope of practice necessary to provide a wide range of treatment options. These include general and preventive health care, as well as diagnosis and treatment

for acute and chronic conditions. In those jurisdictions in which NDs are not licensed, the scope of practice excludes the diagnosis and treatment of disease. The naturopathic physician is defined by the U.S. Department of Labor as one who: “Diagnoses, treats and cares for patients, using a system of practice that bases treatment of physiological functions and abnormal conditions on natural laws governing [the] human body: Utilizes physiological, psychological and mechanical methods, such as air, water, light, heat, earth, phytotherapy, food and herb therapy, psychotherapy, electrotherapy, physiotherapy, minor and orificial surgery, mechanotherapy, naturopathic corrections and manipulation, and natural methods and modalities, together with natural medicines, natural processed foods and herbs and nature’s remedies. Excludes major surgery, therapeutic use of X-ray and radium, and use of drugs, except those assimilable substances containing elements or compounds which are components of body tissues and are physiologically compatible to body processes for maintenance of life.” (Yet many states have broad drug formularies that allow NDs to prescribe drugs.) It should be noted that the state of Utah requires a one-year residency before licensing NDs. Like other physicians, recently graduated NDs are encouraged to seek additional clinical experience under the supervision of a licensed physician in the form of residencies and mentorships.

Licensing and Certification of Naturopathic Physicians

Naturopathic doctors are legally recognized to practice medicine throughout the United States and U.S. territories, Canada, as well as many other countries. NDs are fully licensed to practice as primary care physicians in: Alaska, Arizona, California, Colorado, Connecticut, Hawaii, Kansas, Maine, Maryland, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Utah, Vermont and Washington. They are also licensed in Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and in the Canadian provinces of Alberta, British Columbia, Manitoba, Ontario, Nova Scotia and Saskatchewan. In other U.S. and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions or local regulations. Efforts to enact licensing laws are underway in several American states, and licensure legislation is in the final stages of consideration in several states. The best sources of current information about the legal status of naturopathic medicine in a particular area are the American Association of Naturopathic Physicians (818 18th Street NW, Suite 250, Washington, DC 20006, or naturopathic.org), state or provincial naturopathic





associations, and individual naturopathic physicians practicing in those areas.

Currently all states that license naturopathic physicians require graduation from a residential course of study offered through 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 which 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.

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 healthcare 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 healthcare providers and agencies.

- **Historical/Scientific Knowledge Base** – Draw on the wisdom of ancient medical traditions and historical knowledge; and contribute to and apply emerging scientific research to serve the needs of the patient, the profession and society.
- **Legal/Ethical** – Live and work within the legal and ethical framework of the profession and the naturopathic oath.
- **Personal Growth** – Cultivate a practice of lifelong growth and learning to adapt in a continually evolving profession, utilizing appropriate developing technology for information management and communication.
- **Professional Growth/Mentorship** – Embrace the continuous cycle of growth and education from elders and peers through future generations by fulfilling the roles of learner, scholar, mentor, teacher and innovator.

Principles of Naturopathic Medicine

The practice of naturopathic medicine emerges from six principles of healing. These principles are based on the objective observation of the nature of health and disease, and are examined continually in light of scientific analysis. These principles stand as the distinguishing marks of the profession:

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.

The Healing Power of Nature

vis medicatrix naturae

The body has the inherent ability to establish, maintain and restore health. The healing process is ordered and intelligent; nature heals through the response of the life force. The physician's role is to facilitate and augment this process, to identify and remove obstacles to health and recovery and to support the creation of a healthy internal and external environment.

Identify and Treat the Cause

tolle causam

Illness does not occur without cause. Underlying causes of disease must be discovered, and removed or treated, before a person can recover completely from illness. Symptoms are expressions of the body's attempt to heal, but are not the cause of disease; therefore, naturopathic medicine 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.

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

Chinese Medicine: Within the ND program, Chinese medicine is a healing philosophy that is complementary to naturopathic medicine. Chinese medical theory offers an



important understanding of the unity of the body and mind, while adding to the Western understanding of physiology and therapies. An introductory course in Chinese medicine is included in the core naturopathic curriculum.

Physical Medicine: Naturopathic medicine has its own methods of therapeutic manipulation of soft tissue, muscles, bones and spine. NDs also use ultrasound, diathermy, exercise, massage, water, heat and cold, and other gentle electrical therapies in the treatment of musculoskeletal conditions and pain.

IV Therapy: Intravenous and intramuscular injections of micronutrients and macronutrients are used for many purposes, from simple nutritional support to detoxification procedures in cases of poisonings, and specific treatment of both chronic and acute diseases.

Nature Cure: The use of time-honored natural treatments including fresh air, exercise, whole foods and hydrotherapy are important in the naturopathic treatment and prevention of disease.

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

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

Doctor of Naturopathic Medicine

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/GPA1). Students are eligible to take NPLEX biomedical sciences board exams after completing second-year courses.

Third year continues to focus on the botanical, manipulation, clinical nutrition and homeopathic medicine sequences; begins the organ systems courses (which emphasize case management); and gives major emphasis to clinical training. Students must pass a clinical primary status exam (Graduate Proficiency Assessment 2/GPA2) to proceed to primary status in the clinic.

Students in the fourth year continue the organ systems courses. The major focus of the fourth year is practical clinical training, working closely with licensed physicians caring for patients. A clinic proficiency exam (Graduate Proficiency Assessment 3/GPA3) is an exit examination that demonstrates clinical competency prior to graduation. Because the program is rigorous and the course load heavy, students may apply to complete the ND degree in five rather than four years. In some cases, students may be required to be in the five-year track. Students may take no more than seven years to complete the ND program.

While at NCNM, students can undertake any two programs concurrently (e.g., ND/MSOM, ND/MSiMR, MSOM/MScN, etc.). Contact the Office of Admissions for more information.

ND Course Descriptions

Biomedical Sciences

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

BAS 410/420 – Musculoskeletal Anatomy I, II (2 lecture credits each)

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

BAS 411/421 – Gross Anatomy Laboratory I, II (1 lab credit each)

In this two-term course students participate in human cadaver dissection as an aid to learning the interrelationships of the parts of the human body.

Prerequisites: concurrent enrollment in BAS 410/420

BAS 412/422/432 – Organ Systems Anatomy and Physiology I-III (8 lecture credits in OS I, 7 lecture credits in OS II and III)

This year-long course sequence is an in-depth exploration of the gross and microscopic anatomy, physiology and development of the internal organ, endocrine and central nervous systems. The course series represents an integration of biomedical sciences describing the structure and function of the human body.

BAS 414L – Histology Laboratory (1 lab credit)

Microscopic anatomy of all major body tissues with an emphasis on histopathology is covered in this lab course.

BAS 417/427 – Biochemistry I, II

(3 lecture credits each, with 0.75 tutorial credit)

These courses cover biochemical structures and pathways of metabolism including the role of vitamins and minerals.

BAS 437 – Immunology (3 lecture credits)

This course focuses on the basic functions of the immune system with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology.

BAS 418/428/438 – Basic Science Clinical Correlates I-III (1 lab credit each)

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

Prerequisites: concurrent enrollment in BAS 412/422/432

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

(3 lecture credits each)

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



BAS 434 – Evidence-Informed Practice (2 lecture credits)

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

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.).

BOT 520/530/610 – Botanical Materia Medica I-III

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

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

Prerequisites: concurrent enrollment in CLS 520/530

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

(2 lecture credits each)

These courses cover local plant identification, ethical

harvesting, drying techniques and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants.

Elective: BOT 620E/630E – Advanced Botanical Materia Medica I, II
(3 lecture credits)

These 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.

Elective: BOT 704E – Ayurveda Herbs (2 lecture credits)

This class covers Ayurveda from a basic perspective, and focuses on the role of herbal medicines in the Ayurvedic healthcare system. Students are taught to describe basic clinical uses for 60 select major Ayurvedic botanicals, describe basic Ayurvedic energetics as appropriate to a clinical setting, and describe basic Ayurvedic clinical approaches to therapy for 10 body systems.

Elective: BOT 710E – Effective Formulas for Top General Practice Conditions (1 lecture credit)

This course will consider the conditions most common to general family practice (gyn conditions, common

infections, common skin complaints, diabetes and most common complications, etc.) and focus on sophisticated formulations for a variety of presentations. Students hone their formulation skills and include energetic and constitutional considerations and specific indications of niche herbs. A variety of formulation styles and practices will be addressed using dietary herbs and approaches, teas versus tinctures versus pill, topical applications and cost and practical considerations.

Elective: BOT 730E – Botanical Cell Biology, Molecular Mechanisms and Research (1 lecture credit)

This physiology and research based class will focus on chemical constituents in plants, published research on mechanisms of action, and clinical trial results. Plants effecting cell membrane receptors, glycoproteins, neurotransmitters, action potential, ion gates, liver enzymes, collagen regeneration, photosensitization and many other molecular mechanisms of action will be covered. The important and popular topics of drug herb interactions, cancer management tools and herbs in pregnancy and lactation will also be addressed.

Herbal Intensive Studies

Elective: BOT 700E – Shaw Island Herbal Intensive (2 lecture credits)

This is an experiential class focusing on the unique environment found on the San Juan Islands. Faculty will lead a small group of students on a 3-day/2-night exploration of the rich diversity of land and sea plants of the maritime islands; traveling in groups to Anacortes and Shaw Island, and car camp at the University of Washington's field station on Shaw Island. Students will bring all personal items for camping, including tents and sleeping bags, and will be responsible for various camp chores including meals. The cost of the ferry, transportation, camping at Washington Park, seaweed, and shellfish license will be paid by each student and is not covered by the lab fee.

Elective: BOT 701E – Cascade Mountain Herbal Intensive (2 lecture credits)

This course delivers a direct experience of medicinal plants in their natural habitat under the guidance of an experienced herbalist and wild crafter, grower and botanist. The first day is spent in the lush plant life of the Columbia River Gorge. The second and third days will be spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants, their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them.

Elective: BOT 703E – Living Herbal Medicine of Southern Oregon (3 lecture credits)

This hands-on course is designed to advance knowledge in all areas of botanical studies with field trips to the

Siskiyou National Forest for plant identification. Students will identify herbs to become familiar experientially with the growing and manufacturing processes related to their use, to examine the laboratory processes instrumental in preparing, manufacturing and testing these herbs, and to understand good manufacturing processes and overall product quality systems intrinsic to herbal medicine. This course will refine the student's knowledge ranging from industrial preparation, growing, cultivation and environmentally sound processing practices including packaging and distribution systems, as well as the significant areas of product research, naturopathic and herbal medicine education and training, to clinical practice settings where patient care, safety, efficacy and evaluation are key elements of professional practice.

Elective: BOT 705E – Herb and Garden Processing (0.5 lecture credit)

Held in Battle Ground, Washington, this outdoor course features demos including sprouting, fermenting, making cheese, making tinctures, salves, oils, creams, vinegars, canning, vacuum sealing, freezing, drying, preserving flowers, harvesting seeds, storing bumper crops, and garden crafts. Many recipes will be provided; several dozen live plants and herbs studied and worked with; all equipment and set ups will be demonstrated. As a result of taking this class, students will gain comfort, familiarity, and resources to undertake preparing a wide variety of foods, medicines and body products at home, in their offices, or hold their own community classes.

Elective: BOT 706E – CASEE Center Botanical Field Study (0.5 lecture credit)

This field study course is intended to be part botanical and medical, part ecological, and part energetic and awareness building. Held at the CASEE Center in Brush Prairie, Washington, the course will focus on Pacific Northwest ecosystems, plant identification and basic taxonomy. The medicinal properties of both introduced and native plants will be presented. The class will also include time to discuss and experience the different feel and energy of the various gardens, deep forest, and grassland regions of the center. The interconnectedness of the plants of these various ecosystems will be examined, and from there the interconnectedness of the various insects and animals with the plants will be examined.

Elective: BOT741E – Ethnobotany Intensive (5 lecture credits)

This course is an intensive study of the ethnobotany of Peruvian Andes, cloud forests and the "eyebrows" of the jungle. The course will involve botanical, ethnobotanical, biochemical and ecological information and discussions; involve all the senses; and include lecture, experiential, field investigations and cultural immersion components. The course will improve students' familiarity with botanical families and ground their understanding of medicinal actions and the clinical application of herbs.

Chinese Medicine

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

NPH 510 – Intro to Chinese Medicine (3 lecture credits)

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

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

Elective: DDC 500 – ND/CCM Integration (2 lecture credits)

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

Elective: DDC 501 – Integrative Phytotherapy (1 lecture credit)

This course introduces the basic concepts of phytotherapy, with emphasis on the therapeutic use of herbs for common

clinical scenarios. Students will also develop a general understanding of the pharmacology of herbal medicines, and potential interactions with pharmaceutical agents. The majority of the course will emphasize the therapeutic classes of herbs, with common examples. The pharmacology and indications of medicinal herbs representative of each category (used in naturopathic and Chinese medicine) will be discussed in detail. *Prerequisite: third-year status in the ND and MSOM programs*

Elective: CCM 504E/505E/506E – ND Qigong Retreat Series I-III (1 lecture credit each)

With this series of weekend qigong retreats, the Chinese medicine department makes available a synthesis of the Eastern art of cultivation for the beginning ND student. In the serene surroundings of a retreat center in the Pacific Northwest, students will learn to experience energy-based phenomena such as qi and be introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific exercises include Free Style Dragon Qigong (Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation and sacred chants from a variety of healing traditions.

Classical Chinese Medicine Certificate Programs

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

Naturopathic Clinical Education

CLE 430 – Intro to Clinic

CLE 520/530 – Clinical Rotation Hydro/Massage

CLE 709 – Clinical Secondary Rotation

CLE 811 – Clinical Primary Rotation

CLE 942 – Clinic Education

CLE 972 – Grand Rounds

(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 healthcare facilities. Students begin learning through observation and gradually gain more responsibility for patient care. All patient care is under the direct supervision of licensed physicians.

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





knowledge, judgment, professional and ethical behavior, and communication skills.

Clinical experience begins during the summer after the first year. The first year of clinical experience is chiefly technical—with students performing various hydrotherapy treatments (and massage if qualified) on clinic patients. Students enter the clinic as secondary interns after their second year is completed, and as primary interns after their third year. As interns, students become part of the treatment teams that deliver naturopathic care in the college clinics.

Each student has a required summer clinic shift as a primary intern. Summer shifts in the clinic prior to the mandatory summer as a primary intern are done at the request of the student and not required.

In addition to the minimum 1,224 hours of direct patient care, third- and fourth-year students attend Naturopathic Grand Rounds, at which clinical cases of interest to students and clinicians are presented. Clinical education includes community education activities, medicinary, X-ray and laboratory practicums in addition to direct patient care hours. *Prerequisites: BAS 410/420, BAS 411/421, BAS 412/422/432, BAS 414, BAS 417/427/437, BAS 440/441, CLE 931/932/933, CLS 510/520/530, CLS 512/522/532/542, CLS 513/523/533. Students must be CPR certified.*

Prior to beginning third-year clinical training, students must pass the secondary clinic entrance examination (Graduate Proficiency Assessment 1, CLE 931). Prior to beginning fourth-year clinical training, students must successfully complete a primary entrance exam (Graduate Proficiency Assessment 2, CLE 932) and third-year courses, as defined in the student handbook, to become a primary clinical student. These exams are traditionally given during the winter quarter.

CLE 716F, 716W, 716S – Laboratory Practicum I-III
(0.5 lab credits each)

A practical laboratory course giving students practice in performing CLIA-waived diagnostic lab procedures that can be done in a physician's office. Skills in specimen collection and phlebotomy are developed, along with skills in the interpretation of all laboratory results.

Prerequisites: CLS 513L/523L/533L

CLE 717 – Medicinary Practicum (1 lab credit)

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

CLE 718 – X-Ray Practicum (1 lab credit)

A clinically oriented, small group, case-based course focused on diagnostic imaging techniques, where students learn to assess the need for ordering imaging studies, interpret the studies in the context of the patient's overall presentation, and make clinical management decisions based on imaging results. *Prerequisites: CLS 614/624/634*

CLE 810 – Senior Lab Post (0.5 lab credit)

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

CLE 827 – Clinical Skills Building

This course is assigned to students who require extra support in meeting minimal levels of clinical competency. Students are referred for additional instruction by their clinical supervisors or dean. During this six-week course, students are tutored in a small tutorial in areas where they need skill development.

CLE 828 – Clinical GPA Tutoring

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

CLE 829 – Clinical Tutorial

Clinical Tutorial is one-on-one tutoring in the clinical setting, by a faculty member, for students who require extra support in meeting minimal levels of clinical competency.

CLE 850/851 – ND Preceptorship (10 clinic credits)

The ND Preceptorship 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 healthcare professionals, most commonly NDs, MDs, DOs and DCs. Students holding another medical degree (e.g., MD, DO, DC) are required to complete only 145 ND hours. 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. The college maintains a database of preceptorship opportunities, and students are encouraged to seek out their own opportunities in areas of special interest.

CLE 930 – Community Education (1 lab credit)

Students are required to complete 24 hours in activities such as giving lectures and presentations to outside community organizations. This experience will enhance the students' public speaking abilities while increasing the public awareness of natural medicine. In addition to speaking, students may fulfill these requirements in activities that provide some form of medical information to the community. All community education hours, except events which are "pre-approved" and are advertised by NCNM's Marketing Department, are approved by the dean of the program or the associate dean of academic progress.

Clinical Nutrition

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

NUT 530 – Nutrition I (3 lecture credits)

This course provides the foundation for a working knowledge of the actions, recommended intake, and therapeutic uses of macronutrients (carbohydrates, fats, proteins) and micronutrients (vitamins, minerals, accessory nutrients). Dose, toxicity and deficiency issues for each vitamin and mineral are also discussed. *Prerequisites: BAS 412/422/432, BAS 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.

CLE 510/520/530 – Clinical and Physical Diagnosis I-III (5 lecture credits each)

In this sequence of courses, students integrate information



presented in pathology to learn the diagnosis of disease. This includes the integration of medical history, physical examination and laboratory testing appropriate for accurate medical assessment of each system in the body and their interrelationships. *Prerequisites: BAS 410/412/420/422/432, CLS 512, concurrent enrollment in CLS 522/532/542*

CLS 510L/520L/530L – Physical Diagnosis Lab I-III (1 lab credit each)
These courses cover the practical portion of the physical diagnosis curriculum. Students are taught charting skills, patient history taking, and to perform all aspects of the physical examination. *Prerequisites: concurrent enrollment in CLS 510/520/530*

CLS 512/522/532/542 – Pathology I-IV (3 lecture credits Path I, 4 lecture credits Path II, 3 lecture credits Path III, 4 lecture credits Path IV)
This course series approaches the study of disease through defining the pathological processes that lead to physical disease, such as cell injury and death, inflammation, repair and neoplasia. Diseases of each organ system, including causes, changes in tissue structure and function, and the clinical course of each condition are studied. *Prerequisites: BAS 410/412, concurrent enrollment in BAS 420/422*

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

This course sequence is coordinated with the pathology and clinical and physical diagnosis series. Students are taught indications for specific laboratory assessment and evaluation of test results. In the lab portion of class students learn to perform medical laboratory techniques used in physician offices. *Prerequisites: BAS 417/427/437/440/441, concurrent enrollment in CLS 510/520/530, CLS 512/522/532*

CLS 514/524/534 – Clinical Case Presentations I-III (1 lab credit each)
This course is a problem-based study of clinical cases that encourages diagnostic thought processes for students, while illustrating important elements of pathology and

clinical diagnosis and laboratory testing. *Prerequisites: BAS 432, concurrent enrollment in CLS 510L/520L/530L*

CLS 516/526 – Pharmacology I, II (3 lecture credits each)

This course series presents the principles of pharmacodynamics, including drug absorption, metabolism, distribution, excretion and mechanism of action. Students are expected to classify and describe the pharmacodynamics side effects and therapeutic uses of drug prototypes from the contemporary drug classes. Special emphasis is given to drugs contained in Oregon and other naturopathic formularies. *Prerequisites: BAS 417/427/437, BAS 432, CLS 510/520/530; CLS 516 must be taken prior to CLS 526*

CLS 614/624/634 – Diagnostic Imaging I-III

(2 lecture credits DI I, 3 lecture credits DI II, 2 lecture credits DI III)
Students are taught the radiographic anatomy and findings of common disorders, with emphasis on differential diagnosis and clinical correlation. Students also learn about the operation of X-ray equipment and how to order imaging studies. Other basic methods covered are ultrasonography, nuclear medicine, computerized tomography, magnetic resonance imaging, and their proper use in diagnosis. *Prerequisites: BAS 432, concurrent enrollment in CLS 510/520/530, CLS 512/522/532/542*

CLS 621 – Medical Genetics (2 lecture credits)

This course covers the basis, diagnosis and transmission of genetic disorders. The role of genetics in congenital diseases, prenatal diagnosis of chromosomal disorders, and new techniques in human molecular genetics are emphasized. *Prerequisites: BAS 417/427, CLS 512/522/532*

CLS 631 – Environmental Medicine (2 lecture credits)

This course focuses on the health effects of pollutants in the environment and in the workplace. Students are taught how chemical substances and radiation affect the human organism and how to diagnose and treat the disease conditions that occur from environmental exposures. *Prerequisites: BAS 417/427/437, CLS 530/542*

CLS 632 – First Aid and Emergency Medicine (2 lecture credits)

In this course students are taught to recognize and respond to medical emergencies with conventional medical and naturopathic techniques, while making appropriate decisions for referral. *Prerequisites: CLS 510/520/530*

CLS 710, 711, 712 – Clinic Synthesis I-III (0.5 lab credit each)

Clinic synthesis is a series of three weekend intensive courses in which academic knowledge, laboratory training, and clinical skills are practiced and enhanced through hands-on, mock patient interactions supervised by clinical faculty in a small group lab setting.

CLS 999 – Case Portfolio (1 clinic credit)

Each student is required to write six case papers, which will be selected from patients seen on different shifts during each quarter as a primary intern; generally, two papers per term. These papers are used to assess the following:



- Demonstrate knowledge of patient assessment, diagnosis, treatment and management.
- Ability to write a clear, concise report on a patient's condition, analysis, treatment, and therapeutic outcome in a professional manner, including the appropriate use of references.
- Ability to think critically about patient care.

Prerequisite: fourth-year standing

Elective: CLS 536E – Pharmacology for Clinical Practice
(2 lecture credits)

This course looks at the top most prescribed drugs in the U.S., the disease states they represent, standards of care and stepwise approach to drug therapy in those disease states. Various patient cases/scenarios are used to determine how that might change drug therapy. Students practice writing the prescriptions, adding nutrients to offset any known depletions, then determine the best means of safely discontinuing the agents as the patient's health improves. *Prerequisites: CLS 516/526*

Elective: CLS 635E – Transgender Health and Gender Transition
(2 lecture credits)

This course provides an in-depth description of transgender identities and terminology, including first-hand accounts of the transgender experience. Students will gain extensive understanding of endocrinology and reproductive health in the context of cross-gender hormone transition; and naturopathic, herbal and acupuncture point support for patients in various stages of gender transition; surgical options will also be discussed.

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*

Elective: CLS 656E – Simulation Lab (1 lecture credit)

Students will work with high-fidelity medical simulators at Legacy Emanuel Hospital, experiencing acute scenarios of conditions encountered in naturopathic primary care. *Prerequisite: third-year and fourth-year standing*

Elective: CLS 657E – Sleep Health and Disorders (2 lecture credits)

Healthy sleep is imperative for overall good health. This course will begin with sleep and circadian physiology and normal sleep throughout the life span. Then the six primary categories of sleep disorders will be covered. Cases will be presented with time for discussion and work-up of the differential diagnosis. Women's sleep health and the interaction between sleep and other disorders will be included. Course will conclude with information on ways to promote healthy sleep, botanical and nutrition approaches, and common pharmaceuticals.

Elective: CLS 658E – Pain: Pathophysiology and Management Options (2 lecture credits)

This course is a comprehensive approach to pain management. Students learn assessment and diagnostic techniques, ways to communicate with patients about pain, treatment options, and new theories in the application of pain management strategy.

Prerequisites: CLS 510/520/530, PHM 513/513L

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. *Prerequisite: NPH 410, Corequisite: CLS 510*

HOM 520 – Homeopathy I (2 lecture credits)

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

HOM 530 – Homeopathy II (2 lecture credits)

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

HOM 620 – Homeopathy IV (3 lecture credits)

This course focuses on prescribing homeopathic remedies for acute ailments by using keynote symptoms and repertory. *Prerequisite: HOM 610*

Elective: HOM 630E – Homeopathy V (3 lecture credits)

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

Elective: HOM 710E – Homeopathy VI (3 lecture credits)

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

Elective: HOM 720E – Homeopathy VII (3 lecture credits)

Upon completing this course, students will be able to describe the characteristic general and keynote symptoms, and major therapeutic indications for at least eight additional homeopathic remedies. Students will be able to give the symptom indications with remedy comparisons for at least 10 remedies most often used for each of several common gastrointestinal and dermatological complaints. The student will be able to describe the uses, strengths,

and weaknesses of various repertories and methods of repertorization. In addition, they will be able to prepare potencies from crude substances. *Prerequisite: HOM 620*

Elective: HOM 730E – Homeopathy VIII (3 lecture credits)

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

Prerequisite: HOM 620

Elective: HOM 740E – Sensation in Homeopathy (2 lecture credits)

This course teaches students homeopathic case taking, case analysis, repertorization, and prescribing using the Sensation Method as developed by Rajan Sankaran and colleagues. Sensation Method focuses on studying case taking, case analysis, miasms, materia medica (kingdoms and sub-groups), and follow-up management through the lens of this comprehensive and effective method of practicing homeopathy. This will be used in conjunction with classical repertorizing for best clinical outcomes.

Prerequisites: HOM 510/520/530/610/620

Psychological Medicine

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

PSY 421 – Cultivation of the Practitioner I

(1 lecture credit with 0.75 lab credit)

This course teaches students about communication and boundary setting in the doctor-patient relationship and includes practical hands-on application of communication techniques, allowing the student to explore the skills needed to listen to and counsel patients.

PSY 521 – Cultivation of the Practitioner II (1.5 lecture credits)

This course focuses on techniques for stress management and self-awareness, and teaches several methods of achieving successful communication with patients that avoid practitioner burnout. *Prerequisite: second-year status*

PSY 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)

The material in this course is designed to strengthen students' developing skills and confidence in facing the challenges of primary care practice. Students are exposed to actual patients in class, as well as videotapes and in class exercises to gain confidence in working with patients.

PSY 712 – Interviewing Techniques II (2.5 lecture credits)

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

Elective: PSY 422E – Personal Development as a Physician

(1.5 lecture credits)

This class facilitates the transition from student to physician by focusing on personal development within the doctor/patient interaction. Emphasis will be placed on difficult interactions, with guidance in taking responsibility and first steps in moving the relationship along.

Elective: PSY 690E – Behavioral Medicine (2 lecture credits)

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

Naturopathic Natural Childbirth/Midwifery

The natural childbirth/midwifery program at NCNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although NCNM's program for credit is didactic only, and does not include the

experiential aspects of training, it prepares students to seek further education through clinical preceptorships, should they so choose. Naturopathic midwives strive to “be with” (midwife) each woman as her pregnancy progresses and “to stand before” (natural childbirth) her reverently, acknowledging her strength and the indisputable wisdom of childbirth. Naturopathic physicians honor the body's wisdom in the birthing process.

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

NCNM offers a specialty certificate in naturopathic natural childbirth/midwifery, recognizing the completion of a series of didactic courses. The program combines the principles and practice of midwifery with naturopathic philosophy, but does not include credit for practical experience in assisting at childbirth. Students receive instruction in the natural process of pregnancy, labor and birth, while also being trained in detection and management of unusual and emergency situations. After successful completion of the program, certificate holders are uniquely prepared to continue their education by obtaining practical experience under the mentorship of qualified naturopathic physicians. Students intending to include natural childbirth in their practices must complete the entire didactic sequence of coursework to familiarize themselves with the management of pregnancy, childbirth, postpartum and neonatal periods.

Program coursework meets Oregon licensure requirements for the certificate of natural childbirth, and is recognized by Washington state midwifery requirements. Both states also require practical clinical experience, which is not included in this certificate program. Individuals interested in practicing naturopathic midwifery in other areas should contact local governing agencies to inquire about requirements.

Students must be in good academic standing and may apply for the program in their second or third year in the naturo-





pathic program. Qualified applicants will be interviewed by the Natural Childbirth Selection Committee for entry into the natural childbirth/midwifery certificate program. Annual selection is limited and not all applicants are accepted.

NCB 610 – Natural Childbirth I: For the General Practitioner
(3 lecture credits)

This course is required in the naturopathic curriculum, and prepares the student to provide health care appropriate to the special circumstances of pregnancy. Topics include diagnosis of pregnancy, initiating prenatal care, therapeutics for early pregnancy, management of miscarriage, infertility, referrals, overviews of normal labor and birth, and the postpartum care of mothers and infants. The student is prepared to screen for risks and to offer clients informed choices related to hospital or out of hospital birthing options. *Prerequisites:* CLS 510/520/530, CLS 510L/520L/530L, CLS 512/522/532/542, CLS 513/523/533

Elective: NCB 620E – Natural Childbirth II: Pregnancy
(3 lecture credits)

This course initiates specialty training in naturopathic natural childbirth. 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 Natural Childbirth/Midwifery (1 lecture credit)

Medical, legal, and malpractice issues are discussed with respect to different states, as well as requirements for licensure.

Naturopathic Philosophy and Practice

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

NPH 410 – Naturopathic Medical History, Philosophy and 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: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, the physician as teacher, and prevention.

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 and Therapeutics (1 lecture credit)

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

NPH 531 – Naturopathic Medical Ethics (1 lecture credit)

This interactive course explores ethical principles universal in all branches of medicine, while examining the ethical principles unique to naturopathic medicine. Material presented include 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 – Business Operations and Management (1 lecture credit)

Understanding how your business operates; an overview of operational processes and strategies. This course will cover operational procedures and policies, and assist the professional in optimizing their processes to enhance results. Students will start a comprehensive policies and procedures manual for their practice. *Prerequisite: NPH 727*

NPH 725 – Business Administration (1 lecture credit)

Bringing your learning together and starting your plan in motion; an overview of strategic business management. This course will cover ongoing administrative and operational responsibilities while operating your practice. It will entail a thorough discussion of goals, strategy and tactics. Students will learn techniques for maintaining operational awareness and define variables for measuring and monitoring the success of their practices. Students will present their comprehensive business plan as the final project of the business series. *Prerequisite: NPH 726*

NPH 726 – Business Marketing (1 lecture credit)

Creating your brand and projecting it to the world; overview of practice marketing. This course will cover all facets of practice marketing and promotion. Students will learn tactical and strategic approaches to marketing their practices effectively and measuring their results. They will begin the development of their website as well as their practice branding. Students will present in groups about different marketing approaches and strategies. *Prerequisite: NPH 724*

NPH 727 – Business Development (1 lecture credit)

Exploring the business of the profession with an overview of the naturopathic practice and the business plan. This course will cover the business responsibilities and roles of the entrepreneurial naturopathic physician. Students will learn about models of naturopathic practice. They will create comprehensive group presentations on the successful practices of professionals in the community. They will be provided a thorough introduction to the business plan. Students will begin their business plan for completion in the final course of the practice management series.

NPH 731 – Medical Jurisprudence (1 lecture credit)

This course surveys medical healthcare law as it applies to naturopathic physicians. This includes licensing and regulation, reporting, informed consent, confidentiality, advance directives, HIPAA, malpractice and provider services agreements. *Prerequisite: fourth-year status*

Elective: NPH 739E – History of Natural Medicine (1 lecture credit)

This course presents a solid understanding of the chronological professional history of the 20th century naturopathic profession, antecedents and international relationships.



Naturopathic Clinical Sciences

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

NOS 613 – Gynecology (3 lecture credits)

This course focuses on the diagnosis, management and treatment of gynecological conditions. Students will learn evidence-based, effective naturopathic treatment protocols for women's reproductive issues. Criteria for referral to specialists and integration of naturopathic medicine with conventional medicine are covered.

Prerequisites: CLS 510/520/530

NOS 615 – Gynecology Lab (1 lab credit)

This laboratory course teaches examination and procedures associated with gynecological diagnosis and treatment.

Prerequisite: NOS 613 or concurrent enrollment

NOS 630 – Cardiovascular and Pulmonary Medicine (3 lecture credits)

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

NOS 632 – Pediatrics (3 lecture credits)

This course focuses on a thorough review of physical examination, recognition of normal variations, and diagnosis of the pediatric conditions encountered in a general family practice. Appropriate use of referral is stressed, along with the therapy and management of disorders. Guest lecturers discuss their specialty areas.

Prerequisites: CLS 510/520/530

NOS 710 – Eyes, Ears, Nose and Throat (2 lecture credits)

Upon completion of this course, students will have the skills required for diagnosing, treating, and referring common and dangerous ophthalmologic and otolaryngeal problems. Emphasis is placed on integrating naturopathic therapeutics as they are informed by naturopathic philosophy and evidence-based medicine.

Prerequisites: CLS 510/520/530

NOS 711 – Dermatology (2 lecture credits)

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

NOS 712 – Endocrinology (2 lecture credits)

This course focuses on the complex interactions of the body's hormonal systems and the causes and effects of metabolic and hormonal imbalance. Diagnosis and treatment of common endocrine disorders are presented.

Prerequisites: CLS 510/520/530, CLS 512/522/532/542, CLS 513/523/533

NOS 714 – Geriatrics (1 lecture credit)

This course covers the process of aging and the psychosocial and physical problems of older people. Diagnostic and therapeutic techniques are discussed. Emphasis is placed on preventing, reversing or retarding degenerative changes, and on maximizing health. *Prerequisites:* CLS 510/520/530

NOS 720 – Neurology (2 lecture credits)

This course covers the basic neurological exam, diagnosis, management, and naturopathic and conventional treatment of nervous system diseases. Appropriate collaboration with specialists is stressed. *Prerequisites:* CLS 510/520/530

NOS 721 – Urology (2 lecture credits)

This course covers the naturopathic and conventional diagnosis and treatment of diseases affecting the urinary tract and the male genital system. *Prerequisites:* CLS 510/520/530

NOS 723 – Proctology (1 lecture credit)

This course teaches students the diagnosis, assessment, and treatment of conditions of the anus and rectum.

The use of office surgical techniques is emphasized.

Prerequisites: CLS 510/520/530, PHM 631

NOS 725 – Oncology (2 lecture credits)

This course covers diagnostic, etiologic, prognostic, preventive, and epidemiologic information for cancers of common sites. Conventional, alternative and innovative approaches are discussed. *Prerequisites:* CLS 510/520/530

NOS 732 – Gastroenterology (2 lecture credits)

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

are explored through lecture and case discussions.
Prerequisites: CLS 510/520/530, CLS 512/522/532/542

Elective: NOS 614E – Advanced Gynecology: Special Topics
(2 lecture credits)

The student will learn to assess/evaluate, treat and manage female sexual dysfunction, interstitial cystitis, as well as receive updated information on menopause regarding HT prescribing, non-HT prescribing and management. Half of the class will be focused on breast cancer risk factors, diagnosis, conventional treatment options, as well as naturopathic treatment as an integrative approach, followed by a class devoted to breast cancer cases. The majority of the course will be lecture based, with some interactive cases and a final paper due week 10. *Prerequisite: NOS 613*

Elective: NOS 616E – Advanced Gynecology: Infertility and Endocrinology (2.5 lecture credits)

The student will learn to assess/evaluate, treat and manage medical conditions related to endocrinology in women's health care. This includes: infertility, secondary amenorrhea, thyroid disease, hyperprolactinemia, adrenal dysfunction, premature ovarian failure, polycystic ovary syndrome, luteal phase defect, conditions that present with anovulation, hypothalamic dysfunction, age-related infertility, obesity and diabetes. *Prerequisite: NOS 613*

Elective: NOS 631E – EKG/PFT Testing (0.5 lab credit)

This tutorial emphasizes the interpretation and analysis of electrocardiographs and spirometers, as well as the presentation of case studies to provide additional context.



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

Corequisite: NOS 630

Elective: NOS 699E – Advanced Pediatrics (2 lecture credits)

This course takes an in-depth look at the care and management of children. In-office management of common pediatric illnesses and complaints, how to deal with parents and other caregivers, understanding children's particular needs in medical situations, handling pediatric referrals and emergencies, and recognizing developmental milestones are discussed in detail. *Prerequisite: NOS 632 or concurrent enrollment*

Elective: NOS 733E – Advanced Gastroenterology (2 lecture credits)

This course explores certain key disorders of the digestive tract with a focus on the small intestine (bacterial overgrowth), inflammatory bowel disease and altered GI anatomy. Physical exam, lab and imaging studies, management of these disorders, as well as optimization of the digestive function are emphasized through lecture and case discussions.

Elective: NOS 734E – Diabetes Management (2 lecture credits)

This course trains students in the naturopathic treatment of diabetes. It covers the pathophysiology and diagnosis of diabetes, and takes an integrative approach to its treatment, which includes diet, exercise, natural and pharmacologic agents, and behavioral strategies.

Prerequisites: CLS 510/520/530, NUT 530

Elective: NOS 735E – Gastroenterology Lab (1 lab credit)

This lab covers basic techniques used in a functional gastroenterology practice: integrated abdominal exam, gastric pH testing, visceral release, and energetic psychology techniques. It is a mixture of both scientifically based and clinically proven techniques. *Corequisite: NOS 732*

Elective: NOS 736E – Acupressure in Hospice Care (2 credits)

This course introduces students to the hospice care setting and to the use of acupressure to encourage energetic balance and harmony, thereby improving patient comfort.

Elective: NOS 737E – Rheumatology (2 credits)

The inflammatory conditions involving the connective tissue structures of the body, including muscles and joints are discussed. Emphasis is placed on autoimmune disorders and their treatment with both conventional and naturopathic therapeutics.

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

Physical Medicine

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



PHM 412 – Hydrotherapy (1 lecture credit with 1 lab credit)

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

PHM 416/426 – Palpation Lab I, II (1 lab credit each)

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

PHM 436 – Introduction to Biomechanics and Orthopedics (2 lecture credits)

This course is an introduction to the basic concepts of spinal, pelvic and extremity biomechanics, and also acquaints the student with orthopedic clinical principles and assessment. Fundamental concepts and skills are addressed and provide the student with a foundational knowledge that is developed with future instruction in orthopedics and the Naturopathic Manipulative Therapeutics course series. *Prerequisites: PHM 416/426, BAS 410/411/420/421, BAS 412/422/432*

PHM 513 – Orthopedics (2 lecture credits)

This course addresses the clinical presentation, patho-

physiology, physical examination and diagnosis of a wide variety of orthopedic conditions commonly treated in a physician's office. The course runs concurrently with PHM 513L Orthopedics Lab. *Prerequisites: PHM 416/426/436, BAS 410/420/432*

PHM 513L – Orthopedics Lab (1 lab credit)

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

PHM 523 – Physiotherapy Lecture (2 lecture credits)

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

PHM 523L – Physiotherapy Lab (1 lab credit)

In this lab course students learn the application of each of the physiotherapy modalities. Critical clinical thinking is emphasized through case presentations and discussion

about treatment rationale for each modality. Students learn to apply each modality by way of guided hands-on practice with each other. *Prerequisites:* PHM 436, PHM 416/426, PHM 513/513L, *Corequisite:* PHM 523

PHM 533/613/623/633/713 – Naturopathic Manipulative Therapeutics/Orthopedic Synthesis Lab I-V

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



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

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

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

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

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

PHM 621/631 – Minor Surgery I, II
(2 lecture credits with 0.5 lab credit each)

These courses teach students to diagnose and treat conditions that are safely treated by surgery in the office, along with the principles and practical techniques involved in the performance and follow-up of office surgical procedures. *Prerequisites:* CLS 510/520/530

PHM 710 – IV Therapy (1 lecture credit with 0.75 lab credit)
Students learn the basic clinical rationale for IV therapy; to perform IV therapy techniques and develop therapy protocols; to treat complications and handle common emergencies that can occur during IV therapy; and successful IV catheter insertion. *Prerequisites:* CLS 513/523L/533L, *Corequisite:* CLE 716F

Elective: PHM 401E – Bodywork I: Massage Foundations
(1 lab credit)

Bodywork I teaches the basic language and strokes of Swedish massage, and is the foundation course for Bodywork II and III. Students learn by giving and receiving treatments while being guided in hands-on classes.

Elective: PHM 402E – Bodywork II: Advanced Massage
(1 lab credit)

Bodywork II covers advanced massage techniques—trigger point work and therapeutic touch. Students learn by giving and receiving treatments in supervised hands-on classes. *Prerequisite:* PHM 401E

Elective: PHM 403E – Bodywork III: Energy Work (1 lab credit)
Bodywork III teaches students to open, become sensitive to, and develop their energy work. This is taught in several ways, including subtle energy techniques and the vocabulary of energy. Respect for personal boundaries is emphasized. *Prerequisite:* PHM 401E

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

Elective: PHM 515E/516E/517E/518E/519E – Somatic Re-Education I-V (1 lab credit each)

Somatic Re-Education is an interactive approach to human learning that uses touch and movement to bring about improved cognitive and physical abilities. This gentle, noninvasive approach to physical medicine provides an alternative for working with patients for whom traditional manipulation is not an optimal procedure. *Prerequisites: PHM 515E for 516E, 516E for 517E, 517E for 518E, 518E for 519E*

Elective: PHM 600E – Auriculomedicine (2 lecture credits)

This class is a solid introduction to ear microsystem acupuncture therapies for primary care practitioners. The goal is to provide NDs with safe, natural, evidence-based tools and strategies to treat both pain and psychological conditions using appropriate touch.

Elective: PHM 699E – Nature Cure (2 lecture credits)

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

Elective: PHM 740E – Advanced Minor Surgery (2.5 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 for 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. NCM 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 Doctor 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. NCM is committed to assisting the profession in developing an adequate number of resident opportunities to allow the graduates of all accredited naturopathic degree programs to participate in a residency.

For the most current information, please visit ncnm.edu/naturopathic-medicine-residency-program.php.

Residency Program Deadlines for 2014-2015 Academic Year

These dates are estimates based on the previous year's Match Deadline. Applicants should look for the confirmed deadlines when they are published in the fall of 2014.

November 3, 2014	Residency applications available to all participating naturopathic students and all participating naturopathic colleges/universities via the NCM website: ncnm.edu
December 1, 2014	Residency selection committee begins accepting applications
January 5, 2015	Application deadline for first-year residency positions due by 5 p.m.
February 9, 2015	Scheduling of interviews begins for NCM Clinic residencies
February 23, 2015	Interview process begins for all first-year residency positions, for all sites
April 13, 2015	Deadline for completion of interviews for all residency sites
April 27, 2015	Match day and official offer letters to selected candidates for all participating sites
May 1, 2015	Deadline for candidates to submit signed Statement of Intent, accepting positions at the NCM Clinic and all other participating sites

For more information regarding the residency program, please visit ncnm.edu, or contact Dr. Leslie Fuller, lfuller@ncnm.edu or at 503.552.1833.

third year

COURSE #	THIRD-YEAR FALL	CLINIC	LAB	LECTURE	HOURS	CREDITS
CLE 709	Clinical Secondary Rotation	48.00			48.00	2.00
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BOT 610	Botanical Materia Medica III			36.00	36.00	3.00
CLE 716F	Clinic Lab Practicum		12.00		12.00	0.50
CLE 717	Clinic Medicinary Practicum		24.00		24.00	1.00
CLE 972A	Clinic Grand Rounds		24.00		24.00	1.00
CLS 516	Pharmacology I			36.00	36.00	3.00
CLS 711	Clinic Synthesis II		12.00		12.00	0.50
HOM 610	Homeopathy III			36.00	36.00	3.00
NCB 610	Natural Childbirth I			36.00	36.00	3.00
NOS 613	Gynecology			36.00	36.00	3.00
NPH 724	Business Operations			12.00	12.00	1.00
NUT 611	Nutrition II			36.00	36.00	3.00
PHM 613	NMT/Orthopedic Synthesis II		36.00		36.00	1.50
	Third-Year Fall Totals	96.00	108.00	228.00	432.00	27.50

COURSE #	THIRD-YEAR WINTER	CLINIC	LAB	LECTURE	HOURS	CREDITS
CLE 709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE 709	Clinical Secondary Rotation	48.00			48.00	2.00
CLE 716W	Clinic Lab Practicum		12.00		12.00	0.50
CLE 932	GPA2 – Primary Entrance Exam					
CLE 972B	Clinic Grand Rounds		24.00		24.00	1.00
CLS 526	Pharmacology II			36.00	36.00	3.00
HOM 620	Homeopathy IV			36.00	36.00	3.00
NOS 732	Gastroenterology			24.00	24.00	2.00
NPH 726	Business Marketing			12.00	12.00	1.00
NUT 622	Nutrition III			36.00	36.00	3.00
PHM 621	Minor Surgery I with Lab		12.00	24.00	36.00	2.50
PHM 623	NMT/Orthopedic Synthesis III		36.00		36.00	1.50
PSY 611	Interviewing Techniques I		12.00	12.00	24.00	1.50
	Third-Year Winter Totals	96.00	96.00	180.00	372.00	23.00

COURSE #	THIRD-YEAR SPRING	CLINIC	LAB	LECTURE	HOURS	CREDITS
CLE 811	Clinical Primary Rotation	48.00			48.00	2.00
CLE 811	Clinical Primary Rotation	48.00			48.00	2.00
CLE 716S	Clinic Lab Practicum		12.00		12.00	0.50
CLE 972C	Clinic Grand Rounds		24.00		24.00	1.00
CLS 632	First Aid and Emergency Medicine			24.00	24.00	2.00
NOS 615	Gynecology Lab*		24.00		24.00	1.00
NOS 630	Cardiology			36.00	36.00	3.00
NOS 632	Pediatrics			36.00	36.00	3.00
NPH 610	Naturopathic Medical Philosophy Tutorial			18.00	18.00	1.50
NUT 633	Nutrition IV			36.00	36.00	3.00
PHM 631	Minor Surgery II with Lab		12.00	24.00	36.00	2.50
PHM 633	NMT/Orthopedic Synthesis IV		36.00		36.00	1.50
PHM 710	IV Therapy with Lab		18.00	12.00	30.00	1.75
	Third-Year Spring Totals	96.00	126.00	186.00	408.00	24.75

THIRD-YEAR TOTALS **288.00** **330.00** **594.00** **1212.00** **75.25**

ND ELECTIVES 13 Credits Required

electives

COURSE #	COURSE	TERM	LAB	LECTURE	HOURS	CREDITS
BOT 440E	Northwest Herbs Fall	Fall		24.00	24.00	2.00
BOT 442E	Northwest Herbs Spring	Spring		24.00	24.00	2.00
BOT 620E	Advanced Topics Botanical Medicine I	Fall		36.00	36.00	3.00
BOT 630E	Advanced Topics Botanical Medicine II	Spring		36.00	36.00	3.00
BOT 700E	Shaw Island Herbal Intensive	Summer		24.00	24.00	2.00
BOT 701E	Cascade Mountain Herbal Intensive	Summer		24.00	24.00	2.00
BOT 703E	Living Herbal Medicine of Southern Oregon	Summer		36.00	36.00	3.00
BOT 704E	Ayurveda Herbs	Winter		24.00	24.00	2.00
BOT 705E	Herb Garden Processing	Fall		6.00	6.00	0.50
BOT 706E	CASEE Center Herb Walk	Spring		6.00	6.00	0.50
BOT 710E	Effective Formulas for Top General Practice Conditions	Fall		12.00	12.00	1.00
BOT 730E	Botanical Cell Biology, Molecular Mech. & Research	Spring		12.00	12.00	1.00
BOT 741E	Ethnobotany Intensive	Summer		60.00	60.00	5.00
CCM 504E	Qigong I Retreat for ND	Fall		12.00	12.00	1.00
CCM 505E	Qigong II Retreat for ND	Winter		12.00	12.00	1.00
CCM 506E	Qigong III Retreat for ND	Spring		12.00	12.00	1.00
CLS 536E	Pharmacology for Clinical Practice	Fall		12.00	12.00	2.00
CLS 635E	Transgender Health and Gender Transition	Winter		24.00	24.00	2.00
CLS 643E	The Liver in Health and Disease	Spring		24.00	24.00	2.00
CLS 656E	Simulation Lab	Fall, Winter, Spring		6.00	6.00	0.50
CLS 657E	Sleep Health and Disorders	Spring		24.00	24.00	2.00
CLS 658E	Pain: Pathophysiology and Management Options	Spring		24.00	24.00	2.00
HOM 630E	Homeopathy V	Spring		36.00	36.00	3.00
HOM 710E	Homeopathy VI	Fall		36.00	36.00	3.00
HOM 720E	Homeopathy VII	Winter		36.00	36.00	3.00
HOM 730E	Homeopathy VIII	Spring		36.00	36.00	3.00
HOM 740E	Sensation in Homeopathy	Winter		24.00	24.00	2.00
NCB 620E	Natural Childbirth II: Pregnancy	Winter		36.00	36.00	3.00
NCB 630E	Natural Childbirth III: Labor and Delivery	Spring		36.00	36.00	3.00
NCB 710E	Natural Childbirth IV: Postpartum Mgmt.	Fall		36.00	36.00	3.00
NCB 720E	Natural Childbirth V: Neonatology	Winter		36.00	36.00	3.00
NCB 730E	Natural Childbirth VI: Special Topics	Spring		24.00	24.00	2.00
NCB 740E	Natural Childbirth VII: Legal Aspects	Spring		12.00	12.00	1.00
NOS 614E	Advanced Gynecology – Special Topics	Winter		24.00	24.00	2.00
NOS 616E	Advanced Gynecology – Infertility/Endocrinology	Spring		30.00	30.00	2.50
NOS 631E	EKG/PFT Testing	Spring	12.00		12.00	0.50
NOS 699E	Advanced Pediatrics	Spring		24.00	24.00	2.00
NOS 733E	Advanced Gastroenterology	Spring		24.00	24.00	2.00
NOS 734E	Diabetes Management	Fall		24.00	24.00	2.00
NOS 735E	Gastroenterology Lab	Winter	24.00		24.00	1.00
NOS 736E	Hospice Care Using Acupressure	Fall		24.00	24.00	2.00
NOS 737E	Rheumatology	Spring		24.00	24.00	2.00
NPH 739E	History of Natural Medicine	Spring		12.00	12.00	1.00
PHM 401E	Bodywork I Massage Foundations	Fall	24.00		24.00	1.00
PHM 402E	Bodywork II Advanced Massage	Winter	24.00		24.00	1.00
PHM 403E	Bodywork III Energy Work	Spring	24.00		24.00	1.00

electives

COURSE #	COURSE	TERM	LAB	LECTURE	HOURS	CREDITS
PHM 510E	Colonics	Fall		12.00	12.00	1.00
PHM 515E	Somatic Re-Education I	Fall	24.00		24.00	1.00
PHM 516E	Somatic Re-Education II	Winter	24.00		24.00	1.00
PHM 517E	Somatic Re-Education III	Spring	24.00		24.00	1.00
PHM 518E	Somatic Re-Education IV	Winter	24.00		24.00	1.00
PHM 519E	Somatic Re-Education V	Spring	24.00		24.00	1.00
PHM 600E	Auriculomedicine	Summer/Spring		24.00	24.00	2.00
PHM 699E	Nature Cure	Fall/Spring		24.00	24.00	2.00
PHM 740E	Advanced Minor Surgery	Fall		36.00	36.00	3.00
PSY 422E	Personal Development as a Physician	Fall	12.00	12.00	24.00	1.50
PSY 690E	Behavioral Medicine	Spring		24.00	24.00	2.00

Research & Graduate Study Courses that count as ND electives

COURSE #	COURSE	TERM	LAB	LECTURE	HOURS	CREDITS
GSGH 521	Social and Behavioral Foundations of Health			24.00	24.00	2.00
GSGH 703E	Maternal and Child Health			24.00	24.00	2.00
GSGH 710E	Medical Anthropology			24.00	24.00	2.00
GSGH 712E	Disaster Relief			24.00	24.00	2.00
GSGH 800E	African Herbal Medicine			24.00	24.00	2.00
GSGH 821E	Global Health Experience			24.00	24.00	2.00
GSGH 831E	International Travel Skills			24.00	24.00	2.00
GSGH 841E	International Public Health			24.00	24.00	2.00
GSGH 842E	Intro to Tropical Disease			24.00	24.00	2.00
GSN 503	Farm to Table			24.00	24.00	2.00
GSN 504	Food Policy			24.00	24.00	2.00
GSN 505	Healing Foods			24.00	24.00	2.00
GSN 517	Psychology of Eating			24.00	24.00	2.00
GSN 522	Public Health and Community Nutrition			24.00	24.00	2.00
GSN 546E	Food Allergies and Intolerances			24.00	24.00	2.00
GSN 548E	Eating Disorders and Intuitive Eating			24.00	24.00	2.00
GSN 551E	Therapeutic Diets			24.00	24.00	2.00
GSN 552E	Nutritional Supplements			24.00	24.00	2.00
GSN 554E	Sports Nutrition			24.00	24.00	2.00
RES 501	Journal Club			12.00	12.00	1.00
RES 502	Principles of Epidemiology			36.00	36.00	3.00
RES 518	Intro to Research and Ethics			24.00	24.00	2.00
RES 600	Biostatistics I			24.00	24.00	2.00
RES 615E	How to Write and Publish Case Studies			24.00	24.00	2.00
RES 622E	Botanicals: Bench to Bedside			24.00	24.00	2.00
RES 623E	Mind as Medicine: Mind-Body Therapies			24.00	24.00	2.00
RES 624E	Psychology and Behavior Change			24.00	24.00	2.00
RES 630	Public Health Policy			24.00	24.00	2.00
RES 802E	Health Disparities and Diversity			24.00	24.00	2.00
RES 806E	Essentials of Integrative Oncology			24.00	24.00	2.00
RES 807E	Research in Sports Medicine			24.00	24.00	2.00
RES 809E	Women's Health: Fertility and Beyond			24.00	24.00	2.00
RES 832E	Vaccinations			24.00	24.00	2.00
RES 833E	Gut Immunology			24.00	24.00	2.00
RES 844E	Taos Self-Care Retreat			24.00	24.00	2.00

ND ELECTIVES continued

electives

Classical Chinese Medicine courses that count as ND electives

COURSE #	COURSE	TERM	LAB	LECTURE	HOURS	CREDITS
CCM 504E	Qigong I Retreat for ND			12.00	12.00	1.00
CCM 505E	Qigong II Retreat for ND			12.00	12.00	1.00
CCM 506E	Qigong III Retreat for ND			12.00	12.00	1.00
CCM 991E	Shiatsu I		36.00		36.00	1.50
CCM 997E	Shiatsu II		36.00		36.00	1.50
CCM 998E	Shiatsu III		24.00		24.00	1.00
CCM 805E	Shiatsu IV		36.00		36.00	1.50
CCM 806E	Shiatsu V		36.00		36.00	1.50
CCM 807E	Shiatsu VI		36.00		36.00	1.50



School of Classical Chinese Medicine

Chinese Medicine as Rooted in the Classics

NCNM's classical Chinese medicine (CCM) community is passionate about tapping the source of this ancient medical system's profound clinical power. Its roots extend back thousands of years—to the wisdom and work of sages who understood that the human being is a microcosm of the natural world (the macrocosm). They recognized that everything in the material world, including the human body, is a creation and reflection of a higher dimension of reality, and that health and harmony result from living in accordance with laws of nature that are ultimately discernable.

Deeply attuned to the rhythms of nature, ancient *yangsheng* (“nurturing life”) practitioners learned to read the map of that higher reality (the *Dao*) as it is imprinted in (literally “in-forms”) the physical realm. The symptoms of disease were not seen as errors to be eradicated, but were instead read as signals of a disharmony that could be resolved to regain the experience of wholeness.

It is of immeasurable benefit to the profession that the wisdom of the ancients is codified in works referred to

as the “classical texts” of Chinese medicine. While some consider these texts to be but curious museum-worthy artifacts, classically oriented practitioners recognize and honor them as key resources in the essential quest of unlocking the secrets of existence.

Even with the aid of these timeless treasures, the journey requires a steadfast seriousness of purpose. The combinations of classical Chinese characters comprising these works are rich etymological word fields having many layers of symbolic meaning.

Discernment of the depth of meaning contained in even a short passage can require the rhythmical interplay of scholarly pursuit, contemplative study, and ultimately, the illumination of one's own clinical experience. Therefore,

even excellent scholarly translations capture but a fraction of the richness contained in the original language. This is why it is extremely valuable to 1) study with those who have a demonstrated dedication to, and facility with, the texts, 2) develop one's own capacity to enter the texts directly through the original classical characters, and 3) maintain a sense of respect for the vastness of the wisdom contained in the texts, and humility regarding one's own level of mastery.

The School of Classical Chinese Medicine 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.

The Classical Approach at NCNM

Heiner Fruehauf, PhD, *LAc*, was pursuing scholarship in Sinology (the study of Chinese language, literature and history) when he entered the profession of Chinese medicine through the doorway of his own health challenges. An essential feature of his medical education was lineage-style apprenticeship with renowned experts in Daoist and classical Chinese medicine. When hired by NCNM in 1992, Dr. Fruehauf's mission of developing a unique offering in Chinese medicine was inspired and informed by discussions with his mentors. Their vision continues to attract a group of like-minded scholar-practitioners from across Asia and the West who are committed to training students excited to explore and embody the richness and true power of the classical approach.

The School of CCM rises to the challenge of delivering classical, lineage-based training within the structure of a modern graduate education. The program as a whole is designed by faculty schooled in the classical traditions.

Many have access to knowledge that is not expressed or taught in any Western language. Under their tutelage, all students gain a classical orientation to the medicine. Students motivated to enter the classical texts directly through the classical characters have the incredible opportunity to do so under the mentorship of world-class scholars, working with texts that include the *Yijing*, *Daodejing*, *Zhuangzi*, *Huangdi neijing*, *Shanghanlun* and *Jinggui yaolue*. The School of CCM also offers a quarterly “Scholar's Hour” at which individual faculty members present classical topics dear to their hearts.

Key curriculum features of the classical approach include the following:

Didactic

- The first year of training is an immersion experience in which students are introduced to the fundamental values, principles and practices of CCM; and become familiar with the historical, philosophical and cultural context in which the many streams of this medicine



arose in mainland China. With this foundation, students then gain an understanding of the origins and potential strengths and limitations of the modern TCM approach.

- Biomedicine is introduced after students have a foundation in CCM (starting in the second year), so that they can learn how to integrate biomedical knowledge into the much more expansive framework of CCM. This approach is in conscious contrast to the modern trend of interpreting Chinese medicine from within the material confines of the biomedical perspective. The School of CCM believes that the brilliance of biomedicine is most powerfully applied within the context of whole-systems science, and that Chinese medicine (and any other whole-systems science) can truly flourish only when understood and applied according to its own precepts and tenets.
- The curriculum emphasizes CCM as a macrocosm/microcosm symbol science. During the second year, students explore the cosmology and symbolism associated with the 12 Chinese organ networks. In the following year, they gain a deeper functional understanding of the acupuncture channels by studying the symbolic meaning of the acupuncture point names.
- The third year is devoted to the refinement of clinical skills and the advancement of clinical reasoning. Incorporating modern and classical case studies, students learn to compare and (as appropriate) integrate biomedical, TCM and classical approaches to patient diagnosis and treatment.
- In the fourth year, students undertake one of the signature features of the program—a year-long “Traditional Mentorship Tutorial” series. The small-group, apprentice-style format of this unique offering affords students the opportunity to absorb the lineage system of their chosen mentor. This series has been so successful that students initiated the creation of an elective version offered in the third year.

Clinical

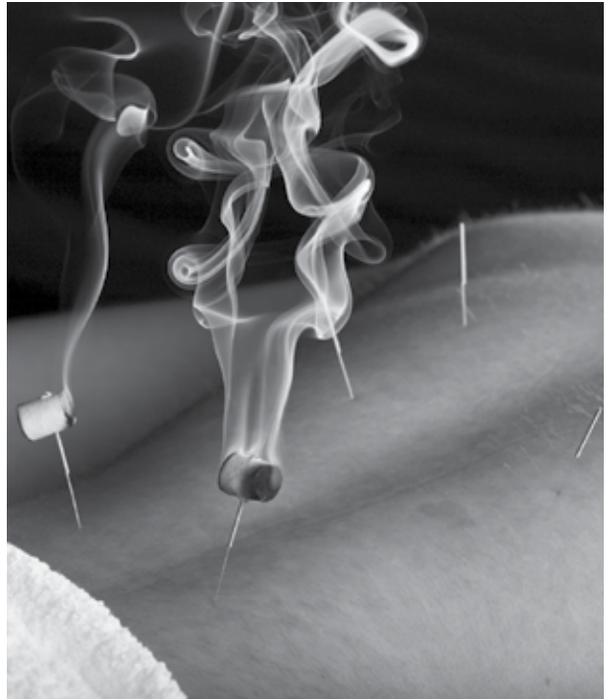
- Students begin their clinical training as “observers” at the start of their second year. They learn from seasoned clinical faculty as they (the faculty) diagnose and treat clinic patients using individual lineage styles of practice.
- During the fifth and sixth quarters of the observation phase of training, the clinical rotations are designed to enhance the confidence and competence of students transitioning into the internship phase of training. In the “Clinical Mentoring Rotation,” students become directly involved in the intake and treatment of patients under the complete and compassionate guidance of their clinical supervisor. In the “Pre-Internship Rotation,” students become familiar with the process and

responsibilities of being an intern, by shadowing and supporting the interns who are about to graduate.

- During the final year of study, students step into the role of intern and assume an increasing level of responsibility for the diagnosis and treatment of patients under the expert supervision of the clinical faculty.
- Through an application process, each intern is paired with a clinical faculty mentor of their choosing, with whom they are guaranteed at least one Internship Rotation per quarter throughout the final year. This ensures that students receive continuity of training in their resonant style of practice, and gain experience in the long-term management of patient cases.

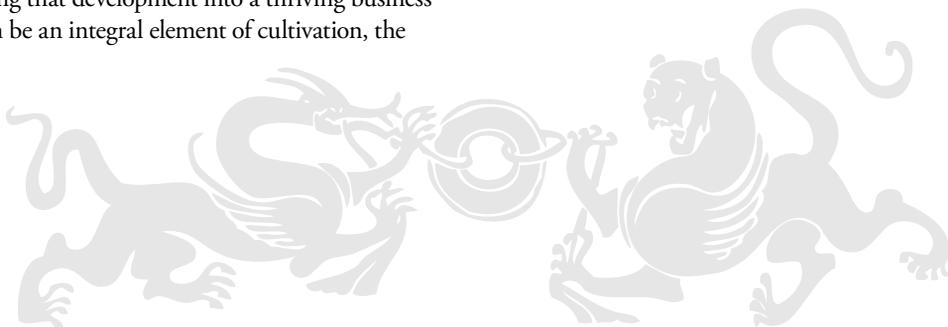
Cultivation

- While all coursework contributes to the cultivation of a mature clinical practitioner, specific opportunities and exercises are included to promote professionalism, the growth of perceptual awareness, emotional intelligence, cultural competence, and ultimately, the embodiment of the virtues characterizing what the 7th century sage Sun Simiao termed the “Great Physician.”
- A first-year series of courses teaching palpation and perception skills lays the foundation for hands-on clinical skill training that is threaded throughout the rest of the curriculum.
- Multicultural awareness is emphasized in the “Introduction to Clinic” class that happens in the spring of the first year, before students start their Observation Rotations.
- Students refine their awareness of qi flow by engaging in the “nourishing life” practices of the Jinjing Gong lineage, one of China’s authentic alchemical life science traditions. A series of nine qigong weekly practicums and weekend retreats are held during the first three years of the program. The retreat centers are in ancient forest, mountain and hot-springs settings.
- Qi cultivation continues in the fourth year with three taiji practicums and an elective retreat. Students are encouraged to start the series earlier if desired.
- There are two practitioner cultivation courses: the first focuses on self-reflection and personal goals/challenges; the second on patient-practitioner dynamics.
- Recognizing that development into a thriving business person can be an integral element of cultivation, the



business and ethics training and community education opportunities are incorporated into all four years of the curriculum.

- In the classical texts electives, students learn to read and translate the texts using a process involving much more than the straight-forward acquisition of factual knowledge. Deciphering the rich, multilayered fields of meaning embedded in the pictographic characters builds a kind of cognitive capacity that transcends Western rational, dualistic thought. This new way of knowing enriches the clinical experience immeasurably, and helps build the capacity to perceive precisely what is possible in each unique clinical encounter.
- CCM offers a multitude of additional cultivation electives, including courses in such subjects as calligraphy, shiatsu, classical tea arts, bazi suanming, *Yijing*, weiqi (a form of Chinese chess), Confucian Five-Element emotional healing and others. Although such courses are rarely included in modern Chinese medicine programs in China or the West, they provide extremely valuable tools and opportunities for cultivation, and connect students with the milieu of the ancient sage-practitioner.



Master of Science in Oriental Medicine

The Master of Science in Oriental Medicine is a four-year program consisting of 3,414 hours and 220.5 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 formulation, bodywork, qigong and nutrition.

The curriculum emphasizes personal and professional cultivation in order to support the health of students as they progress through school, and to optimize their proficiency as practitioners. Many elective courses are available, and certificate programs exist for advanced study in the areas of qigong and shiatsu.

MSOM Goals

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

MSOM Educational Objectives

- Diagnose according to the traditional parameters of Chinese diagnosis
- Master the theory and practice of the main modalities of Chinese medicine
- 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 healthcare practitioners for optimal patient care

Licensing and Certification of Acupuncturists and Oriental Medicine Practitioners

Graduates of the MSOM program are eligible to apply for acupuncture licensure in the state of Oregon, and 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. For additional information, contact:

NCCAOM
76 South Laura St., Ste 1290
Jacksonville, FL 32202
904.598.5001 | 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:

California Acupuncture Board
1747 N. Market Blvd.
Sacramento, CA 95834
916.515.5200 | acupuncture.ca.gov

For additional information concerning licensure in the state of New Mexico, contact:

New Mexico Board of Acupuncture and Oriental Medicine
2550 Cerrillos Rd.
Santa Fe, NM 87505
505.476.4630 | rld.state.nm.us/boards/acupuncture_and_oriental_medicine.aspx

MSOM Course Descriptions

Acu-Moxa Points

The Acu-Moxa Points I-VI series begins the first quarter of the first year with two quarters of point location integrated with the therapeutic actions of the points. The subsequent two quarters focus on a more detailed exploration of channel pathways and point combining principles. The final two quarters focus on the art of individualized point prescribing using appropriate treatment principles.

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

(2 lecture credits each)

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

CCM 532 – Acu-Moxa Points III (2 lecture credits)

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

CCM 612 – Acu-Moxa Points IV (2 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 (2 lecture credits)

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

CCM 632 – Acu-Moxa Points VI (2 lecture credits)

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

CCM 540 – Auricular Points (1.5 lecture credits)

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





CCM 739 – Acu-Moxa Board 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: CCM 633*

Acu-Moxa Techniques

This series of courses focuses on developing diagnostic and treatment skills. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. These hands-on classes are designed to develop the fundamental technical skills needed to function in a clinical setting. Techniques I-III constitute the first year, Techniques IV-VI the second. In a third-year series of classes, students refine their needling techniques, and learn additional adjunctive therapies, including guasha, cupping, bleeding and teishin.

CCM 513/523 – Acu-Moxa Techniques I, II (Point Location) (2 lecture credits each)

These two courses focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class.

Corequisite for CCM 513: concurrent enrollment in CCM 512 (Pts I); Prerequisites for CCM 523: CCM 512 and 513 (Pts and Tech I); Corequisite: concurrent enrollment in CCM 522 (Pts II)

CCM 533 – Acu-Moxa Techniques III (3 lecture credits)

Needle insertion skill is the focus of this course. Nearly 100 different points from the 14 primary channels are used in hands-on practice that emphasizes painless, freehand needle insertion, careful needle advancement, and finding/obtaining the qi. Appropriate positioning of the patient and proper alignment of one's own body are also covered. Students practice on each other, and learn to attend to patient concerns and reactions while soliciting feedback. Students learn to palpate and apply indication specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points. *Prerequisite: CCM 523, Corequisite: concurrent enrollment in CCM 532*

CCM 613 – Acu-Moxa Techniques IV (3 lecture credits)

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

CCM 623 – Acu-Moxa Techniques V (3 lecture credits)

Needling practice continues with a focus on more challenging points and learning to manipulate qi according to traditional methods of tonification and dispersion (bu & xie). Another 100 points are chosen from all parts of the body to familiarize the student with a wide range of points and needling experience. *Prerequisite: CCM 613, Corequisite: concurrent enrollment in CCM 622*

CCM 633 – Acu-Moxa Techniques VI (3 lecture credits)

This course focuses on perfecting diagnostic skills, as well as treatment planning and implementation. In class,

each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced. *Note: Techniques IV-VI include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi. Prerequisite: CCM 623, Corequisite: concurrent enrollment in CCM 632*

CCM 712/720 – Advanced Acu-Moxa Techniques I, II

(1 lecture credit with 0.5 lab credit each)

In these two courses, students refine their hand-skill and acupuncture technique, and learn a variety of additional adjunct therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. *Prerequisite: CCM 663*

Elective: CCM 547E – Extra Points (1 lecture credit)

In this elective course, students learn the location and actions of the most commonly used 87 extra points, including the World Health Organization and NCCAOM lists of extra points. These points are very useful in clinical practice.

Elective: CCM 515E/525E – Microsystems I, II

(1 lecture credit with 0.5 lab credit each)

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

Elective: CCM 518E/528E – Embodied Acupuncture I, II

(1 lecture credit with 0.5 lab credit each)

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

Basic and Western Clinical Sciences

BAS 434 – Evidence-Informed Practice (2 lecture credits)

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

CCM 554 – CCM View of Biomedicine (1 lecture credit)

The content of this weekend seminar includes a comparison of Eastern and Western epistemology, and a discussion of how the information in the upcoming biomedicine series can be viewed from the perspective of CCM. It will also include a consideration of how insights gained from the classical texts of Chinese medicine can illuminate the understanding of modern scientific discoveries, and vice versa.

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

(4 lecture credits each, except for CCM 427 which is 2 lecture credits)

This course series, which starts in the second year of the program, introduces students of Chinese medicine to the biomedical approach to health and illness. Following an overview of foundational concepts of organic chemistry, biochemistry and cell biology, students learn the anatomy, biochemistry and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students will learn the basic pathophysiological mechanisms of disease as understood through the biomedical perspective, and will develop an understanding of important laboratory markers,



diagnostic imaging and clinical findings relevant to each system discussed. In addition, pertinent pharmacological and microbiological concepts will be discussed. Through quizzes, class discussion, and case studies, students will develop the ability to integrate biomedical and classical Chinese medical concepts regarding disease processes, and to view biomedical knowledge from the perspective of whole-systems science. The goal of this course series is to enable students of Chinese medicine to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training. *Prerequisites: these courses need to be taken in the assigned sequence*

CCM 546 – Clinical and Physical Diagnosis Laboratory (1 lab credit)

In this course, students learn to perform and interpret basic integrative physical examinations of the major body systems. A strong emphasis is placed on the recognition of “red flag” signs and symptoms indicating the need for urgent medical intervention and/or co-management. *Corequisite: concurrent enrollment in CCM 557*

CCM 813 – Immunology (3 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.

CCM 413/423 – Acu-Moxa Anatomy I, II

(0.5 lecture credit and 0.5 lab credit each)

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

CCM 414 – Nutrition (2 lecture credits)

This introductory course explores diet and its relationship to health and disease, with an emphasis on the health effects of different foods and specialized diets. The course covers the basics of recommended daily allowance, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-foods meals.

CCM 732 – Public Health Policy (2 lecture credits)

Students will learn about how policy plays an important role in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. Guest lecturers from numerous entities provide perspective on the issues facing public health, including addiction, mental health, vaccination, obesity and tobacco use. The course compares public health topics at local, national, and international levels. Recent journal and news articles are utilized for a current range of topics.

CCM 711 – Physiology of Acupuncture (1 lecture credit)

This weekend course reviews the current scientific literature on how acupuncture exerts its effects, and relates the

physiological mechanisms of acupuncture action to both the classics and everyday clinical practice. Considerable attention is paid to acupuncture point structure, as it holds the key to one of the most effective means of practice, and provides insight into how acupuncture is likely to have been discovered and developed. Students will learn several practical methods relating to point selection and pulse diagnosis, as well as a method for the immediate assessment of treatment efficacy. They will also gain a better understanding of the biological utility of acupuncture network components, and explore why the physiological mechanisms underlying acupuncture action have been preserved in almost every genera of animal life for over 200 million years of evolution.

Elective: DDC 500E – ND/CCM Integration (2 lecture credits)

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

Elective: DDC 501E – Integrative Phytotherapy (2 lecture credits)

This course explores the pharmacology and constituents of commonly prescribed Chinese herbs. *Prerequisite: third-year status in the ND and/or MSOM programs*

Classical Chinese Medicine Foundations

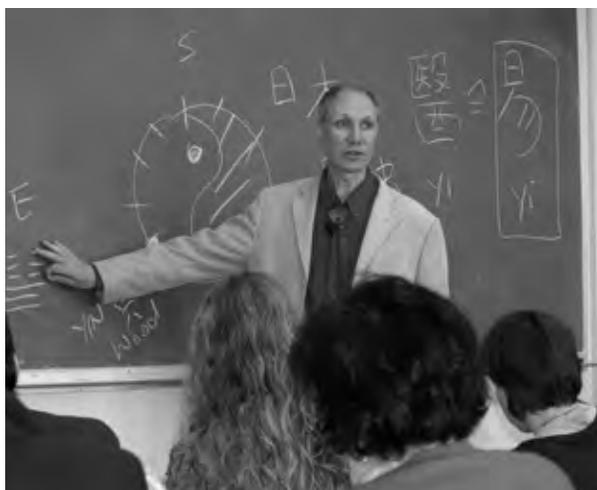
CCM 440 – Classical Chinese Medicine Immersion Retreat

(1.5 lecture credits)

In this weekend retreat, students take a dip into the ocean of classical Chinese culture. They are introduced to elements of Chinese language, thinking, culture, food and medicine. They also get an orientation to the lineage systems of many of the program’s faculty members.

CCM 418/452/453 – Foundations of Classical Chinese Medicine I-III (2 lecture credits each)

This course series 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 considered in the first quarter include the holographic quality of nature (*Dao*; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (*yin-yang*; *wu xing*; *zang-xiang*), and the relationship between matter, energy and spirit (*jing-qi-shen*). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern physics and other contemporary sciences. Students learn how to critically read the introductory literature of the field.



In the second quarter, Chinese medicine anatomy and physiology are introduced, covering organ manifestation theory and channel anatomy. References are made to the *Huangdi neijing* and other classical Chinese medicine texts. The curriculum endeavors to weave the wisdom of these ancient concepts with contemporary insights.

The third quarter focuses on the mechanics of pattern differentiation and TCM syndromes. It covers patterns for each organ system and introduces the basic six conformation patterns found in the *Shanghanlun*. Reference to both standard herbal formulas and acupuncture protocols will be provided. The course begins the process of bridging the gap between learned knowledge and actual clinical practice.

CCM 419/429 – Chinese History and Culture I, II (1.5 lecture credits each)

These two courses create a foundation for the whole program by presenting an overview of Chinese history and culture to help students understand the worldview and mindset that created this unique form of medicine. They introduce the basic characteristics of historical China from the dawn of civilization to the pre-modern period. In addition to surveying the major historical developments, they focus in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine.
Prerequisites: CCM 419 for CCM 429

CCM 411/421/434 – Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NCNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression

in the physical, mental, emotional, and spiritual planes are described in exclusive detail. Specifically, the first course presents the “Earth Organs” (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the “Heaven Organs” (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the “Humanity Organs” (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body.

CCM 412/422/431 – Chinese Pathology I-III (2 lecture credits each)

This series of courses introduces the models employed throughout the classical medical literature for the study of human pathology. The course consists of readings of important lines and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (*san yin*), the Six Qi (*liu qi*), the Six Conformations (*liujing bianzheng*), Eight Parameters (*bagang bianzheng*), the Nineteen Lines on Pathology (*bingji shijiu tiao*), systems of organ differentiation (*zangfu bianzheng*), and Four Layer (*wei qi ying xue*) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of pathology that can be applied to more advanced clinical material. *Prerequisites:* second-year status, CCM 412 for CCM 422, CCM 422 for CCM 431

CCM 425/435 – Chinese Diagnostic Techniques I, II (1 lecture credit with 0.5 lab credit each)

This lecture and lab series is designed to teach, demonstrate and practice the basic diagnostic procedures of Chinese medicine, including visual observation (*wang*), olfactory perception (*wen*), questioning (*wen*) and palpation (*qie*, including Chinese medicine physical diagnosis and pulse diagnosis). The course begins with an introduction to the theoretical precepts of classical diagnosis as recorded in the medical classics *Huangdi neijing* and *Nanjing*. The course then focuses on the theory and practice of pulse diagnosis and visual observation. The instruction of the pulses is rooted in key passages from the Pulse Classic (*Maijing*) and Li Shizhen's Pulse Studies (*Binhu maixue*). The basic pulse diagnosis practiced in this class prepares students for the Acu-moxa Techniques lab series. Visual and olfactory perception, along with the traditional Ten Questions (*shiwen*) is also practiced in class.

CCM 615/625/635 – Clinical Medicine I-III (4 lecture credits each)

This course series focuses on the development of clinical reasoning that considers and integrates biomedical, TCM, and classical approaches to patient diagnosis and treatment. Using modern case studies, as well as the analysis of cases from the classical literature, students learn how to approach modern disorders such as Lyme disease, multiple sclerosis, cancer, and other types of chronic and recalcitrant diseases from a classical perspective. *Prerequisites:* third-year status, CCM 615 for CCM 625, CCM 625 for CCM 635

CCM 710 – Survey of Classical Texts (2 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 *Shanghanlun* (Treatise on Disorders Caused by Cold), the *Jingui yaolue* (Essentials from the Golden Cabinet) and the *Wenbing tiaobian* (A Differential Diagnosis of Warm Diseases).

Elective: CCM 449E – Chinese History and Culture III (1.5 lecture credits)

Building on the foundation of Chinese history and culture set in the first two courses in this series, this elective zooms in on the history of medicine, always in the context of larger historical and cultural changes. Students learn about the major medical classics and their authors as keystones in the development of medical theory. At the same time, this course considers changes in clinical practice, as much as these can be reconstructed through archaeology and direct and indirect textual references. *Prerequisites: CCM 419/429*

Elective: CCM 518E – Embodied Cosmology (1.5 lecture credits)

This interactive weekend retreat focuses on gaining a physically embodied experience of Chinese cosmology.



Group exercises will investigate the nature of the movement from undifferentiated source (the *Dao*) to articulated symptom pictures (the 10,000 things) and explore the possibility of the reverse journey as a critical stage in the process of transformation. What might that look like in practice? Can we facilitate the movement back and forth between undifferentiated flow and fully articulated structures as a pathway towards evolution and vitality?

Elective: CCM 446E/447E/448E – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

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

Elective: CCM 541E/549E – Bazi Suanming I, II (1.5 lecture credits each)

These elective courses provide an introduction to “The Calculation of Life According to the Eight Signs”—a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. Students will learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual “bazi” charts.

Elective: CCM 971E/973E/974E/977E/978E/979E/961E/962E/970E – Classical Texts I-IX (2 lecture credits each)

These elective courses deepen the student’s understanding of the cultural and philosophical background of Chinese medicine through careful translation and analysis of selected classical texts. These texts are presented to students in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine which evolved from it. The first three courses introduce basics of the spoken and written classical Chinese language, including the use of a Chinese dictionary. The next three courses focus on translation of the *Shanghanlun* and *Jingui yaolue*. The final three courses focus on translation of portions of the *Huangdi neijing*, with an emphasis on understanding the clinical insights revealed by this seminal text of Chinese medicine. *Prerequisites: these courses are designed to be taken in sequence*

Elective: CCM 994E – Yijing I (I Ching): An Introduction to the Yijing (2 lecture credits)

Everything you need to know about the *Yijing* (*I Ching*), as well as many things you did not know you needed to know about the *Yi*, in order to embark upon and



develop an enduring and productive relationship with this world famous text from ancient China.
Open to all NCNM students.

Elective: CCM 940E – Yijing II: Hexagram Names (2 lecture credits)

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

Elective: CCM 941E – Yijing III: Exploring One's Personal Hexagrams (2 lecture credits)

This course is an exploration of the personal hexagrams computed in the *Yijing* I course. Students present their individual explorations to the group for collective examination and discussion. In the process, an enormous amount is learned about those hexagrams and the actual interpretation of a hexagram as applied to a real person and their life circumstances. *Class size is limited to 8 students.*
Prerequisites: CCM 994E/940E

Elective: CCM 942E – Yijing IV: Daxiang Commentary (2 lecture credits)

This course explores a specific commentary on the *Yijing* known as the Daxiang or Greater Images commentary. It forms the core of Wings III and IV of the collection of *Yijing* commentaries known as the *Shiyi* or 10 Wings. It is one of the most important commentaries in that it articulates the role of the component trigrams in each

hexagram, and outlines behavior deemed appropriate for a junzi based on understanding them. Students translate and discuss the text, which is relatively brief and follows a clear pattern, making it ideal for novice translators. In the process, the meaning of the concept of a junzi is explored. *Prerequisite: the student should know how to use a Chinese dictionary*

Elective: CCM 943E/944E/945E/946E – Yijing V-VIII: Translating the Zhouyi Series (2 lecture credits each)

In this series, the instructor will guide students to translate the original text of the *Yijing* and provide commentary on each of the hexagrams and the meaning of the translated words. This course is a combined translation project and deep exploration of the *Zhouyi*, and thus deeply satisfying for students interested in either or both. *After the first course is taken, the rest can be taken in any order.* *Prerequisites: CCM 943E for CCM 944E/945E/946E*

Herbal Studies

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

CCM 511/521 – Herbs I, II with Lab (2 lecture credits with 0.5 lab credit each)

The method and rationale for Chinese herbal classification are presented. The courses then focus on individual herbs including their Chinese, Latin and common names; approximately 120 key herbs are considered. These courses delineate the therapeutic actions, doses, preparation and application of the individual herbs. Students also learn to recognize and identify samples of the 120 primary herbs. This pair of courses provides the foundation of Chinese herbology, including a basic understanding of the diagnostic parameters and clinical application of the therapeutic categories into which the materia medica is organized. The labs help the student develop a deeper and more direct experience of the herbs. *Prerequisites: CCM 511 for CCM 521*

CCM 531 – Herbs III with Lab (2 lecture credits with 0.5 lab credit)

The logic and principles of herb combining are presented. The specific clinical effects of both the combination and its constituent herbs, as brought out by the combination, are reviewed. Students examine the science of combining herbs to enhance certain properties and subdue others to obtain a precise clinical effect with clear advantages over simple or random groupings of herbs. In the lab, students are oriented to Chinese formula science while continuing to enrich their visceral and intellectual understanding of single herbs. *Prerequisite: CCM 521*



CCM 611/621/631 – Herbs IV-VI with Lab

(2 lecture credits with 0.5 lab credit each)

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

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

CCM 738 – Herbs Review/Medicinary Practicum (1.5 lecture credits)

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. In addition, this course prepares graduates for herbal practice and running an herbal dispensary by covering such topics as the federal and state regulation, quality control, and ethical and environmental sustainability. *Prerequisites: fourth-year status, CCM 631*

Elective: CCM 616E – Chinese Patent Medicines (3 lecture credits)

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

Practice Management and Ethics

CCM 541/515/637/726 – The Business of Chinese Medicine I-IV

(1.5 lecture credits each except for CCM 515, which is 1 lecture credit)

This course series, which is spread out over all four years of the curriculum, is designed to equip each student with the understanding, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that resonates with their personality, ethical standards and the heart of the medicine.

CCM 980 – Community Education (0.5 lab credit)

Toward the attainment of this credit assignment, students are supported through the process of developing professional relationships and creating/delivering educational offerings to the public.

CCM 737 – Healthcare Landscape (1 lecture credit)

This course surveys the current and projected state of health care in the U.S. Topics include the Affordable Care Act, insurance reimbursement, and the coordination of care within the variety of healthcare systems.

Mind/Body Medicine

CCM 430 – Practitioner Cultivation I

(1 lecture credit and 0.5 lab credit)

In the first quarter of Practitioner Cultivation, students reflect on their personal goals and motivations for becoming CCM practitioners. Self-reflection exercises provide the opportunity for students to study their personal histories and identify their strengths, limitations, values and core challenges. Through increased self-awareness, students learn to identify personal challenges, as well as potential professional challenges. They are encouraged to explore the steps they can take while in school and beyond to strengthen their character and undertake the lifelong pursuit of becoming a mature medical practitioner. Discussion, reflection, individual and group awareness exercises, and writing projects are employed.

CCM 717 – Practitioner Cultivation II

(1 lecture credit with 0.5 lab credit)

The second quarter of Practitioner Cultivation focuses on relationship dynamics between the practitioner and

patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter transference. The primary tools of exploration are discussion, lecture, case-study, role-play, body/mind exercises, self-reflection and writing. *Prerequisite: CCM 430 and intern status*

CCM 718 – Chinese Medical Psychology (2 lecture credits)

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

Elective: CCM 500E – Shan Ren Dao Retreat (4 lab credits)

In this two-week retreat, students become immersed in the theory and practice of the healing system created by the modern Confucian educator Wang Fengyi (1864-1937). This system remains the most complete emotional healing system of Chinese medicine still in practice today. The goal of the retreat is for participants to experience the abstract Confucian concept of humanity’s “true nature” by achieving a heightened sense of health, happiness and well-being through the process of moderating negative

emotions and restoring the inherently positive qualities of our human mandate.

Elective: CCM 542E – Five-Element Wilderness Retreat (1.5 lecture credits)

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

Physical Medicine

CCM 416/426/436 – Palpation and Perception I-III Lab (1 lab credit each)

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa courses. *Prerequisites: CCM 416 for CCM 426, CCM 426 for CCM 436*





CCM 438 – Asian Bodywork (1 lecture credit with 0.5 lab credit)

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

CCM 636 – Applied Palpation and Perception

(1 lecture credit with 0.5 lab credit)

In this pre-internship course, students continue to refine their palpation and bodywork skills, and learn how to apply them clinically. *Prerequisite: CCM 438*

Shiatsu Acupressure Massage

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

complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

Elective: CCM 991E – Shiatsu I, Back of the Body (1.5 lab credits)

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

Elective: CCM 997E – Shiatsu II Short Form, Front of the Body (1.5 lab credits)

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

Elective: CCM 998E – Shiatsu III Short Form, Integration Practicum (1 lab credit)

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

Elective: CCM 805E – Shiatsu IV Long Form, Back of the Body (1.5 lab credits)

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

Elective: CCM 806E – Shiatsu V Long Form, Front of the Body (1.5 lab credits)

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

Elective: CCM 807E – Shiatsu VI Long Form, Interaction Practicum (1.5 lab credits)

Shiatsu VI is the long-form practicum. Students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on shu and mu points. Opportunities for improvisation from amongst the myriad of techniques become necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real world settings to their clients' individual needs and limits within the context of the shiatsu kata, while the kata provides the basis for a

consistent product/service that ensures continuity between sessions and across providers. *Prerequisite: CCM 806E*

Research

Elective: CCM 992E – Master's Thesis Tutorial: Research and Writing in Chinese Medicine (1 lecture credit)

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

Traditional Arts of Cultivation

Chinese Cultural Arts: Chinese Calligraphy

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

Elective: CCM 972E – Chinese Calligraphy I (1 lab credit)

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

Elective: CCM 976E – Chinese Calligraphy II (1 lab credit)

Students learn new symbols and continue the inner cultivation begun in Chinese Calligraphy I. *Prerequisite: CCM 972E*

Elective: CCM 544E – Classical Chinese Instruments (1 lab credit)

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

Elective: CCM 543E – Weiqi (1 lab credit)

Students learn the history, philosophy and principles of weiqi (Chinese chess, also known as "Go"). This course develops the critical thinking skills of students, as they



learn to apply the strategies and techniques of the game to the art of treating disease.

Qigong

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

CCM 514 – Qigong I Retreat

CCM 551 – Qigong I Practicum

(1 lecture credit with 0.75 lab credit)

The first qigong module explores the alchemical and shamanic origins of qigong theory and practice. Students are introduced to the fundamentals of the Jinjing School of Qigong, including shaking (tou), walking (zou), and quiet meditation or “settling” (ding). A key element of this course is the practice of the Universe Stance (Yuzhou Zhuang) or Standing Meditation (Zhan Zhuang)—the position that occupies a central role in most qigong traditions. A sitting “internal alchemy” form (neidan) is also emphasized. Through these practices, students are guided to experience the phenomenon of qi in their bodies as well as in nature.

CCM 524 – Qigong II Retreat

CCM 552 – Qigong II Practicum

(1 lecture credit with 0.75 lab credit)

In addition to strengthening and deepening the practices

learned in the first module, students learn the first eight segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (Yin Yang Sheng Jiang Kai He Gong). *Prerequisites: CCM 514/551*

CCM 534 – Qigong III Retreat

CCM 553 – Qigong III Practicum

(1 lecture credit with 0.75 lab credit)

This qigong module integrates the medical concept of “strengthening the sinews” into the existing qigong practice through the introduction of a second eight segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (Jinjian Gong). *Prerequisites: CCM 524/552*

CCM 614 – Qigong IV Retreat

CCM 654 – Qigong IV Practicum

(1 lecture credit with 0.75 lab credit)

This qigong module teaches students the third eight segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced. *Prerequisites: CCM 534/553*

CCM 624 – Qigong V Retreat

CCM 655 – Qigong V Practicum

(1 lecture credit with 0.75 lab credit)

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student’s ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice. *Prerequisites: CCM 614/654*

CCM 634 – Qigong VI Retreat

CCM 656 – Qigong VI Practicum

(1 lecture credit with 0.75 lab credit)

Students review and deepen their practice of the forms and

walks learned in the Qigong I-V Retreats and Practica.
Prerequisites: CCM 624/655

CCM 714/724 – Qigong VII, VIII Retreat

CCM 757/758 – Qigong VII, VIII Practicum

(1 lecture credit with 0.75 lab credit each)

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin Tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation, and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients.

Prerequisites: CCM 634/656 for CCM 714/757, CCM 714/757 for CCM 724/758

CCM 733 – Qigong IX Retreat

CCM 759 – Qigong IX Practicum

(1 lecture credit with 0.75 lab credit)

This qigong module serves to deepen and assess each student's level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules. *Prerequisites:* CCM 724/758

Elective: CCM 603E/604E/605E – Medical Application of Qigong I-III (2 lecture credits each)

In this elective series, students are mentored in the use of qigong prescriptions as a therapeutic modality. Working under close supervision by qualified practitioners of the Jinjing Gong lineage, each student develops and delivers individualized treatment protocols for patients referred to the class. *Prerequisite:* completion of *Qigong I-IX Retreats and Qigong I-IX Practicums*

Qigong Teaching Series

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

Elective: CCM 740E/741E/742E – Teaching Qigong I-III Practicum (0.75 lab credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong and integrate the teaching of qigong into their clinical practice. *Prerequisite:* completion of *Qigong I-IX Retreats and Qigong I-IX Practicums*

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. *The taiji courses are open to all NCNM students.*

CCM 815/964/965 – Taiji I-III Practicum (0.75 lab credit each)

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

Elective: CCM 966E/967E/968E – Taiji IV-VI Practicum (0.75 lab credit each)

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

Elective: CCM 814E – Taiji Retreat (1 credit)

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

Traditional Mentorship Tutorial

CCM 981/982/989 – Traditional Mentorship Tutorial I-III
(2 lecture credits each)

A hallmark of the MSOM program, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is required in the internship year of study.
Prerequisite: these courses are designed to be taken in sequence

Elective: CCM 881E/882E/889E – Traditional Mentorship Tutorial I-III (2 lecture credits each)

A hallmark of the MSOM program, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. Students can take this elective series in the year prior to internship. *Prerequisite: these courses are designed to be taken in sequence*

Elective Requirement

Students are required to take six credits of elective courses as part of their core program.



Clinical Training Overview

The clinical training objectives of the MSOM program are aligned with the overall mission of training competent practitioners in the art and science of classical Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in an applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical Chinese medical concepts and techniques
- Evolution of interpersonal communication abilities
- Refinement of problem-solving capacities and clinical judgment
- Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

Before clinical observation occurs, students receive training in Chinese diagnostic techniques, as well as in the theory and philosophy of classical Chinese medicine. Before clinical internship commences, students develop their interpersonal skills and diagnostic abilities, and receive further training in point actions, needling technique and the Chinese herbal formulary. The content and sequence of the academic courses are designed to accomplish this goal.

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

Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state.

CCM 443 – Introduction to Clinic (1.5 lecture credits)

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

Clinical Training

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

Year of Study		Clinical Component	Brief Description
MSOM	MSOM/ND		
2nd & 3rd	4th & 5th	Observation	Students observe experienced practitioners treat patients
3rd	5th	Observation Case Presentation	Discussion of clinical case studies
4th	6th	Internship	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation	Presentation and discussion of internship cases with peers and supervisors

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

(1 clinic credit each)

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

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

(1 clinic credit each)

Clinical case presentation classes provide an opportunity for interns to present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member. *Prerequisite: intern status*

CCM 809 – Clinical Observation I-VI (2 clinic credits each)

Clinical observation is a forum in which 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. In Clinical Observation V (“Clinical Mentoring Rotation”), three students per rotation become more directly involved in the patient intake, diagnosis and treatment, under the direct guidance of the clinical supervisor. In Clinical Observation VI (“Pre-Internship Rotation”), students pair with interns as they prepare to assume this role. *Prerequisites: students must be CPR certified and have completed CCM 443*

CCM 909/934 – Clinical Internship I-XIV (2 clinic credits each, except for XIV, which is a holiday shift requirement with no assigned credit)

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

Prerequisite: students must be CPR certified

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.

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 program. This level of the qigong program includes three courses in theory, nine weekend retreat courses, and nine quarters of weekly qigong practice sessions. The student who successfully completes this portion of study may apply for admission into the second level, the teaching portion of the program. Over the subsequent year, the student continues qigong coursework, progressing from observing qigong instruction of NCNM patients and students, to teaching her/his own qigong classes.

Shiatsu Certificate Program

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

MSOM ELECTIVES 6 Credits Required

electives

COURSE #	COURSE	LAB	LECTURE	HOURS	CREDITS
CCM 449E	Chinese History and Culture III		18.00	18.00	1.50
CCM 881E	Traditional Mentorship Tutorial I		24.00	24.00	2.00
CCM 882E	Traditional Mentorship Tutorial II		24.00	24.00	2.00
CCM 889E	Traditional Mentorship Tutorial III		24.00	24.00	2.00
CCM 541E	Bazi Suanming I		18.00	18.00	1.50
CCM 549E	Bazi Suanming II		18.00	18.00	1.50
CCM 940E	Yijing I: Introduction		24.00	24.00	2.00
CCM 942E	Yijing II: Daxiang Commentary		24.00	24.00	2.00
CCM 542E	Five-Element Wilderness Retreat		18.00	18.00	1.50
CCM 500E	Shan Ren Dao Retreat	96.00		96.00	4.00
CCM 518E	Embodied Cosmology Retreat		18.00	18.00	1.50
CCM 972E	Chinese Calligraphy I	24.00		24.00	1.00
CCM 976E	Chinese Calligraphy II	24.00		24.00	1.00
CCM 543E	Weiqi	24.00		24.00	1.00
CCM 947E	Introduction to Chinese Tea		12.00	12.00	1.00
CCM 991E	Shiatsu I	36.00		36.00	1.50
CCM 997E	Shiatsu II	36.00		36.00	1.50
CCM 998E	Shiatsu III	36.00		36.00	1.50
CCM 805E	Shiatsu IV	36.00		36.00	1.50
CCM 806E	Shiatsu V	36.00		36.00	1.50
CCM 807E	Shiatsu VI	36.00		36.00	1.50
CCM 603E	Medical Applications of Qigong I		24.00	24.00	2.00
CCM 604E	Medical Applications of Qigong II		24.00	24.00	2.00
CCM 605E	Medical Applications of Qigong III		24.00	24.00	2.00
CCM 740E	Qigong Teaching Practicum I	18.00		18.00	0.75
CCM 741E	Qigong Teaching Practicum II	18.00		18.00	0.75
CCM 742E	Qigong Teaching Practicum III	18.00		18.00	0.75
CCM 966E	Taiji IV	18.00		18.00	0.75
CCM 967E	Taiji V	18.00		18.00	0.75
CCM 968E	Taiji VI	18.00		18.00	0.75
CCM 814E	Taiji Retreat		12.00	12.00	1.00
DDC 500E	ND/CCM Integration		24.00	24.00	2.00
DDC 501E	Integrative Phytotherapy		24.00	24.00	2.00
RES 844E	Taos Self-Care Retreat		24.00	24.00	2.00



School of Research & Graduate Studies

Research and Graduate Studies at NCNM

Integrative medicine involves using the best parts of different medical systems to create optimal health and wellness for patients. As people face significant health challenges worldwide, the need for additional approaches to health care is increasingly evident. At NCNM, our unique master's programs in the School of Research & Graduate Studies empower students for careers in nutrition, research, global health and other fields that support medicine. We emphasize small class sizes, so that our students receive personal attention from our diverse faculty. Our one-of-a-kind programs prepare our students to make significant contributions to the fields of integrative medicine, including public health, research and nonprofits.



The School of Research & Graduate Studies provides vibrant and practical education that explores the many spheres of health and wellness.

Master of Science in Integrative Medicine Research

The Master of Science in Integrative Medicine Research (MSiMR) degree is rooted in natural medicine research literature and brings in expert faculty from integrative medicine fields to teach their disciplines. As the use of integrative medicine continues to increase, so does the need to develop the evidence base for its use. Both clinical and laboratory research are essential to provide a solid foundation for natural therapies. Students in this program conduct research on therapies such as meditation, herbal medicine, medicinal mushrooms, spa therapies and nutrition. The unique aspect of this program is that students identify their own area of interest and pursue research on that topic.

Required courses are derived from clinical research and public health, and include courses in clinical research design, epidemiology, biostatistics and bioethics. Students may choose from a variety of elective courses based on their research interests. Students also gain practical experience by attending research conferences, completing a research study, writing papers and defending a master's thesis. The program prepares students for master's level research and public health careers. Students who are preparing for PhD programs, MD programs, or post-doctoral research positions at natural or conventional medical institutions also benefit from this degree. Medical students who concurrently pursue this degree go on to careers as physician-researchers or use it to specialize in a clinical area.

Program Learning Outcomes

Graduates of this program will:

- Apply research processes including literature review, critical thinking, research study design, selection of appropriate outcomes, data collection, data analysis and statistics
- Develop, use and evaluate methodologies and technology applicable to natural medicine
- Communicate professionally and articulate integrative medicine research concepts verbally and in writing for scientific, political and lay audiences
- Create and sustain a network of collaborative and collegial relationships with all types of researchers and healthcare providers
- Utilize the legal and ethical framework of research and scientific integrity
- Establish a foundation of learning skills that promotes a career in a continually evolving profession

MSiMR Course Descriptions

Core Curriculum

RES 501 – Journal Club (1 credit each)

In this course, students present and discuss recently published articles in natural medicine.

Required to take two terms.

RES 502 – Principles of Epidemiology (3 credits)

Concepts in epidemiology such as multivariate causality, relative risk, odds ratio, sampling error and different types of bias (selection, information, definition biases) and confounding factors will be introduced and applied to integrative medicine. Students discuss study designs, survey and sample selection, cross-sectional, cohort, case-control; prospective and retrospective designs will be discussed from the epidemiological and integrative medicine perspective. A review and discussion of current literature will be used in the class to highlight epidemiological issues.

RES 505 – Bioethics (2 credits)

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

RES 510 – Introduction to Integrative Medicine (2 credits)

The field of integrative medicine involves many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese medicine, naturopathy, homeopathy, shamanic healing and other integrative medicine practices.

RES 518 – Introduction to Research and Ethics (2 credits)

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

RES 520 – Integrative Research Fundamentals (1 credit)

This course covers landmark studies in integrative medicine, and foundational complementary and



alternative medicine research concepts. Students will explore the diversity of research happening locally and globally in integrative health.

RES 530 – Research Methodology (3 credits)

This core course provides an introduction to research design, including how to formulate a research question, identify primary and secondary hypotheses, distinguish between types of experimental designs, and methods to identify bias and flaws in study designs. Students develop a study proposal as they learn to develop inclusions and exclusion criteria, identify outcome measures, and provide rationale for choices. Participant recruitment, screening, retention and adherence will be addressed. Students will develop a preliminary research proposal for their own research in this course.

RES 531 – Integrative Medicine Research Seminar (2 credits)

This course is meant to inspire and inform the students about integrative medicine research ideas and the people in the field by attending a local research conference. Required to take two terms.

RES 535 – Research Practicum (2-3 credits each)

Students work on an integrative medicine research study with their mentors. This class is taken every quarter upon mentor assignment. Students propose an independent research project, design and implement the study, analyze data, and synthesize the results for presentation or publication.

RES 600 – Biostatistics I (2 credits)

This course will cover different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This will also equip students to understand the statistical rationale

and analysis presented in medical literature. They will be introduced to basic concepts of probability, random variation, common statistical probability distributions, and understand the roles of descriptive versus inferential statistics. They will also understand the different statistical designs, concepts and analysis.

RES 601 – Biostatistics II with Computer Lab (3 credits)

In this advanced course, students will learn techniques appropriate for handling a single outcome variable and multiple predictors. They will also develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes the developing of basic skills for analyzing data using statistical computing software packages.

RES 610 – Technical Writing (2 credits)

Students concentrate on general writing skills and strategies, with tips to writing the abstract, introduction, background, hypothesis and aims, methods, results and discussion sections of an IRB application or a peer reviewed article.

RES 620 – Introduction to Laboratory Methods (2 credits)

This course is aimed at familiarizing students with the methodology employed in common laboratory techniques. Students rotate through the basic science, clinical, psychophysiology and food/nutrition laboratories. The fundamentals of using some common laboratory instruments will be covered. This class prepares students to conduct the research for their master's project.

RES 630 – Public Health Policy (2 credits)

Students will learn about the important role policy plays in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. Guest lecturers from numerous entities provide perspective on the issues facing public health, including addiction, mental health, vaccination, obesity and tobacco use. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics.

RES 636 – Capstone (2 credits)

Students complete the capstone credit during the quarter that they finalize and defend their master's thesis. Students work with their graduating peers, sharing and editing each other's theses, and practicing their thesis defense presentations.

RES 700 – Nutrition (2 credits)

This introductory course explores diet and its relationship to health and disease with an emphasis on the health effects of different foods and specialized diets. The course covers





the basics of recommended daily allowance, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-foods meals.

RES 701 – Anatomy and Physiology (2 credits)

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

RES 702 – Integrative Immunology (3 credits)

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

RES 703 – Integrative Microbiology (2 credits)

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

Elective Courses

Elective course credit is transferable between programs within the School of Research & Graduate Studies.

RES 500E – History of Medicine (1 credit)

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

RES 538E – Teaching Strategies and Course Development (2 credits)

Many physicians and researchers become faculty at colleges and universities. This course prepares students with practical skills and teaching strategies. Students learn how to develop course outcomes and competencies, syllabi, and notes. Educational theory, teaching, and assessment strategies and techniques are discussed and practiced.

RES 611E – Grant Writing (2 credits)

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

RES 615E – How to Write and Publish Case Studies (2 credits)

This practical course teaches how to conduct case studies and case series. Students will use real-world cases to learn to form hypotheses, collect clinical data, analyze data, and write a case report. While this course requires substantial work outside the class, students finish the course with a publishable case study in just 12 weeks.

RES 621E – Acupuncture and Chinese Medicine: Philosophy and Evidence (2 credits)

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

RES 622E – Botanicals: Bench to Bedside (2 credits)

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

RES 623E – Mind as Medicine: Mind-Body Therapies (2 credits)

Students in this course experience and read research papers on a variety of different mind-body modalities, such as meditation, mindfulness based stress reduction, and guided imagery. Students become familiar with the breadth and depth of diseases and conditions for which they are used. They discuss the challenges and limitations

to conducting mind-body research. Students will practice different mind-body techniques each week.

RES 624E – Psychology and Behavior Change (2 credits)

Because every clinical trial involves some sort of behavioral modification, psychology and behavior change are critical components of research. This course reviews literature of some of the landmark papers in health behavior research, and teaches the students how to do health behavior research. Students also learn how to employ behavior change strategies to help with participant compliance, and assist with patients making behavioral changes. Students experience a behavioral intervention, and become familiar with applied psychology outcome measures.

RES 625E – Advances in Nutrition (2 credits)

In this course, students learn to evaluate published nutrition research. They evaluate nutritional intervention strategies that are effective and those that fail. Students also develop skills to conduct nutrition studies, including how to teach a cooking class to research study participants. The course includes a hands-on cooking component.

RES 707E – Biochemistry (2 credits)

This course provides the linkage between the inanimate world of chemistry and the living world of biology. Students explore the roles of essential biological molecules from an integrative medicine perspective. They discuss protein, lipid, and carbohydrate chemistry in the context of nutrition and human physiology, and examine the structure and function of proteins, including protein interactions. Enzyme kinetics and mechanisms are covered in detail. Metabolism and metabolic pathways are examined from thermodynamic and regulatory perspectives.

RES 801E – Global Health Research (2 credits)

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

RES 802E – Health Disparities and Diversity (2 credits)

All health professionals need to recognize and understand how to deal with health diversity and disparities. Partners from worldwide nonprofits will lecture on their experience and discuss how research can target these populations most effectively. Students visit clinics that serve low income and underserved populations.

RES 803E – Advanced Research Methods (2 credits)

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



class. This course is offered in independent study format. Permission from the department chair is required for course registration.

RES 804E – Pharmacology (2 credits)

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

RES 805E – Environmental Impact on Health and Disease (2 credits)

Environmental health issues are faced everyday: Which foods to buy? Which water to drink? What neighborhood to live in? What are the safety concerns of backyard farming? This course covers current topics in environmental medicine, including toxicology, air and water quality, food standards and other issues. Environmental psychology and envirosociology are also discussed. The course provides evidence for environmental influences on health outcomes such as obesity, chronic disease and stress.

RES 806E – Essentials of Integrative Oncology (2 credits)

Cancer patients who pursue integrative care often receive conventional chemotherapy and radiation with natural medicine modalities. This evidence-based course familiarizes students with the basics of cancer diagnosis, an overview of conventional therapies, and evidence that supports natural therapies for cancer. Students will read landmark studies and cutting-edge oncology research. Students will discuss scientific validity, clinical benefits, toxicities, and limitations of state-of-the-art integrative therapies when applied to oncology patients.

RES 807E – Research in Sports Medicine (2 credits)

This course reviews literature of some of the landmark papers in exercise research, and teaches how to do exercise research. Students experience some interventions, become familiar with the outcome measures for these types of studies, and how to administer them. Students will exercise in this course every week, and should be prepared with athletic shoes and clothing that allows them to move.

RES 809E – Women's Health: Fertility and Beyond (2 credits)

The diversity of health issues that affect women vary from pregnancy, menopause, aging, mental health, illness and more. As students learn to conduct research on women's health topics, they learn background in female anatomy, physiology and development. Students discuss current women's health news and research topics.

RES 832E – Vaccinations (2 credits)

This course is designed to bring students up-to-date with the most recent science and issues surrounding vaccinations. The course will discuss new vaccine



strategies, current vaccines, components and schedules, and vaccine safety. Students will be able to identify types of vaccines, ingredients of each vaccine, predicted immune responses to those vaccines, and potential side-effects of each vaccine. This course emphasizes critical evaluation of vaccines from current research, public health, and medical sources such that students will be able to assess future vaccine studies and apply them directly to their medical practice. *This course is not offered every year.*

RES 833E – Gut Immunology (2 credits)

This weekend elective course is designed to give a comprehensive overview of the immunology of the gut. It will teach students how to better assess how natural therapies and diet affect the gut, and how the immune response in the gut then has systemic effects on health. This course includes the study of the immunology of the gastrointestinal tract, food allergies and hypersensitivities, IBS, IBD, Crohn's disease, colon cancer and nutritional influences on immunity. *This course is not offered every year.*

RES 844E – Taos Self-Care Retreat (2 credits)

This course is a four-day, three-night self-care retreat for students at Ojo Caliente Mineral Springs Spa in Taos, New Mexico. There will be an optional day five for those who would like to explore the Taos area. Each day will consist of self-care classes in a workshop format with a combination of lecture, discussion and practice on the following subjects: movement and meditation, balneotherapy, nutrition, mind/body medicine and medical spa treatments. There will also be a basic introduction to the concepts of geographic/environmental medicine, and an overview of the Chinese Five-Elements and Ayurveda woven throughout the retreat.

MSiMR ELECTIVES 8 Credits Required

electives

COURSE #	COURSE	LAB	LECTURE	CREDITS
GSN 503	Farm to Table		24	2
GSN 504	Food Policy		24	2
GSN 505	Healing Foods		24	2
GSN 517	Psychology of Eating		24	2
GSN 524	Medical Nutrition Therapy		24	2
GSN 525	Cultural and Traditional Diets		24	2
GSN 544E	Food Systems: Global and Ecological Food Issues		24	2
GSN 545E	Global Cuisine: Foods of the World		24	2
GSN 551E	Therapeutic Diets		24	2
RES 500E	History of Medicine		12	1
RES 538E	Teaching Strategies and Course Development		24	2
RES 611E	Grant Writing		24	2
RES 615E	How to Write and Publish Case Studies		24	2
RES 621E	Acupuncture and Chinese Medicine: Philosophy & Evidence		24	2
RES 622E	Botanicals Bench to Bedside		24	2
RES 623E	Mind as Medicine: Mind-Body Therapies		24	2
RES 624E	Psychology and Behavior Change		24	2
RES 625E	Advances in Nutrition		24	2
RES 707E	Biochemistry		24	2
RES 801E	Global Health Research		24	2
RES 802E	Health Disparities and Diversity		24	2
RES 803E	Advanced Research Methods		24	2
RES 805E	Environmental Impact on Health and Disease		24	2
RES 806E	Essentials of Integrative Oncology		24	2
RES 807E	Research in Sports Medicine		24	2
RES 809E	Women's Health: Fertility and Beyond		24	2
RES 832E	Vaccinations		24	2
RES 833E	Gut Immunology		24	2
RES 841E	Intro to International Public Health		24	2
RES 842E	Intro to Tropical Disease		24	2
RES 844E	Taos Self-Care Retreat		24	2

Master of Science in Nutrition

It's becoming widely understood that nutrition plays a significant role in health and disease. The old adage "you are what you eat" has never been more true. The Master of Science in Nutrition (MScN) degree program focuses on diets that are based on whole, unprocessed foods and integrates nutritional biochemistry and pathophysiology with advanced clinical nutrition knowledge. An active-learning curriculum provides a solid foundation in holistic nutrition and food systems, complemented by skill-training in cooking, teaching and nutritional counseling.

Nutrition is a dynamic science with new research findings constantly being published. As we continue to learn about the complex relationship between food and human metabolism, there is no argument that whole and minimally processed foods are better for reducing disease risk. Fruits, vegetables, nuts and seeds provide us with many beneficial nutrients beyond vitamins and minerals. However, each individual also has their own unique nutritional needs. No one diet is right for everyone. Focusing on each person as an individual allows for variation of dietary needs that provide the best nutritional support possible.

Nutrition books are top-sellers, demonstrating that the public wants more information about nutrition. Simultaneously, obesity is at an all-time high and chronic disease continues to rise. This paradox demonstrates that nutrition knowledge is not translating to individuals' ability to make dietary changes. People need help and support to make significant behavioral changes. In order to make nutrition accessible to every individual in every community,

we need to embrace a nutritional philosophy that embraces cultural preferences. We need to treat food as medicine.

The Master of Science in Nutrition program at NCMN prepares its graduates for a variety of settings including health coaching and nutritional counseling, serving on integrative healthcare teams, personal chef and professional food service consultant, nutrition research, and community nutrition educational programs.

Program Tracks

Nine Month

Students looking for an accelerated program may complete the degree in nine months. This track is designed to be completed prior to entering a graduate or medical program.

Twelve Month

This is the standard program track, beginning in the summer term and ending in the spring. This track allows students to take the Farm to Table course in the summer during peak harvest season. This track also allows students to take experiential courses prior to the core nutritional science courses.

Two Year

Developed for individuals with competing commitments, this track spreads the curriculum over two years, allowing students to attend to life's responsibilities while also meeting their personal educational goals.



Program Learning Outcomes

Graduates of this program will:

- Match nutritional therapies to basic diagnoses, design individualized meal plans for a client, identify nutrition resources for varied environments, and have a working knowledge of different nutritional assessments.
- Gain proficiency in cooking, recipe development, meal planning, and analyzing nutrient content of diets to best facilitate dietary changes associated with optimizing health.
- Teach cooking in one-on-one and classroom settings. Know how to effectively communicate with physicians, the scientific community and the general public. Gain competency in nutrition counseling and implementing lifestyle behavioral changes.
- Discuss the role social disparities play in nutrition and work to develop plans to reduce injustice in the politics of food.
- Keep up to date with scientific literature in nutrition, strive to learn additional cooking skills, and maintain a plan for personal and professional growth.



MScN Course Descriptions

Core Curriculum

GSN 503 – Farm to Table (2 credits)

This course trains students in the process of local food systems, specifically increasing awareness of local agriculture and the food service industry. Students will appraise food production, distribution and accessibility. A variety of class experiences include visiting local farms, farm-to-table restaurants and farmers' markets.

GSN 504 – Food Policy (2 credits)

Investigate the public policy behind food production and distribution, and the factors that influence policy development. Topics include food systems, food needs and food safety, environmental sustainability, accessibility and food labeling.

GSN 505 – Healing Foods (2 credits)

In this course students discover how to use food as medicine. They examine how food and food choices impact health and disease. Students will discuss specific foods that can be utilized to support health and prevent disease.

GSN 512 – Macronutrient Nutrition (2 credits)

An in-depth look at carbohydrates, proteins and lipids. Areas of focus include macromolecule structure, function, digestion, absorption and optimal food sources.

GSN 513 – Macronutrient Lab (1 credit)

This hands-on class emphasizes the objectives of macronutrient nutrition. Students will prepare various foods to reinforce an understanding of carbohydrates, proteins and lipids in relation to healthy cooking.

GSN 514 – Nutritional Biochemistry (2 credits)

A focused examination of the impacts of food and nutrition on our health at the cellular level.

GSN 515 – Nutritional Assessment (2 credits)

This course introduces clinical and dietary evaluations to determine an individual's nutritional status. This includes anthropometric measurements, nutritional physical, food frequency questionnaires, diet recall, diet records and nutrient intake analysis.

GSN 516 – Pathophysiology (2 credits)

An introduction to human pathological processes and how they can be influenced by nutrition.

GSN 517 – Psychology of Eating (2 credits)

This course offers an understanding of the art and science of mindfulness within our relationship to food, providing a renewed sense of appreciation and satisfaction when eating. Each week, students will cook a meal together and practice mindful eating techniques.



GSN 518 – Micronutrient Nutrition (2 credits)

This course examines the role of vitamins, minerals and water in health and disease. Students will learn the specific requirements, functions and food sources, and how dietary excess or deficiencies present clinically.

GSN 519 – Micronutrient Lab (1 credit)

A practical approach to micronutrient nutrition with hands-on preparation of healthy meals and information on how to incorporate specific nutrients into our diets.

GSN 522 – Public Health and Community Nutrition (2 credits)

An overview of factors influencing nutritional health within the population at large, with a brief examination of public and private agencies and their role in community assessment, policy development and public health assurance.

GSN 523 – Community Nutrition Nonprofits (2 credits)

This course introduces students to a variety of community nutrition-based nonprofits in Portland; how they work at the local level to address social services and education for improving health; and the nutritional strategies they use.

GSN 524 – Medical Nutrition Therapy (2 credits)

Student will apply nutritional concepts for specific disease states, including gastrointestinal disorders, metabolic concerns, cardiovascular disease and hypertension, anemia, renal disease and bone health. Students will synthesize medical literature and nutrition literature to determine which diets to implement for each patient type.

GSN 525 – Cultural and Traditional Diets (2 credits)

This course provides a practical approach to various cultural and traditional diets such as vegetarian, vegan,

Halal and Kosher, including weekly preparation of specific foods to complement dietary concepts.

GSN 526 – Lifecycle Nutrition I (2 credits)

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on preconception, pregnancy, lactation and childhood nutrition.

GSN 527 – Health Coaching/Cooking Pedagogy (2 credits)

A foundation in how to effectively implement behavior and lifestyle changes to improve health. Goal setting, identifying obstacles to success, and developing support systems are emphasized. Experiential learning in the kitchen ensures proper food preparation techniques, recipes and menu development, and food complementation.

GSN 531 – Nutritional Counseling (2 credits)

An interactive assessment of individual nutritional health and status, with determination of detailed nutrient needs to improve health and minimize risk of chronic disease. Effective strategies are explored to assure that patient goals are met and maintained to achieve success.

GSN 532 – Nutritional Counseling Practicum (2 credits)

Field experience including opportunities to observe health practitioners, reinforcing counseling techniques, and the practical implementation of nutrition education.

GSN 533 – Lifecycle Nutrition II (2 credits)

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on adolescent, adulthood, and geriatric nutrition in health and disease.

Elective Courses

Elective course credit is transferable between programs within the School of Research & Graduate Studies.

GSN 543E – Personal Chef and Food Service (2 credits)

Students learn about individual catering for private service and how to successfully incorporate all aspects of food service and preparation. Emphasis is placed on food purchasing, menu development, food pairing, food safety and sanitation, and cooking techniques.

GSN 544E – Food Systems: Global and Ecological Food Issues (2 credits)

This course will explore global and federal organizations participating in the food system; global food policy and trade agreements; food production, processing, and distribution; food security and access; and sustainability on a global perspective. Students will be able to choose a subject to study in depth such as: Certifications and labeling; how healthy are organic, local and natural foods; marketing food to children; GMOs; food health claims; should you eat local products; cultural traditions and religious impacts of food choice; and linking food accessibility and the obesity epidemic.

GSN 545E – Global Cuisine: Foods of the World (2 credits)

Students will be exposed to delicious cuisine from around the world. The course will demonstrate how food availability, local ecosystems, cooking traditions and cultural differences vary from region to region. Preparation of regional cuisine each week will support these concepts.

GSN 546E – Food Allergies and Intolerances (2 credits)

A detailed look at immunological effects of food allergies and intolerances, including potential symptoms, diagnosis and treatment options to reduce health implications.

GSN 547E – Fad Diets (2 credits)

This course examines popular diets and how they are marketed and promoted for weight loss and metabolic issues.

GSN 548E – Eating Disorders and Intuitive Eating (2 credits)

Abnormal eating patterns are discussed, including bulimia, anorexia nervosa and binge eating. The course includes detailed examination of physiology, psychology, prevention and treatment of various eating disorders. Intuitive eating philosophy is explored to understand how the human body can signal the need for food and nutrition.

GSN 549E – Detoxification and Cleanses (2 credits)

Examines the body's natural detoxification processes and how to optimize detoxification through the use of whole-food nutrition.

GSN 551E – Therapeutic Diets (2 credits)

A comprehensive examination of commonly prescribed therapeutic diets including the DASH, Mediterranean,

Paleo, anti-inflammatory, gluten-free and casein-free diets. Nutrition fundamentals, current research and popular media views will be thoroughly explored. Hands-on preparation sessions provide practical experience with each diet.

GSN 552E – Nutritional Supplements: Myths and Clinical Pearls (2 credits)

Discover the importance of nutritional supplements and their use for specific health concerns, understand when to use certain nutrients, which forms found in supplements are best, and appropriate dosing. This course also examines how nutritional supplements influence human biochemistry.

GSN 553E – Gluten-Free Cooking (2 credits)

Investigate the impacts of gluten on human health and understand how gluten can affect physiology. Students will learn how to shop and cook gluten-free with a comprehensive understanding of how to find hidden ingredients on food labels that may be derived from gluten or wheat.

GSN 554E – Sports Nutrition (2 credits)

This course investigates the human demands for increased nutritional support from athletic performance, the timing of meals, and what types of balanced menus are appropriate to support individual exercise regimens. Research on sports nutrition supplements to support athletic training is also discussed.

GSN 555E – Functional Medicine and Nutrition (2 credits)

Examine functional medicine and its philosophy of incorporating systems biology in supporting human health. This approach of how the environment impacts each individual on a physiological level is examined in depth. An emphasis on individualized care is revisited.

GSN 557E – Cooking with Medicinal Herbs (2 credits)

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use.

GSN 558E – Food as Medicine in the Community (2 credits)

Community cooking and nutrition programs have been identified as a key factor in reducing chronic diseases such as diabetes and obesity. Learn how to build a successful, community-based, hands-on cooking and nutrition series from the ground up; including how to navigate project location development, cultural competency in diverse populations, sustainable program funding, and cooking workshop management and logistics.

GSN 559E – Vegan Diets (2 credits)

Vegan diets are plant-based, and include fruits, vegetables, whole grains, legumes, seeds and nuts. A vegan lifestyle

choice is becoming more popular for people trying to lower cholesterol or control obesity. This hands-on course will teach students to develop healthy and delicious vegan menu plans as they help their future clients transition to veganism.

GSN 561E – Recipe and Menu Planning (2 credits)

This course will introduce students to the complexity of recipe development, including how to balance ingredients for taste and texture. Students will also learn how to modify existing recipes for specific dietary needs. From building single recipes to creating a well-balanced meal, students will learn the skill of menu planning. Emphasis will be placed on variety of foods and meals while tailoring to the individual's nutritional needs.

GSN 562E – Nutrition in the News (1 credit)

In this course, students will investigate current topics in nutrition. With the constant bombardment of varying nutrition information from popular media it is important to examine the heart of each issue. Discussion topics may include food policy and regulation, ethics in nutrition, local food systems, current events, and new peer-reviewed nutrition research. Students will compare the story in the news to the original research, further teaching them how to read research studies.

GSN 563E – Business of Nutrition (3 credits)

Nutritional counseling or being a personal chef requires the knowledge of running a small business. This course teaches students how to launch and operate a small business, from filing for a business license, to marketing and basic accounting. Students will learn practical skills such as how to bill insurance and when to file taxes. Local business experts will guest lecture to discuss their experiences and provide tricks of the trade. Students will have the opportunity to develop a business plan for their own business.

GSN 577E – Holistic Nutrition Weekend Retreat (2 credits)

Planning your career in nutrition involves a variety of steps including identifying your skills and values, researching your options, setting goals, and developing a plan to achieve those goals. The nutrition retreat is a concentrated time for education and career planning. Students will engage in self-reflection, as well as investigate different career options. At the end of the retreat, students will have a map of their education at NCNM, and goals for their future employment. This weekend course is set off-campus and has a fee to cover the expenses of the retreat site. As with any nutrition retreat, discussion will take place over delicious and healthy food.



MScN NINE-MONTH CURRICULUM

core classes

COURSE #	FALL	LECTURE	CREDITS
GSN 517	Mindful Eating	24	2
GSN 503	Farm to Table	24	2
GSN 512	Macronutrient Nutrition	24	2
GSN 513	Macronutrient Lab	12	1
GSN 514	Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment I	24	2
GSN 516	Pathophysiology	24	2
GSN 518	Micronutrient Nutrition	24	2
GSN 519	Micronutrient Lab	12	1
	Elective	24	2
	Fall Totals	216	18

COURSE #	WINTER	LECTURE	CREDITS
GSN 522	Public Health and Community Nutrition	24	2
GSN 523	Community Nutrition Nonprofits	24	2
GSN 524	Medical Nutrition Therapy	24	2
GSN 525	Cultural and Traditional Diets	24	2
GSN 526	Lifecycle Nutrition I	24	2
GSN 527	Health Coaching/Cooking Pedagogy	24	2
GSN 805	Healing Foods	24	2
	Elective	36	3
	Elective	24	2
	Winter Totals	228	19

COURSE #	SPRING	LECTURE	CREDITS
GSN 504	Food Policy	24	2
GSN 531	Nutritional Counseling	24	2
GSN 532	Nutritional Counseling Practicum	24	2
GSN 533	Lifecycle Nutrition II	24	2
	Elective	24	2
	Spring Totals	192	16

Total Core Course Credits	38
Total Elective Course Credits	15
TOTAL REQUIRED CREDITS	53

MScN TWELVE-MONTH CURRICULUM

core classes

COURSE #	SUMMER	LECTURE	CREDITS
GSN 503	Farm to Table	24	2
GSN 504	Food Policy	24	2
GSN 805	Healing Foods	24	2
	Elective	24	2
	Elective	24	2
	Elective	24	2
	Summer Totals	144	12

COURSE #	FALL	LECTURE	CREDITS
GSN 512	Macronutrient Nutrition	24	2
GSN 513	Macronutrient Lab	12	1
GSN 514	Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment	24	2
GSN 516	Pathophysiology	24	2
GSN 517	Mindful Eating	24	2
GSN 518	Micronutrient Nutrition	24	2
GSN 519	Micronutrient Lab	12	1
	Elective	24	2
	Fall Totals	192	16

COURSE #	WINTER	LECTURE	CREDITS
GSN 522	Public Health and Community Nutrition	24	2
GSN 523	Community Nutrition Nonprofits	24	2
GSN 524	Medical Nutrition Therapy	24	2
GSN 525	Cultural and Traditional Diets	24	2
GSN 526	Lifecycle Nutrition I	24	2
GSN 527	Health Coaching/Cooking Pedagogy	24	2
	Elective	36	3
	Winter Totals	180	15

COURSE #	SPRING	LECTURE	CREDITS
GSN 531	Nutritional Counseling	24	2
GSN 532	Nutritional Counseling Practicum	24	2
GSN 533	Lifecycle Nutrition II	24	2
	Elective	24	2
	Elective	24	2
	Spring Totals	120	10

Total Core Course Credits		38
Total Elective Course Credits		15
TOTAL REQUIRED CREDITS	636	53

MScN ELECTIVES 15 Credits Required

electives

COURSE #	COURSE	LECTURE	CREDITS
GSN 543E	Personal Chef and Food Service	24	2
GSN 544E	Food Systems: Global and Ecological Food Issues	24	2
GSN 545E	Global Cuisine: Foods of the World	24	2
GSN 546E	Food Allergies and Intolerances	24	2
GSN 547E	Fad Diets	24	2
GSN 548E	Eating Disorders and Intuitive Eating	24	2
GSN 549E	Detoxification and Cleanses	24	2
GSN 551E	Therapeutic Diets	24	2
GSN 552E	Nutritional Supplements	24	2
GSN 553E	Gluten-Free Cooking	24	2
GSN 554E	Sports Nutrition	24	2
GSN 555E	Functional Medicine and Nutrition	24	2
GSN 557E	Cooking with Medicinal Herbs	24	2
GSN 558E	Food as Medicine in the Community	24	2
GSN 559E	Vegan Diets	24	2
GSN 561E	Recipe and Menu Planning	24	2
GSN 562E	Nutrition in the News	12	1
GSN 563E	Business of Nutrition	36	3
GSN 577E	Holistic Nutrition Weekend Retreat	24	2
RES 844E	Taos Self-Care Retreat	24	2



Master of Science in Global Health

The Master of Science in Global Health (MScGH) degree is designed for students who desire to understand the complexity of global health challenges and contribute to solutions in a meaningful way. The world has become smaller through the ease of international travel and technology, yet the disparity in health outcomes between countries has never been greater. Many countries with low economic resources lack the means to implement a biomedical approach to medicine, thus these are places where traditional medicines can thrive.

This program offers a whole-systems, traditional world medicine approach to global health. Students are trained to view a broad context of health and wellness rooted in integrative medicine. They are encouraged to explore multi-disciplinary solutions to complex health issues. A public health curriculum establishes the base of this degree, with additional emphasis in health disparities and social justice. Skills learned in this degree program can be applied locally or internationally. Fieldwork allows students to explore current dilemmas, demands and health services with a global focus and perspective.

The MScGH trains students for multiple career paths, including those in international health organizations such as non-governmental organizations (NGOs), governmental organizations and multilateral organizations.

Program Learning Outcomes

Graduates of this program will:

- Identify global health issues, international health regulations, and international health systems with an emphasis in traditional world medicines.
- Display cultural humility, maturity, and the leadership skills necessary to implement and manage public health programs in local and international settings.
- Demonstrate effective communication and collaboration with diverse stakeholders in a global health setting.
- Apply principles of advocacy, social justice and human rights to all programs and projects.
- Abide by ethical, moral, and legal code in cultural, medical, political and economic contexts.
- Describe and prioritize major global health problems; potential economic, social and ecological determinants of these problems; and possible solutions.
- Use a whole-systems approach and traditional medicine philosophy to solve problems in resource-limited settings.
- Design, implement and evaluate global health programs for public health impact, sustainability, and socio-cultural relevance using proper research methodology and a traditional medicine approach.

MScGH Course Descriptions

Core Curriculum

GSGH 510 – Global Health Discussion Series

(1 credit each over 2 quarters)

Each session in the series will have a thematic frame that guides facilitated discussion. Themes will be recommended by students and participating faculty. Formats might include: presentations, showing and discussion of a documentary, discussion of a news report, discussion of a book chapter or article, or, attending a special campus speaker's presentation or event. Students will present their proposed projects in this forum for feedback from other students and faculty.

GSGH 511 – Foundations in Global Health (3 credits)

This course introduces students to key global health topics and issues. Each week students are exposed to different social, economic, political and environmental factors that affect global health. Students explore global health organizations and major players in global health. Focus is on interventions that address health disparities, social justice, and low-income settings; students learn to appraise global health problems and suggest innovative solutions. At the end of the course, students will be able to identify key global health questions and suggest projects to address these questions.

GSGH 512 – Global Health Practicum (1 credit)

Students will use the practicum credit to identify a global health question they wish to address; propose a project; develop a plan; a project tree; identify collaborators; and prepare for the fieldwork component of the program. Students are expected to work with an existing NGO for their fieldwork.

GSGH 521 – Social and Behavioral Foundations of Health

(2 credits)

This course provides students with an introduction to social and behavioral science issues that influence patterns of health and healthcare delivery. Students will explore biomedical, social, psychological and behavioral factors that must be taken into consideration when global health initiatives are developed, implemented and evaluated. Course materials highlight the integration of research from the social and behavioral sciences with epidemiology and biomedical sciences. A community-based participatory approach to understanding community needs is emphasized, and upon completion of this course, students will be able to propose viable public health research questions and conduct a needs assessment informed by determinants of health relevant to a particular geographical region.



GSGH 522 – Global Health Seminar (2 credits)

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

GSGH 523 – Global Health Programs: Design and Evaluation (2 credits)

This course builds on concepts and skills learned in Social and Behavioral Foundations of Health, and will provide students with an understanding of the fundamentals of program design and evaluation of public health programs, global health programs, policies, and other types of interventions. Students will gain skills in framing and modifying a *prori* evaluation questions, and disseminating results and recommendations. Class format includes lecture, discussion and small group exercises. For their final project, students will design and write an evaluation plan in the format of a proposal for funding. *Prerequisite: GSGH 521*

GSGH 630 – Fieldwork (8 credits)

Students will conduct a project in the field with a nonprofit, university or community group. Students will be responsible for conducting the project and evaluating it. They will complete weekly reflections on the process. At the end of the quarter, students will present their project to the global health faculty in a conference format. *There is a \$4,000 travel fee that covers required travel for fieldwork. This fee is spread throughout the year.*

RES 503 – Principles of Epidemiology (3 credits)

Concepts in epidemiology such as multivariate causality, relative risk, odds ratio, sampling error and different

types of bias (selection, information, definition biases), and confounding factors will be introduced and applied to integrative medicine. Students discuss study designs, survey and sample selection, cross-sectional, cohort, case-control; prospective and retrospective designs will be discussed from the epidemiological and integrative medicine perspective. A review and discussion of current literature will be used in the class to highlight epidemiological issues.

RES 600 – Biostatistics I (2 credits)

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

RES 601 – Biostatistics II with Computer Lab (3 credits)

In this advanced course, students will learn techniques appropriate for handling a single outcome variable and multiple predictors. They will also develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes the developing of basic skills for analyzing data using statistical computing software packages.

RES 630 – Public Health Policy (2 credits)

Students will learn about the important role policy plays in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. Guest lecturers from numerous entities provide perspective on the issues facing public health, including addiction, mental health, vaccination, obesity and tobacco use. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics.

Elective Courses

Elective course credit is transferable between programs within the School of Research & Graduate Studies.

A total of 14 elective credits are required for the MScGH degree, six of which are scheduled to be completed during spring quarter when students are scheduled to complete their fieldwork. These six elective credits can be completed in one of the following ways: 1) students can take a weekend course and online curriculum during spring quarter while they complete their fieldwork; 2) students can take some of the credits in earlier quarters; 3) students can attend one of the optional summer global health trips to Haiti, Nicaragua or Tanzania; or 4) students in a second degree program may have elective credits transfer into the program.

GSGH 703E – Maternal and Child Health (2 credits)

This class focuses on improving the health of mothers, children, youth and families, including socially vulnerable populations, and the environments and policies that affect their well-being. Students learn of nonprofit organizations, research organizations, public health agencies and healthcare organizations that focus on maternal and child health.

GSGH 704E – Leadership Development in Global Health (2 credits)

This course prepares students for leadership positions by combining leadership skills with population-level knowledge and cross-cultural sensitivity. Students learn leadership theory and styles, identify their own style, and build their leadership skills.



GSGH 706E – Conference in Global Health (2 credits)

Students attend one conference in global health, or at least 10 hours of global health seminars locally. A reflective paper summarizing the experience is required.

GSGH 707E – Qualitative and Mixed-Methods Research (2 credits)

This course introduces students to the field of qualitative research and provides them with the skills, techniques, and knowledge necessary to conduct mixed-methods research. Students will learn to conduct interviews and focus groups, and gain additional experience with participant observation and archival research. A mixed-methods approach will demonstrate how qualitative and quantitative data can be combined to more fully answer a research question or inform a study design. By the end of this class, students will be able to design and critically evaluate mixed-methods studies to answer a specific research question.

GSGH 708E – Ethnography (2 credits)

Research is a craft requiring methods fitted to each researcher's unique research situation and questions. This seminar on the craft of research will consider a mix of (a) conceptual issues, such as what is distinctive to the anthropological practice of ethnography, and (b) practical and ethical challenges of fieldwork including obtaining research permission, choosing where to stay, presenting one's research to the community, reciprocating assistance, anticipating and mitigating research risks, selecting proper equipment, budgeting money and time, negotiating conflicts and power dynamics, recording and transcribing, and preparing to write.

GSGH 709E – Policy Studies and Analysis (2 credits)

This course introduces students to the field of policy studies and the methods of policy analysis. Faculty, students and guests discuss policy problems facing diverse communities; explore models of social change, social justice and market justice; and incorporate ideas of sustainability and "outcomes-based" assessment into comparative analyses of issues facing international policymakers and global communities. Students apply knowledge of multiple disciplines to analyze case studies of complex policy issues.

GSGH 710E – Medical Anthropology (2 credits)

Medical anthropology compares different cultures' ideas about illness and curing. Although disease is a concept referring to a pathological condition of the body in which functioning is disturbed, illness is a cultural concept: a condition marked by deviation from what is considered a normal, healthy state. Treatment of illness in Western industrial societies focuses on curing specific diseased organs or controlling a specific virus. In many so-called "traditional" societies, greater emphasis is placed on the social and psychological dimensions of illness. In this course students will learn that different cultures, even in the U.S., have different ways to talk about illness, and that the American medical community is at times as

“culture bound” as anywhere. “Science” does not stand outside culture. This course will explore traditional healers, shamans and witch doctors, as well as conventional biomedical physicians.

GSGH 712E – Disaster Relief (2 credits)

Disaster relief includes response to natural hazards as well as a broad range of human-induced disasters, complex emergencies and crises. Economic globalization and competition for resources has resulted in conflict, displacement and forced migration in certain regions of the world, all of which can be viewed within the lens of disaster relief. This course provides an integrated approach to all stages of disaster management in a comprehensive and holistic manner, including (a) pre-disaster preparedness and mitigation; (b) rescue and relief in the context of disaster; and (c) post-disaster rehabilitation, reconstruction and recovery.

GSGH 800E – African Herbal Medicine (2 credits)

Tanzania is one of the most ethno-botanically diverse countries on the planet. With more than 10,000 species of plants, the soils of Tanzania grow many herbal medicines. Students will work with a traditional healer in Tanga to learn how the herbs are used in the villages. A naturopathic faculty member will be present to discuss Western uses of the herbs and how Western uses relate to the Tanzanian uses. Students also have the opportunity to visit with herbal medicine researchers in Tanzania.

GSGH 821E – Global Health Experience (2 credits)

In this course, students travel with a faculty member to a foreign country to learn how research and health care is conducted internationally. Country, faculty member and research topic varies. *Students are responsible for paying tuition for the course, as well as for their own airfare, food, lodging and visa expenses.*

GSGH 831E – International Travel Skills (2 credits)

This weekend course trains students who plan to travel abroad independently or as part of a course. It covers tropical travel risks and recommendations, travel vaccinations, state department recommendations, waterborne infections, mental health, ethics and cultural competency.

GSGH 841E – International Public Health (2 credits)

This course provides a daily discussion of public health initiatives with international relevance. It addresses childhood nutrition programs, maternal survival programs, environmental studies, refugee health, water systems and safe water, food systems and health education. *This course is currently only offered on global health trips.*

GSGH 842E – Intro to Tropical Disease (2 credits)

This course provides a basic overview of tropical disease in developing nations. Students differentiate between the microbiology, pathology and clinical symptoms of different microbes. Students are exposed to conventional and natural treatments for each disease. *This course is currently only offered on global health trips.*



MScGH TWELVE-MONTH CURRICULUM

core classes

COURSE #	FALL	LAB	LECTURE	CREDITS
GSGH 511	Foundations in Global Health		36	3
GSGH 521	Social and Behavioral Foundations of Health		24	2
RES 503	Principles of Epidemiology		36	3
RES 600	Biostatistics I		24	2
GSGH 510	Global Health Discussion Series		12	1
GSGH 512	Global Health Practicum		12	1
	Elective 1		24	2
	Elective 2		24	2
	Fall Totals	0	192	16

COURSE #	WINTER	LAB	LECTURE	CREDITS
RES 601	Biostatistics II		36	3
RES 630	Public Health Policy		24	2
GSGH 522	Global Health Seminar		24	2
GSGH 523	Global Health Programs: Design and Evaluation		24	2
GSGH 510	Global Health Discussion Series		12	1
GSGH 512	Global Health Practicum		12	1
	Elective 3		24	2
	Elective 4		24	2
	Winter Totals	0	180	15

COURSE #	SPRING	LAB	LECTURE	CREDITS
GSGH 630	Global Health Field Work	192	0	8
	Elective 5		24	2
	Elective 6		24	2
	Elective 7		24	2
	Spring Totals	192	72	14

Total Core Course Credits	31
Total Elective Course Credits	14
TOTAL REQUIRED CREDITS	45

COURSE #	SUMMER – OPTIONAL	LAB	LECTURE	CREDITS
<i>Optional summer trip consists of the following electives:</i>				
GSGH 821E	Global Health Experience		24	2
GSGH 831E	International Travel Skills		24	2
RES 841E	Introduction to International Public Health		24	2
RES 842E	Introduction to Tropical Disease		24	2
	Summer Totals	0	84	7

MScGH ELECTIVES 14 Credits Required

electives

COURSE #	COURSE TITLE	LAB	LECTURE	CREDITS
GSN 504	Food Policy		24	2
GSN 525	Cultural and Traditional Diets		24	2
GSN 545E	Global Cuisine		24	2
GSN 544E	Global and Ecological Food Issues		24	2
GSGH 703E	Maternal and Child Health		24	2
GSGH 704E	Leadership Development in Global Health		24	2
GSGH 706E	Conference in Global Health		12	1
GSGH 707E	Qualitative Data Analysis and Mixed Methods		24	2
GSGH 708E	Ethnography		24	2
GSGH 709E	Policy Studies and Analysis		24	2
GSGH 710E	Medical Anthropology		24	2
GSGH 712E	Disaster Relief		24	2
GSGH 800E	African Herbal Medicine		24	2
GSGH 821E	Global Health Experience		24	2
GSGH 831E	International Travel Skills		24	2
GSGH 841E	International Public Health		24	2
GSGH 842E	Intro to Tropical Disease		24	2
RES 538	Medical Academic		24	2
RES 611	Grant Writing		24	2
RES 625	Nutrition Research and Skills		24	2
RES 802E	Health Disparities and Diversity		24	2
RES 805E	Environmental Medicine		24	2
RES 832E	Vaccinations		24	2



Academic Policies

Registration

The Office of the Registrar will notify students regarding registration details. All continuing students are registered 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 will not be registered for courses, labs or clinic shifts that occur at overlapping times. Credit will be earned for only one course during any given segment of time. All changes in courses and sections must be made through the Office of the Registrar.

Students who wish to register for less than the full-time curriculum must receive written approval from the program dean. No student may add or begin classes after the end of the second week of any quarter.

Eligibility to Register

A non-degree seeking student is someone who is not a matriculated NCNM student, or is matriculated into the School of Research & Graduate Studies. Persons who wish to attend a course as a non-degree seeking student must make application through the Office of Admissions. Approval is based upon space availability and meeting prerequisite requirements. Graduates of accredited NCNM programs may apply for entry into certificate programs offered at NCNM, provided they meet the specific requirements. Practitioners seeking continuing education units (CEUs) should contact the Office of Advancement.

Credit Hour Policy

Credits will be awarded based upon hours of instruction. NCNM is on a quarter system. Quarter credits for coursework are awarded according to the following:

- 12 Lecture Hours = 1 credit
- 24 Laboratory Hours = 1 credit
- 24 Clinical Hours = 1 credit

Challenge Examinations

NCNM policy allows an individual to challenge by examination the content of a required course. Applicants who have been accepted may request to challenge a course prior to matriculation. This option is only available to students who have appropriately documented prior graduate coursework and there is a question as to whether or not the information covered sufficiently meets NCNM requirements. Transfer credit policies and

course descriptions are outlined in the college catalog and are available from the Office of Admissions. There must be a difference in hours between a transfer course and the college's course and/or a question of equivalency of material covered in order for a challenge exam to be given. After the challenge exam has been administered, the grade is recorded and the student is notified of the results. If the student fails the exam, he/she must register for the course and pay the appropriate tuition.

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

- Complete transfer credit review during the admissions process to identify which courses may be eligible for challenge. Students who are applying for transfer credit reviews must sign the "NCNM Transfer of Credit Agreement" form upon admission to the college. Transfer credits will not be considered after matriculation.
- Submit a "Transfer/Challenge Exam" form obtained from the registrar, and submit this to the associate dean of academic progress and the instructor (to which the challenge exam is related) for approval. Once permission is obtained, the associate dean of academic progress will facilitate arrangements for the student to take the challenge exam.
- Pay the appropriate fees and submit an "Exam" form, located in the Faculty Support Office, to the instructor before taking the exam. See the Financial Policies section for information on fees.
- Take the challenge exam prior to the offering of the course that is being challenged; with the exam taken, graded, and the grade submitted to the registrar no fewer than two weeks prior to the start of the quarter in which the course is offered.

**The following statement is for veteran students inquiring about prior credit: Any veteran receiving GI Bill benefits while attending NCNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official for review of prior credit.*

Auditing

Students may audit a lecture 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. Classes taken as an audit must be declared by the end of the quarter's second week. Audited courses are not eligible for challenge exams. See the Financial Policies section for information on fees.



Attendance and Tardiness

In order to maintain educational standards, NCNM expects one hundred percent (100%) attendance at classes and clinical rotations. Faculty members may exercise discretion on attendance, as well as require students to attend up to one hundred percent (100%) of scheduled classes in order to pass a course. Students should consult course syllabi for additional details on individual faculty attendance expectations. Students may not miss more than two clinic shifts within a given clinic rotation. Instructors may take into account habitual tardiness when calculating a course or clinic grade. Students are responsible for being aware of and meeting faculty attendance expectations.

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 class members the objectives of the course and the standards and methods by which student achievement will be measured. Students are responsible for checking their grades online in SONIS.

For students enrolled in the ND or MSOM programs, at the end of each course, each student's performance is reported to the registrar using the following grading system:

- H (HONORS): superior performance; equivalent to "A," not available for all courses
- P (PASS): satisfactory performance; equivalent to "B" or "C"
- FR (FAIL REMEDIATE): marginal performance (temporary grade)
- RP (REMEDIATED PASS): equivalent to "C-"
- F (FAILURE): unsatisfactory performance (permanent grade); equivalent to "F"
- I (INCOMPLETE): course requirements not yet completed (temporary grade)
- W (WITHDRAWAL): student withdrew from course
- WF (WITHDRAWAL FAILING): student withdrew from course while failing
- AU (AUDIT)
- CMP (COMPLETE): used for courses that are not graded, but attendance is required or a specified number of hours need to be completed

- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- NC (NOT COMPLETED): hour requirement or attendance not met
- IP (IN PROGRESS)

For students enrolled in programs within the School of Research & Graduate Studies, at the end of each course, each student's performance is reported to the registrar using the following grading system:

- A (SUPERIOR PERFORMANCE)
- B (SATISFACTORY PERFORMANCE)
- C (MARGINAL PERFORMANCE): passing
- D (UNSATISFACTORY PERFORMANCE): not passing
- F (FAILURE): not passing, permanent grade
- I (INCOMPLETE): course requirements not yet completed (temporary grade)
- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- W (WITHDRAWAL): student withdrew from course
- AU (AUDIT)
- IP (IN PROGRESS)

Grade point averages for students in the School of Research & Graduate Studies will be calculated using the following chart:

Grade	Points	Grade	Points
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
C+	2.30		

Grade of "FR"

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

Students who receive two or more "FR" grades (regardless of whether they have been changed to "RP") will be

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

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

Grade of "RP"

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

Grade of "F"

When a student receives a failing grade in a required course (including clinical rotation), the course/clinic rotation must be repeated the next time it is offered, usually the next year. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the current per-credit rate. Any naturopathic student failing a clinical rotation will be required to register for and attend skills-building.





Grade of “I”

A grade of “I” (incomplete) is given when a student has satisfactorily completed a minimum of 80% of the course and its requirements, but is unable to complete the course during the term the course is offered. The student must petition the faculty for an incomplete grade by submitting a “Petition for an Incomplete” form. Incomplete grades should only be issued in the case of illness, bereavement, or circumstances beyond the student’s control. Incomplete grades should be given only if the student has an approved absence excuse issued by the Office of the Associate Dean of Academic Progress. A student receiving an “I” grade is responsible for completing the course requirements as specified by the instructor, and for seeing that the registrar receives proper notification of the grade change. Whenever possible, the student is encouraged to sit in on the remaining classes and finish the necessary grading requirements by the second week of the term they return. A grade of incomplete that is not converted to a passing grade by the specified deadline will automatically become a grade of “F.” Under extenuating circumstances, an instructor may extend the deadline for an incomplete grade by notifying the registrar, in writing, of the extension and provide a date by which the grade must be resolved; an extension may be no longer than one year, after which time it will convert to a failing grade. If the grade of “I” is due to on-going illness, and cannot be made up by the deadline, the student will be required to take a medical leave of absence for the quarter and will be allowed to complete the course material upon return from medical leave. Students who apply for a leave of absence and have not completed 80% of the course work

will receive a grade of “W” for the class and will need to repeat it upon return from leave. A withdrawal will affect the student’s ability to continue in certain course sequences in subsequent quarters. Any student who is failing the course after week eight (8) is not eligible to request an incomplete and will receive a grade of “WF.”

Grade of “CMP”

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

Grade of “IP”

When a faculty member does not turn in grades by a given deadline a student will receive a grade of “IP,” meaning “in progress.” Once the faculty member submits the grades, the “IP” grade will be changed to the appropriate rating.

College Advising

Upon entering NCNM, each student is assigned an advisor (or mentor for the MSiMR program) by the associate dean of academic progress. Faculty advisors include all full-time faculty and a select group of administrative faculty members. College advisors/mentors are ongoing contacts for their assigned students throughout the duration of the student’s enrollment. College advisors/mentors facilitate a connection to the institution, ensure that students understand general academic policies and procedures, serve as a student advocate, and assist in general student support. Advisors/mentors assist students by referring them to appropriate

staff and other resources. They are also a point of contact for other faculty to register any concerns and, when needed, serve as a starting point for a college response.

Advisors/mentors are required to meet with their first-year advisees early in the academic year and then on an as-needed basis. Advisors/mentors have an advisor handbook which is updated annually to help guide the student appropriately. Academic advising is managed and administered by the associate dean of academic progress.

MSiMR students are assigned a research faculty mentor upon enrollment. Faculty mentor assignment is based on research and career interests, and serves to support student project progression and accountability. Faculty mentors assist students with understanding how projects fit into the larger research scopes, as well as publication possibilities. MSiMR students are enrolled in a research practicum course every term until the completion of the program. Faculty mentors serve on defense committees.

Academic Advising

The associate dean of academic progress administers academic advising for all students. Guidance is available to assist in creating a personal timetable for students on an extended program, and for academic and professional progress. Although students are not required to consult with an advisor/mentor, students who are not making satisfactory academic progress must consult with their program's associate dean. Faculty advisors/mentors are notified in writing when a student they have been advising/mentoring has been placed on academic probation or has a sanction imposed on them for nonacademic behavior. The faculty advisor/mentor is expected to contact the student concerning the issues to ensure that the student is accessing available assistance. Students who are pursuing any track other than the standard published tracks must confer with the associate dean of academic progress to ensure all requirements are met.

The associate dean of academic progress is responsible for advising students on the following:

- Academic probation
- Changing tracks (four- to five-year, etc.)
- Academic aspects of leaves of absence (regular or medical)
- Questions regarding concurrent track options
- Requests for permission to take exams early or late (in extraordinary circumstances only)
- Grade appeals
- Petitions for excused absences
- General questions regarding academic progress and success

The associate dean of academic progress is responsible for follow-up with all students on academic probation.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. "Satisfactory Academic Progress" is defined as passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 5-7 years and a minimum of 11 credits each term (excluding summer unless applicable), unless on an approved deviated track. Grades of "C" or lower in the School of Research & Graduate Studies, or failure (grades of "F") of two (2) or more courses in the ND and CCM programs are considered not making satisfactory academic progress as outlined in section 7.5 of the student handbook. An Academic Progress Committee meets twice per academic term to determine students' academic progress. Students making unsatisfactory academic progress will be referred to the Academic Review and Appeals Committee (ARAC). Students must enroll in courses per published and/or approved curriculum layouts.

A minimum enrollment of one credit is required to maintain student status. Any student who does not enroll in a minimum of one (1) credit each quarter will be considered withdrawn and must re-apply, and will be subject to graduation requirements under the new catalog (this does not apply to standard summer breaks).

MSiMR students who have met all graduation requirements, except for MSiMR thesis completion, must register each term for one (1) credit of "Thesis Completion" until they have completed their thesis (students will not be aid-eligible at this point); and may take an additional two (2) years to complete their thesis. Failure to register each term for thesis completion will constitute a withdrawal. Students who do not have a thesis requirement, but need to complete clinical hours, check-offs, preceptor hours or other graduation requirements, must register for one (1) credit of "Graduation Completion" each term until all graduation requirements are met, with a maximum of two academic terms.



If a student is not making satisfactory academic progress in a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the program dean and/or associate dean of academic progress about classroom attendance, performance on examinations, and any other factors that may impact the student's success in the course.

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

Students who exceed their matriculation deadline of five (5) or seven (7) years, depending on the enrolled program, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

However, if a student wants to continue their program beyond the deadlines, they will be required to meet with the associate dean of academic progress and program dean to determine if they may continue at NCNM. The associate dean of academic progress and program dean will assess if the student can demonstrate knowledge retention and skills of their program. If it is determined that the student has gaps of knowledge and/or skills, the student will be required to complete additional academic and/or clinical work. Students who elect to continue their program beyond the matriculated deadline will then be matriculated under the college catalog of the year of their extended program, and are subject to the graduation requirements of their program listed in that catalog, and will be required to sign a new academic contract.

Academic Probation

Students failing any course that is part of their curriculum will be placed on academic probation. When placed on probation, all students must meet with the associate dean of academic progress within one week to sign an academic contract. This agreement will delineate a timetable for repeating failed courses, identify 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 contract is on file in the Registrar's Office. Students who fail to complete an academic contract will be withdrawn from any courses in which they are currently enrolled. Students

are advised to meet with their college advisor(s) to discuss strategies for successful completion of their program.

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

Unsatisfactory Academic Progress

Students who fail one course or clinic shift, or receive two or more "FR" grades (regardless of whether remediated), will be placed on academic probation as outlined in section 7.4 of the student handbook. Students who earn two (2) or more grades of "C" or lower in the School of Research & Graduate Studies, or failure (grades of "F"), or drop below full time for more than one term (unless on an approved deviated track), are not making satisfactory academic progress and may be referred to the Academic Review and Appeals Committee.

Re-Application and Re-Admissions Policy

Students who have been suspended cannot submit an application for re-admission to NCNM for a minimum of one (1) calendar year from time of suspension, unless noted differently in the suspension letter. A suspended student who wishes to apply for re-admission to NCNM must meet one of the following criteria at the time of suspension.

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

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

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

A student who was suspended due to conduct violations will return on disciplinary probation upon re-admission for a minimum of one (1) academic year.

Students who have withdrawn, either administratively or voluntarily, from NCNM must wait one application cycle to apply for re-admission. Withdrawn students are

required to follow the application process as outlined by the Office of Admissions. NCNM may impose one or more of the following requirements for a student who applies for re-admission, and has been separated from NCNM for more than one year:

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

Expelled students are ineligible for re-application or re-admission to NCNM.

Completing these steps does not guarantee re-admission to NCNM. These are the criteria for consideration for reapplication. Questions regarding this policy may be directed to the director of admissions, the program dean or dean of students.

Honor Council

The Honor Council is a standing committee composed of faculty, resident, student and staff representation. The committee meets monthly to review written complaints and performance reports referred from the dean of students that reflect failure of a student to maintain behavioral standards according to the Honor Code. Behavior standards include, but are not limited to,

honesty, respect, interpersonal skills, deportment and demeanor, learning skills, professional behavior and communication skills. The committee reviews reports which may be submitted by faculty, staff or students. The Honor Council, depending on the nature and severity of the report, may request the dean of students to conduct a code of conduct investigation. The committee does not accept anonymous reports.

After reviewing all information, students will meet with the committee to discuss reported problems. The committee makes recommendations to the dean of students, who then makes the final determination and notifies the student, in writing, of the outcome. The dean of students reviews all reports submitted for Honor Council review, and on occasion, may choose to expedite the process and make a determination without submitting the information to the Honor Council for review. An accumulation of non-academic performance reports in a student's file may interfere with a student's progress through the program if it is deemed that the behavior interferes with the student's progress as a developing physician. If the Honor Council determines that the frequency of reports or the seriousness of a report demonstrates a problem, they may recommend that the student be placed on disciplinary probation. Thereafter, any reports forwarded to the Honor Council may serve as a basis for the committee to recommend suspension. Meetings of the Honor Council are not legal proceedings. No attorneys may be present at any meeting of the committee. A student may bring a faculty member or a member of the Office of Student Life for moral support. However, the individual accompanying the student may not participate in the meeting.





After reviewing a student file, the committee may provide recommendations including, but not limited to, the following to the dean of students:

- The student is progressing appropriately. No further action is required.
- A letter of warning outlining policy, with a reminder to adhere to the policy or procedure.
- The student has areas of deficiency and remedial work may be required. This may include, but is not limited to, counseling, tutoring, meeting with an advisor or mentor, repeated course work, or restricted enrollment in certain courses. 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 disciplinary probation for behavioral reasons. A student placed on disciplinary 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 suspension from the program.
- It is recommended that the student be suspended.
- The committee may provide any additional recommendation it believes is suitable to address the issue at hand.

Reports and letters outlining decisions made by the Honor Council and/or dean of students are maintained in the student's file in the program dean's office, and the Office of Student Life. Honor Code reports do not affect a student's academic record unless the outcome is suspension or expulsion from NCNM. Generally, copies of reports

and letters are maintained in compliance with NCNM's Record Retention Policy.

Patient Safety Monitoring Board

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

Appeal of Academic Suspension

A student suspended will have three (3) business days from the date of the sanction notification to submit an intention to appeal to the provost, or the provost's designee, in writing. The student then has seven (7) calendar days to submit the written appeal and supporting documentation to the provost or designee. The written appeal does not provide an opportunity for the committee to re-hear the case. The provost, or the provost's designee, will respond to the written appeal with a final decision, within ten (10) calendar days, based on assessment of the information presented by the dean and the committee, the student, and a review of the investigation process and procedure. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the program dean or the Academic Review and Appeals Committee to follow the procedures set forth in the policy on unsatisfactory academic progress.
- The sanction is grossly out of proportion/alignment with the offense.
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing.

The provost may elect to uphold the decision of the dean; reverse the decision; request a different resolution; or refer the case back to the Academic Review and Appeals Committee if there is new information that was previously not available to the ARAC for consideration.

Appeal of Honor Council Suspension or Expulsion

Students have the right to appeal a suspension or expulsion from NCNM for Honor Code or Code of Conduct violations. Violations of a lesser nature may not be appealed. No adverse action will be taken against

a student for registering an appeal in accordance with these policies. Within three (3) business days from the date disciplinary action was levied against the student by the dean of students, the student must notify the provost (or designee) of intention to appeal. The student will then have seven (7) calendar days to complete and submit to the provost (or designee) a written request for review. The provost or designee will respond with a final decision within ten (10) business days, not including weekends or established holidays, based on assessment of the information provided by the dean of students and the investigation of procedure, or refer the appeal to the Student Appeals Committee. In the unforeseen event the provost or designee needs additional time in reviewing the evidence, the provost or designee will notify the student in writing of the deadline extension. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the dean of students or the Honor Council to follow the procedures set forth in the policy in the student handbook.
- The sanction is grossly out of proportion/alignment with the offense.
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing.

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

Examination Schedule Change

Students are required to complete all examinations on schedule. In cases of severe illness, bereavement or family emergency, please refer to the policy on Petitioning for Excused Absences in the student handbook. Please also

see the Financial Policies section regarding fees. A student may postpone final exams for health reasons no more than twice in their academic career. Need for a third examination deferral requires approval of the associate dean of academic progress. Deferred exams must be taken within three days of the approved excused absence date, and must be scheduled through the specific academic department. After one week from the approved absence date, make-up exams are no longer available. Students who may have a temporary disability that inhibits their attendance and participation in class or clinic should contact the Office of Student Life for an accommodation. An unexcused absence from an examination or major graded exercise will be considered a failure.

Graduation Policy

Candidates for graduation must:

- Satisfy all courses in the degree program
- Satisfy clinic requirements for all medical students
- If a transfer student, complete at least three (3) years of professional training enrolled as a student at NCNM
- If a second professional degree student, complete at least two (2) years of professional training enrolled as a student at NCNM
- Satisfy thesis requirement if applicable to the student's degree program
- Satisfy all financial obligations to NCNM

Only students who have completed all their academic coursework, MSiMR thesis and capstone project, ND case papers, and requisite program clinic hours by the scheduled commencement ceremony date may participate in the ceremony and in taking the oath. They must also have completed the majority of clinical requirements, including preceptorship (ND only) and community



service. ND students must have taken and passed their GPA III exit exam. MSOM students must have also taken and passed their clinic exit exam. Refer to the student handbook for more detail regarding requirements.

MSiMR: Students are required to complete a master's thesis by the middle of the final term of their last year. A master's thesis instruction document is provided to all MSiMR students.

A student who anticipates that he/she will be unable to complete required coursework at the time of graduation, and wishes to participate in the commencement ceremonies, may petition to participate to the associate dean of academic progress and program dean. Students should submit their request in writing to the program dean's office by the first day of spring term. The student must submit a "Petition to Participate in Commencement Ceremonies" form, and should include a list of outstanding requirements and a completion plan for finishing during the summer term.

A diploma will not be issued to students that petition to participate in commencement ceremonies until all clinical, academic and financial requirements have been met. An ND student is ineligible to take licensing examinations until all required work is completed. "Petition to Participate in Commencement Ceremonies" forms are located in the Office of Student Life, Registrar's Office and online. Students who have not completed all requirements may participate in the following year's ceremony

Voluntary Leave of Absence

Students considering a leave of absence must schedule an appointment with the dean of students. A student in good academic standing may apply for a leave of absence of up to, and no more than, one academic year (four academic terms), which entitles the student to re-enter NCNM during a pre-determined term the following academic year, provided there is space in the class. Students taking less than a full academic year off may not be allowed to continue with a full class load due to sequential courses and missing prerequisites. In such instances, the student may be required to enter a new educational track which must be approved by the student's program dean and registrar. The program dean and/or associate dean of academic progress can guide students through a new schedule. The registrar must be advised of a student's intention to return to NCNM within 30 days of intended return, and before the beginning of the quarter in which the student plans to register. The registrar will instruct students to complete and submit a "Returning Student Notification" form to the following offices: Registrar, Financial Aid, Business Administration, associate dean of academic progress and Student Life; with the form being returned to the Office of the Registrar when completed.

Concurrently enrolled students are not required to take a



leave from both programs at the same time, allowing them to remain in one program while on leave from the other program. If a student does not return within one year, the student will be considered administratively withdrawn from the program and will be required to submit a new application for admission.

The student will need to satisfy admission requirements in effect at the time of re-application, but may request that the application fee be waived. A leave of absence normally will be granted to any student who is in good standing (i.e., has no outstanding grades of incomplete, fail remediate or failure for required courses, and is not on academic or disciplinary probation), and who has satisfied all financial obligations to NCNM.

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

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.

A student who is not in good academic standing (i.e., has outstanding grades of incomplete, fail remediate or failure for required courses, or is on academic or disciplinary probation) and is serving in the military will be granted a medical leave of absence without medical documentation. The student must submit documentation from the military branch of his/her time serving.

Students who are on a medical leave of absence cannot participate in any academic activities, including remediating incomplete grades or exams; and/or participating in clinical rotation shifts, including preceptor rotations. A student who wishes to return from a medical leave of absence must provide to the dean of students adequate documentation from the attending physician demonstrating the student's fitness for returning to the program. After documentation has been reviewed and accepted by the dean of students, the registrar will be advised of the student's intention to return to NCNM. The advisement of a student's intention to return must be given within 30 days of intended return, and before the beginning of the quarter in which the student plans to register. The registrar will instruct the student to complete and submit a "Returning Student Notification" form to the following offices: Registrar, Financial Aid, Business Administration, associate dean of academic progress and Student Life. The form should be returned to the Office of the Registrar when completed.

If a student on a medical leave of absence does not return within one year, the student will be considered administratively withdrawn from NCNM and will be required to submit a new application for admission. Any incomplete grades will be converted to a failing grade. The student will need to satisfy admission requirements in effect at the time of re-application, but may request that the application fee be waived.

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

Involuntary Leave of Absence

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

In most situations where a student's medical, psychiatric or psychological condition poses a threat to themselves or to others, the student will be highly encouraged by the dean of students to voluntarily accept a leave of absence (LOA) or medical leave of absence (MLOA). However, if the student does not take such a voluntary leave, the involuntary leave of absence (ILOA) process may commence.

If a student has taken actions that are identified as being a significant risk to the health or safety of oneself or other(s),

or is creating a substantial disruption to the educational environment, the dean of students, acting on behalf of NCNM and in consultation with the Crisis Assessment and REsponse Team (CARE Team), may initiate the ILOA process as set forth below. The significant risks may include, but are not limited to, acute danger/loss of life, inability to independently manage daily tasks, or inability to cooperate with necessary support services, etc.

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

- A temporary ban from campus
- Withdrawal from class attendance or experiential learning (i.e., preceptor rotations, community education, college-sponsored travel, etc.)
- An interim suspension of participation in any campus or off-campus NCNM activities
- Completion of a mental health, substance abuse, or other necessary evaluation conducted by an appropriate off-campus licensed health provider

Students will receive a written description of the details of the ILOA pertaining to them, including the appeal procedures as outlined in section 14 of the student handbook.

The letter regarding the ILOA will be placed in the student's file with a copy sent to the program dean(s), associate dean of academic progress, registrar, director of financial aid and the provost. The Registrar's Office will notify course instructors of the student's leave status.

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

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

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



Withdrawal from School

Students may initiate formal withdrawal by meeting with the dean of students. Students withdrawing from school at any time during the school year must complete an exit interview with Financial Aid and submit a completed “Status Change” form available from the dean of students. Failure to register for any quarter is considered a withdrawal, and the student will need to submit a new application and application fee for re-admission.

A student facing an alleged violation of the Code of Conduct or Honor Code is not permitted to withdraw from NCNM until all allegations are resolved. A student required to attend an ARAC meeting is not permitted to withdraw or take a leave of absence from NCNM until they have resolved the referral to the committee.

Federal Loan Exit Interviews

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

Independent Study

A required course may be completed as an independent study only in exceptional circumstances. Scheduling conflicts may occur for transfer, second professional degree students admitted with advanced standing, or for students who have had their normal program progress interrupted (e.g., by a medical leave of absence). This option does not apply to students following standard program tracks. Independent studies may be arranged for required courses by contacting the program dean and appropriate faculty. The “Independent Study” form must be completed and

filed with the Registrar’s Office. Independent studies are not available for elective courses. 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, classical Chinese medicine oath, state laws and regulations, and documents of professional organizations such as the American Association of Naturopathic Physicians (AANP) and the American Association of Acupuncture and Oriental Medicine (AAAOM) provide further insight concerning professional standards of conduct. The student conduct code in the student handbook specifies procedures for investigating violations of college policies and the sanctions that may be imposed.

Academic Freedom

NCNM faculty and students are free to question, discover and test all knowledge appropriate to their discipline as judged by the academic community in general.

Student Records

The Registrar’s Office maintains permanent records of each student enrolled at NCNM. Unless otherwise required by law or special circumstances, the college will generally follow the policies set forth in this section. Typically, a student’s record contains an application file, personal information necessary for NCNM business, grade reports, and records of any official action by NCNM concerning the student. These records may be examined by the individual

student upon written request. Students who wish to review their records may do so by submitting a request in writing 48 hours prior to the time they wish to view their records. Students may not take copies of documents. Students are notified annually via email of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA) – commonly referred to as the “Buckley Amendment.” The Business Office, Financial Aid Office, Office of Student Life and Academic Affairs Office may also maintain student files as required by their respective functions. NCNM will maintain information on students in a secure, confidential manner in accordance with FERPA, and to that end will observe the following guidelines:

- College officers may review student records on an as needed basis.
- NCNM holds the following information as directory information, which may be disclosed in response to legitimate requests: name, address, telephone number, college email address, dates of attendance, enrollment status (full time, part time, and leave of absence), academic program, graduation date, photograph and awards received. NCNM will only print the following information in directories: name, year in school, college email and telephone number.
- Personal information about students will not be shared with third parties on- or off-campus except as directed in writing by the student, the courts or governmental agencies.
- A student who wishes to review their records may do so by submitting a request in writing 48 hours prior to the time they wish to view their records.
- A student may not make copies of documents in their files.

- A student who believes information contained in official records is inaccurate, misleading, or a violation of privacy may request that the records be amended.
- In the event of a disagreement between a student and the administration as to the disposition of an issue, the student has the right to place a personal position statement in their academic file.
- A student has the right to file complaints with the appropriate agencies concerning alleged failures by NCNM to comply with applicable laws and rules, and/or their implementing regulations.
- Students may request information to be withheld by completing a “Directory Hold Request” form available from the Registrar’s Office.
- NCNM may, in accordance with FERPA, disclose personally identifiable information from a student’s education record without consent if the disclosure is in connection with a health or safety emergency.

Each student is responsible for furnishing, completely and accurately, all information required by 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.), the student is responsible to ensure 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.



FERPA 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 Track

Students are admitted to a specific educational track and are preregistered for required courses, as specified in each educational track. Within a track, students are not allowed to drop required courses or take required courses ahead of time. Students are required to follow their educational track. Students may register online for electives only.

After matriculation, students may request to change tracks to any of the standard educational tracks by submitting a “Student Status Change” form, approved by the associate dean of academic progress, to the Registrar’s Office. Once processed by the Registrar’s Office, students must follow their new educational track. Students may deviate from the standard educational tracks for the following reasons: documented chronic illness, bereavement, or approved academic accommodations and considerations. Deviation requests must be accompanied by the appropriate documentation before approval can be given. A \$50 fee is applied to every approved track deviation.

A track change also requires a signature from the Office of Financial Aid, since there is likelihood of award modification to the student. All track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

Students may require an individual track layout due to approved deviations, a leave of absence, transfer credit, adding a second program, failure of a required course, etc. Due to the timing of some deviations, a student may not be full time and it will be the student’s responsibility to add electives, if they wish, to reach full-time status. Adjustments to individual tracks may be required due to course conflicts, and will be made at the discretion of the registrar at no additional cost beyond the change fee. Students who deviate from their approved educational track may be required to take a leave of absence. All track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

Students who are admitted into a degree program that does not have a lockstep track are exempt from this policy.

Change/Addition of Degree(s)

Students who wish to withdraw from one degree program and enroll into another must formally apply through the Office of Admissions. Once admitted, the Registrar’s Office and the associate dean of academic progress will inform the student regarding potential

transfer credit, challenge exam options, and establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification to the student.

Students who wish to add an additional degree (i.e., become a concurrently enrolled student in two degrees) must formally apply through the Office of Admissions. Once admitted, the student will work with the Registrar’s Office to establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification. Students may pursue no more than two degrees concurrently. See the Financial Policies section for information on fees.

Students who matriculate into a second degree will do so under the catalog corresponding to the year in which the student begins the new degree.

Adding/Dropping Courses

Students will be registered for all core courses in their program. No student may deviate from the established curriculum unless they have submitted and received approval via a “Petition to Deviate from Current Policy or Requirements” form.

During weeks 1-2 of each quarter, students may change sections in courses for which this is applicable. During this same period, they may also register for elective courses, and must submit an “Add/Drop” form with proper signatures to the Registrar’s Office. Courses may be officially dropped during weeks 1-6 by submitting the “Add/Drop” form with proper signatures to the Registrar’s Office. No core course can be officially dropped without the program dean’s signature. The grade for courses dropped weeks 3-6 will be recorded as “W” (withdrawal) or “WF” (withdrawal failing). Students who are withdrawing from the institution will receive a grade of “W” regardless of the week they withdraw. Non-attendance in any course will earn a grade of “F.” Any courses withdrawn after week 6 are ineligible for a refund. Weekend courses may be added or dropped up to the day before they begin based on the same criteria as above. Weekend courses that are dropped before they begin will receive a one hundred percent (100%) tuition refund. Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.

Students who request withdrawal from a course after week 6 must receive program dean and faculty approval. Courses dropped after week 6 are ineligible for a refund. Students who withdraw from a course after week 6 will be assigned a “W/WF” based on the grade they were receiving at the time of withdrawal.

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.



- **Week 1 of term** – Students may add/drop/change sections/change to audit and receive a 100 percent (100%) refund.
- **Week 2 of term** – Students may add/drop/change sections/change to audit and receive a 100 percent (100%) refund. Students withdrawing from school completely will receive a 90 percent refund.
- **Weeks 3-6 of term** – Instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal) or “WF” (withdrawal failing); refund of eighty percent (80%), seventy percent (70%), sixty percent (60%), or fifty percent (50%), respectively.
- **Weeks 7-10 of term** – Instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal) or “WF” (withdrawal failing), and grade is reflected on transcript; no refund allowed.
- **Weeks 10-12 of term** – Course can’t be dropped.

All courses starting after week one of the term will follow the same add/drop policy as outlined above.

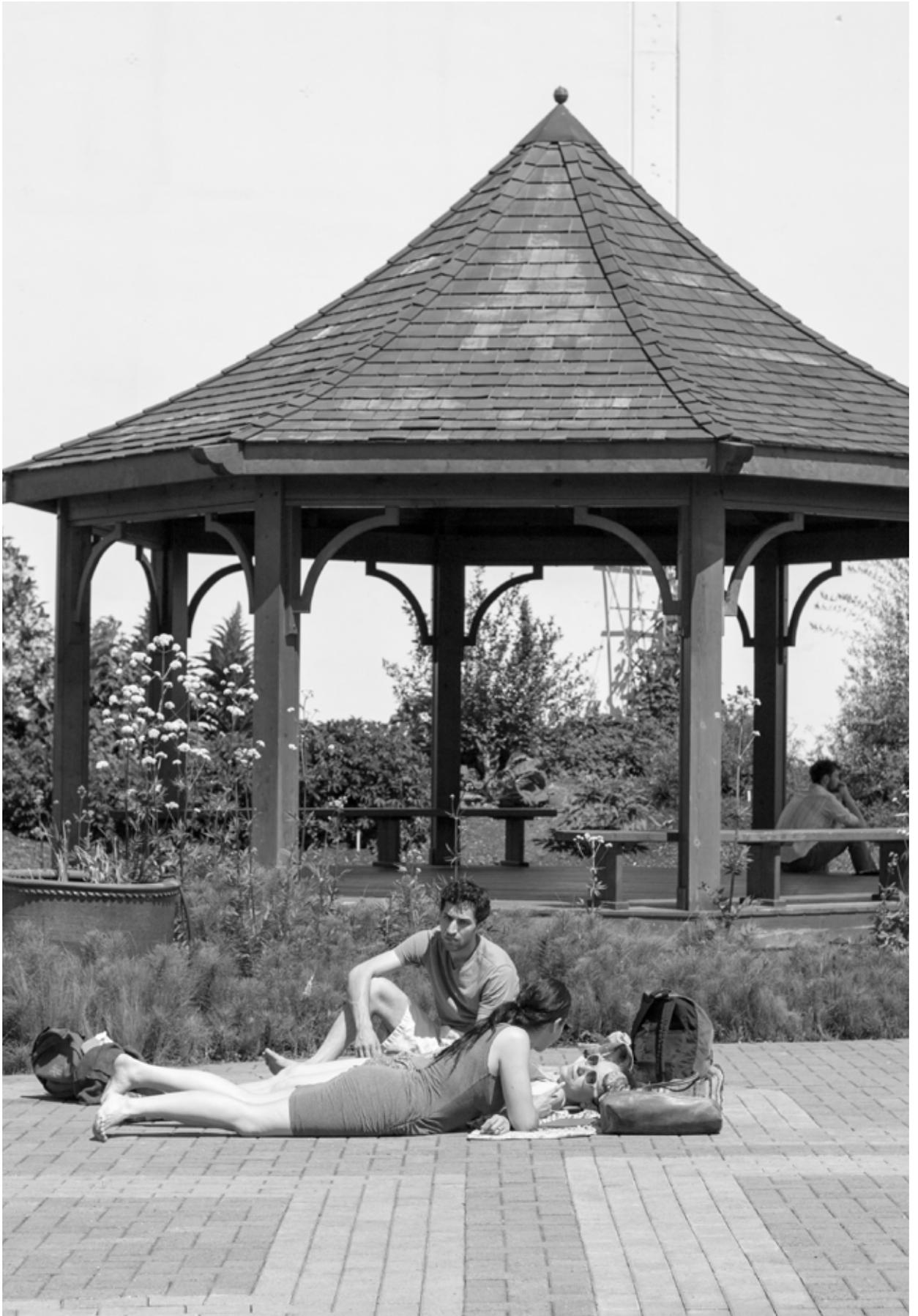
Clinic Shifts

To add or drop a clinic shift, students must have an “Add/Drop” form approved by the associate registrar.

Students have a three- to five-day period after the first clinic schedule has been posted to make any additional changes in their clinic shift schedule (add or drop) without being charged. This period is known as the “schedule adjustment” period. The actual deadline date is indicated on all schedules posted on campus prior to the beginning of the term. A \$50 add/drop fee will be charged for any shift changes after the deadline date, which is approximately one week after the “schedule adjustment” period has ended. Students who request any changes in their clinic shifts after the deadline must fill out a “General Appeal to Deviate from Current Policy or Requirements” form and submit it to the associate dean of academic progress. The student will be notified of the decision by the associate registrar. Students are responsible for attending their current clinic shifts until decisions are finalized. All fees concerning clinic shifts will apply.

Full-Time/Part-Time Student Status

Full-time student status requires enrollment of no fewer than 11 credits per quarter. Half-time student status requires enrollment of at least 5.5 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.



Student Life

Student Handbook

Students are responsible for reading and understanding all policies and information listed in the student handbook. A current student handbook can be found online at ncnm.edu. Paper copies are available in the Office of Student Life.

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 SGA is “to serve as a forum in which the common needs of the diverse NCNM student body are identified, and to use SGA resources to address those needs and to enhance the student experience at NCNM.”

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 SGA.

Student Disability Support Services

Student Life staff coordinate student accommodations based on Section 504 of the Americans with Disabilities Act. Students with questions should contact the Office of Student Life.

Health Insurance

NCNM does not require students to carry medical health insurance coverage. However, NCNM does offer an optional NCNM Clinic Benefit Plan (CBP) for use at the NCNM Clinic. Students are automatically enrolled in the CBP for fall, winter, spring and summer. Students may opt out of the CBP (including the next summer term) by submitting a signed waiver form to the Business Office by the end of the second week of fall term. Students cannot drop the CBP after the two week period. Students wishing to waive the CBP must submit a new waiver form each year beginning fall term. Students may opt back in to the CBP at the beginning of a new term by submitting a re-enrollment form by the end of the second week of classes. As well, students may opt out of the CBP any term as long as it's done within the first two weeks of that term.

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 Life for additional information; consult the postings on NCNMlist, an online forum, for opportunities; and on the Office of Student Life webpage.

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 also allows students to check out books at the NCNM library and at several other Portland college libraries (Oregon Health & Science University, Oregon College of Oriental Medicine, University of Western States, Linfield College Portland campus and Birthingway College of Midwifery) 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.

Drug Testing Policy

NCNM is in compliance with Oregon Health Authority and Oregon Administrative Rules 409-030-0100. All students are required to undergo a drug screen prior to any clinical rotations. In addition, any student enrolled in the Global Health and/or Nutrition programs are required to undergo drug screening prior to fieldwork experience. Refusal to take the required substance test may result in an interim suspension from NCNM, and will prohibit the student from participating in clinical rotations or fieldwork at NCNM or any of its affiliates. A copy of the Drug Testing Policy is contained in the student handbook.

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 ope.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.

Arrest Policy

Violations of local, state and/or federal law are subject to college action. A student who has pleaded guilty to, or otherwise accepted responsibility for, a violation should be aware that the college may also sanction the student. Regardless of a plea, the dean of students must be notified within 72 hours if a student is arrested for, charged with, or convicted of any offense other than a minor traffic violation. If a student is unable to meet the 72 hour deadline, the student may be placed on an involuntary leave of absence pending a conversation with the dean of students.

A student may be suspended immediately, pending a conduct hearing, when an arrest involves an act of violence; the illegal sale, manufacture or delivery of drugs; or when the continued presence of the student on-campus poses a threat to the safety or the rights, welfare, or property of another. If found in violation, a student will be subjected to disciplinary sanctions as outlined in section 14 of the student handbook, up to and including expulsion.

If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, he/she must inform the Office of Admissions and dean of students prior to arrival. If the college later discovers that a student has withheld disclosure of a criminal charge, he/she may be subject to immediate suspension.

If a student is convicted of an offense and allowed to remain enrolled at NCNM, the student will be required to meet with the dean of students and program dean(s) to discuss

possible ramifications for clinical rotation and licensure requirements. The intent of this policy is to ensure the safety of patients and other members of the college.

Remote Classroom and Children on Campus

A remote classroom with audio/video live feeds is available for nursing mothers. Others may petition the Office of Student Life for permission to use the remote classroom. 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. Children are not permitted to attend class with parents unless authorized by the Office of Student Life. The remote room policy and privileges do not include exams and quizzes. Students are expected to find alternative childcare during exams.

Children are not allowed to attend clinic shifts with parents unless they are being seen as a patient and accompanied by a guardian.

New Student Orientation

New student orientation is a required course that provides students with the opportunity to become oriented and familiar with the campus and their peers; meet with essential faculty, staff and administrators; and learn the rights, responsibilities and expectations of being a student at NCNM.

Any student who is enrolling at NCNM part time or greater is required to attend new student orientation prior to the first term of enrollment. At that time, students will be assessed the new student orientation fee, which is charged to their student account. Attending new student orientation is a requirement for graduation from NCNM. A student who matriculates into an additional program during their academic career is exempt from participating in a second new student orientation course.

Students who complete new student orientation will receive a grade of "CMP" for completion. Failure to attend all of new student orientation will result in a grade of "NC," and the student will be required to retake the course the next time it is offered. Students who miss new student orientation will not be refunded the fee.

Students re-admitted to NCNM must make an appointment with the Office of Student Life to determine if re-orientation is required.

Organization and 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, **Ellen Goldsmith, MSOM**

Vice-Chair, **Willow Moore, DC, ND**

Secretary, **Patricia Kramer, PhD**

Treasurer, **Don Drake**

President, Ex-Officio, **David J. Schleich, PhD**

Directors

Lori Blankinship, ND

Brian Camastral, MBA

B. Winston Cardwell, ND, MSOM

Richard Jones, PhD

Christoph Kind, ND

Mohan Nair, MS

Anupam Narayan, MBA

Jo Smith, CMC

Andrea (Andy) Wolcott, MSHRM

Campus Representation (Non-voting)

Faculty Representative, **Steven Sandberg-Lewis, ND**

Staff Representative, **Sherrie L. Martel**

Senior Student Representative, **Kristin ten Broeck, AOMS4**

Junior Student Representative, **Brook Ahnemann, NMS3**

Administration

Office of the President

Chief Executive Officer and President, **David J. Schleich, PhD**

Executive Assistant to the President, **Colleen Corder**

Director of Campus Development, **Keith North**

Office of the Provost

Provost and Vice President of Academics, **Andrea Smith, EdD**

Executive Assistant to the Provost, **Gina Starling**

Associate Dean of Academic Progress, **Catherine Downey, ND**

Director of Curriculum and Faculty Development,
Denise Dallmann, ND, MA

Office of Institutional Research and Compliance

Director of Institutional Research and Compliance, **Laurie McGrath**

Institutional Research Analyst, **Georgia Portuondo, MSI**

Finance and Administration

Vice-President of Finance and Administration and Chief Financial Officer,
Gerald Bores, MBA

Director of Human Resources, **Kathy Stanford, PHR**

Human Resources Generalist, **Fox McGregor**

Payroll Specialist/HR Specialist, **Sandra Brydson**

Accounting Manager, **Sally Barrett**

Student Transactions, **Bob Jackson**

Accounts Payable Specialist, **Tammy Litwinchuk**

Clinic Billing Supervisor, **Gina Gossage**

Clinic Billing Coordinator, **Kerri Evans**

Director of Financial Aid, **Laurie Radford**

Financial Aid Counselors, **Sally Kalstrom, Alison Pillette**

Registrar, **Kelly Garey**

Associate Registrar, **Francine Green**

Assistant Registrar, **Chris Ballard**

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Campus Security Guards, **Joe Afranji, Stephanie Balicki, Mike Hale**

Campus Security Assistant, **Aaron Lamb**

Facilities Manager, **David McAllister**

Facilities Staff, **Thomas Coward, Aaron Lamb**

Information Technology Manager, **Steven Fong**

Information Technology Coordinators, **Dexter Asis, Frank Zhang**

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Assistant Director of Ancillary Services, **Nichole Wright, MBA**

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Micaela Angle, MSTCM

Ancillary Services Operations Manager, **Leah Burch**

Medicines Manager, **Audrey Bergsma, ND**

Medicines Associate Manager, **Jennifer Baier**
Medicinary Development Supervisor, **Jennifer Brusewitz, ND**
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Xander Kahn, MAcOM
Medicinary Service Representative I, **Teresa Gryder, ND;**
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ND; Audra Lee, MS; Kristy Viaches; Michelle Denker,
MSOM; Sarah Evans, MSOM
Retail Representative, **Allyson Kohlmann, Riley Snyder,**
Elisa Finos

Clinical Operations

Chief Medical Officer, **Regina Dehen, ND, MAcOM**
Director of Clinical Operations, **Shannon McCartor-Foisy**
Epic Site Specialist, **Jeanna Smith**
Laboratory Director, **Sally Swan, MAcOM, MT**
Clinic Operations Coordinator, **Mary Van Zant**
Clinic Services Coordinator, **Gloria Gaxiola**
Clinic Front Desk Manager, **Brenda Sadowsky**
Clinic Services Representatives, **Carolee Barrus, Betsy Bengston,**
Elena Spontak, Shantelly Miles, Shannon Williams
Medical Records Coordinator, **Sara Callahan**
Laboratory Technologists, **Nicole Converse, ND;**
Mary McReynolds, MT
Laboratory Technician, **Susan Holmes**
Laboratory Assistants, **Michelle Brown-Echerd, ND;**
Karen Jones, RN; Tammy Vogel
SIBO Center Administrative Coordinator, **Karylin Elroy**
SIBO Center Laboratory Technicians, **Nikki Edwards;**
Audra Lee, MS
SIBO Center Assistant, **Allyson Kohlmann**
Community Clinics Manager, **Lori Knowles**
Patient Services Coordinators, **Erika Sanchez, Nestor Valenzuela**
Community Clinics Operations Coordinator, **Teale Niles**

Department of Advancement and Continuing Education and Alumni Affairs

Vice President of Advancement, **Susan Hunter, MBA**
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Alumni Officer, **Bill Tribe**
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Orna Izakson, ND
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Elise Schroeder, ND
Adjunct Faculty and Co-Lead Physicians, Food as Medicine Institute,
Julie Briley, ND; Courtney Jackson, ND
Adjunct Faculty, Food as Medicine Institute, **Cory Szybala, ND;**
Shawnte Yates, ND

Department of Marketing and Communications

Vice President of Marketing and Communications,
Sandra Snyder, PhD
Director of Public Relations and Communications,
Marilynn Considine
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Graphic Designer/Art Director, **Jenny Bowlden**
Graphic Designer, **Vanessa Morrow**
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Department of Admissions and Enrollment Management

Director of Admissions, **Brandon Hamilton, MA**
Admissions Counselors, **Mary Doyle; Kara Hayes, MA;**
Caiden Marcus, MS; Brenda Morrison, MA
Admissions Operations Specialist, **Hang Nguyen**
Admissions Receptionist, **Kelley Cruz**

Academic Affairs

School of Naturopathic Medicine

Dean of the School of Naturopathic Medicine,
Melanie Henriksen, ND, MSOM, MN
Associate Dean of Residency and Academics for the School of
Naturopathic Medicine, **Leslie Fuller, ND**

Associate Dean of Clinical Education for the School of Naturopathic Medicine, **Carrie Baldwin-Sayre, ND**

Associate Dean of Biomedical Sciences,
John Brons, PhD, MAcOM

Assistant to the Dean of the School of Naturopathic Medicine,
Sara Nañez

Administrative Assistant to the Residency Department, **Gary Strong**
Academic Coordinators, **Molly Bailen, Matthew Burns**

School of Classical Chinese Medicine

Dean of the School of Classical Chinese Medicine,
Laurie Regan, PhD, ND

Founding Professor, **Heiner Fruehauf, PhD**

Associate Dean of Clinics, **David Berkshire, MAcOM**

Associate Dean of Clinical Education for the School of Classical Chinese Medicine, **Ken Glowacki, MSTOM**

Assistant to the Dean of the School of Classical Chinese Medicine,
Jeaneth Villegas, MA

Academic Coordinator, **Susan Shaw-Minger, MS**

School of Research & Graduate Studies

Dean of the School of Research & Graduate Studies and Director of Helfgott Research Institute, **Heather Zwickey, PhD**

Program Manager, **Heather Schifflke, MATCM**

Program Co-Chairs, Master of Science in Global Health,
Tabatha Parker, ND; Angela Senders, ND

Program Chair, Master of Science in Integrative Medicine Research,
Morgan Schafer, MA

Program Chair, Master of Science in Nutrition,
Andrew Erlandsen, ND

Kitchen Manager, **Kendal Kubitz**

Reception and Administration, **Lena Murphy, Aznegashe Yelma**

Library

College Librarian, **Noelle Stello, MSLIS**

Associate Librarian, **Christina King, MSOM, MLS**

Circulation Coordinator, **Wendy Schatz**

Evening/Weekend Library Supervisor, **Alison Wilbur**

Office of Student Life

Dean of Students, **Cheryl Miller, MA**

Director of Student Life and Inclusion, **Morgan Chicarelli**

Director of Counseling Services, **Adrienne Wolmark, MSS, PhD**

Mental Health Counselor, **Olivia McClelland, MSW, MPA**

Student Life Administrative Assistant, **Kate Frothingham**

Faculty

School of Naturopathic Medicine

Full-Time Faculty

Joel Agresta, Associate Professor; DC, Western States Chiropractic College, 1983

Tammy Ashney, Assistant Professor; ND, National College of Natural Medicine, 2009

Carrie Baldwin-Sayre, Assistant Professor, Associate Dean of Clinical Education; ND, National College of Naturopathic Medicine, 2004

Richard Barrett, Professor; ND, National College of Naturopathic Medicine, 1986

John Brons, Professor; PhD, UCLA, 1978; MAcOM, Oregon College of Oriental Medicine, 1993

Bracey Dangerfield, Assistant Professor; PhD, Maharishi International University, 1992

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

Maleah Ermac, Assistant Professor; ND, National College of Natural Medicine, 2010

Leslie Fuller, Assistant Professor, Associate Dean of Residency and Academics; ND, National College of Natural Medicine, 2009

Melanie Henriksen, Dean of the School of Naturopathic Medicine; ND, MSOM, National College of Naturopathic Medicine, 2005; MN, CNM, Oregon Health & Science University, 2009

Timothy Irving, Assistant Professor; DC, Western States Chiropractic College, 2005; MS, University of Bridgeport, 2009

Paul Kalnins, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

Dohn Kruschwitz, Associate Professor; MD, University of Iowa College of Medicine, 1966; ND, National College of Naturopathic Medicine, 1997

Gaia Mather, Assistant Professor; ND, National College of Naturopathic Medicine, 1990

Marcus Miller, Associate Professor; MD, Louisiana State University Medical School, 1982; ND, National College of Naturopathic Medicine, 2001

Glen Nagel, Assistant Professor; ND, National College of Naturopathic Medicine, 1993

Kate Patterson, Assistant Professor; ND, National College of Natural Medicine, 2010

Steven Sandberg-Lewis, Professor; ND, National College of Naturopathic Medicine, 1978

Nancy Scarlett, Associate Professor; ND, National College of Naturopathic Medicine, 1997

Kimberly Windstar, Professor; MEd, California State College, 1982; ND, National College of Naturopathic Medicine, 1991



Adjunct Faculty

Nora Aaron, ND, National College of Natural Medicine, 2009

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

Dominic Anaya, DO, University of New England, College of Osteopathic Medicine, 2000

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

Deah Baird, ND, Bastyr University, 1994; MS, Portland State University, 2008

Roger Batchelor, DAOM, Oregon College of Oriental Medicine, 2007

Donna Beck, ND, National College of Naturopathic Medicine, 1992

Alicia Bigelow, ND, National College of Naturopathic Medicine, 2004

Eric Blake, ND, MSOM, National College of Naturopathic Medicine, 2004

Meghan Brinson, ND, National College of Natural Medicine, 2010

Chris Browne, DC, University of Western States, 2010

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

Stephen Bush, JD, MA, University of Southern California, 2001

Laurent Chaix, ND, National College of Naturopathic Medicine, 1995

Ryan Chamberlin, DO, Western University of Health Sciences, 1995

Loch Chandler, ND, MSOM, National College of Naturopathic Medicine, 2001

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

Catherine Darley, ND, Bastyr University, 2002

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

Lysanji Edson, ND, National College of Naturopathic Medicine, 1996

Durr Elmore, DC, Western States Chiropractic College, 1982; ND, MSOM, National College of Naturopathic Medicine, 1984, 2004

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Steve Gardner, DC, Western States Chiropractic College, 1977; ND, National College of Naturopathic Medicine, 1994

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

Mary Grabowska, ND, National College of Naturopathic Medicine, 1993; MAcOM, Oregon College of Oriental Medicine, 1994

Alena Guggenheim, ND, National College of Natural Medicine, 2007

Greg Hutzell, DBA, California Coast University, 2007

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 Natural Medicine, 2007

Mark Kaminski, MS, Northwestern University, 1979

Karta Purkh Singh Khalsa

Rosetta Koach, ND, National College of Naturopathic Medicine, 1998

Brittany Kolluru, ND, National College of Natural Medicine, 2010

Tom Maier, PhD, University of British Columbia, 1982

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

Skye Nehs, ND, National College of Natural Medicine, 2009

Andrea Partel, ND, MSA, Bastyr University, 2009

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

Phyllecia Rommel

Kayle Sandberg-Lewis, MA, Goddard College, 2000

Allison Siebecker, ND, MSOM, National College of Naturopathic Medicine, 2005

Shawn Soszka, ND, MSOM, National College of Naturopathic Medicine, 2000, 2001

Kevin Spelman, PhD, University of Exeter, 2009

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

Timothy D. Stecher, DC, Western States Chiropractic College, 1996

Sally Swan, MAcOM, Oregon College of Oriental Medicine, 2008

Lisa Taulbee, ND, National College of Natural Medicine 2010

Wendy Vannoy, ND, National College of Naturopathic Medicine, 2004

Misty White, ND, National College of Natural Medicine, 2007

Gary Weiner, ND, MSOM, National College of Naturopathic Medicine, 1997, 2005

Anna Wieman, ND, National College of Natural Medicine, 2011

Jared Zeff, ND, National College of Naturopathic Medicine, 1979

Katherine Zieman, ND, National College of Naturopathic Medicine, 1993

Heather Zwickey, Director of Helfgott, Dean of Research & Graduate Studies, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

School of Classical Chinese Medicine

Full-Time Faculty

Roger Batchelor, Associate Professor; DAOM, Oregon College of Oriental Medicine, 2007

David Berkshire, Assistant Professor; MAcOM, Oregon College of Oriental Medicine, 2001

Xiaoli Chen, Associate Professor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1987, 1994

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Heiner Fruehauf, Professor; PhD, University of Chicago, 1990

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Paul Kalnins, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

Joon Hee Lee, Assistant Professor; MSOM, Samra University, Los Angeles, 2004; DAOM, Oregon College of Oriental Medicine, 2011

Rihui Long, Professor; Master of Medicine (China), Chengdu University of TCM, 1984

Robert Quinn, Assistant Professor; MAcOM, DAOM, Oregon College of Oriental Medicine, 1998, 2008

Laurie Regan, Dean of the School of Classical Chinese Medicine, Assistant Professor; PhD, Harvard University, 1991; ND, National College of Naturopathic Medicine, 1997

Brandt Stickle, Assistant Professor; MS, American College of Traditional Chinese Medicine, 2001

Adjunct Faculty

Paul Bellis, MAcTCM, Yo San University, 2000

John Blank, MAcOM, Oregon College of Oriental Medicine, 1994

Ed Chiu, MAC, New England School of Acupuncture, 1999; DAOM, Oregon College of Oriental Medicine, 2008

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

David Ford, MAC, Tai Sophia Institute, 1981

William Frazier, MA, Academy for Five Element Acupuncture, 2001

David Frierman, Certificate of Completion, San Francisco College of Acupuncture, 1989

Michael Givens, MA, St. John's College, 2003; MSOM, National College of Natural Medicine, 2009

Ken Glowacki, Associate Dean of Clinical Education for the School of Classical Chinese Medicine; MSTOM, Pacific College of Oriental Medicine, 2002

Ellen Goldsmith, MSOM, National College of Naturopathic Medicine, 1999

Eric Grey, MSOM, National College of Natural Medicine, 2009

Margaret Hammitt-McDonald, MAT, Fordham Graduate School of Education, 1990; PhD, City University of New York, 1997; ND, MSOM, National College of Natural Medicine, 2007

Pikshan Ko

Charles Rothschild Lev, MAcOM, Oregon College of Oriental Medicine, 1998

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Steven Marsden, ND, MSOM, National College of Naturopathic Medicine, 1999

Michael McMahon, MAC, National College of Natural Medicine, 2011

Kate Miller, MSOM, National College of Naturopathic Medicine, 2005

Cita Oudijk, MAcOM, Oregon College of Oriental Medicine, 1998

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Gregory Sax, MSOM, National College of Natural Medicine, 2010

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Heather Zwickey, Director of Helfgott, Dean of Research & Graduate Studies, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

School of Research & Graduate Studies

Faculty

David Alderdice, ND, National College of Natural Medicine, 2008

Richard Barrett, Professor; ND, National College of Naturopathic Medicine, 1986

Kurt Beil, ND, MSOM, National College of Natural Medicine, 2006, 2008; MPH, Portland State University, 2010

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

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Jill Edwards, ND, National College of Natural Medicine, 2007

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

Chelsie Falk, ND, National College of Natural Medicine, 2013

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Alena Guggenheim, ND, National College of Natural Medicine, 2007

Douglas Hanes, Assistant Professor; PhD, University of Michigan, 1999

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Zenia Junker, ND, Southwest College of Naturopathic Medicine, 2010

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Siobhan Maty, MPH, Johns Hopkins University, 1996; PhD, University of Michigan, Ann Arbor, 2002

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Carolyn Nygaard, ND, National College of Natural Medicine, 2009

Erica Oberg, ND, Bastyr University, 2003; MPH, University of Washington, 2007

Laurie Menk Otto, ND, National College of Natural Medicine, 2007; MPH, University of Arizona Mel and Enid Zuckerman College of Public Health, 2012

Elena Panutich, PhD, University of California Los Angeles, 1992; ND, National College of Natural Medicine, 2008

Tabatha Parker, Program Co-Chair, Master of Science in Global Health; ND, National College of Naturopathic Medicine, 2004

Camella Potter, ND, National College of Natural Medicine, 2012

Kimi Reid, AS, Le Cordon Bleu Culinary School, 2006

Cassandra Robinson, MSiMR, National College of Natural Medicine, 2013

Jennifer Ryan, ND, MSiMR, National College of Natural Medicine, 2012, 2013

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Library

Christina King, Instructor; MSOM, National College of Natural Medicine, 2009; MLS, Emporia University, 2014

Noelle Stello, Assistant Professor; MSLIS, University of Illinois, 2005



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It is the mark of an educated mind to be able to entertain a thought without accepting it.

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