National University
Of Health Sciences



BULLETIN

2026–2027

Announcements and Notices

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Bulletin Changes

The administration of National University of Health Sciences reserves the right, without prior notice, to make changes at any time to the material contained in this bulletin, whether in entrance and graduation requirements, curriculum, education fees, or any rules and regulations.

National University of Health Sciences is not responsible for printing errors.

Rules in this bulletin apply to all students attending the University. Previous catalogs, bulletins, and announcements are hereby rescinded.

Students are subject to the rules and regulations made by the University and are held to have knowledge of all University requirements published in this bulletin or otherwise brought to their attention.

Information contained in this bulletin is applicable as of August 31, 2026. For more specific information, inquiries may be addressed to the Registrar of National University of Health Sciences.

The University is not responsible for any changes in admission requirements, advanced standing privileges or any other rule listed in this bulletin due to mandates by state boards, governmental agencies, and/or accrediting agencies.

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TABLE OF CONTENTS

The University

President's Message 18

National University of Health Sciences Mission Statement 19

National University of Health Sciences Institutional Goals 19

Seal, Logo, Motto and Colors of National University of Health Sciences 20

General Information 22

History of the Institution 22

Institutional Purposes 24

General Purpose 24

Specific Purposes 24

Governance 25

Accreditation 26

Approvals and Listings 27

Academic Records 28

University Financial Information 29

Locations and Facilities 29

Illinois Site 29

Florida Site 29

University Clinics 30

NUHS Whole Health Center – Lombard 30

NUHS Whole Health Center – Caruth Health Education Center 30

NUHS Whole Health Center – Pinellas Park 30

Teaching Laboratories 31

Basic Sciences Laboratories 31

Clinical Sciences Laboratories 31

Diagnosis, Physiological Therapeutics and Emergency Care Laboratories 31

Gross Anatomy Laboratories 31

Hydrotherapy Laboratory 32
Radiological Laboratories 32
Training and Assessment Centers 32
Research Laboratories 32
Biological Resources Laboratory 32
Interdisciplinary Research Laboratory 33
WEBCO Laboratory 33
James F. Winterstein Library 33
University Academic Policies, Regulations and Procedures 34
Changes to Academic Policies, Regulations and Procedures 34
College and Program Specific Academic Policies, Regulations and Procedures 34
FERPA: Student Record Policy - Directory Information Notice 34
FERPA: Student Record Policy - Notification of Rights 35
Co-Curricular Learning (CCL) 36
Proactive Advising 36
The University Year 37
Matriculation 37
Course Numbering 37
Trimester Credit Hour 38
Student Course Load 38
Grading System 38
Regular Grades 39
Irregular Grades 39
Grade Point Average 40
Attendance 41
Attendance – In Person 41
Attendance – Online 41
Excused Absence 41
Tardiness 42
Auditing 42

Class Withdrawal Policy 43
Comprehensive and Final Examinations 43
Make-up Final Examinations 44
Repeated Course 44
Academic Standing 45
Student Academic Honors 45
Dean's List and Honor Roll 45
Graduation Honors 46
Valedictorian/Salutatorian 46
Academic Difficulty 46
Academic Deficiency 46
Academic Warning 47
Academic Probation 47
Probation with Extenuating Circumstances 47
Academic Separation from an Academic Program 47
Academic Suspension 48
Academic Expulsion 49
Other Reasons for Leaving the Institution Administrative Withdrawal 49
Withdrawal 50
Continuing at the Institution 50
Remedial Actions 50
Re-enrollment and Re-instatement 50
Returning After Suspension 50
Returning After Withdrawal 51
Student Complaint Procedures 51
Complaint Process Overview 51
Internal Complaint Process 51
Filing an Internal Academic or Non-Academic Complaint 52
Filing a Complaint with a Program's Accrediting Agency 52
Filing a State Licensing Complaint 53

Filing a State SARA Complaint Note: Also applies to programs at the Florida site. 53
Student Costs and Financial Aid 53
Tuition Rates Change 53
2026-2027 University Fees 54
2026-2027 Program Fees – Vary by program as listed below 54
College of Professional Studies – DC, ND, DAc, DAc-C, MAc & MAc-HM 54
College of Allied Health Sciences and Distance Education Bachelor of Science Program, including Prerequisite Program 55
Master of Science in Advanced Clinical Practice 56
University Payment Requirements and Procedures 56
Tuition Refund Procedure 57
Return of Title IV Funds due to Withdrawal from NUHS 58
Financial Aid Post-Withdrawal Disbursement 59
Financial Aid Unofficial Withdrawal 59
Financial Aid Repeated Coursework 60
Financial Aid Process 60
How to Apply 60
Required Forms 61
Special Student Financial Aid Notice for Prerequisite Program Students 61
Award Offer 61
Student Loans 62
Federal Direct Loan (DL) Program 62
Federal Direct Subsidized Loan 62
Federal Direct Unsubsidized Loan 62
Federal GradPlus Loan 62
Federal Parent PLUS Loan 62
Private Student Loans 63
Institutional Scholarships, Grants and Tuition Assistance Programs 63
President's Excellence Award 63
President's Achievement Award 63
Dean's Award 63

Phi Theta Kappa Scholarship 63
Presidential Bright Stars Scholarship 64
International Student Scholarship 64
Prerequisite Tuition Waiver 64
Campus Visit Day and Student-for-a-Day Grant 65
Endowed Institutional Scholarships 65
Alumni Legacy Benefit 65
Multi-Family Benefit 65
Federal Work Study 65
Federal Work Study Fellowships 66
Veteran Assistance and Benefits 66
Veterans Affairs Educational Benefits 66
Yellow Ribbon Program 66
VA Pending Payment Compliance 66
Academic Requirements for Financial Aid 67
Satisfactory Academic Progress (SAP) 67
Pace – Coursework Completion 67
GPA – Academic Standing 68
Financial Aid Sanctions 68
Financial Aid Warning – SAP 68
Financial Aid Probation – SAP 68
Financial Aid Appeals 69
Student Life 69
Code of Student Conduct (Code of Student Conduct Handbook) 69
Student Council 70
Student Clubs 71
Recreational and Athletic Activities 72
Alumni Association 72
Campus Housing 72
Food Service 73

Living Expenses and Employment 73
Student ID Card 73
Campus Parking 73
Campus Parking Regulations – Florida 73
Parking Fees – Illinois 73
Inclement Weather Closing – Illinois Site 74
Inclement Weather Closing – Florida Site 74
Academic Contingency Plan for Catastrophic Events 74
Textbooks 75
Peer Tutoring 75
Peer Mentoring Program 75
Disability Support Services 76
Obtaining Disability Accommodations 76
Student Health Service 77
Student Health Insurance 77
Wellbeing Resources 77
Addiction Treatment/Recovery and Substance Use Resources 78
ILLINOIS - Addiction Treatment/Recovery & Substance Use Resources 78
Addiction Treatment Programs 78
Substance Use Treatment 78
FLORIDA - Addiction Treatment/Recovery & Substance Use Resources 79
Free Rehab Centers in Florida 79
Free or Low-Cost Options: 79
How to access free treatment in Florida: 79
Types of Rehab Programs in Florida 79
Inpatient Residential Treatment 79
Outpatient and IOP Programs 79
Medical Detox 79
Dual Diagnosis Treatment 80
Cost of Rehab in Florida 80
Payment options at Florida rehab centers: 80
Resources for Veteran Students and their Families 80

Sexual Assault Resources and Support Services 81
Title IX (Sexual Discrimination) 81
NUHS Statement on the Violence Against Women Act (VAWA) 81
NUHS Title IX Officials and Contact Information 81
Resources for Victims of Sexual Misconduct 82
Police 82
Campus Security 82
Rape Crisis/Sexual Assault 82
Illinois: 82
Florida: 82
Sexual Abuse Outreach & Advocacy 83
Illinois: 83
Florida: 83
Stalking Resources 83
Counseling/Mental Health Services 83
Illinois: 83
Florida: 83
Victims' Rights & Resources 84
Accident/Incident Reporting 84
Campus Security 84
Annual Security and Fire Safety Report 84
2025 NUHS CRIME STATISTICS – Lombard, IL Site – Main Campus 86
2025 NUHS CRIME STATISTICS – Health Education Center, FL Site 87
Fire Safety Report 88
Admission Information 88
General Guidelines 88
Application Procedure 89
Admission Decisions 89
Notification of Acceptance 90
Special Requirements 90
Immunization 90
Fingerprinting 90
Criminal Background Check Policy 90

Review of Results 91
Failure to Meet Requirements 91
Clinical Placement and Licensure Disclaimer 91
Confidentiality 91
Appeal Process 92
Technical Standards for Admissions to all Programs in the College of Professional Studies 92
Sensory/Observation 93
Communication 93
Motor/Strength/Coordination 93
Conceptual, Integrative and Quantitative Abilities 94
Behavioral and Social Attributes 94
Dual Enrollment 95
Concurrently Enrolled Degree Students 95
International Students 95
Credit by Proficiency Examination 96
Transfer Students and Advanced Standing for DC, ND and AHM Programs 97
Non-Degree Students (NDS) 98
Educational Requirements for Professional Licensure 98
Chiropractic Medicine (DC degree) 99
Naturopathic Medicine (ND degree) 99
Master of Acupuncture (MAc degree) 100
Master of Acupuncture with a specialization in Chinese Herbal Medicine (MAc-CHM) 100
Doctor of Acupuncture (DAc degree) 101
College of Professional Studies (CPS) Programs of Study 103
Doctor of Chiropractic Medicine (DC) – Illinois and Florida 103
Doctor of Naturopathic Medicine (ND) – Illinois 103
Doctor of Acupuncture (DAc) – Illinois 103
Doctor of Acupuncture - Degree Completion (DAc-C) – Illinois 104
Master of Acupuncture (MAc) – Illinois 104
Master of Acupuncture with an Herbal Medicine Specialization (MAc-HM) – Illinois 104
Residency Programs for Doctors of Chiropractic, Naturopathic, and Acupuncture and Herbal Medicine 105

Clinical Research 105
Diagnostic Imaging 105
Departments of Instruction 106
Department of Basic Sciences 106
Department of Clinical Sciences 107
Department of Clinical Practice 108
Clinic Prerequisite Requirements 109
DC Students 109
ND Students 109
MAc and MAc-HM (AHM) students 109
Department of Research 109
College of Professional Studies Course Descriptions 110
Course Descriptions for the Chiropractic & Naturopathic Medicine Programs 110
Course Descriptions for the Acupuncture and Herbal Medicine Programs 139
Elective Course Descriptions 157
College of Professional Studies – Information Specific to Each Program 158
Doctor of Chiropractic Medicine Program 158
Purpose Statement for the Doctor of Chiropractic Medicine Program 158
Profile of the Chiropractic Medicine Profession 158
Practice Profile of Chiropractic Physicians 158
Websites for Chiropractic Medicine Students 159
Program Outcomes for the Chiropractic Medicine Program 159
Admissions to the Chiropractic Medicine Program 159
Admissions Material for the Chiropractic Medicine Program 161
Graduation Requirements for the Chiropractic Medicine Program 161
Graduation Rate for the Chiropractic Medicine Program 162
Placement Rate for Chiropractic Medicine Program Graduates 162
National Board of Chiropractic Examiners 162
Curriculum Overview for the Doctor of Chiropractic Program 164
Accreditation of the Chiropractic Medicine Program 171
Chiropractic Clinical Education Meta-Competencies as Defined by CCE 172
Doctor of Naturopathic Medicine Program 179
Purpose Statement for the Doctor of Naturopathic Medicine Program 179
Profile of the Naturopathic Medicine Profession 179

Practice Profile of Naturopathic Medicine Physicians 179
Websites for Naturopathic Medicine Students 179
Program Outcomes for the Naturopathic Medicine Program 180
Admissions to the Doctor of Naturopathic Medicine Program 180
Admissions Materials for the Naturopathic Medicine Program 182
Graduation Requirements for the Naturopathic Medicine Program 182
Graduation Rate for the Naturopathic Medicine Program 182
North American Board of Naturopathic Examiners 183
Curriculum Overview for the Doctor of Naturopathic Medicine Program 184
Accreditation of the Naturopathic Medicine Program 192
The Seven Areas of Competence for the Naturopathic Medical Graduate: 192
Medical Assessment and Diagnosis 193
Patient Management 194
Immunization Education 195
Communication and Collaboration 195
Telehealth Competencies 196
Professionalism 196
Career Development and Practice Management 197
Systems-based Practice 198
Practice-based Learning, Research and Scholarship 198
Acupuncture and Herbal Medicine (AHM) Programs 199
Purpose Statement for the Acupuncture and Herbal Medicine Programs 199
Profile of the Acupuncture and Herbal Medicine Profession 199
Practice Profile of Acupuncture and Herbal Medicine Practitioners 199
Websites for Acupuncture and Herbal Medicine Students 200
Program Outcomes for Acupuncture and Herbal Medicine Programs 200
MAc and MAc-HM 200
DAc and DAc-C 200
Admissions to the Acupuncture and Herbal Medicine Programs 200
Admissions Materials for the Acupuncture and Herbal Medicine Programs 201
Graduation Requirements for the Acupuncture and Herbal Medicine Programs 201
Graduation Rate for the AHM Programs 202
National Certification Board for Acupuncture and Herbal Medicine 202
Courses of the Doctor of Acupuncture (DAc) Curriculum 203
Courses of the Master of Acupuncture (MAc) Curriculum 210
Courses of the Master of Acupuncture, with a specialization in Herbal Medicine (MAc-HM) Curriculum 216
Curriculum Overview for the Doctor of Acupuncture Degree Completion Program 224

Accreditation of the Acupuncture and Herbal Medicine Programs 225
Acupuncture and Herbal Medicine Clinical Education Competencies as Defined by ACAHM 225
Patient Care Competencies 226
Systems-Based Medicine Competencies 229
Professional Development Competencies 230
Professional Entry-Level Doctoral Program Competencies 231
College of Allied Health Sciences & Distance Education 233
College of Allied Health Sciences and Distance Education (CAHSDE) Programs of Study 233
Accreditation of the College of Allied Health Sciences and Distance Education Programs 233
Undergraduate Programs 233
Purpose Statement for the BS in Biomedical Sciences Program with Optional Emphasis in Nutrition 233
Purpose Statement for the BS Advanced Scholars Program 234
Purpose Statement for the Prerequisite Program 234
Admissions to the Undergraduate Programs 235
Admissions Requirements for the Bachelor of Science Program 235
Admissions Requirements for the BS Advanced Scholars Program 236
Admissions Requirements for the Prerequisite Program 236
Graduation Requirements for the Bachelor of Science in Biomedical Sciences Program 237
Graduation Rate for the Bachelor of Science in Biomedical Sciences Program 238
Curriculum Overview for the Undergraduate Programs 238
Sample Trimester 1 for a Prerequisite student (15 credits) 238
Sample Trimester 2 for a Prerequisite student (9 credits) 239
BS Course Options 240
Course Descriptions for the Undergraduate Programs 242
Graduate Degree Programs 252
Master of Science in Advanced Clinical Practice (MSACP) 252
Purpose Statement for the Master of Science in Advanced Clinical Practice Program 252
Program Outcomes for the Master of Science in Advanced Clinical Practice Program 252
Admissions to the Master of Science in Advanced Clinical Practice Program 252
Graduation Requirements for the Master of Science in Advanced Clinical Practice Program 253
Graduation Rate for the Master of Science in Advanced Clinical Practice Program 253
Curriculum Overview for the Master of Science in Advanced Clinical Practice Program 253
Course Descriptions for the Master of Science in Advanced Clinical Practice Program 255
Year 1 255

Year 2 ... 256
Master of Science in Diagnostic Imaging (MSDI) ... 258
Purpose Statement for the Master of Science in Diagnostic Imaging Program ... 258
Program Outcomes for the Master of Science in Diagnostic Imaging Program ... 258
Admissions to the Master of Science in Diagnostic Imaging Program ... 258
Graduation Requirements for the Master of Science in Diagnostic Imaging Program ... 258
Graduation Rate for the Master of Science in Diagnostic Imaging Program ... 259
Curriculum Overview for the Master of Science in Diagnostic Imaging Program ... 259
Course Descriptions for the Master of Science in Diagnostic Imaging Program ... 262
Research Courses ... 264
Lincoln College of Post-graduate and Continuing Education ... 267
Post-professional Education ... 267
Programs Offered ... 267
Continuing Education ... 268
University Personnel ... 270
Board of Trustees ... 270
President Emeritus ... 270
Corporate Officers ... 270
Executive Officers ... 270
Administrative Officers ... 270
Administrative Faculty ... 271
Administrative Staff ... 271
Faculty and Administrators Emeriti ... 271
Faculty ... 272
Post-professional Faculty ... 281
Adjunct and Visiting Faculty ... 284
Students with Instructional Duties ... 287
Residents ... 287
Fellows ... 287
Standing Committees of the University ... 288
President's Alumni Advisory Council ... 288
University Council ... 288

Faculty Senate 288
Academic Assessment 289
Academic Standards, Grades & Records 289
Admissions 290
Animal Care & Use 290
Clinic Systems Risk Management 290
Clinical Quality Management 290
Curriculum 291
Faculty & Staff Development 291
Financial Aid / Satisfactory Academic Progress 291
Financial Assistance & Scholarships 292
Infection Control & Chemical Safety 292
Institutional Review Board 292
Lecture & Cultural Affairs 292
James F. Winterstein Library 293
Post-professional, Graduate & Continuing Education 293
Preceptorship Committee 293
Rank & Promotion 293
Research 294
Residency 294
Safety 294
Self-Study Committee 295
Title IX Employee Hearing Committee 295
Tenure 295
University Discipline 295
Calendar 297
Spring 2026 297
Summer 2026 Trimester 298
Fall 2026 Trimester 299
Spring 2027 Trimester 300
Summer 2027 Trimester 301
Fall 2027 Trimester 302
Spring 2028 Trimester 303
Summer 2028 Trimester 304

Fall 2028 Trimester 305
Spring 2029 Trimester 306
Summer 2029 Trimester 307
Fall 2029 Trimester 308
Spring 2030 Trimester 309
Summer 2030 Trimester 310
Fall 2030 Trimester 311
Spring 2031 Trimester 312
Summer 2031 Trimester 313
Fall 2031 Trimester 314
Maps 315
Illinois Location Map 315
Lombard Illinois Campus Map 316
Florida Location Map 317

National University Of Health Sciences



BULLETIN
2026–2027

The University

PRESIDENT'S MESSAGE



National University of Health Sciences has become a model and example of how to integrate health care education. With a rich history dating back to 1906, we have been training practitioners to deliver health care to their communities for generations. At this institution you will be provided the tools necessary to make a difference. You will be provided the tools necessary to change lives. You will be provided the tools that will make you a necessary member of the service profession that is health care. You will have the opportunity to learn from a wide variety of academics and members of the health care profession. You will have the opportunity to challenge yourself and be challenged in the classroom. You will share these challenges from day one with classmates and share your triumphs during your last days of clinical training.

No matter which program of study you choose, the focus of National University is to train the student to become a critical thinker and to become a productive member of their chosen field. And often, our graduates also go on to become leaders in their professions. There are many possibilities and alternatives on the health care horizon, but what is most important is that each practitioner focuses on what is best for the patient. So, no matter what view you take on health care, stay focused on the patient. I wish you every best opportunity and hope that you take advantage of the opportunities available to you.

Best regards,



Joe Stiefel, MS, EdD, DC
President
National University of Health Science

NATIONAL UNIVERSITY OF HEALTH SCIENCES MISSION STATEMENT

Because:

- We value students as unique individuals seeking quality health sciences education through our service and support;
- We value being progressive, knowledgeable, adaptable, original, and academically sound in our academic programs;
- We value the substantive quality of our curricula through emphasis upon academic excellence;
- We value progress achieved by the development of new knowledge and its importance to chiropractic medicine and other complementary healing arts and sciences;
- We value quality training and practice in the clinical skills of all relevant programs with particular emphasis upon the physician/patient relationship within the first professional programs;
- We value complementary and alternative care for its emphasis upon holism and use of the least invasive therapeutic procedures necessary for optimizing human health;
- We value collegiality and cooperation among all members of the University community, the related professions, other health care systems, and the community;

Therefore:

The mission of National University of Health Sciences is to provide and promote the necessary leadership, management, and resources for the advancement of education, new knowledge, cultural awareness in health care education, outreach, and the ethical practice of the healing arts and sciences as taught within the programs of this University.

NATIONAL UNIVERSITY OF HEALTH SCIENCES INSTITUTIONAL GOALS

Pillars	Goals
Students:	To provide quality education demonstrated by collaboration, innovation, evidence-informed practice, professionalism, a supportive environment, and a continued focus on student success, prior to and after graduation.
Employees:	To maintain and support a dynamic faculty and staff committed to the mission of the University—achieved through collaboration and development.
University:	To ensure institutional stability, growth, and innovation through strategic planning and best practices, and to place institutional integrity at the forefront of all decisions and actions through transparency and honesty.
Community:	To remain a vital leader to all constituents through outreach, partnerships, engagement, and service.

Approved by the NUHS Board of Trustees, April, 2025

SEAL, LOGO, MOTTO AND COLORS OF NATIONAL UNIVERSITY OF HEALTH SCIENCES

by President Emeritus James F. Winterstein, DC



The seal of the National School of Chiropractic remained constant from the founding of the College in 1906 until 1920. Most prominently displayed was an American Bald Eagle facing to the left with wings spread, perched upon a sagittal section of the human vertebral column. These were superimposed upon a replica of the dome of the Capitol Building in Washington, D.C., suggesting an institutional objective to serve the entire nation; thus, the adjective "National" as part of the name. Under the eagle were the words "Founded 1906." The word "chiropractic" was superimposed across the ventral surface of the eagle's wings and breast. While the College changed its geographic objective from that of serving the nation to that of serving the world, it did not alter its name.



In 1920, the name of the institution was changed from the National School of Chiropractic to The National College of Chiropractic. This change was reflected on the seal from that time until September 2000. Interestingly, although the official name of the institution was The National College of Chiropractic, the seal has never included the definite article "The."



In 1963, the College relocated from Chicago to Lombard, Illinois, and again the seal was altered to include the words "Lombard, Illinois" at the lower center.

In 1987, the College studied the need for a college logo and concluded on the use of the lower case "ncc" with a particular artistic reverse slant. This logo was used in conjunction with the seal on letterheads and related materials.

In 1996, following more discussion and a broad-based request for opinions, the Board of Trustees, upon recommendation of the President, determined that the spine should be removed from the seal based upon the philosophic mandate that the mission of The National College of Chiropractic reaches far beyond the anatomical borders of the spinal column as might be suggested by the original seal. While spinal adjusting and concern for spinal integrity and especially the integrity of the nervous system remain at the center of chiropractic diagnostic and therapeutic efforts, this institution has always emphasized and continues to emphasize the integrative nature of the human mind, body, and spirit, thus educating its graduates as holistic physicians who are not anatomically limited.



At that time, the bald eagle was changed from a perched position to a flying eagle to signify leadership and progress. In the eagle's beak is a ribbon on which is inscribed the word "chiropractic." The founding date was moved to the top center of the seal and the new logo "ncc" was incorporated beneath the Capitol steps.

Surrounding the center circle were three clearly defined rings that were in turn surrounded by a circular space that contained the words "National College of Chiropractic" around the top and the words "Esse Quam Videri" around the bottom. The outer margin of the seal consisted of an undulating ring. In September 2000, following extensive planning and preparation, The National College of Chiropractic

became National University of Health Sciences. Three Colleges were established as components of the University. These Colleges are the College of Professional Studies, Lincoln College of Postgraduate and Continuing Education, and the College of Allied Health Sciences and Distance Education.

As a result of these changes, the seal was changed to reflect the new name, with the words “National University of Health Sciences” replacing the former “National College of Chiropractic.” The small “ncc” was removed from the lower portion of the seal, but the word “chiropractic” remained on the ribbon in the mouth of the flying eagle as a tribute to the origins of this fine institution. A new rectangular logo also was created that incorporated the initials “NU” in a box to the left, a large “National” to the right with the smaller “University of Health Sciences” underneath.

After an extensive branding campaign in 2011, the University created a new brand message, a new tagline, and a newly redesigned website, that emphasize the University’s key strengths of history, education, career, and philosophy. The new tag line – “Defining the Future of Integrated Health Care” – addresses both NUHS’ integrative program delivery and the University’s desire to create leaders in the increasingly integrated field of health care.

The revised logo, while similar to the old, now emphasizes “National University,” underscoring the University as a multi-purpose institution with a variety of program offerings.

National University Of Health Sciences

The motto of the University is Esse Quam Videri that is literally translated, “to be rather than to seem to be.” This has been the motto of the institution since its founding in 1906. The official University colors are maroon and goldenrod.



GENERAL INFORMATION

History of the Institution

The University was founded by John Fitz Alan Howard, DC, in 1906 in Davenport, Iowa, as the National School of Chiropractic. It was moved to Chicago in 1908 for the purpose of providing a more scientifically rigorous academic culture in which to expand and develop the institution. The first home for the College in Chicago was at 1732 W. Congress St., across from the Presbyterian Hospital where it was chartered and incorporated under the laws of the state of Illinois.

In 1920, the student enrollment had increased to such an extent that larger quarters were required. A five-story stone and brick building was purchased at 20 N. Ashland Blvd. The name of the institution was then legally changed to The National College of Chiropractic. The Chicago General Health Service clinic was established in 1927 in connection with the College.

In 1942, National became a not-for-profit educational and research institution in accord with the corporate laws of Illinois and the requirements of the United States Department of the Treasury governing tax-exempt institutions. From 1936 to 1965, the professional training program at National College was four and one-half academic years. In 1965, the program was expanded to five academic years. In 1968, the two-year pre-professional requirement for admission became effective, a three-year pre-professional requirement was implemented in 1997, and a pre-professional baccalaureate requirement was instituted in 1999. Additional qualitative requirements for admission were adopted from time to time.

The Office of the Superintendent of Public Instruction of the State of Illinois granted official status to National as a degree-granting institution in 1966 for both the Bachelor of Science in human biology and the Doctor of Chiropractic degrees. Also in 1966, National was fully accredited by the Commission on Accreditation of the Council on Chiropractic Education of the American Chiropractic Association. The Doctor of Chiropractic Degree Program was approved by registration with the State Education Department of the State of New York in 1972. In 1974, the College was recognized as a Candidate for Accreditation by the North Central Association of Colleges and Secondary Schools and was accredited by North Central in 1981.

National has long been a leader in chiropractic education and has been at the forefront in: (1) introducing laboratory procedures into the teaching of the basic sciences; (2) originating the clinical approach to diagnosis; (3) incorporating broad scope therapeutic measures into chiropractic education and practice; (4) developing and researching various aspects of chiropractic practice through application of the scientific method; (5) initiating increased standards for pre-professional education;

(6) researching and teaching acupuncture/meridian therapy to its professional students; (7) promoting the value of and various uses for soft tissue therapy; (8) teaching botanical medicine to its professional students; (9) initiating

and using clinical case-based learning as a basis for its curriculum; and (10) pioneering efforts in seeking accreditation and/or approvals of the institution and its various programs by state, regional, and federal accrediting bodies or agencies.

In 1963, The National College of Chiropractic moved to Lombard, Illinois, where on 20 acres, it developed facilities for the exclusive use of chiropractic educators. The campus has expanded to 35 acres, which includes five academic structures and four student apartment buildings. Since 1978, National has published the first refereed, internationally and MEDLINE indexed, chiropractic scientific journal, Journal of Manipulative and Physiological Therapeutics. It also publishes the Journal of Chiropractic Medicine and the Journal of Chiropractic Humanities, both peer-reviewed indexed journals.

National University was also the first institution with a chiropractic program to develop and use a specialized training and assessment center and the first to install and use an MRI for patient and research purposes.

The chiropractic college started evolving into a university concept between 1993 and September 2000, when the institution was officially changed from a college to a university and was renamed National University of Health Sciences (NUHS). The Massage Therapy Certification Program was introduced in 1999 as part of the University plan to expand its program offerings. In the fall of 2005, a new stand-alone degree completion program, the Bachelor of Biomedical Sciences degree was added. In 2006, National was accredited by the Higher Learning Commission to offer the following programs: Doctor of Naturopathic Medicine, the Master of Science in Acupuncture, the Master of Science in Oriental Medicine, the Master of Science in Diagnostic Imaging, and the Master of Science in Advanced Clinical Practice. The first students entered the new programs in Fall 2006.

In June 2008, National University entered into a partnership with the University Partnership Center of St. Petersburg College (SPC) to utilize classroom space and support services to begin offering the Doctor of Chiropractic Medicine Degree Program in St. Petersburg, Florida, in Fall 2009.

National University of Health Sciences operates teaching clinics at: the National University Whole Health Center in Lombard, Illinois; the Whole Health Center located in the Caruth Health Education Center at St. Petersburg College; and the Whole Health Center in Pinellas Park, Florida. As an extension of its clinical education, National University of Health Sciences provides its clinic students the opportunity to clerk at several affiliated sites. For example: Bay Pines VA Medical Center (St. Petersburg and Cape Coral, Florida); Indianapolis VA (Indianapolis, Indiana); Ann Arbor VA (Ann Arbor, Michigan); John D. Dingle VA Medical Center (Detroit, Michigan); Fayetteville NC VA Coastal Health Care System (Fayetteville, North Carolina); Medical College of Wisconsin (Milwaukee, Wisconsin); Missouri Orthopedic Institute (Columbia, Missouri); Jesse Brown VA Medical Center (Chicago, Illinois): and other affiliated sites.

INSTITUTIONAL PURPOSES

General Purpose

It is the vision and purpose of National University of Health Sciences that the various members of complementary and Integrative medicine shall study together, work together, and develop a strong sense of collegiality and integrated function. To carry out this vision, it was decided in 1993, as part of the institution's long-range plan, that it would begin to move toward expansion of its educational offerings. As part of this plan, the concept of a university was born and became a reality on September 1, 2000.

The University contains three Colleges, which administer their own programs:

- **College of Professional Studies**
  - Doctor of Chiropractic Medicine Program (DC)
  - Doctor of Naturopathic Medicine Program (ND)
  - Master of Acupuncture Program (MAc)
  - Master of Acupuncture - Herbal Medicine Program (MAc-HM)
  - Doctor of Acupuncture Program (DAc/DAc-C)
- **College of Allied Health Sciences and Distance Education**
  - Bachelor of Science in Biomedical Sciences Program (BS)
  - Pre-requisite Completion Program (Pre-Req)
  - Master of Science-Advanced Clinical Practice Program (MSACP)
  - Master of Science-Diagnostic Imaging Program (MSDI)
- **Lincoln College of Post-graduate and Continuing Education**

Specific Purposes

National University of Health Sciences provides academic programs that help students acquire and develop the knowledge, skills, attitudes, and values that are necessary to be competent and ethical practitioners of the complementary and alternative medical healing arts.

The University subscribes to the Standards and Criteria of the Higher Learning Commission, the Council on Chiropractic Education (CCE), the Council on Naturopathic Medical Education (CNME), Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM), and other specialized, programmatic accrediting agencies, for the purpose of receiving accreditation by these agencies and to ensure a high quality of education at the University.

The University seeks to employ faculty who support the mission of the University, have diverse academic and professional experiences, are dedicated to teaching and scholarship, are sensitive to the needs of students, and are committed to professional development.

The University provides well-designed and maintained facilities, adequate fiscal resources, faculty development, and competent instruction, and promotes sound scholarship in an institutional culture of civility and ethical behavior. The University strives to provide a safe and effective educational and working environment that fosters active student learning, collegiality, collaboration, and innovation.

Pertinent clinical experiences and related activities are designed to prepare students to participate as health care providers in the civic, social, cultural, ethical, and political aspects of community life, and to assume leadership positions, when appropriate.

The University promotes the value of inquiry and encourages the advancement of knowledge through active research and the involvement of faculty and students in varying forms of scholarship.

The University seeks to provide service to and develop meaningful relationships within the University and with the community, the health professions, graduates of the University, and patients of the University clinics.

The University seeks to provide a collegial environment in which students can learn a specific health care discipline, develop a better understanding of other complementary healing arts and sciences, and become better prepared for interaction and practice in an integrated health care environment.

National University of Health Sciences does not discriminate on the basis of race, color, religion, sex, gender, sexual orientation including gender identity, age, national origin, citizenship status, genetic information, marital status, parental status, disability, status as a veteran, or any other status protected by state and/or federal law in admission, access to treatment, or employment in its programs and activities that receive or benefit from federal financial assistance, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990.

Governance

Control of National University of Health Sciences is vested in a 9–12-member Board of Trustees. The bylaws of the University provide that membership of the board shall include no fewer than three Illinois residents and no fewer than two public members who are not chiropractic physicians.

The Board of Trustees elects a president of the corporation who also holds the office of president of the University. The authority of the University is vested in the president, who is the chief executive officer. In such instances as the president deems proper, and subject to the president's reserved powers, the president may vest authority in the vice president for academic services, vice president for administrative services, vice president for business services, associate vice president, deans, assistant deans, directors, department chairs, faculty, the University Council, Faculty Senate, and various committees.

Within the NUHS learning community, the President draws upon the academic and professional experiences of the faculty to promote shared governance using a policy-based "consultative decision-making" process. This model revolves around information sharing and discussion rather than joint decision-making. It is informed by the American Association of University Professors (AAUP) Statement on Government of Colleges and Universities, wherein it concludes "the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process", but where authority remains with the senior administrator and the Board of Trustees.

Accreditation

National University of Health Sciences is currently approved as a degree-granting institution for the Doctor of Chiropractic, Doctor of Naturopathic Medicine, Doctor of Acupuncture, Master of Acupuncture, Master of Acupuncture with an Herbal Medicine specialization, Master of Science in Advanced Clinical Practice, Master of Science in Diagnostic Imaging, Master of Science in Medical Science, Bachelor of Science in Biomedical Science, Associate of Applied Science in Massage Therapy, and Certificate in Massage Therapy, and Bachelor of Sciences in Biomedical Sciences under the Illinois statutes regulating degree-granting institutions.

The University, National University of Health Sciences, is accredited by the Higher Learning Commission (HLC) to offer the following degrees/certificates: Doctor of Chiropractic, Doctor of Naturopathic Medicine, Doctor of Acupuncture, Master of Acupuncture, Master of Acupuncture with specialization in Herbal Medicine, Master of Science in Advanced Clinical Practice, Master of Science in Diagnostic Imaging, Master of Science in Medical Science, Bachelor of Science in Biomedical Science, Associate of Applied Science in Massage Therapy, and Certificate in Massage Therapy. HLC may be contacted at 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604-1413; 800- 621-7440, 312-263-0456.

The Doctor of Chiropractic Medicine Program is accredited at both the Illinois and Florida sites by the Council on Chiropractic Education (CCE), 10105 E Via Linda, Ste 103 PMB 3642, Scottsdale, AZ, 85258; Phone, 480-443-8877; Website, www.cce- usa.org. Complaints regarding possible non-compliance with the standards of this body should be addressed to CCE at the contact information above.

Additionally, the Doctor of Chiropractic Medicine Program at the Florida site is licensed by the Commission for Independent Education (CIE) - Florida Department of Education, 325 W. Gaines St., Suite 1414, Tallahassee, FL 32399-0400; 888-224-6684.

The Doctor of Naturopathic Medicine Program is accredited by the Council on Naturopathic Medical Education (CNME). For information, contact: Council on Naturopathic Medical Education, PO Box 7, Clear Brook, Virginia 22624; Phone, 202-230-9511; Website, https://cnme.org/contact-us/.

The Master of Acupuncture degree and the Master of Acupuncture with an Herbal Medicine Specialization are accredited under the master's degree standards by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM), located at 8941 Aztec Drive, Eden Prairie, Minnesota, 55347; phone, 952-212-2434; fax, 952-657-7068. NUHS graduates are eligible to sit for national board exams administered by the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM). Passing the appropriate board exams is a condition for obtaining state licensure in most states.

National University of Health Sciences also offers a Doctor of Acupuncture (DAc) program. The graduate degree program is designed to accommodate students from across the United States and beyond to prepare its graduates for leadership in the field of acupuncture and integrative medicine.

NUHS has been approved to offer the DAc to students. It is the normal first step in the accreditation process. The program must be active with students before it can be reviewed for accreditation.

Therefore, the following ACAHM statement is shared to be transparent with all students entering the new DAc program.

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

1. Master of Acupuncture [previously named Master of Science in Acupuncture]
2. Master of Acupuncture with an herbal medicine specialization [previously named Master of Science in Oriental/Herbal Medicine]
3. Doctor of Acupuncture

Accreditation status and notes may be viewed on the ACAHM Directory. ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture and herbal medicine practitioners. ACAHM does not accredit any programs at the undergraduate/bachelor level. ACAHM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952-212-2434; www.ACAHM.org

The University has been accredited by the Higher Learning Commission (HLC) to offer distance education courses and programs. NUHS also has been approved to participate in the State Authorization Reciprocity Agreement (SARA), which is a voluntary collaboration among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs.

Please visit our website for further information regarding accreditation: www.nuhs.edu/about-us/our-profile/accreditation/

Approvals and Listings

- Department of Professional Regulation of the State of Illinois
- Florida Department of Education Commission for Independent Education
- Approval Agency for Veterans' Education, U.S. Code for veterans' benefits
- Illinois Student Assistance Commission
- All state board examiners in chiropractic
- All composite boards of medical examiners
- Canadian and various other foreign chiropractic boards of examiners
- U.S. Immigration and Naturalization Service for attendance by non-immigrant students

- U.S. Department of Education
- Academic Directory Listings
- The American Association of Collegiate Registrars and Admissions Officers
- American Library Association
- Directory of Illinois Schools
- The Federation of Illinois Independent Colleges and Universities
- HEP Higher Education Directory
- Illinois Association of Collegiate Registrars and Admissions Officers
- Medical Library Association
- National Association of College Admissions Counselors
- The National Council for State Authorization Reciprocity Agreements

Academic Records

National University of Health Sciences has become the trustee and curator of the records for the following healing arts institutions through a variety of relationships.

- American College of Naprapathy – June 1925
- American College of Mechano-Therapy, which became The Eclectic College of Chiropractic, which became The Peerless College of Chiropractic – January 1926
- Progressive College of Chiropractic, the corporate forerunner of the Lindlahr College of Natural Therapeutics – 1926
- University of Natural Healing Arts (originally Carver's Colorado Chiropractic University – June 1965
- Carver Chiropractic Institute, New York – September 1968
- Chiropractic Institute of New York – September 1968
- Cosmopolitan School of Chiropractic of New York – September 1968
- Eastern Chiropractic Institute – September 1968
- New York School of Chiropractic – September 1968
- Standard Institute of Chiropractic, New York – September 1968
- Detroit College of Chiropractic – December 1969
- O'Neil Ross Chiropractic College – August 1970
- International Chiropractic College – September 1971
- Lincoln Chiropractic College – September 1971
- Universal Chiropractic College – September 1971
- Kansas State Chiropractic College, Inc. – 1974
- Central States College of Physiatrics – February 1975

University Financial Information

The public may obtain a copy of information dealing with the financial condition of the University by contacting the Vice President for Business Services. The document will be mailed to an address provided by the requester.

LOCATIONS AND FACILITIES

Illinois Site

National University of Health Sciences (NUHS) Illinois site is located at 200 E. Roosevelt Road, Lombard, IL 60148-4583, a western suburb of Chicago. At this campus site, National University of Health Sciences is equipped with up-to-date facilities for health care education. The main building, Janse Memorial Hall, is a tri-level structure housing administrative and faculty offices, classrooms, laboratories, campus store, Communications, Registrar, Alumni Services, Student Services, and Financial Aid. The Annex building located closest to Roosevelt Road has had many uses over the years. Housing facilities for students are available on campus: Isaac P. Tieszen Hall (1963); W.H. and Evelyn Buchholz Hall (1969); Otto J. Turek Hall (1971); and Lincoln Hall (1973). The Earl G. Liss Auditorium and George Morris Ogden Student Center were completed in Fall 1977. A 56,000-square-foot patient care and research center, the Howard-Schulze Building, became operational in early 1981. The building comprises the National University Whole Health Center for outpatient care, the Interdisciplinary Research Laboratory, the Biological Resources Laboratory, and the Training and Assessment Center. The Learning Resource Center, -renamed the James F. Winterstein Library, opened in September 1993. Through the years, National has purchased adjacent land, enlarging the main campus to about 38 acres.

Florida Site

National University of Health Sciences Florida site became part of the University Partnership Center (UPC) of St. Petersburg College (SPC) in 2009. This innovative campus-sharing program allows NUHS to offer its Doctor of Chiropractic Medicine Program on-site at St. Petersburg College. The NUHS – Florida physical plant is composed of four SPC locations. Phase One of the academic program is housed at the Caruth Health Education campus, 7200 66th St. N., Pinellas Park, FL 33781-4005. This campus sits on a 15.8-acre site with the main building consisting of 194,123 square feet. NUHS has access to lecture and laboratory space including two radiology suites, a cadaver laboratory, biochemistry/physiology laboratory, and a technique laboratory that is housed in the Caruth Health Education Center. NUHS operates a clinic in the main building providing health services for the faculty, staff, and students of NUHS, all UPC partners, and SPC. The majority of the faculty are located on site. Phase Two of the academic program is housed at the Health Education Center Annex, 6698 68th Ave., N., Pinellas Park, FL 33781-5015. The Annex is located two blocks south of the Caruth Health Education campus on a 3.6-acre site and houses faculty offices, evaluation and management laboratory, technique laboratory, training and assessment center, lecture hall, and radiology laboratory/computer lab. The University Partnership Center on the Seminole campus, 9200 113th St. N., Seminole, FL 33772-2800, houses two administrative offices. No instruction is given at the

Seminole campus. The NUHS Whole Health Center – Pinellas Park, Florida, opened in Fall 2012, provides an additional clinical internship option for students in the university's Doctor of Chiropractic Medicine program. NUHS students also have access to all facilities on the SPC campuses including the six libraries in the St. Petersburg College library system, two of which are located at the Caruth Health Education and Seminole campuses, respectively. The NUHS Florida site will move to 3986 Tampa Road, Oldsmar, FL 34677 in early 2027.

UNIVERSITY CLINICS

At the conclusion of formal, didactic training, National's professional studies students (acupuncture and herbal medicine, chiropractic, and naturopathic) are required to serve an internship, which is a practical application of concepts and methods gained by the care and handling of patients. Following their didactic training, Chiropractic students may intern at an NUHS Whole Health Center (Lombard in Illinois/Caruth Health Education Center and Pinellas Park in Florida). Naturopathic students train during their internship at the NUHS Whole Health Center (Lombard) and the Center for Integral Health – Lombard.

All clinical interns may, if approved, participate in off-campus preceptorships at approved clinics or hospitals during the last trimester of their clinical internships. In addition to the required internship, a residency in diagnostic imaging or research is available to those interested in a specific avenue of chiropractic practice.

NUHS Whole Health Center – Lombard

The National University of Health Sciences Whole Health Center – Lombard is situated on the east side of the Lombard, Illinois site and provides a full range of patient and client services to Chicago's west suburban population. The 48,240-square-foot center has over 40 treatment and examination rooms.

NUHS Whole Health Center – Caruth Health Education Center

The National University of Health Sciences Whole Health Center – Caruth Health Education Center opened in Fall 2009 on the St. Petersburg College (SPC) campus in Pinellas Park, Florida, to offer chiropractic and acupuncture health care services to SPC students, faculty, and staff and their families. This clinic is staffed by a National faculty clinician and provides internship experience for Doctor of Chiropractic students at the Florida site and select Doctor of Chiropractic students from the Illinois site who are approved to complete their internship credits in Florida.

NUHS Whole Health Center – Pinellas Park

The National University of Health Sciences Whole Health Center–Pinellas Park, Florida, opened its doors in September 2012. The facility offers a broad range of patient and client services to the Tampa Bay community. The 7,000-square-foot clinic contains 10 treatment rooms, a physical rehabilitation room and a classroom.

TEACHING LABORATORIES

Basic Sciences Laboratories

The biochemistry and neuroanatomy laboratories at the Florida and Illinois sites are multipurpose laboratories used for hands on instruction in chemistry, physics, biochemistry, physiology, neuroanatomy, and other basic science courses as needed. The labs contain fume hoods, reagent tables, and chemical resistant epoxy-topped tables equipped with drawers and cabinets for storing apparatus. The tables and fume hoods are provided with hot and cold water and electrical outlets. The labs also contain equipment needed to provide hands-on experience for physiology and physics. These labs also serve neuroanatomy courses where gross dissection and observation of the brain and brainstem are conducted. During histology and microbiology courses, students are taught using interactive computer laboratory software with images and audiovisual aids. In addition, both sites have microscopes and associated slides.

Clinical Sciences Laboratories

There are six laboratories completely equipped for teaching physical modality techniques located at the Illinois site. There are three fully equipped technique laboratories located at the Florida site. Each laboratory is designed for teaching groups of about 25 students and equipped with all necessary hygienic facilities. The clinical sciences laboratories are utilized for hands-on instruction for chiropractic medicine, naturopathic medicine, acupuncture, and/or other physical medicine techniques.

Diagnosis, Physiological Therapeutics and Emergency Care Laboratories

Housed at both sites are facilities for learning and practicing diagnostic skills. A separate laboratory is equipped with tables designed for microscopy and use with clinical instruments utilized in the processing and analysis of blood and urine specimens in the clinical laboratory diagnosis course. The physiological therapeutics laboratory provides space for teaching the utilization of various modalities. In addition, equipment and models for CPR, triage, bandaging, etc. are available for the needs of the emergency care and first aid procedures course.

Gross Anatomy Laboratories

The National University of Health Sciences' anatomy lab at the Illinois site contains 33 clamshell tables each with its own LED lighting unit, video cameras that broadcast to thirteen 42" monitors spaced around the room, and SMART Board technology. The gross anatomy laboratory at the Florida site contains a dissecting area with downdraft tables capable of accommodating nine cadavers. A high-definition camera is in the dissecting area allowing group viewing during lecture periods.

The labs at both sites also incorporate energy-efficient heating, ventilation, and air conditioning systems designed to provide a consistent flow of fresh air, limit temperature loss, and save energy. Hygienic features consist of

stainless-steel sinks and hospital-grade sheet vinyl that is heat-welded to the floor to create an impermeable membrane throughout the lab.

As an adjunct to cadaveric dissection laboratory, NUHS also utilizes Anatomage tables at both sites. The Anatomage Table, a life-size 3-D interactive unit, is one of today's most technologically advanced digital visualization systems for anatomy education. It is available for individual, clinical, and group study.

Hydrotherapy Laboratory

A fully equipped hydrotherapy teaching laboratory on the Illinois site gives naturopathic medicine students the opportunity to learn immersion, steam, constitutional, and other hydrotherapy techniques.

Radiological Laboratories

The Florida and Illinois sites utilize a designated teaching space for individual and group study of radiology. These radiological learning spaces are available to students and field practitioners to review and study radiology and is located within the Health Education Center Annex building at the Florida site.

The radiological technology laboratory is a separate lab from the radiologic learning laboratory that allows students learn to position classmates, calculate exposure factors, and simulate exposures to develop competency in radiographic positioning while stressing radiation safety. These labs are located in the Whole Health Center – Lombard, and the Whole Health Center within the Caruth Health Education Center at the Florida site.

Training and Assessment Centers

The Training and Assessment Centers (TAC) are multi-functional centers that provide resources for formal interpersonal skill training, clinical skill development, small group learning, and measurement of clinical competence. The TAC's function independently of, but in concert with, the clinic and academic divisions of the University and provide an additional means to integrate the academic program with the clinical program. The University's comprehensive Standardized Patient Program is based here. A digital video recording studio is also housed in the center for clinical performance assessment and for faculty teaching productions. The TAC at the Florida site is located within a diagnostic lab center at the Health Education Center Annex building. The TAC at the Illinois site is located on the second floor of the Howard-Schulze Building.

RESEARCH LABORATORIES

Biological Resources Laboratory

The biological resources laboratory is located at the Illinois site on the lower level of Howard-Schulze Building. The laboratory is equipped for dissection of cadaveric sections, necropsy of small rodents, auxiliary isolation, and testing of subcellular components, and for whole animal experiments.

Interdisciplinary Research Laboratory

The interdisciplinary research laboratory is located at the Illinois site on the lower level of Howard-Schulze Building. This is a traditional wet laboratory equipped for cellular, biomechanical, physiological, and molecular experiments. In addition, the laboratory is equipped to conduct spinal morphometry.

WEBCO Laboratory

The Wellness, Endurance, Biomechanics, and Clinical Outcomes Laboratory (WEBCO) is located at the Illinois site on the lower level of the Howard-Schulze Building. Many NUHS studies and clinical trials include various outcomes collected in this lab. Examples of past outcome measures include treadmill tests, dynamic motion, strength analysis, Optical (infrared) motion analysis, load analysis of chiropractic adjustments, and motion simulation. The following equipment is currently available in this lab: treadmill, portable accelerometry cart with equipment to measure vibration data (e.g., joint crepitus and cavitation, and a mobile computer workstation for data gathering.

JAMES F. WINTERSTEIN LIBRARY

The James F. Winterstein Library was built in 1993. It houses an inviting interior with comfortable furnishings designed for both relaxed conversation and serious group and individual study. In May of 2022, the Learning Resource Center (LRC) was rededicated to the past university President, Dr. James Winterstein.

The James F. Winterstein Library works to promote health information literacy and offers easy access to biomedical information in print and electronic formats. Its website portrays about 11,000 books and a wide variety of print journal subscriptions. It offers many links to scientific and biomedical electronic databases, websites, and growing numbers of journals, many of which are full text. These electronic databases allow access for students and faculty at both the Illinois and Florida sites. The library's collections reflect the University's emphasis on chiropractic medicine, naturopathic medicine, acupuncture and herbal medicine, nutrition, massage therapy, orthopedics, neurology, radiology, sports medicine, and integrative health care.

The library is a member of the Medical Library Association (MLA), Chiropractic Library Collaboration (CLC), Reaching Across Illinois Library System (RAILS), the National Network of Libraries of Medicine, and the Consortium of Academic and Research Libraries of Illinois.

The library's faculty and professional staff assist both Illinois and Florida students and faculty by helping them to locate and use information effectively. They also serve field practitioners requesting information from specialized collections.

A computer center, located within the library, is equipped with 15 PCs. In addition to high-speed Internet access, there is also a wireless network for personal laptops.

In addition to access to the Library at the Illinois site, Florida faculty and students have access to a full-service Health Sciences Library located at the Caruth Health Center at the NUHS Florida site. In addition, NUHS-Florida students have access to learning resources offered at St. Petersburg College (SPC).

UNIVERSITY ACADEMIC POLICIES, REGULATIONS AND PROCEDURES

The following academic policies, regulations, and procedures apply to all students of the National University of Health Sciences. Failure to conform with policies, regulations, and procedures may jeopardize or negate a student's opportunity to pursue and/or complete the course of study leading to a degree. Policies may be found on the NUHS website.

Changes to Academic Policies, Regulations and Procedures

The University reserves the right to revise the requirements regarding admission and/or re-admission, to change the arrangement of courses, the requirements for graduation, degrees, tuition and fees, and other regulations affecting the student body. Such changes may affect both new and continuing students and will be effective at a time or times determined by the needs of the University or the students or both. The National University of Health Sciences Bulletin appears on the university website in a digital format (***.nuhs.edu/academics/bulletin/). Changes will be considered effective and become an integral part of the bulletin after notice of the change has been posted on the Bulletin website page under "Errata." Changes instituted during the current fiscal year will not appear in the official Bulletin document until the following fiscal year. Each student must assume personal responsibility for becoming informed of the content of all Bulletin changes published on the university website.

College and Program Specific Academic Policies, Regulations and Procedures

Each college and program may have separate academic policies, regulations, and procedures that will be applied to their students as warranted. Students are responsible for knowing about and following these individual college and program academic policies, regulations, and procedures.

FERPA: Student Record Policy - Directory Information Notice

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that National University of Health Sciences, with certain exceptions, obtain written consent from students prior to the disclosure of personally identifiable information from their education records. However, the University may disclose appropriately designated "directory information" without written consent, unless students have advised the University to the contrary in accordance with university procedures. The primary purpose of directory information is to allow the University to include this type of information from students' education records in certain University publications. Examples include student contact directory, student recognition lists (e.g., Dean's list, club membership, service/volunteer achievements), graduation programs, alumni directory, and Homecoming reunion programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Students who do not want the University to disclose directory information from their education records without prior written consent must notify the Registrar in writing at the start of each trimester. NUHS has designated the following information as directory information: student's name, address, telephone listing, e-mail address, ID photo, as well as any degrees, certificates, honors, and awards received, date and place of birth, dates of attendance at NUHS, highest trimester completed, and the most recent educational agency or institution attended.

FERPA: Student Record Policy - Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the University to amend a record that students believe is inaccurate. Students should clearly identify the part of the record they want changed and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or complaint committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   NOTE: Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

CO-CURRICULAR LEARNING (CCL)

National University of Health Sciences graduates are called to take their place as professionals and leaders in their communities. While at National, all degree-seeking students are required to participate in community service activities that support both the University and the public, providing excellent training for future leadership roles.

Co-curricular Learning, or CCL, is a mission-driven service requirement. CCL encompasses community service activities that support the University and the public, while focusing on leadership and management, cultural awareness in health care education, and advancement of education. CCL incorporates learning experiences that complement, in some way, what students are learning in their programs.

Students are asked to submit short written assignments reflecting on their own learning experiences therein. A master list of volunteer opportunities will be maintained by the Office of Student Services. All first professional students (College of Professional Studies) must complete the last three assignments while in the clinic.

Program Requirements	Required Assignments
DC/ND	10
MAc-HM	8
MAc	6
DAc	6
DAc-C	0
BS, MSACP, MSDI	3

PROACTIVE ADVISING

Student success is the driving force at National University of Health Sciences and to better support students during their academic journey, all students are assigned faculty advisors. The role of advising is to intricately connect faculty and students to serve as a vital tool to help foster student success. The role of proactive advising is multifaceted. Students are expected to meet with their advisor at least once a trimester.

To foster academic success, all students are assigned a faculty advisor to assist them in course load selection and decisions related to their program of study. The faculty advisor also acts as a liaison to the other academic and general student support through the office of the Dean of the College and through the Student Services Office.

Faculty advisors are provided access to their advisee's academic records for courses in progress. Based upon a comprehensive early assessment review of a student's performance, the faculty advisor may, after consultation with the appropriate Chair and/or academic Dean, initiate an academic remediation action that would include withdrawal from one or more courses, coupled with a support plan for assisting the student's successful

completion of remaining courses that trimester. Such action would be triggered by poor performance in one or more courses and may consider both the course instructor's prognosis for either failing or passing the course, and the student's academic history to date, including any previous academic sanctions. The rationale for such actions is the long-term success of the student, while maintaining appropriate progress through the curriculum based upon established priorities for course completion in each trimester, which arise from the structured sequence of courses in each phase of the curriculum. A student may appeal an academic remediation action to the Dean.

Because student success is dependent on both academic and non-academic situations, the Dean of Students and their staff are also involved in the wholistic approach to advising when students appear to need additional resources and support, especially following early assessment. The Dean reaches out to students who appear to be struggling academically.

THE UNIVERSITY YEAR

The University's academic year begins on September 1 and ends on August 31. Within these time parameters, the University operates on a trimester basis. The fall trimester begins approximately September 1; the spring trimester begins approximately January 1; the summer trimester begins approximately May 1. New classes for all programs are admitted at the beginning of each trimester.

MATRICULATION

Each person whose registration has been completed is considered a student of National University of Health Sciences during the trimester for which the registration was completed, unless that connection becomes officially severed by approved withdrawal, suspension, or expulsion. No student registered at National University of Health Sciences will at the same time be registered in any other school, college, or other educational institution without the written consent of the appropriate Dean.

The continuance of each matriculated student and the conferring of any degrees are strictly subject to the authority of the University, which is free to cancel registration at any time on grounds that are deemed advisable.

COURSE NUMBERING

The institution follows an independent course numbering system to assign courses in accordance with program requirements. The system is designed to identify courses and differentiate the level of study. Courses are numbered sequentially and assigned a letter prefix depicting the discipline

TRIMESTER CREDIT HOUR

The University operates on a trimester schedule. A trimester has a duration of not less than 15 weeks. The trimester hour is the Carnegie unit of credit. A trimester hour of credit is defined as one didactic period or two laboratory periods of learning each week during the trimester. The class period is 50 minutes in duration. In addition, each credit hour in class includes two hours of study or homework outside of the class. The program consists of lectures, scheduled group facilitation, and self-directed didactic learning hours given credit one-to-one (one didactic learning hour equals one credit). Laboratory hours are given credit on a two-to-one basis (two laboratory learning hours equals one credit). Clinic hours are given credit on a two-to-one basis (two clinic hours equal one credit). A student may receive 0.5 credits during a trimester in which there are an odd number of laboratory hours per week. The formal hours of the CPS programs are generally scheduled Monday through Friday from 8a.m. to 5 p.m. (Florida – 9 a.m. to 6 p.m.) except for clinic duty, or an occasional intensive learning experience. The formal hours of the Bachelor of Science in Biomedical Sciences Program for in-person classes are generally Monday through Friday from 4 to 10 p.m.

STUDENT COURSE LOAD

A full-time student at National University of Health Sciences is one who: (1) enrolls in no less than two of the three trimesters that the University offers during its fiscal year (September 1 through the succeeding August 31); and (2) during each trimester of attendance, enrolls in no less than 10 credit hours of coursework. For MSACP students, full-time enrollment is considered as six credit hours per trimester.

Full-time first professional students also have the option of taking a reduced course load through the Flexible Track Option. This allows students to take fewer credits per trimester, lengthening the program by one to two trimesters depending on the track selected. Illinois and Florida DC students have separate Flexible Track curriculums. Flexible Track options should be discussed with your advisor and with financial aid.

GRADING SYSTEM

The grading system at National University of Health Sciences is designed to (1) provide academic incentive, (2) reward achievement of cognitive levels of learning and clinical skills competence, (3) encourage professionalism, and (4) assist in identifying students with academic problems.

Since different courses lend themselves to different evaluation procedures, individual course faculty or their designees have the responsibility for explaining their method of evaluating academic achievement in each course or laboratory. At the end of each trimester, course faculty provide the Registrar with a grade report indicating the level of the student's achievement in the course or laboratory. This final trimester grade is determined from the student's performance in a combination of the comprehensive final examination, midterms, laboratory

examinations, quizzes, peer and self-evaluations, assignments, classroom and laboratory work, participation in and contribution to class and group discussions, attendance, decorum, and professionalism.

Regular Grades

A: The grade of A indicates achievement of distinction. It is earned by those students who demonstrate exceptional interest in and mastery of the subject matter, who display initiative and creativity as well as superior insight in analyzing and synthesizing subject matter, and who manifest exceptional ability in integrating and applying this knowledge.

B: The grade of B connotes evidence of intelligent fulfillment of course requirements. It is earned by those students who demonstrate marked ability to communicate and apply more than merely the basic elements of the course, whose initiative reveals unusual ability to generalize about course material, and who display a marked degree of independence.

C: The grade of C indicates satisfactory grasp of course content. It is earned by those students who can apply and express basic concepts intelligibly, and who have shown no measurable deficiency in meeting requirements of the coursework.

D: The grade of D indicates only passable achievement in coursework and indicates areas in basic course content where the student is bordering on deficiency. It is earned by students who have fulfilled no more than the course's minimum requirements, making a failing grade unwarranted.

F: The grade of F indicates deficiency in elements of the course to an extent that completely impairs the student's understanding of the course content.

In addition to the regular grades of A, B, C, D, and F, the following irregular grades may be used.

Irregular Grades

AU: The irregular grade of AU indicates that the auditing of a course or laboratory has been completed. No credits or clock hours are granted.

I: The grade of I indicates satisfactory work, some part of which, however, is incomplete as of the date of the final examination. The student who does not complete the work may not take the final examination. (See Make Up Examination Policy) The student who does not complete the work, misses the make-up, or repeat final exam due to verified death of an immediate family member, grave personal illness or injury, personal catastrophe, or non-reschedulable military service may be granted the grade of I by the course manager or laboratory faculty after consulting with the appropriate academic Dean. The grade of *I* is not commonly issued for a single course or lab. This temporary grade of I must be removed from the student's record by completion of the incomplete portion(s) of the work prior to the make-up or repeat final exam of the following trimester to be allowed to sit for the make-

up administration of the final exam. The student who misses the make-up or repeat exam fails the course. Enrollment in a new course will not be continued if the student has not converted this irregular grade to a regular passing grade by the first calendar day of the second calendar week of the next trimester of attendance. If the student does not return in the following trimester, the removal of the I must be accomplished within the maximum of one calendar year. Otherwise, the *I* becomes an *F* automatically.

K: The irregular grade of K signifies that the student has received National University credit for a course or laboratory by having presented evidence to the satisfaction of the appropriate Dean of having satisfactorily completed a course equivalent in content and quality at another institution.

S/U: Some courses at National University of Health Sciences have as their objective the development of a student's competency that does not lend itself to the refinements of quantification identified with the regular grades of A, B, C, D, and F. Thus, a student is judged by the instructor to be competent or incompetent. Competency is indicated by the grade S award. Incompetency is indicated by grade U.

W: The irregular grade of W signifies an authorized withdrawal from a course and will be counted in the attempted hours but is not calculated in the GPA.

WX: The irregular grade of WX signifies an unauthorized withdrawal from a course by a student whose work is unsatisfactory and will be calculated into both the attempted hours and GPA.

Grade Point Average

A student's level of achievement is evaluated through a grade point average (GPA). This is an average of the student's grades that gives proportionate weight to individual courses based on the credit hours (trimester credits) assigned to them. Course and laboratory credit values at National University range from .25 to 18 credit hours. The GPA is computed in the following manner:

1. A grade of A is valued at 4 grade points; B = 3; C = 2; D = 1; I = 0; and F = 0.
2. The number of grade points for each course is multiplied by the respective trimester course or laboratory credit hours to arrive at several quality points.
3. The quality points are calculated for each course. The quality points for each course are summed.
4. This sum is divided by the sum total of the trimester credit hours attempted. The resulting quotient is the GPA of the student for that trimester.

The cumulative grade point average (CGPA) indicates the level of achievement in all courses attempted as of the last trimester in which the student received grades.

The GPA is the basis for identifying those students to be placed on the Dean's List and the Honor Roll. The CGPA is a basis for identifying those students to be awarded degrees with distinction.

Courses that are graded on a satisfactory/unsatisfactory basis, although they have trimester credit value, are not included in the calculation of either the GPA or the CGPA. The GPA and CGPA calculation involving repeated courses uses the grade received last. The initial and repeat grades for a repeated course are not averaged.

ATTENDANCE

Attendance – In Person

Students are permitted a maximum of 10% unexcused and 10% excused for a total of 20% absenteeism after which they may be issued a grade of F for that course. Students are advised to maintain a record of attendance for themselves, although the faculty member's record will be official. Excused absences are to be used in an emergency situation, and documentation must be provided to the instructor, Student Services, or the College Dean. Faculty members will notify each student if the attendance record indicates that the student is in jeopardy. The instructor of record for said class, in consultation with the appropriate Dean, may make excused absences on a case-by-case basis. Exceptions to the 10% rule cannot exceed the equivalent of 20% of course work in a given class during a trimester. Excused absences must be submitted before the class day, but where extenuating circumstances prohibit prior notice, the request must be made within two weeks. The instructor of record may require that excused absence requests be made in writing, with documentation supporting the request.

Attendance – Online

Students in online classes are subject to the same attendance policy as stated above for in-person learning. Students are expected to attend all online course sessions through class participation. The method of participation (such as discussion board posts or submission of assignments) is defined by each faculty member, and these requirements can be found in each course syllabus. Online class posts are date- and time-stamped upon receipt on the university servers, which operate on Central Time. Each course syllabus will define due dates. Typically, the online course week starts on Sunday at midnight. For absence due to illness or personal emergency, the student is expected to contact the Faculty within two weeks. Emergency closing of either campus may revert to an online education format, and participation in online activities may be required for attendance in some classes.

Excused Absence

An excused absence is official permission given by the instructor of record to the student to make up class work missed due to extenuating circumstances beyond the student’s control. The student is to inform the faculty member of these circumstances within 2 weeks. Documentation will not be accepted after the trimester ends for a previous absence.

Students who have a planned extenuating circumstance beyond their control, such as major organized religious holidays of the student’s belief, must inform the faculty member at the beginning of the trimester and just before the absence.

If the student does not complete the required make-up work assigned by the instructor, the excused absence will not give exception to the 10% rule of attendance.

Some courses and/or programs may have stricter criteria and procedures for excused absence eligibility. Please refer to each course syllabi for further information.

Disputes regarding the student attendance record will be referred to the appropriate Dean.

Tardiness

Students are expected to be on time and prepared for class. A student will be marked as tardy (T) or left early (Y) if they are not in attendance at the start of the class or leave prior to the class ending up to a maximum of 15 minutes. A tardy (T) or left early (Y) designation does not count as an absence unless otherwise noted in the course syllabus and/or on the course Cygnet site. Students who enter class after the 15-minute mark or leave prior to the regularly scheduled class time will be counted as absent, which does count towards the 10% rule. The instructor keeps the official class time. Students who have a legitimate excuse for being late greater than 15 minutes may appeal to the instructor for an excused absence. Clinic Internship policy is contained in the Intern Manual.

Auditing

Audit is a registration status allowing students to attend a course without receiving credit or clock hours. Audited courses do not count toward full-time status or satisfactory progress and do not qualify as a prerequisite. Students currently registered in courses for credit in a program at National University of Health Sciences may enroll to audit a course in any of the University's colleges if space is available.

Students may select this option to gain more knowledge and understanding of content as well as greater insight into the practical aspects of the field. Auditors must adhere to the Student Code of Conduct and attend classes as specified by the attendance policy. Assignments and exams are not required. Auditors have the right to participate in class discussions.

Students must seek approval and register through the office of the appropriate Dean after having met all requirements such as prerequisites. Thus, an audit will be documented on the student transcripts with a grade of AU (audit completed) or WA (attendance requirement not met). No credits or clock hours are granted. The registration status of the course (repeat or audit) cannot be changed after the add-drop date. The tuition and fees for auditing a course are the same as when taking it for credit. The tuition and fees do not apply if the student has successfully completed the course or received advanced standing transfer credit for the course. A student may audit a course up to three times.

CLASS WITHDRAWAL POLICY

The first week of the trimester is considered the add/drop week. Students may add or drop courses during this period with an advisor's signature. Courses that are dropped during this period will not appear on the transcript as an attempted course.

Starting the second week of the trimester and continuing through the twelfth week, a student may still withdraw from courses. These courses will be listed on the transcript as attempted with a grade of W, and these course hours will add to the attempted hours for that trimester, as well as to the cumulative attempted hours. The GPA will not be affected by withdrawals during this period, as GPA is calculated by dividing grade hours by quality points. This will, however, negatively impact academic progress, which is measured as earned hours divided by attempted hours. Advisors may therefore assess both academic progress, as well as academic performance. Students are allowed to withdraw from any course with the approval of their advisor through week twelve. Students may appeal to the appropriate Academic Dean to have the course withdrawal deadline extended in cases of documented medical/family emergency.

First trimester students in the College of Professional Studies can drop classes through week 5 with approval from the Basic Sciences Chair and Dean of the College of Professional Studies without penalty. Courses that are dropped during this period, with the appropriate approvals and signature from the Chair and Dean, will not appear on the transcript as an attempted course.

COMPREHENSIVE AND FINAL EXAMINATIONS

Comprehensive examinations, including final exams, are a required component of course evaluation and must be completed at the scheduled time.

Students who arrive to class, to the testing center, or log into their online exam more than 15 minutes late or after the first student has completed and left the exam, whichever occurs first, may be required to follow the make-up exam policy. This policy does not apply to online exams with extended availability windows (e.g., 24 hours or one week to complete).

Comprehensive exams may only be administered outside the scheduled exam period if the student has an excused absence and receives approval from the instructor or Academic Dean.

Final exams may not be rescheduled outside the designated exam or make-up periods unless a conflict exists in the student's final exam schedule. In such cases, approval from the appropriate Academic Dean is required.

Final examinations are an integral part of the course evaluation and are scheduled at the end of the course. Each examination is scheduled at a specific time. Students who present themselves to the exam site late (greater than 15 minutes or after the first student leaves the exam site, whichever comes first) may be required to follow the make-

up exam policy. Final examinations may not be given at times other than the regularly scheduled periods or the make-up periods unless student schedules pose an exam conflict.

Passing the final comprehensive examination is required to pass a course. Laboratory final examinations are given during their last regularly scheduled time. The nature of each course and laboratory requires various means of evaluation. Course managers and laboratory instructors have the responsibility for developing appropriate evaluation criteria. Course managers must explain them to their students at the beginning of the trimester and must stipulate them in the course syllabi filed with the appropriate Academic Dean.

No student will be permitted to sit for a final examination who has not completed all the work, including tests, practical examinations, class assignments, attendance, etc., required by the course manager and laboratory instructor prior to the final examination.

To receive the grade of *I*, a student who has not completed all the required work prior to the time of the final examination must seek the permission of the course manager who must consult with the appropriate Academic Dean.

Unexcused (no grade of *I* granted) absence from or failure of the second administration of the final examination will be noted as a grade of *F* for the course or laboratory.

The format of the final comprehensive examinations will be determined by the course instructor and specified in the syllabus.

MAKE-UP FINAL EXAMINATIONS

Missed final examinations may be made up if an excused absence has been granted by the appropriate Academic Dean. The make-up examination will be scheduled by the faculty member within two weeks of the missed final examination but never later than the first day of class of the following trimester. If examinees are not present at the scheduled make-up exam time, they will receive a grade of F for the course or lab unless the grade of I is reissued. For College of Professional Studies Students, enrollment in any new courses will not be continued if students have not converted the grade of I to a regular passing grade by the first calendar day of the second calendar week of the next trimester of attendance. If the student does not return in the following trimester, the removal of the I must be accomplished within the maximum of one calendar year. Otherwise, the I becomes an F automatically, unless otherwise specified by the Dean.

REPEATED COURSE

College of Professional Studies students must repeat any required courses in which a grade of F, W. or WF is received. MSACP students must repeat D grades as well. Students will only be allowed to repeat courses in which

they received a D or below. In the case of a D or F, the most recent grade received will replace the grade received for the previous attempt and be calculated into the Cumulative GPA. The initial grade is flagged with an RPT indicating that the course has been repeated. All original and repeated courses will be counted as attempted credits in satisfactory academic progress calculations. College of Professional Studies students may withdraw or repeat a course two additional times from the first attempt for a total of three attempts. Failure to pass a course after three attempts shall result in expulsion.

ACADEMIC STANDING

Academic standing is based upon the cumulative GPA (CGPA). A student is in good academic standing if the CGPA, which is calculated at the completion of each trimester, is 2.00 or greater. In addition, good academic standing requires a passing grade in Clinical Internship for students in Phase 3 of the curriculum.

Continued progression through the curriculum requires good academic standing. If the CGPA falls below 2.00, and/or a student fails Clinical Internship, then that student shall be issued a notice of Academic Probation, and that student is no longer in good academic standing. Continued progression through the curriculum stops when a student is placed on Academic Probation. The student is instead required to complete a prescribed plan for academic remediation, which offers the student an opportunity to restore good standing through grades earned at the completion of the remediation term. An individualized remediation plan is established through academic advising and supervised by the Dean.

If a student remains in good academic standing, a final grade of D will be considered as a passing grade, satisfying successful completion of that course. However, this may not apply to a student who is on academic probation. The plan for academic remediation may typically include the requirement to repeat certain courses with a grade of D for the purpose of eliminating that grade from the CGPA calculation, as the means to restore academic standing by raising the CGPA back above the 2.00 minimum.

STUDENT ACADEMIC HONORS

Dean's List and Honor Roll

At the end of each trimester, recognition of the Dean's List of Students for Distinguished Academic Achievement is awarded to those full-time students who have achieved a GPA of at least 3.5 on a 4.0 scale for the trimester with no grade lower than a S/C. Recognition on the Honor Roll of Students for Exemplary Academic Achievement is awarded to those full-time students who have achieved a GPA of at least 3.0 (on a 4.0 scale) for the trimester with no grade lower than a C.

Graduation Honors

At National University of Health Sciences, degrees granted with distinction, Latin honors (cum laude, magna cum laude and summa cum laude), are based primarily on the student's cumulative grade point average. To be eligible to receive a degree with distinction, a student must have earned 90% of the credits required for graduation in courses taken at National University. Degrees with distinction are conferred upon students in all degree programs other than the AAS. Certificate programs do not qualify.

A degree summa cum laude is conferred upon the student who has attained a cumulative grade point average of 3.7-4.0.

A degree magna cum laude is conferred upon the student who has attained a cumulative grade point average of 3.6- 3.69.

A degree cum laude is conferred upon the student who has attained a cumulative grade point average of 3.5-3.59.

Valedictorian/Salutatorian

The valedictorian and salutatorian are respectively the first and second highest ranking scholars in the graduating class of each program. The students must have earned at least 90% (or 50 credit hours for BS students) of their core curriculum credits at National University of Health Sciences. The rankings are determined by the cumulative grade point average of the core courses.

If there is a tie, elective courses will be used to calculate the cumulative GPA. In the event there is a tie for the valedictorian position, there will be no salutatorian. In the event there is a tie for the salutatorian position, there may be more than one. In the DC program, only those students who participate in commencement three trimesters after beginning their clinic internship may be named as valedictorian or salutatorian.

ACADEMIC DIFFICULTY

There are three categories of academic difficulty: Academic Deficiency, Academic Warning, and Academic Probation.

Academic Deficiency

Academic Deficiency occurs whenever a grade of *F* or *U* is received in one or more courses, regardless of the trimester or cumulative grade point average. Courses with a grade of *F* or *U* must normally be repeated in the following trimester.

Academic Warning

Academic Warning occurs whenever the trimester grade point average is less than 2.00. A single academic warning does not typically trigger remedial actions. Repeated academic warnings may cause remedial actions in the form of load reduction and/or repeating courses with a grade of *D*.

Academic Probation

Academic Probation occurs whenever the cumulative grade point average is less than 2.00. Students on Academic Probation are no longer in good academic standing and are subject to remedial actions intended to improve academic performance. The probationary period is one trimester in length. During the probationary period, students shall not be allowed to participate in off-campus extracurricular activities or receive excused absences to attend activities supported by the University. Students may receive only two academic probations cumulatively. A third probation causes academic separation from the program.

Remedial actions are typically prescribed for students as a result of being placed into one of these categories. Such actions are administered through the office of the College Dean, in consultation with designated academic advisors. Academic sanctions in the form of suspension or expulsion from the program may also result from a cumulative GPA below 1.0 and/or an accumulation of academic warnings and probation. Such decisions are made by the academic Dean and may be appealed to the Committee on Academic Standards, Grades, and Records through the Dean's office.

Probation with Extenuating Circumstances

Probation with extenuating circumstances is a status that informs students that their academic record is sufficiently poor to warrant permanent separation from the program. However, due to extenuating circumstances brought forward via written appeal by the student to the Committee on Academic Standards, Grades and Records through the office of the appropriate academic Dean, they will be allowed to continue at the discretion of the appropriate Dean or the committee.

Academic Separation from an Academic Program

There are two designations for academic separation from the program: academic suspension and academic expulsion. Students may be expelled or suspended from a program of the university for, among other reasons, academic deficiency or for academic dishonesty, such as, but not limited to, the use of dishonest means in any examination, the plagiarism of class assignments, and/or the falsification of previous academic records.

Academic separation requires the Committee on Academic Standards, Grades, and Records to submit a recommendation to the Academic Dean, who will make the final decision. The recommendation may be to continue in the program following a prescribed plan for remediation or expulsion. Expulsion is permanent separation from the program.

Academic Suspension

A student who receives a third academic probation (cumulative) is placed on academic separation.

In addition, a student who attains a first trimester cumulative GPA below 1.0 may be subject to immediate academic separation in the form of suspension. Extenuating circumstances related to a student's first trimester cumulative GPA include; verified death of an immediate family member, grave personal illness or injury, personal catastrophe, or non-reschedulable military service during the affected trimester.

Should the recommendation be to continue in the program following a prescribed plan for remediation, this shall occur after a mandatory suspension from the program for one to three trimesters. When the decision is to allow a student who has been separated from the program to continue, that student becomes eligible for reinstatement by agreeing to a remediation plan within the current program. Alternatively, or in addition, students may be required to complete further academic development in the form of higher education courses of learning while they are on suspension from the program. Students who are required to enroll in a study skills course for remediation must pass this course with a minimum grade of B (80%). The Dean, in consultation with the Committee on Academic Standards, Grades, and Records, shall approve the remediation plan, and shall also define and approve any further academic development in the form of higher education courses of learning. Once reinstated, these students shall normally be allowed one trimester in which to restore good academic standing. Failure to restore good academic standing by raising the cumulative grade point average to 2.00 or greater at the completion of the remediation trimester will normally result in expulsion from the program. In addition to the above, the accumulation of multiple academic warnings in combination with academic probations can provide cause for an academic review through the Committee on Academic Standards, Grades, and Records that may lead to a recommendation for academic separation from the program. Such a review would be initiated by the Dean.

Should the recommendation be to continue in the program following a prescribed plan for remediation, this shall occur after a mandatory suspension from the program for one to three trimesters.

When the decision is to allow a student who has been separated from the program to continue, that student becomes eligible for reinstatement by agreeing to a remediation plan within the current program. Alternatively, or in addition, students may be required to complete further academic development in the form of higher education courses of learning while they are on suspension from the program. The Academic Dean, in consultation with the Committee on Academic Standards, Grades, and Records, shall approve the remediation plan, and shall also define and approve any further academic development in the form of higher education courses of learning. Once reinstated, these students shall normally be allowed one trimester in which to restore good academic standing. Failure to restore good academic standing by raising the cumulative grade point average to 2.00 or greater at the completion of the remediation trimester will normally result in expulsion from the program. In addition to the above, the accumulation of multiple academic warnings in combination with academic probations can provide

cause for an academic review through the Committee on Academic Standards, Grades, and Records that may lead to a recommendation for academic separation from the program. Such a review would be initiated by the Academic Dean.

Academic Expulsion

Academic Expulsion of a student typically represents permanent separation from the program. There is no opportunity for re-enrollment or re-instatement in that program. Those wishing to consider enrollment in another program at NUHS may do so by contacting the appropriate Academic Dean in writing. Expulsion may represent permanent separation from the institution where deemed appropriate by the Dean. Appeals to any expulsion reside with the Vice President for Academic Services.

A student who has been expelled from a professional program of another institution or the institution itself, if it is a single purpose institution, may be considered for admission to an equivalent program or a different program offered by NUHS. In both instances, the student must meet all admission requirements for entry plus be approved for entry by the appropriate Academic Dean in writing. Appeals to any decision made by the Dean reside with the Vice President for Academic Services.

Academic Expulsion of a student typically represents permanent separation from the program. Expulsion from the university can occur for various reasons including:

- Failure to pass a course after three attempts.
- Attaining a first-trimester cumulative GPA below 0.50.
- Failure to restore good academic standing by raising the cumulative GPA to 2.00 or greater at the completion of a remediation trimester.
- Violation of the Student Code of Conduct

There is no opportunity for re-enrollment or re-instatement in that program. Those wishing to consider enrollment in another program at NUHS may do so by contacting the appropriate Academic Dean in writing. Expulsion may represent permanent separation from the institution when deemed appropriate by the Dean. Appeals to any expulsion reside with the Vice President for Academic Services. A student who has been expelled from a professional program of another institution or the institution itself, if it is a single purpose institution, may be considered for admission to an equivalent program or a different program offered by NUHS. In both instances, the student must meet all admission requirements for entry plus be approved for entry by the appropriate Academic Dean in writing. Appeals to any decision made by the Dean reside with the Vice President for Academic Services.

Other Reasons for Leaving the Institution Administrative Withdrawal

Students who do not meet administrative requirements or expectations to remain enrolled at NUHS can be administratively withdrawn by the institution. Students can be administratively withdrawn for reasons such as the following:

- Failure to pay tuition;
- Failure to meet matriculation requirements;
- Failure to meet attendance requirements and/or persistent absence;
- Other substantive violations of NUHS' policies, procedures, or safety rules, including but not limited to academic dishonesty, violations of the code of conduct, or discriminatory misconduct.

In the event of an administrative withdrawal, the Registrar's Office will notify students via email. If administratively withdrawn, students have the right to appeal the decision.

WITHDRAWAL

Students who stop attending National University of Health Sciences due to illness, vacation, etc... must officially withdraw from the university. Students desiring to withdraw in good standing must secure a Request for Authorized Withdrawal from the Registrar, which must be properly completed and deposited with the Registrar. Returning students must direct their requests for readmission to the Registrar if withdrawn for three or less trimesters. If the withdrawal is for more than three trimesters, the student must reapply for admission.

CONTINUING AT THE INSTITUTION

Remedial Actions

To provide students in academic difficulty with an opportunity to restore good academic standing, the following remedial actions may be prescribed: limit the course load to a restricted number of credits; and/or repeat courses with a grade of D, in addition to those with a grade of F or U. Remedial actions may also include registration in repeat courses only with no new subjects, mandatory counseling with individuals on or off campus, enrollment in an approved study skills course, and mandatory tutorial in specified subjects.

Re-enrollment and Re-instatement

A student interested in re-enrolling in a program from which they previously withdrew or wishing to be re-instated after suspension must submit a completed re-enrollment/re-instatement form to the Registrar. The appropriate academic Dean, in consultation with the proper committee, will determine a student's eligibility to rejoin the institution and will consider the following guidelines.

Returning After Suspension

If a student has been suspended from the University, a student may petition the appropriate academic Dean for re-instatement.

This process will be dependent upon the student meeting the Dean's written terms for re-instatement.

Returning After Withdrawal

Students who left the University in good academic standing and now wish to re-enroll within a year (three trimesters) of their withdrawal date may be allowed to resume academic studies where they finished at the discretion of the appropriate academic Dean or Assistant Dean. However, if a student leaves in poor academic standing, the resumption of academic studies will be at the discretion of the appropriate academic Dean or Assistant Dean. The appropriate Dean or Assistant Dean may consult with other relevant personnel regarding this request. In either case, the student may be required to follow a remedial academic plan approved by the appropriate academic Dean or Assistant Dean.

A student who left the University in good academic standing and now wishes to re- enroll more than a year (four or more trimesters) after their withdrawal date will be assessed by the appropriate academic Dean in conjunction with the Admissions Office, which will process the potential reinstatement. The student may apply for advanced standing to receive credit for prior coursework. The awarding of advanced standing is made at the discretion of the appropriate academic or programmatic Assistant Dean. If the student left in poor academic standing, they may possibly receive no credit for prior coursework and must start over.

In all circumstances, a CPS student must complete the first professional doctoral program within eight (8) to ten (10) calendar years from the date of their first matriculation in coursework applicable to the doctoral degree they are pursuing.

STUDENT COMPLAINT PROCEDURES

Complaint Process Overview

The U.S. Department of Education Regulation 34 CFR § 668.43(b) requires institutions of higher education authorized under Title IV of the Higher Education Act to make available to enrolled or prospective students upon request, documents describing the institution's accreditation and its state, federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity.

Internal Complaint Process

Students must first exhaust all internal complaint processes before beginning most external complaint processes. NUHS expects that any student complaint will be filed in accordance with the procedures currently in place at the institution before seeking a resolution from a state or federal agency or any of the University's accreditation bodies. In the absence of or unfamiliarity with a procedure, the complaint should be filed with the Student Services Office in Janse Hall on the Illinois campus or in the Caruth Health Education Center Annex in Florida.

Note: No student will be subjected to any form of retaliation as a result of an earnest, good faith filing of a complaint. See NUHS Non-Retaliation Policy: www.nuhs.edu/extras/policies/Non-Retaliation_Policy.pdf

Filing an Internal Academic or Non-Academic Complaint

In order to ensure an effective response, initial complaints should be prepared in a typed or written format. Complainants should describe the issue in their own words and include their full name and contact information. Complainants should also include dates and any college officials that were involved or have been contacted. Any supporting documentation, such as emails or other correspondence should be included in order to help others understand the nature, context, actions, or events that lead to the complaint. Finally, the complainant should state what, if any, remedy is sought.

NUHS is committed to resolving complaints at the earliest and most informal level, conducting internal investigations in a timely and effective manner, adhering to the procedures as outlined, and providing prompt corrective action if discrimination is believed to have occurred. The date upon which a written complaint is received shall be referred to as the date of complaint. NUHS will make every reasonable attempt to resolve all complaints within 60 days.

In order to file an internal academic or non-academic complaint, contact the following:

- Complaints regarding the Financial Aid Program: Director of Financial Aid, 630-889-6517.
- Complaints regarding College of Professional Studies Programs/Illinois: Dean of the College of Professional Studies-Illinois, 630-889-6224 .
- Complaints regarding College of Professional Studies Programs/Florida: Dean of the College of Professional Studies-Florida, 727-394-6058,
- Complaints regarding College of Allied Health Sciences and Distance Education: Dean of the College of Allied Health Sciences and Distance Education, 630-889-6505.
- Complaints regarding Lincoln College of Postgraduate and Continuing Education Programs: Dean of Lincoln College, 630-889-6620.

Complaints regarding non-academic university Issues (discipline, discrimination, sexual misconduct, harassment, disabilities, privacy, misuse of computing resources, mental health concerns, student safety and security, etc.): Dean of Students, 630-889-6546 or email studentservices@nuhs.edu or via the online complaint form: www.nuhs.edu/student-services/support-services/complaints/student-complaint-form/

Filing a Complaint with a Program's Accrediting Agency

In order to file a complaint with a program's accrediting agency (after exhausting the institution's complaint process), contact the following:

- Doctor of Chiropractic Program (Illinois and Florida): The Council on Chiropractic Education (CCE) complaint process is located on the CCE website at www.cce-usa.org under the keywords "CCE Policy 64."
- Doctor of Chiropractic Program (Florida only): The Commission for Independent Education, Florida Department of Education has also licensed NUHS' DC program in Florida. To file a complaint with this body, contact the Commission at 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399, 888-2243-6684.

- Naturopathic Medicine Program: The ND program has been accredited by the Council on Naturopathic Medical Education (CNME). To file a complaint with this body, contact CNME, PO Box 7, Clear Brook, Virginia 22624; Phone, 202-230-9511; Website, https://cnme.org/contact-us/ .
- Acupuncture and Herbal Medicine Programs: The complaint process for the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) is located on the ACAHM website at www.acahm.org/faqs/complaints-faq -OR- www.acahm.org/policies/complaint-review/
- Master of Science in Advanced Clinical Practice, Master of Science in Diagnostic Imaging, and Bachelor of Science in Biomedical Sciences programs: The complaint process instructions for the Higher Learning Commission (HLC) can be found at: www.hlcommission.org/Student-Resources/complaints.html .

Filing a State Licensing Complaint

In order to file a state licensing complaint for programs at the Illinois site, contact the following: Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377; 217-782-2551; www.ibhe.org . For the Florida site, contact the following: Commission for Independent Education, 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399; CIEINFO@fldoe.org; www.fldoe.org/policy/cie/student-concerns.stml.

Filing a State SARA Complaint Note: Also applies to programs at the Florida site.

Illinois Board of Higher Education 1 North Old State Capitol Plaza, Suite 333 Springfield, IL 62701-1377 (217) 782-2551. Please direct all complaints to IBHE Complaint System: https://complaints.ibhe.org

STUDENT COSTS AND FINANCIAL AID

Tuition Rates Change

Tuition rates are in effect for the fall, spring, and summer trimesters. New tuition rates are established each year beginning with the Fall Trimester; tuition and fees are subject to change annually. Refer to each program for tuition, course, lab, and other costs associated with that program. Postgraduate courses and seminar fees are posted under each program. Refer to Admission fees within applicable individual programs.

2026-2027 UNIVERSITY FEES

Charged to all students in all programs as applicable.

Add/drop fee	$25.00
Emergency loan fee	$30.00
Finance charges per month	1.50%
Payment plan per trimester	$20.00
Late payment fee	$15.00
Late registration fee	$75.00
Replacement ID card fee	$5.00
Returned check fee	$25.00
Transcript fee	$7.00
Parking fee per year (See Campus Parking section in Student Life)	$12.00
Proof of Immunity Non-compliance fee	$50.00

2026-2027 PROGRAM FEES – VARY BY PROGRAM AS LISTED BELOW

College of Professional Studies – DC, ND, DAc, DAc-C, MAc & MAc-HM

Tuition: New, repeat, audit*, elective (DC, ND, DAc, DAc-C) - per credit hour	$681.00
Tuition: New, repeat, audit, elective (MAc) - per credit hour	$614.00
Non-degree Student: New, repeat, elective (DC, ND) – per credit hour	$681.00
Non-degree Student: New, repeat, elective (MAc) – per credit hour	$614.00
Diagnostic Kit Fee (Tri 1 DC-IL, ND, DAc – Mac	$1,304.00
Diagnostic Kit Fee (Tri 1 DC-FL)	$1,424.00
Tuition deposit, not refundable	$150.00
Application fee, not refundable	$55.00
Reservation fee, not refundable	$75.00
Laboratory fee for each course audited	$125.00
Student activity fee per credit hour	$1.50
Technology fee – per trimester (DC-IL & FL, ND, MAc, MAc-HM)	$165.00
Technology fee – per trimester (DAc & DAc-C)	$64.00

EM6304 / EC6313 Adv Diag Lab - DC P2 T3	$540.00
EC6303 / EC6311 Emer Care Fee - DC P2 T2	$45.00
AN5102 Anatomy Lab Fee - DC P1 T1 or ND 01	$125.00
AN5305 Anatomy Lab Fee - DC P1 T2 or ND 03	$125.00
MM6220 / MM6122 Eq Fee - DC P2 T2	$220.00
EM6304N / EC6313N Adv Diag Lab Fee - ND 03	$540.00
RA6409 / RA6424 X-Ray Lab Fee - DC P2 T4	$125.00
AN5202 Anatomy Lab Fee - DC P1 T2 or ND 02	$125.00
FR6307 / FR6318 Eq Fee - DC P2 T3 or ND 07	$110.00
ND EC6311N - HY6209ND CPR Fee	$45.00
Challenge exam fee	$100.00
Exam retake fee	$100.00
Malpractice insurance fee	$167.00
Degree verification fee	$7.00
Post-graduate transcript fee	$40.00
Certificate fee (each)	$40.00
Application fee for readmission after one calendar year of non-attendance	$25.00
Managed care verification fee	$7.00

Post-graduate course and seminar fees are posted for each program.

College of Allied Health Sciences and Distance Education Bachelor of Science Program, including Prerequisite Program

Tuition: New, repeat, elective (BS) - per credit hour	$518.00
Non-degree Student: New, repeat, audit*, elective (BS) – per credit hour	$518.00
Application fee, not refundable	$55.00
Technology fee per trimester	$92.00
Student activity fee per credit hour	$1.50
CHEM115 Lab Fee	$50.00
CHEM116 Lab Fee	$180.00
CHEM118 Lab Fee	$180.00

CHEM205 Lab Fee	$50.00
CHEM206 Lab Fee	$180.00
CHEM207 Lab Fee	$180.00
PHYS115 Lab Fee	$50.00
PHYS117 Lab Fee	$50.00
Lab fee for audited course	$115.00
Application fee for readmission (after one calendar year of non-attendance)	$25.00
Degree verification	$7.00

Master of Science in Advanced Clinical Practice

Tuition: New, repeat, audit*, elective - per credit hour	$681.00
Tuition Deposit, not refundable	$150.00
Application Fee, not refundable	$55.00
Reservation Fee, not refundable	$75.00
Technology Fee Per Trimester	$64.00
Exam Retake Fee	$100.00
Application Fee for readmission (after one calendar year of non-attendance)	$25.00
MSACP Proctoring Fee	$100.00

*Tuition and fees do not apply if the student has successfully completed the course already or received advanced standing transfer credit for the course.

UNIVERSITY PAYMENT REQUIREMENTS AND PROCEDURES

- All tuition and fees are due and payable as indicated on the fee schedule furnished each term. The student must make arrangements for payment of tuition and fees in full prior to the first day of class through one of the Payment Options below.
- Payment Options include cash, personal check, money order, cashier's check, traveler's checks, Visa, Mastercard, Discover, American Express, Payment Plan, financial assistance through the Financial Aid Office, or Veterans Education benefits.
- Students wishing to use Veterans education benefits to cover tuition costs must provide the VA official at their campus location with a certificate of eligibility. Students who provide the certificate and are determined eligible for education benefits under Chapter 31, Chapter 33, Yellow Ribbon, and Vocational Rehabilitation will not be subject to late fees, fines or holds during the waiting period for their VA tuition payments to arrive.

They do have the right to borrow loan money if they choose.

- Payment Plan: Pay one-fourth of the tuition prior to the first day of class and one-fourth each of the next three months due on the first day of the month. Payment plans are not available to non-degree students.
- Finance charges are assessed on past due student account balances at 1.5% per month. Students are responsible for payment of all tuition and fees. Failure to make timely payments will result in finance charges to their accounts. In the event of non-payment, students will be responsible for all collection costs.
- Breakage charges in courses where special equipment is used: Payment must be made for breakage or loss before grade in course can be issued.
- Diploma, state boards credentials, official transcripts, etc. are not issued to students and former students unless all fees and any other obligations to the University are paid or met in full. Official transcripts will be released to a current or potential employer regardless if the student or former student owes a debt.

TUITION REFUND PROCEDURE

1. Refunds for tuition paid to the University may be made only in the case of formal voluntary approved withdrawal of the student for a course(s). Fees are not refundable. To be eligible for a refund, the student must fill out an official withdrawal form from the Registrar, obtain appropriate departmental signatures, and submit the completed withdrawal form to the Registrar. Refund eligibility is contingent on the official approved withdrawal being submitted in accordance with the time frames as stated below.

Prior to Week 1	100% tuition refund
Week 1	100% tuition refund
Week 2	75% tuition refund
Week 3	50% tuition refund
Week 4	25% tuition refund
Week 5-15	0% tuition refund

2. Refund eligibility for accelerated courses in the BS/Prerequisite Program is contingent on the official approved withdrawal being submitted in accordance with the time frames as stated below for each mini-semester.

Prior to Week 1 or 9	100% tuition refund
Week 1 or Week 9	100% tuition refund
Week 2 or Week 10	50% tuition refund
Week 3 or Week 11	0% tuition refund

3. Refunds resulting from dropping a course(s) will be returned to the borrower's Direct Loan or GradPLUS (continuing students only) lender (unless tuition was paid from private, non-federal sources) to reduce educational debt, and not to the student. Adjustments to federal or state grant programs may be necessary depending on when the course is dropped. Refunds due to non-Title IV borrowers will be made within 30 days of the date that the institution determines that the student has withdrawn.

4. A 100% refund is granted for course(s) in which advanced standing is received prior to the end of the first eight weeks of the first trimester of attendance. Since all advanced standing credit is to be determined within the first trimester of attendance, no special refund consideration is available in subsequent trimesters of attendance.
5. Elective refund policy: Elective course payments are non-refundable unless the course is cancelled due to insufficient enrollment.
6. Complete withdrawal from the University may result in a pro-rated housing refund. See the Housing License Agreement for more information.
7. For students called to active military duty, tuition, and fee charges will be fully refunded for courses not yet completed at the time the student is called to active duty. Any financial aid funds that a student is determined not eligible to retain after the Return of Title IV Fund calculation shall be the debt of the student.
8. All first time, first trimester College of Professional Studies students registered full time in first trimester courses (as listed in the current Bulletin) may receive a 100% tuition refund in weeks one through five for up to half of the enrolled credits as long as they remain on full time status (minimum of 10 credits). Student financial aid will be recalculated and refunds resulting from the drop(s) will be returned to the lender. The student MUST meet with the Chair of the Basic Sciences and acquire approval from both the Chair and the Dean of the College of Professional Studies. It is preferred, but not mandatory, that students stay on a defined flex track within their program. If the student chooses to withdraw from the University or drop more than the 50% allowed while maintaining the required full-time enrollment status, they will adhere to the policy stated as number 1 above.

RETURN OF TITLE IV FUNDS DUE TO WITHDRAWAL FROM NUHS

The Higher Education Amendments of 1998 (HEA98) changed the method of returning Title IV federal financial aid when a student totally withdraws from the University. The policy governs all federal grant and loan programs (Pell Grant, SEOG, Direct Loans, and PLUS) but does not include the Federal Work Study program.

This regulation assumes that a student “earns” federal financial aid in proportion to the number of days in the term completed. The University must calculate, according to a specific formula, the portion of financial assistance that the student earned and is therefore entitled to retain, until the time that the student totally withdrew. If a student receives (or the University receives on the student’s behalf) more assistance than the student earns, the unearned funds must be returned. Students who have not completed the verification process are ineligible to receive any financial aid.

The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis. For example, if a student completes 30% of the trimester, the student earns 30% of the approved federal aid that was originally scheduled for the term. This means that 70% of the student’s scheduled or disbursed aid remains unearned and must be returned. However, a student who withdraws after the 60% point in a trimester is considered to have earned 100% of the aid awarded for that trimester, and funds will not be returned to any federal Title IV financial aid programs.

This federal policy does not affect the student's charges. The University's withdrawal policy will be used to determine the reduction, if any, in the student's tuition and fee or room and board charges. The student is responsible for paying any outstanding charges to the University

The student's official withdrawal date will be determined by the University as:

1. the date the student began the University's withdrawal process (the date the student gave official notification of intent to withdraw);
2. the midpoint of the trimester if the student withdraws without notifying the University; or
3. the student's last date of attendance at an academically related activity as documented by the University.

If it is determined that a portion of the financial aid received on the student's behalf is unearned, the University shares with the student the responsibility of returning those funds. Any grant funds that the student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. If the student fails to repay or makes payment arrangements to repay an overpayment, the student will lose eligibility to receive future federal financial aid at any institution.

FINANCIAL AID POST-WITHDRAWAL DISBURSEMENT

The student may be entitled to a post-withdrawal disbursement of federal financial aid if the return of funds calculation indicates that the student earned more aid than the amount that was disbursed prior to withdrawal. Post-withdrawal disbursements will be credited first toward unpaid institutional charges. Any portion of a post-withdrawal disbursement that exceeds unpaid institutional charges will be offered as a disbursement to the student. Students must accept this disbursement within 14 days of the offer. If a response is not received, or if the offer is declined, these excess funds will be returned to the appropriate Title IV program.

NUHS will return its share of unearned Title IV grant funds no later than 45 days after determination of withdrawal and Title IV loan funds no later than 30 days after determination of the withdrawal date.

FINANCIAL AID UNOFFICIAL WITHDRAWAL

Unofficial withdrawal occurs when a student registers for a class and never attends, or a student stops attending courses without completing and submitting the withdrawal form. Confirmation of the last date of attendance in an academic activity will be obtained and for those receiving federal aid, NUHS will adjust aid in the same manner as an official withdrawal.

FINANCIAL AID REPEATED COURSEWORK

Current Department of Education regulations impact students who repeat courses. Repeated courses may impact financial aid eligibility and Federal Title IV financial aid awards. In order for a repeated course to count toward the student's enrollment status for financial aid purposes, the student may only repeat a previously passed course once (a total of two attempts). If the student enrolls in a previously repeated course for a third time, this course will not count towards their enrollment for financial aid purposes. A student may receive aid when repeating a course for the first time.

- A student may receive aid when repeating a course that was previously failed or withdrawn from regardless of the number of times the course was attempted and failed. However, students should be aware that university policy regarding repeated coursework may limit their ability to retake courses.
- A student may receive aid to repeat a previously passed course one additional time. If a student fails the second attempt, no more financial aid will be given to repeat the course a third time. If the second attempt is a withdrawal, then it is allowed for a third attempt.
- Once a student has completed any course twice with a grade, they are no longer eligible to receive aid for that course. If a student retakes a course that is not aid-eligible, the credit hours will be excluded from the financial aid enrollment for that trimester. When counting credits to determine aid eligibility for that trimester, repeated classes will be excluded from the financial aid eligible credit count.

Note: All repeated courses affect Financial Aid Satisfactory Academic Progress (SAP) calculations. Regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits in SAP calculations.

FINANCIAL AID PROCESS

National University of Health Sciences maintains a Financial Aid Office to assist students in the financing of their education. Students must plan their financing very carefully. The federal role in paying for higher education exists only when there is a gap between educational costs and the ability of students to pay. Students should be aware that the principal responsibility is theirs.

The primary sources of financial aid available at National University of Health Sciences are federal loans and grants, followed by institutional grants and scholarships. Work study positions and fellowships are also available to qualified students. The official FY2022 three-year Cohort Default Rate reported in September 2025 for NUHS is 0.0%.

How to Apply

The Financial Aid Office will email financial aid information to all applicants when notified of the student's admission to the University. New students are accepted every trimester and should submit the appropriate FAFSA (Free Application for Federal Student Aid) at least eight weeks prior to the start of the intended term of enrollment.

Continuing students must submit next year's FAFSA no later than June 1. Complete information about program costs is available online at www.nuhs.edu under 'Admissions' and the 'Finance' tab for each program.

Required Forms

All students seeking financial aid must have the following forms filed with the University's Financial Aid Office:

1. The "Free Application for Federal Student Aid" (FAFSA) that is processed by the Department of Education is required. This document is used to determine how much financial assistance the student will need during the academic period for which assistance is being requested. Complete the FAFSA form online at www.fafsa.gov.
2. If selected for verification by the federal processor or the Financial Aid Office, the student (and spouse and parent(s) if applicable) must submit the required forms as requested by the Financial Aid Office.

To avoid late charges from the Financial Services Office, students should adhere to applicable deadlines when submitting requested financial aid forms to the Financial Aid Office.

Special Student Financial Aid Notice for Prerequisite Program Students

Qualifications for Prerequisite Program students to participate in the federal loan program are as follows:

- May only receive aid for courses listed in their admissions letter that are necessary for admittance to their graduate program;
- Must apply for admission into one of the NUHS Professional Studies programs;
- Must enroll in a minimum of six total credit hours for the prerequisite trimester(s);
- Must complete the prerequisite courses within two trimesters. (Loan funds can only be awarded for two trimesters within a calendar year);
- Must have completed a Free Application for Federal Student Aid (FAFSA) financial aid application for the term(s) enrolled.

Money that students borrow for the Prerequisite Program may impact the amount that can be borrowed when they begin their graduate program.

Prerequisite Program Discount: Students in the Prerequisite Program who have applied to the DC or ND degree program receive a 50% tuition discount for courses required for admission. Tuition discounts are applied after the first week.

Award Offer

First-time students applying for financial aid will be sent an award offer via electronic mail. Included will be the amount and source of awarded funds, along with additional steps required to receive the aid offered.

Continuing students will be informed when aid for the award period is entered and viewable at mynu.nuhs.edu. The Financial Services Office sends estimated billing statements to all students three weeks prior to the start of the upcoming term.

STUDENT LOANS

Federal Direct Loan (DL) Program

Direct Loans are processed directly through the U.S. Department of Education. National University of Health Sciences will apply a student's Direct Loan toward the student's tuition and other University charges and provide any remaining excess funds to the student to assist with living expenses.

Federal Direct Subsidized Loan

The Direct Subsidized Loan is a need-based loan where the federal government pays the interest (other than time that may exceed the Usage Period) that accrues for undergraduate students attending school on at least a half-time basis and during the grace period. The loan has a variable fixed rate based on the rate announced each July 1.

Federal Direct Unsubsidized Loan

The Direct Unsubsidized Loan is not based on financial need. The loan has a variable fixed interest rate based on the rate announced each July 1. Interest accrues while in school and throughout repayment. Repayment is required beginning six months after ceasing half-time enrollment at which time the accrued interest is capitalized. The repayment period varies from 10 to 25 years, and the borrower works with the servicer to arrange a suitable repayment plan.

Federal GradPlus Loan

The GradPlus Loan is a credit-based non-need loan for graduate students where the student is responsible for all interest that accrues from the date of disbursement. The loan has a variable fixed interest rate based on the rate announced each July 1. Interest accrues while in school and throughout repayment. The maximum amount cannot exceed the approved cost of education (including all other aid) for the loan period. Repayment begins immediately following degree completion or less than half-time enrollment. **After July 1, 2026**, the Department of Education no longer offers Grad PLUS loans to new loan borrowers. Current Grad PLUS loan borrowers will be subject to grandfathering rules per the Department of Ed Regulations.

Federal Parent PLUS Loan

Parents of dependent undergraduate students may apply for low-interest loans to help pay for college expenses. The student must be enrolled at least half-time and is encouraged (but not required) to submit the FAFSA to determine eligibility for Subsidized Loan eligibility first. However, parents may apply for the Direct PLUS loan without the student completing the FAFSA. Parents may borrow up to the cost of education (less other financial aid) for the year. Parents will generally be required to pass a credit check, or obtain another eligible person to endorse the loan, in order to receive the loan. The loan has a variable fixed interest rate as announced each July 1 with interest accruing from the date of the first disbursement until the loan is paid in full.

Private Student Loans

Students enrolled at least halftime in a degree-seeking program may be eligible to borrow up to the total cost of attendance less other aid. The loan is not based on financial need; rather, eligibility is based on subtracting other financial aid assistance from the student's approved cost of attendance. Eligibility is also based on the student borrower and/or co-borrower's credit history and ability to repay the loan. Information about private loans is available at www.nuhs.edu; enter 'Private Loan' in the search bar.

INSTITUTIONAL SCHOLARSHIPS, GRANTS AND TUITION ASSISTANCE PROGRAMS

President's Excellence Award

Any student entering the DC, ND, DAc, MAc, or MAc-HM program at National University for the first time who has earned a cumulative undergraduate grade point average of 3.50 or greater (on a 4.0 scale) will receive a $6,000 scholarship. Scholarship recipients must enroll in at least 15 credit hours in each trimester and have a CGPA of 2.0 or greater to receive the remainder in the second or subsequent trimester. Recipients who violate the Code of Conduct forfeit any remaining disbursement. The President's Excellence Award is a one-time scholarship paid in two equal installments — $3,000 in each of the first two trimesters of professional studies.

President's Achievement Award

Any student entering the DC, ND, DAc, MAc, or MAc-HM program at National University for the first time who has earned a cumulative undergraduate grade point average of 3.25 to 3.49 (on a 4.0 scale) will receive a $4,000 scholarship. Scholarship recipients must enroll in at least 15 credit hours each trimester and have a CGPA of 2.0 or greater to receive the remainder in the second or subsequent trimester. Recipients who violate the Code of Conduct forfeit any remaining disbursement. The President's Achievement Award is a one-time scholarship paid in two equal installments — $2,000 in each of the first two trimesters of professional studies.

Dean's Award

Any student entering the DAc, MAc, or MAc-HM program at National University for the first time who has earned a cumulative undergraduate grade point average of 3.0 to 3.24 (on a 4.0 scale) will receive a $2,000 scholarship. The Dean's Award is paid in two equal installments--$1,000 in each of the first two trimesters of professional studies. Scholarship recipients must enroll in at least 15 credit hours each trimester and have a CGPA of 2.0 or greater to receive the remainder in the second or subsequent trimester. Recipients who violate the Code of Conduct forfeit any remaining disbursement. The Dean's Award is a single award, payable one time only to each recipient.

Phi Theta Kappa Scholarship

The Phi Theta Kappa Scholarship is awarded to community college students who are members of the Phi Theta Kappa International Honor Society and who have earned a cumulative transfer grade point average of 3.50 on a

4.00 scale and completed a minimum of 33 credit hours. The $2,000 scholarship will be awarded in two disbursements of $1,000 each, one in each of the student's first two trimesters. Recipients must be enrolled in 12 or more credits in each trimester to receive this scholarship. To qualify for the award, students must provide an official college transcript indicating PTK membership, a copy of their PTK membership certificate or membership card, or a statement written by current or previous PTK chapter advisor or president on chapter letterhead that includes their date of induction and states they are a member in good standing. PTK members who have already earned a BA or BS degree are still eligible.

Presidential Bright Stars Scholarship

NUHS offers an institutional scholarship to Florida residents who would otherwise qualify for the Bright Stars Graduate Study scholarship by attendance at the Florida site. This scholarship is equal to the amount the student would have otherwise received as either a Florida Academic Scholar (FAS) or Florida Medallion Scholar recipient during the first trimester of enrollment.

To be eligible for this scholarship, students must meet current Florida Department of Education criteria, which includes: (1) the student must graduate with a baccalaureate degree earned in the 2010-11 academic year or thereafter, in seven or fewer semesters; (2) must have remaining eligibility for Florida Grant funding; and (3) must submit a FAFSA. Complete information is found by calling 1- 888-827-2004 or through their website at www.floridastudentfinancialaid.org. Eligible students must be registered for 15 or more credits at NUHS.

International Student Scholarship

The International Student Scholarship provides financial assistance to international students (including Canadian students) who desire to study in the DC, ND, MAc-HM, and MAc program at National University of Health Sciences. Any international student who is not a citizen of the United States of America is eligible for the International Student Scholarship. The award is $1,000 per trimester beginning with the third trimester and lasting through the standard end of the student's program. Eligible recipients of this award must enroll in at least 15 credits per trimester and have a cumulative grade point average of no less than 2.50. Other restrictions may apply, and the student is ineligible if he or she is also receiving U.S. Federal Title IV financial aid.

Prerequisite Tuition Waiver

Undergraduate students who apply for a professional program at NUHS and who take required coursework at NUHS for acceptance will be granted a 50% tuition waiver on those courses specifically required for admission. This waiver will be applied after confirmation by the Office of Admissions of both required coursework and application to a professional program is received in Financial Aid.

Campus Visit Day and Student-for-a-Day Grant

Individuals who signed up and attended a Campus Visit Day or Student-for-a-Day event (at Illinois or Florida, virtually or on-site) will receive a one-time grant applied to their first trimester of enrollment. Graduate students will receive $1,000 and BS students will receive $500.

Endowed Institutional Scholarships

National University is proud to offer 26 endowed scholarships funded by alumni, friends, and supporters of NUHS. The scholarships have different criteria and may be awarded based on an evaluation of a student's financial need, academic achievement, character, extracurricular participation, or special area of interest. Scholarship amounts range from $1,000 to $2,500. Enrolled students will be informed when the scholarship applications are available. Further information is available from the Financial Aid Office and online at ***.nuhs.edu by entering 'Institutional Scholarship' in the search bar.

Alumni Legacy Benefit

Spouses or children of NUHS graduates, who have been active members of the National University of Health Sciences Alumni Association for a minimum period of the five consecutive years immediately preceding the date of matriculation of spouse/child, shall receive a 50% discount on remaining tuition due, after other NUHS gift aid has been credited to the student's account, for the first term of study in any program within the College of Professional Studies or the College of Allied Health Sciences and Distance Education. Contact the Admissions Office for further information and for verification of eligibility.

Multi-Family Benefit

Students attending NUHS who are from the same family household and concurrently enrolled are each entitled to a discount. Each student will receive a discount on their tuition based on 15% of the lower tuition charge as long as all family members are in good academic standing and are attending classes as full-time students in a degree-seeking program. An application must be completed by each family member when both meet the stated criteria in the same trimester; it is not retroactive to prior trimesters. Applications are available from the Financial Aid Office.

Federal Work Study

A limited number of on-campus federally subsidized jobs are available to eligible students. University work study positions are awarded to students who have financial need and whose skills can be matched with job requirements. Priority is given to those students who have worked in a university work study position and wish to be reinstated in the same department. Preference is also given to students who apply early. Jobs for students ineligible to receive federal financial aid are limited.

Federal Work Study Fellowships

Teaching, research, and service fellowships are available to qualified students eligible for federal work study. Fellowships are awarded through individual departments and require a specified amount of time from the student for assisting in instruction, research, or University service. Requests for information regarding fellowships should be made directly to the appropriate Academic Dean.

VETERAN ASSISTANCE AND BENEFITS

Veterans Affairs Educational Benefits

National University is approved to offer assistance to students using Veterans Administration benefits for educational purposes. Any students interested in determining for which benefits they may be eligible must speak with the Registrar. All veterans must provide a copy of their DD214 and complete VA form 22-1995, or 22-1990 if they have attended college previously.

Yellow Ribbon Program

National University participates in the Yellow Ribbon Program. The Yellow Ribbon Program ensures that students receiving benefits at the 100% rate under the Post 9/11 GI Bill® (Chapter 33) will receive full tuition and fees paid while pursuing their education at NUHS.

VA Pending Payment Compliance

In accordance with Title 38 U.S. Code 3679 subsection (e), National University of Health Sciences adopts the following provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. NUHS will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

To qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

ACADEMIC REQUIREMENTS FOR FINANCIAL AID

Satisfactory Academic Progress (SAP)

The Higher Education Act (HEA) requires that a student maintain satisfactory progress in their program of study to be eligible to receive Title IV funds. Under the HEA and current federal regulations, a school is required to periodically evaluate if the student is successfully meeting both qualitative and quantitative academic standards specified by the school.

A student's academic performance is monitored following each trimester to determine if they are meeting minimum standards. If the student does not meet certain standards the student will lose eligibility for federal financial aid. One of these standards is the (qualitative) cumulative grade point average (CGPA), which measures for a minimum academic performance. The second standard is the pace of progression (quantitative), the measurement a school uses to make certain a student is on track to complete their degree in a reasonable amount of time.

Pace – Coursework Completion

In order to make satisfactory academic progress without jeopardizing financial aid or student status, students in the College of Professional Studies must successfully complete 50% of all hours attempted each trimester and students in the College of Allied Health Sciences and Distance Education must successfully complete 67% of all hours attempted each trimester. Students will be measured for course work completion using the satisfactory academic progress percentage at the end of each trimester.

Successful completion is indicated by grades of A, B, C, D, and S.

1. Hours attempted include grades of A, B, C, D, F, S, U, I, W, or WX.
2. Hours attempted include repeated courses.
3. Withdrawals will be included as attempted, except those dropped within allowable add/drop period.
4. Any transferred hours for credit will be included in attempted hours.

The student must successfully complete all required coursework and, if applicable, the clinic internship program within the specified timeframe as listed in the table below. Maximum program completion dates are governed by several factors, such as financial aid regulations and accreditation criteria. The maximum time allowed for program completion may differ based on the regulating office, accrediting organization, or financial institution; therefore, students should always check with the NUHS Department of Financial Aid when their program duration is extending beyond the total scheduled trimesters in order to determine their financial aid status. If a student exceeds the maximum timeframe (150% of total scheduled trimesters), they may lose eligibility for financial aid.

Program	Total Trimesters as Scheduled	Minimum Academic Years*	Minimum Calendar Years**	Maximum Calendar Years***
DC	10	5	3.3	10
ND	10	5	3.3	10
DAc	8	4	2.7	8
DAc-C	3	1.5	1	3
MAc	6	3	2	6
MAc-HM	8	4	2.7	8
BS	4	1.5	1.3	3***
MSACP	6	3	2	6
MSDI	9	5	3	3

*Academic years are defined as two trimesters.
**Calendar years are defined as twelve months.
*** An extension in years may be allowed. Please see your advisor and the Dept. of Financial Aid for more information.

GPA – Academic Standing

A student must maintain a minimum CGPA (cumulative grade point average) of 2.0 out of a 4.0 scale for each trimester of enrollment.

1. Incompletes are not to be calculated in the GPA.
2. The most recent grade from a repeated course will be included in the GPA.

FINANCIAL AID SANCTIONS

Financial Aid Warning – SAP

A student who fails to meet either the 50% coursework completion in graduate programs or 67% coursework completion in undergraduate programs, or a 2.0 CGPA at the end of a trimester will be placed on Financial Aid Warning.

1. A Financial Aid Warning letter will be sent indicating that the student is eligible to receive one more trimester of aid only.
2. Included will be a statement that if SAP is not met in the subsequent trimester, no further federal aid will be allowed until SAP is again achieved – except through appeal.

Financial Aid Probation – SAP

A student who fails to meet either the 50% coursework completion in graduate programs or 67% coursework completion in undergraduate programs, or 2.0 CGPA for the second consecutive trimester will be placed on Financial Aid Probation.

1. A Financial Aid Probation letter will be sent indicating that the student is no longer eligible for federal aid in the subsequent trimester.
2. The student may submit an appeal for continuation of federal aid.
3. The letter will include the instructions to appeal and the SAP Appeal Form.

Financial Aid Appeals

Students who feel there are extenuating circumstances to their situation may appeal for reconsideration to have federal financial aid re-established through submission of the SAP Appeal Form and supporting documentation.

An appeal may be submitted for any of the following reasons:

1. The death of a relative,
2. An injury or illness of the student, or
3. Other special circumstances.

In addition, the appeal must include:

1. An explanation of the reason(s) the student failed to maintain SAP,
2. A statement of the student's personal plan of action, and
3. What has changed in the student's situation to enable the student to demonstrate SAP at either:
    - The end of the next trimester, or
    - At the end of a specified academic plan designed by the academic department.

Students whose appeal is approved are placed on Financial Aid Probation. Students whose federal aid has been reinstated under the terms of an academic plan will be considered to be making satisfactory progress as long as they continue to fulfill the requirements of the academic plan.

Students who do not make SAP will lose federal Title IV aid eligibility until SAP is again achieved.

Appeals are reviewed by the Financial Aid Satisfactory Academic Progress Committee, whose decision is final.

STUDENT LIFE

The following academic policies, regulations, and procedures apply to all students at the National University of Health Sciences. Failure to conform with policies, regulations, and procedures may jeopardize or negate a student's opportunity to pursue and/or complete the course of study leading to a degree.

Code of Student Conduct (Code of Student Conduct Handbook)

A University is an academic community. Like any other community, it relies upon "core" values that reflect the collective beliefs, governing principles, and boundaries of department that guide its individual members. These are the virtues and obligations usually referred to as "standards of conduct" that any society must rely upon if it is to function and remain viable. The most basic expression of these community values includes "the abstract virtue of

justice, a community consensus to mutually aid and protect others from deliberate injury, and an earnest effort to honor the virtue of honesty in all community relationships. At NUHS, we also believe that civilized conduct and an atmosphere conducive to intellectual and personal development are vital if learning is to flourish. To achieve these ends, students are expected to uphold and abide by certain standards of conduct that form the basis of the NUHS Code of Student Conduct. The NUHS Code of Student Conduct has been formulated to promote and fortify optimal learning conditions that advance the University Mission Statement, while balancing the interests of individual student liberties with the collective interests and cherished freedoms of all other members of the NUHS academic community.

A fundamental obligation that each community member must accept and support, holds that students, staff, faculty, and administrators share the collective responsibility to maintain the "standards of conduct" within our community and to discipline those who violate its standards, policies, and/or procedures. This responsibility, however, is premised upon an assumption that community cohesion and stability cannot be maintained by threat of punishment alone. Instead, we believe that learning and personal development flourishes within academic communities where students are automatically enjoined to share responsibility and collective ownership for the welfare of our university, by abiding by its standards, rules, and policies and by assuming reasonable responsibility for the behavior of other individual community members and their student organizations.

For over a century, NUHS has asserted a leading role in health care education by maintaining a learning community firmly grounded in a tradition of progressive, science-based thought, high academic standards, and a steadfast belief in the inherent strength and viability that accrues to an organization when it draws from a diverse talent pool of student applicants. Our university is deeply committed to the principle of equality in access to its facilities and programs and in the fair and unbiased treatment of individual differences in age, disease or disability, creed, ethnic origin, gender, nationality, political affiliation, race, sexual preference or orientation, social standing, or any other diverse human quality.

Thus, NUHS does not discriminate in the admission, housing, and education of students or in policies governing discipline, extracurricular life, or student activities.

STUDENT COUNCIL

The Student Council meets frequently to discuss matters concerning upcoming University events and other topics of interest to the entire student body. Attending Student Council meetings enables students to keep informed and to have a representative voice within several important University forums. The Student Council shares student concerns at various committees and in turn, relays information back to the student body.

The Student Council receives its operating funds from the student activity fee assessed against the account of every student who enrolls at NUHS. These funds support some of the activities of the Student Council, numerous campus- based clubs, and several other social, professional, and athletic events.

All University students are welcome to attend Student Council meetings and events. For more information related to the time and location of meetings and Student Council activities, contact the Student Council or the Office of Student Services.

STUDENT CLUBS

The University encourages students to join or form organizations and to assume responsibility for their effective operation. Student groups seeking official recognition and approval must be guided by a purpose that is compatible, supportive, and clearly related to the mission and goals of National University of Health Sciences.

The following organizations represent some of the NUHS student groups that have been registered with the Office of Student Services.

Depending on the social, athletic, and professional interests of particular groups of students, additional organizations and clubs may be formed with the approval of the Dean of Students. In addition to group activities, many of our student organizations promote special events, lectures, and activities for the entire NUHS community.

- Asian Students in Action (ASIA)
- Acupuncture Herbal Medicine Student Association (AHMSA)
- Applied Kinesiology
- Black Naturopathic Medical Student Association (BNMSA)
- Community Wellness Club (St. Petersburg)
- Dance & Fitness
- Fellowship of Christian University Students (FOCUS)
- Functional Neurology
- Homeopathy
- Lambda Chi Sorority
- Empowering Latino Learning & Achievement (ELLA)
- Mixed Martial Arts
- Motion Palpation
- Muslim Student Association (MSA)
- Naturopathic Professional Student Association (NPSA)
- NUHS Garden Club
- Pride Medical Alliance
- Rehab Club
- Sigma Phi Kappa Fraternity
- Soccer
- Sports Council
- Student American Chiropractic Association (SACA)
- Tai Chi
- Veterans Association Club
- Yoga

RECREATIONAL AND ATHLETIC ACTIVITIES

The student organizations of the University support and organize wide-ranging recreational and intramural athletic programs on a year-round basis at both campus sites. Facilities exist to provide convenient participation in these activities and to complement the intent of the University to mold and challenge the minds and bodies of future physicians. In addition to the on-campus gymnasium, outdoor basketball and volleyball courts, and fitness center, students residing in Illinois may participate in Lombard Park District programs and utilize Park District facilities, including the outdoor pool in Lombard Commons Park.

NUHS students have access to the recreational facilities on two sites at St. Petersburg College: the Seminole campus recreation center with outdoor pool, weight room, and intramural athletic fields; and the Gibbs campus workout facility.

ALUMNI ASSOCIATION

The National University of Health Sciences Alumni Association is an organization within the University that sponsors, encourages, and maintains professional advancement for students and graduates of National University of Health Sciences. The association is dedicated to serving the University by providing a program that enhances communication and support by alumni for the University. The alumni association provides student scholarships, supports student activities, homecoming activities, class reunions, area meetings, and campus development. For information, call 630-889-6701.

CAMPUS HOUSING

The University offers student housing on the Illinois site only. Tieszen Hall is composed of efficiency, studio, and one-bedroom apartments. Buchholz Hall offers studio and one-bedroom apartments, and Turek and Lincoln halls offer a limited selection of studios and one- and two-bedroom facilities. First-time matriculants will be notified of the availability of housing four or five weeks prior to the opening of the new trimester. No housing applications will be acted upon prior to this time.

To be eligible for on-campus housing, students must be at least 21 years old at the time of move in. All students must also be continuously enrolled in a minimum of one course, or one credit hour of course work to remain in campus housing.

Illinois and Florida students can receive a list of possible off-campus housing options from the Student Services Department.

FOOD SERVICE

The Illinois site offers vending machines in the James F. Winterstein Library, as well as an array of beverages, snacks, and fresh food items in the Campus Store.

The Florida site offers vending machines and a cafeteria for students' convenience.

LIVING EXPENSES AND EMPLOYMENT

The cost of living in the Chicago and Tampa Bay areas are comparable to any large metropolis. Part-time employment opportunities are plentiful. Students interested in obtaining part-time employment should arrive at the University before the opening of any trimester. Student employment schedules should not interfere with class attendance nor encroach upon study time.

STUDENT ID CARD

Each student must possess a current, validated student ID card for the utilization of the University facilities. ID card distribution is managed by the Office of Student Services. To obtain a student ID, the student must present a current driver's license, state ID or passport to verify their identity.

Students attending the NUHS Florida site will be issued an additional ID from the St. Petersburg College University Partnership Center. All students are required to have their student ID verified annually.

CAMPUS PARKING

All vehicles on the Illinois campus, whether faculty, staff, or student vehicles, must be registered for security purposes and properly display a current vehicle tag. Registration forms are available in the Financial Services Office in Janse Hall, between the hours of 8:30 a.m. and 5:00 p.m., Monday through Friday. Applicants should be prepared to provide their name and telephone number as well as the make, model, color, year, and license plate number of the vehicle(s). Inaccurate or incomplete applications cannot be processed. Vehicle tags expire August 31 each year. All vehicles must be completely reregistered for the following 12-month period.

Campus Parking Regulations – Florida

NUHS Florida students should refer to the St. Petersburg College website for current student parking regulations.

Parking Fees – Illinois

Student parking fees are charged through the student's account and are payable at the Cashier's window.

Yearly Registration (Sept. 1-Aug. 31)	$12.00
8th Tri student at Yearly Registration	$8.00

9th Tri student at Yearly Registration	$4.00
10th Tri student at Yearly Registration	No Charge
(Registration/Tag Required)	
New Student (Jan. 1-Aug. 31)	$8.00
New Student (May 1-Aug. 31)	$4.00
Additional Tag*	$4.00
Replacement for Lost/Damaged Tag	$4.00

*Required for campus resident with more than one registered vehicle
*Commuting students may use one tag between registered vehicles

INCLEMENT WEATHER CLOSING – ILLINOIS SITE

When weather conditions warrant it, the University and its public clinics will either close or implement a modified schedule instead of closing. When that happens, the University will send a notification using Omnilert/e2campus, our emergency alert system. This system allows notification by text, email, and voicemail, and posts a message to the NUHS website homepage. Students' names are added at orientation, and they receive an email that must be responded to in order to enable the system. If for some reason a student does not receive an email or needs to be added to the system, they should contact the Registrar.

INCLEMENT WEATHER CLOSING – FLORIDA SITE

Students enrolled in the NUHS Florida program on the St. Petersburg College (SPC) campus will be required to observe the governance required by SPC in the event of inclement weather for this location in addition to observing weather alerts produced by NUHS Illinois administrators using Omnilert/e2campus. During severe weather conditions, website administrators shall post updates for e-programming to aid with re-establishing class times, make-up sessions, or moving to online learning. Students enrolled in this program will be required to enroll in the mass notification program developed by SPC administrators to receive weather/school closing alerts in the Florida region. Any e-programming adjustments made due to weather conditions in Florida or Illinois shall be posted on the NUHS website to keep the campus community informed.

ACADEMIC CONTINGENCY PLAN FOR CATASTROPHIC EVENTS

The National University of Health Sciences retains specific procedures regarding catastrophic events and other crisis or emergency situations in order to minimize the disruption of students' education. In the event of a crisis, affected students and personnel will be notified by university administration as needed and alternate educational plans will be described. For example, certain courses may be moved to distance education and will be leveraged through the

CygNet learning management system. University administration will provide further updates to affected students and personnel primarily through NUHS email.

TEXTBOOKS

There are numerous resources available online where you can purchase or rent textbooks needed for your classes. When purchasing textbooks online, please be observant and do your research before committing to a purchase. A list of several top websites for buying or renting textbooks online is provided at orientation.

PEER TUTORING

Peer tutoring is a free service offered to any student who is currently enrolled in the University. Based on requests, tutoring is available for a variety of courses. Given tutor availability, this type of academic assistance is provided by students who have already demonstrated proficiency within specific subjects. These students are assigned to tutor other students who have requested assistance with a subject, topic, or concept within a course.

Peer tutoring is intended to supplement, not replace, class attendance and personal study time. Tutors may help clarify points from lectures, labs, group discussions, or assigned readings. Tutors act as facilitators for student learning; they will not write papers, do homework, complete other assignments for students or charge students for tutoring services. Peer Tutors are paid by the university via federal work study funds. Based on the availability of tutors, one-on-one or small group tutoring will be offered in an environment conducive to learning. Restrictions regarding tutoring, tutoring locations, dates, and times may apply based on the number of tutors available with the proficiency to help within a particular subject.

The tutoring program is coordinated through the Office of Student Services.

In Illinois, contact Student Services via email at studentservices@nuhs.edu, or by phone at 630-889-6542.

In Florida, contact Student Services via email at studentservices@nuhs.edu, or by phone at 727-803-6121.

Keep in mind that the first place to turn for academic assistance is the faculty member responsible for instruction in the course. Full-time faculty members have regular office hours usually posted outside their offices and on their syllabi. Students should arrange appointments to see their faculty members during these office hours. Part-time faculty are usually available before or after class or by appointment.

PEER MENTORING PROGRAM

Student Services connects early-trimester students with Student Mentors. The mentors are experienced students who offer insight and advice on navigating the program and provide students with valuable support and resources.

Students are paired with an upper trimester student whom they meet with regularly during their first academic phase with the University.

DISABILITY SUPPORT SERVICES

The Americans with Disabilities Act (ADA) allows for more people and more types of disabilities to be included under the law. However, the law also formalized the proof required (documentation) to be eligible to receive accommodations, support services, or academic adjustments. At the university level, a student cannot be accommodated for a disability until they have obtained proper documentation, submitted the documentation to the Dean of Students in the Student Services Office, and obtained a letter from the Dean of Students that describes the accommodations the student will be granted due to a documented disability. It is a student's responsibility to provide a copy of the Dean's letter to the instructor of any course that will require the accommodation(s) authorized by the Dean.

Students who need to be accommodated for any national certification exam or state licensing board requirement will be required to submit the same detailed documentation that is required by NUHS. Also, disability law generally requires documentation that is no older than three years.

Obtaining Disability Accommodations

- Students with disabilities who wish to receive accommodations or services must formally request services, including accommodation from the Dean of Students, and submit the appropriate documentation for their disability. Documentation submitted must be current (i.e., three years or less), comprehensive, and complete, in order to avoid any unnecessary delays in granting the accommodation. The proper disability form may be downloaded from the NUHS Student Services webpage or is available as a hard copy from the Student Services Office.
- Requests for services or accommodation should be made early (prior to the start of the trimester or very early in the trimester) to allow time to review requests and documentation and make proper arrangements. Accommodation arrangements may be compromised or denied if a request is not made in a timely manner.
- Accommodations are determined on a case-by-case basis taking into account the learning needs of the student, the requirements of the learning task, the course standards and essential requirements, and the educational environment.
- The Dean will issue a letter describing accommodations the University will provide. Students are responsible for giving a copy of the Dean's letter to their instructor and for scheduling any accommodated exams in the Testing Center with Student Services.
- The University reserves the right to deny services or accommodations in the event that documentation does not comply with its published guidelines for service eligibility, e.g., the student does not meet the criteria of ADA or Section 504, or documentation is out-of-date or incomplete. Students will be given the opportunity to supplement the initial documentation with more information from an appropriately licensed or credentialed authority.

- The University is not required to provide an accommodation that compromises the essential requirements of a course or program, imposes an undue financial burden based upon the University's overall institutional resources, or poses a threat to the health or safety of the student or to others.

STUDENT HEALTH SERVICE

All students whose programs result in a license are given required physical examinations at the National University Whole Health Center, with the cost of such examination included as part of the first trimester student fees. Health care provided to the student, student's spouse and children is coordinated through the NUHS Whole Health Centers. All new students are encouraged to schedule their new student physical at their earliest convenience during their first trimester of attendance. NUHS Florida students will be seen at the NUHS Whole Health Center clinic in the Caruth Health Education Center.

STUDENT HEALTH INSURANCE

The Affordable Care Act requires nearly everyone to purchase health insurance. NUHS students may purchase health insurance through the Affordable Care Act marketplace exchanges. The law allows young adults under the age of 26 to stay on their parent's insurance. For coverage options, please visit: https://www.healthcare.gov/choose-a-plan/

At the NUHS Whole Health Center, health care is available at both the Florida and Illinois sites for all students, as well as their immediate families, at little or no cost. Upper trimester interns render care under the supervision and license of attending physicians.

WELLBEING RESOURCES

The curriculum at NUHS is rigorous regardless of the program or credit-hour load. Depression, helplessness, anxiety, homesickness, marital conflicts, and many other personal issues are common student dilemmas. The Office of Student Services is available to offer basic help with some of these problems, but very often, more intensive professional counseling succeeds at regaining daily functionality and longer lasting developmental change through insights guided by a trained professional.

NUHS has partnered with a wellness program, WellConnect, to offer additional resources. WellConnect is a free and confidential student well-being program available to all students and members of their household. They offer a wide range of services including:

- Health and wellness consultations
- Referrals to housing, utilities, childcare, and other local resources
- Legal and financial consultations

- Five (5) free sessions of short-term counseling
- 24-hour telephonic support from licensed mental health professionals

For a complete list of resources, visit WellConnectForYou.com, call 866-640-4777 or contact Student Services at 630-889-6542.

Addiction Treatment/Recovery and Substance Use Resources

Links to a variety of self-help support groups for people trying to recover from alcoholism and drug addiction are listed in the next paragraph. These groups are not formally affiliated with nor specifically endorsed by NUHS. Each, however, has been shown to be helpful for certain types of people seeking recovery help. As noted, some of these groups have online meetings available. If you are a student from a state other than Illinois or Florida, contact Student Services for help.

ILLINOIS - Addiction Treatment/Recovery & Substance Use Resources

Illinois offers a variety of substance abuse and addiction recovery programs, including residential inpatient treatment, outpatient services, and medication-assisted treatment. Facilities like Gateway Foundation and Lincoln Recovery provide individualized, evidence-based care tailored to each person's needs.

Addiction Treatment Programs

- Addiction Treatment Programs
- Partial Hospitalization Program in Illinois
- Intensive Outpatient Treatment for Substance Abuse
- Residential Inpatient Treatment for Addiction
- Medication-Assisted Recovery in Illinois
- Illinois Outpatient Treatment Centers
- Trauma-Informed Therapy in Illinois
- DUI Classes and Programs in Illinois

Substance Use Treatment

- What We Treat: Substance Use Disorder Treatment Programs
- Effects of Alcohol Addiction
- Effects of Drug Addiction
- Addiction Therapy in Illinois
- Co-Occurring Services in Illinois
- About Gateway Drug & Alcohol Rehabilitation
- Insurance Verification Forms

- Contact Gateway Foundation
- Drug Abuse Treatment
- Heroin Addiction Treatment
- Prescription Drug Addiction Treatment

FLORIDA - Addiction Treatment/Recovery & Substance Use Resources

Free Rehab Centers in Florida

Finding free treatment in Florida is easier than in most states because of the large number of providers, Medicaid coverage, and state-funded programs.

Free or Low-Cost Options:

- Camillus House (Miami) - Payment assistance, serves veterans and uninsured
- Better Way of Miami - Sliding-scale fees, accepts Medicaid
- The Salvation Army (multiple Florida locations) - Free residential programs

WestCare Foundation (South Florida) - State-funded treatment for low-income adults

How to access free treatment in Florida:

- Florida Medicaid: Covers all levels of substance use treatment, or call 1-866-762-2237
- 2-1-1 Florida: Dial 211 for local treatment referrals
- SAMHSA helpline: Call 1-800-662-4357 for free referrals, available 24/7

For more details, see our rehab costs and insurance guide

Types of Rehab Programs in Florida

Inpatient Residential Treatment

Florida has hundreds of residential treatment centers, with the highest concentration in Palm Beach County, Broward County, and Miami-Dade. Programs range from standard 28-day stays to luxury 90-day programs.

Outpatient and IOP Programs

Outpatient treatment lets patients live at home or in sober living while attending sessions. South Florida has the most outpatient providers in the state.

Medical Detox

Medical detox manages withdrawal under 24/7 medical supervision. Florida has numerous dedicated detox facilities, especially in South Florida.

Dual Diagnosis Treatment

Most major Florida facilities treat addiction alongside mental health conditions. Beachside Rehab is specifically dual-diagnosis licensed.

Cost of Rehab in Florida

Florida's costs span a wider range than most states because of its large luxury market. However, affordable options exist through Medicaid and nonprofit providers.

Program Type	Typical Duration	Average Cost
Outpatient	8-16 weeks	$2,000 - $10,000
Intensive Outpatient (IOP)	8-12 weeks	$5,000 - $15,000
Inpatient Residential	28-90 days	$6,000 - $30,000
Medical Detox	3-7 days	$2,000 - $8,000

Payment options at Florida rehab centers:

- Florida Medicaid: Covers all levels of substance use treatment
- Private insurance: Most ACA-compliant plans cover treatment
- Out-of-state insurance: Many Florida facilities accept out-of-state plans
- SAFE program: State-funded fentanyl response that includes treatment funding
- VA / TRICARE: Several facilities accept military insurance
- Sliding-scale fees: Camillus House, Better Way of Miami, and other nonprofits

RESOURCES FOR VETERAN STUDENTS AND THEIR FAMILIES

For veterans, their friends and families, the return home is often just the first step in a longer re-adjustment process.

This site (https://www.mentalhealth.va.gov/student-faculty/index.asp) provides resources on a wide range of issues to help vets following deployment — topics such as transitioning to life at home, uncovering signs of emotional problems and dealing with war trauma.

For more information, contact Student Services at 630-889-6542, or email studentservices@nuhs.edu.

SEXUAL ASSAULT RESOURCES AND SUPPORT SERVICES

Title IX (Sexual Discrimination)

National University of Health Sciences (NUHS) is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, physical or mental disability, pregnancy, age, sex, sexual orientation, gender identity status, or ancestry. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, NUHS does not discriminate on the basis of sex in its educational programs and activities. In addition, the University is committed to providing a work and student environment that is free of sexual harassment and will not tolerate sexual harassment activity by any University employee, University student, or third party. We will act promptly and impartially to address claims of sexual misconduct and discrimination and remedy the effects of discrimination.

NUHS Statement on the Violence Against Women Act (VAWA)

NUHS prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking, as defined by federal law, applicable local law, and University policy, and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the University community.

NUHS Title IX Officials and Contact Information

If you or someone you know has been the victim of sexual misconduct by a member of the University community, you are encouraged to report such misconduct to the Title IX Coordinator via the Sexual Misconduct (Title IX) Complaint Form at https://www.nuhs.edu/about/human-resources/sexual-misconduct-resources/complaint-form/, or by phone at
630-889-6607.

The University has also assigned three Deputy Title IX Coordinators to receive sexual misconduct complaints and conduct investigations under the supervision of the Title IX Coordinator. They are:

- Director of Human Resources: Phone: 630-889-6878
- Dean of Students: Phone: 630-889-6546
- Florida Site Coordinator: Phone: 727-394-6217
- Confidential Employee Student Advocate: Phone: 630-889-6851

For more information about complaint management, see the NUHS Title IX and Sex Discrimination Policy: https://www.nuhs.edu/wp-content/uploads/Title-IX-and-Sex-Discrimination-Policy-June-2026-1.pdf

Further information about Title IX and sex discrimination in education is available from: Office of Civil Rights, 400 Maryland Ave., SW, Washington, DC 20202-1100

Customer Service Hotline: 800-421-3481; Fax: 202-453-6012; TDD: 877-521-2172

Email: OCR@ed.gov; or on the web, at https://www.hhs.gov/ocr/index.html

NUHS strictly prohibits retaliation against any individual who brings a good faith complaint under this policy or participates in any portion of a Title IX investigation. Retaliatory conduct violates not only the University's Non-Retaliation Policy and Title IX but may also violate state and federal law.

Resources for Victims of Sexual Misconduct

The University urges anyone who has been sexually assaulted to seek support as soon as possible to minimize and treat physical harm, assist with processing the unique and complex emotional aftermath, and help preserve and understand options for pressing charges. Even for someone who does not wish to report the event to the police or pursue disciplinary action, seeking medical attention as soon as possible is important. At any point that an individual is ready to come forward, the University is prepared to help her or him.

Police

- Illinois or Florida (Emergency): 911
- Lombard, Illinois: 630-873-4400
- Pinellas Park, Florida: 727-369-7864
- Pinellas County Sheriff's Office, Florida: 727-582-6200

Campus Security

- NUHS-Illinois Security: 630-927-9957
- NUHS-Illinois Security Office: 630-889-6683
- NUHS-Florida, Security from on-campus phone: Ext. 2560
- NUHS-Florida, Security from an outside phone: 727-791-2560

Rape Crisis/Sexual Assault

- National Sexual Assault Hotline: 1-800-656-HOPE (4673); www.rainn.org
- National Sexually Transmitted Disease Hotline: 800-232-4636
- AIDS National Hotline (CDC Info): 800-232-4636, www.aids.org

Illinois:

- Coalition Against Sexual Assault: 217-753-4117
- Resilience (formerly Rape Victim Advocates): 312-443-9603

Florida:

- Suncoast Center 24-hour Rape Crisis Hotline: 727-388-1220, www.suncoastcenter.org
- Suncoast Center Abuse Hotline: 727-388-1220
- Florida Council Against Sexual Violence: www.fcasv.org

Sexual Abuse Outreach & Advocacy

Illinois:

- Domestic Violence Family Shelter/Counseling: 630-469-5650
- Child Abuse Hotline: 1-800-25A-BUSE
- Victim Service Unit: 630-407-8008

Florida:

- Abuse Outreach & Advocacy Shelters
- CASA (Community Action Stops Abuse), 24-hour hotline: 727-895-4912
- Suncoast Center Abuse Hotline: 727-388-1220
- Florida Domestic Violence Hotline: 800-500-1119
- Florida Department of Children and Families Abuse Hotline: 800-962-2873
- Haven of RCS, 24-hour hotline: 727-442-4128
- Abuse Hotlines: Statewide Abuse Hotline: 800-500-1119
- Pinellas County Clerk of Court: 727-464-7000

Stalking Resources

- National Sexual Violence Resource Center: https://www.nsvrc.org/
- Illinois Stalking Laws: https://codes.findlaw.com/il/chapter-720-criminal-offenses/il-st-sect-720-5-12-7-3/laws-by-state/Illinois
- Florida Stalking Laws: https://www.flsenate.gov/Laws/Statutes/2019/784.048

Counseling/Mental Health Services

- 988 Suicide & Crisis Lifeline: 988 (1-800-273-TALK (8255) is still active); https://988lifeline.org/
- National Alliance on Mental Illness (NAMI): 800-950-6264; www.nami.org

Illinois:

- DuPage Mental Health Services, Ltd: 630-690-2222
- NAMI of DuPage County: www.namidupage.org; 630-752-0066
- HHS Helpline-Customer Response Center (IL and FL): 800-368-1019
- YWCA – Sexually assaulted women & children: 630-790-6600
- 24-Hour Rape Crisis Hotline: Chicago – 888-293-2080
- DuPage County Rape Crisis Hotline: 630-971-3927

Florida:

- Suncoast Center: 727-388-1220

- University of South Florida Psychological Services Center, Public Resources: https://www.stpetersburg.usf.edu/; 813-974-2011

Victims' Rights & Resources

- National Domestic Violence Helpline: 800-799-7233;

Accident/Incident Reporting

Students should report all accidents, incidents, building hazards, or criminal activity to the Campus Security Office, the Dean of Students or to personnel in the Student Services Office.

Campus Security

National University strives to ensure a safe and welcoming environment for all students, faculty, staff, and visitors. This is accomplished through the visibility of security personnel, preventive patrols, 24-hour accessibility, conflict resolution, and crime prevention and awareness programs.

The Illinois site employs security officers to patrol the campus grounds and parking lots on a 24-hour basis. These officers can assist with special needs such as gaining entry to a locked room, apartment or building, and help starting a car with a dead battery. Campus security will also honor requests for an escort to or from a building or vehicle at any time of the day or night. NUHS-Illinois Security: 630-927-9957; NUHS-Illinois Security Office: 630-889-6683.

In Florida, each of the St. Petersburg College campuses has security officers to help provide a safe environment. Security officers patrol the campus grounds and parking lots during the hours that the campuses are open to students and staff. College-wide security also provides a full range of services including crime prevention, traffic/parking enforcement, safety and security inspections, safety escorts, and crowd control for special events. NUHS-Florida, Security from on-campus phone: Ext. 2560; NUHS-Florida, Security from an outside phone: 727-791-2560.

Annual Security and Fire Safety Report

NUHS is committed to assisting all members of the University community in elevating their awareness and responsibility for their own safety and security. The NUHS Annual Security and Fire Safety Report (also known as the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (20 U.S.C. § 1092(f) is available on the University website: https://www.nuhs.edu/student-services/campus-life/campus-security/ under the "Reports" tab. A hard copy of the Annual Security and Fire Safety Report is also available upon request from the Student Services Office at both the Illinois and Florida sites.

The Combined Annual Report provides an overview of campus security, support services, policies, and emergency response and evacuation procedures. The Fire Safety Report details fire safety compliance required by the Higher Education Opportunity Act (HEOA). This disclosure is intended to inform students and employees of the fire safety

programs and policies in place at NUHS and the institution's state of readiness to detect and respond to fire-related emergencies. The report also contains information about university crime statistics for the previous three calendar years concerning reported crimes. Statistics for NUHS are available online at: https://ope.ed.gov/campussafety/

The Campus Sex Crimes Prevention Act requires notice as to where lists of registered sex offenders may be accessed. The Illinois Sex Offender Registry (https://idoc.illinois.gov/offendersearch.html) is updated daily by the Illinois state police and is searchable by city, county, and zip code. The Florida Sexual Offenders and Predators Registry (https://offender.fdle.state.fl.us/offender/sops/search.jsf) is updated daily by Florida state police and is searchable by a variety of information. Summaries of key crime statistics for the Illinois and Florida sites have been extracted from the **2025 NUHS Annual Security and Fire Safety Report** and are printed on the following pages.

2025 NUHS CRIME STATISTICS – LOMBARD, IL SITE – MAIN CAMPUS

January 1, 2022 – December 31, 2024	2022	2023	2024
Criminal Offenses	---	---	---
Criminal Homicide	---	---	---
Murder/ Non-negligent manslaughter	0	0	0
Manslaughter by Negligence	0	0	0
Sex Offenses	---	---	---
Rape	0	0	0
Fondling	0	0	0
Incest	0	0	0
Statutory Rape	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft Arson	0	0	0
Total Offenses	0	0	0
Hate Crimes	---	---	---
Larceny – Theft	0	0	0
Simple Assault	0	0	0
Intimidation	0	0	0
Destruction/damage/vandalism of property	0	0	0
Total Crimes	0	0	0
VAWA Offenses	---	---	---
Domestic Violence	0	0	0
Dating Violence	0#	0	0
Stalking	0	0	0
Total Incidents	0	0	0
Liquor Law: Referral/Arrest	0/0	0/0	0/0
Drug Violations: Referral/Arrest	0/0	0/0	0/0
Weapons Possessions: Referral/Arrest	0/0	0/0	0/0
Total Arrests	0	0	0

#1 On-campus; #2 On-campus housing; #3 Non-campus property; #4 Public property 2022, 2023, 2024 - None

2025 NUHS CRIME STATISTICS – HEALTH EDUCATION CENTER, FL SITE

January 1, 2022 – December 31, 2024	2022	2023	2024
Criminal Offenses	---	---	---
Criminal Homicide	---	---	---
Murder/ non-negligent manslaughter Manslaughter by Negligence	0	0	0
Sex Offenses	0	0	0
Rape Fondling Incest	0	0	0
Statutory Rape Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	1[#1]	0	0
Motor Vehicle Theft Arson	0	0	0
Total Offenses	1[#1]	0	0
Hate Crimes	---	---	---
Larceny – Theft	0	0	0
Simple Assault	0	0	0
Intimidation	0	0	0
Destruction/damage/vandalism of property	0	0	0
Total Crimes	0	0	0
VAWA Offenses	---	---	---
Domestic Violence	0	0	0
Dating Violence	1[#4]	0	0
Stalking	0	0	0
Total Crimes	1[#4]	0	0
Liquor Law: Referral/Arrest	0/0	0/0	0/0
Drug Violations: Referral/Arrest	0/0	0/0	0/0
Weapons Possessions: Referral/Arrest	0/0	0/0	0/0
Total Arrests	0	0	0

#1 On-campus; #2 On-campus housing; #3 Non-campus property; #4 Public property 2022, 2023, 2024 – None

FIRE SAFETY REPORT

The data presented in the following table summarizes the reported fires that occurred in on-campus housing facilities for the 2025 calendar year. Fire statistics from off-campus housing is not included in this report. This data is also available online at https://ope.ed.gov/campussafety/#/institution/search or https://www.nuhs.edu/wp-content/uploads/2025-Annual-Security-and-Fire-Safety-Report.pdf

All Residence Halls at 200 E. Roosevelt Rd. Lombard 60148	Number of Fires	Causes	Injuries	Fatalities	Value Prop. Damage
Lincoln Hall – Bldg. I-212	0	N/A	N/A	N/A	N/A
Turek Hall – Bldg. H-210	0	N/A	N/A	N/A	N/A
Tieszen Hall – Bldg. G-208	0	N/A	N/A	N/A	N/A
Buchholz Hall – Bldg. F-206	0	N/A	N/A	N/A	N/A

ADMISSION INFORMATION

General Guidelines

National University of Health Sciences admits new classes each fall (September), spring (January), and summer (May). Class sizes are limited, and prospective students are urged to contact the Admissions Office for official application deadlines. All applicants are encouraged to apply 9-12 months in advance.

Applicants can apply to National University while completing the prerequisite courses at NUHS or their own institution. All prerequisite courses will need to be completed prior to the first day of classes. National University offers its own accelerated Prerequisite Program through the College of Allied Health Sciences and Distance Education (CAHSDE), which includes the science courses that are required to enter into one of our First Professional Degree programs in the College of Professional Studies (CPS).

The Committee on Admissions approves applicants for matriculation. In addition to meeting National University's admission standards, the Committee on Admissions will admit only those candidates who in the judgment of the University are of good character, possess the physical, behavioral, emotional, and cognitive criteria regarded as essential requirements needed to participate and complete the entire spectrum of study, training, and experiences within the educational program they are seeking to be admitted by the University, and who show promise of becoming a credit to the related profession and the University. Telephone or personal interviews are required.

National University of Health Sciences has set its entrance requirements beyond the minimum standards and criteria established by federal and professional accrediting agencies. A National University applicant should be academically disciplined and personally motivated to undertake the challenges of a curriculum that is patient-

focused, and evidence-based in its clinical orientation. National University's College of Professional Studies seeks active, life-long learners prepared to diagnose, treat, and manage the full range of human conditions as broad-based primary care physicians and other practitioners.

Application Procedure

All students are strongly encouraged to apply 9-12 months in advance. Application for admissions must include:

1. A fully completed Application for Admission. Applications for Admission must be completed via the NUHS online application.
2. An application fee of $55. The fee is not refundable.
3. Official transcripts from colleges(s) and university(s) attended should be sent directly to the NUHS Office of Admissions. Applicants should request official transcripts to be sent and delivered electronically to admissions@nuhs.edu ensure expedited processing and review. Failure to submit all transcripts for credits earned from all colleges and universities may render a student ineligible for admission. Unofficial transcripts may be utilized in-lieu of official transcripts for the sole purposes of application review and admission committee decision, however, conditionally admitted students are required to have all official transcripts on file by the end of the 30th day of the matriculated term. Matriculated applicants who fail to provide official transcripts by the end of the 30th day of the matriculated term will have a registration hold placed on their account by the Office of the Registrar. Registration holds will not be released until the official transcripts are received by the Registrar.
4. Two-character reference forms are required for admission into any first professional degree program, one preferably from an appropriately degreed health professional for the intended program, and one preferably from a current instructor or pre-professional advisor, submitted directly to the Admissions Office by the persons providing the reference. (Reference forms from relatives will not be accepted.) Character reference forms are furnished by the Admissions Office.
5. Written essays are required for all CPS applicants.
6. An informal interview (by phone or in-person) with an Admissions counselor.

   *See other specific admissions requirements under each program

Admission Decisions

Applicants for admission are not fully approved by the Committee on Admissions until it receives documentation of completion of all requirements for admission. However, an early decision conditional approval may be granted to students who have not yet completed one or more of the required components of their admissions file. Conditionally approved students will be held to the following regulations and timelines:

1. Accepted students will be notified upon entry to the program that the matriculation file must be completed by the end of the 30th day of the term. Students whose application files are not complete by the end of the sixth week of the term will not be allowed to remain enrolled in the University.
2. If applicable, financial aid awards shall not be certified or released to students until the matriculation file is complete.
3. Students who demonstrated continuing attempts to complete the application file in a timely manner but are not able to do so through no fault of their own, may be granted an extended period to complete the file. The granting of the extended period must be approved by the Associate Vice President for Admissions.

4. Students who do not complete the matriculation file by the end of the term will be required to start over from the beginning of the first trimester.
5. University policy on tuition and refunds will be adhered to for such students.
6. The University will attempt to help students with the completion of the matriculation file; however, it is the responsibility of students to do so.
7. Decisions to deny admission to an applicant into any program by the admission committee are deemed to be final.

Notification of Acceptance

Those applicants accepted by the University will be notified promptly. Upon receipt of notice of acceptance, applicants shall remit a matriculation fee of $225. This includes a $150 tuition deposit (applicable toward the first trimester tuition) and a $75 reservation fee. Generally, the deposit is due within 20 days from the date posted on the applicant's official letter of acceptance to the program. However, if the application is received close to the application deadline date(s), the deposit may be due before the 20-day time period. The matriculation deposit is required to reserve a seat in the desired class and is paid with the understanding that it will not be refunded if the applicant fails to report for registration to the University.

SPECIAL REQUIREMENTS

Immunization

Pursuant to Illinois law, students enrolled in all Illinois pre-secondary institutions, who were born on or after January 1, 1957, must provide proof of immunity to "vaccine-preventable diseases." All applicants, whether enrolled in Illinois or Florida, are required to submit all required forms and appropriate documentation to the Student Services Office at or before orientation. Students with any questions or concerns should contact Student Services. Students who fail to submit the required documentation will not be allowed to continue their enrollment at the University.

Fingerprinting

Criminal Background Check Policy

National University of Health Sciences (NUHS) is committed to maintaining a safe educational environment and ensuring that students are eligible to participate in required clinical, experiential, internship, externship, and field-based learning activities. Many clinical training sites, health care facilities, and licensing agencies require criminal background screenings as a condition of participation. This policy establishes the University's requirements regarding criminal background checks for admitted and enrolled students.

All students admitted to programs that include clinical, patient care, internship, externship, practicum, fieldwork, or other experiential learning requirements must successfully complete a criminal background check conducted

through a University-approved vendor. The background check must be completed prior to enrollment, prior to participation in clinical or experiential education activities, or at other times as required by the University or affiliated training sites.

Students may also be required to undergo additional background checks, fingerprint-based screenings, or other compliance reviews if required by federal law, state law, professional accrediting bodies, licensing boards, clinical affiliates, or experiential education partners.

Review of Results

The existence of a criminal record does not automatically disqualify an applicant or student from admission or continued enrollment. Background check results will be reviewed on an individualized basis, taking into consideration factors including but not limited to:

- The nature and severity of the offense;
- The relevance of the offense to the student's program of study or clinical responsibilities;
- The date of the offense and evidence of rehabilitation;
- Patterns of criminal behavior;
- Requirements imposed by clinical affiliates, licensing boards, or regulatory agencies; and
- The student's ability to meet programmatic, clinical, and professional licensure requirements.

Failure to Meet Requirements

Students who fail to complete a required background check, provide requested documentation, or receive a determination that prevents participation in required clinical or experiential education components may be denied admission, prevented from enrolling in certain courses, placed on administrative hold, or dismissed from their academic program.

Clinical Placement and Licensure Disclaimer

Clinical education sites, internship locations, and professional licensing boards maintain independent authority to determine eligibility for participation, placement, certification, or licensure. Acceptance into or enrollment at NUHS does not guarantee eligibility for clinical placement, professional certification, or professional licensure. Students are responsible for understanding and complying with all requirements imposed by clinical affiliates and licensing authorities.

Confidentiality

Background check information will be maintained in accordance with applicable federal and state laws and University policies regarding privacy and confidentiality. Access to such information will be limited to University officials with a legitimate educational or administrative need to know.

Appeal Process

Applicants or students who are adversely affected by a background check determination may submit a written appeal and supporting documentation to the designated University official within the timeframe established by the University. Each appeal will be reviewed on a case-by-case basis.

TECHNICAL STANDARDS FOR ADMISSIONS TO ALL PROGRAMS IN THE COLLEGE OF PROFESSIONAL STUDIES

All applicants accepted to National University of Health Sciences' College of Professional Studies must be able to meet the University's technical standards of the College and/or the program in which they enroll. Technical standards are those physical, behavioral, emotional, and cognitive criteria that an applicant must already possess as personality traits, life skills, or acquired abilities before enrolling in the program. These qualities are regarded as essential requirements needed to participate and complete the entire spectrum of study, training, and experiences within the educational program they are seeking to be admitted by the University. These standards are applied in addition to, and separate from, academic standards of qualification.

Applicants must review the technical standards that apply to the educational program in which they intend to enroll and sign a form certifying they have read, understand, and are able to meet the standards (with or without reasonable accommodations) of that program. This information is provided to help every student be more aware of the types of performance and expectations associated with different educational programs that the University offers. The use of technical standards is derived from Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These laws provide a framework for individuals with documented disabilities to request reasonable accommodations to fulfill their educational objectives. Reasonable accommodations are defined as any change or modification in the way things are usually done that enables an individual with a disability to participate as fully as possible in an educational program. An effective accommodation for a disability can ensure that an otherwise qualified student with a disability is able to perform and be assessed on their ability rather than by their disability.

Candidates with documented disabilities who wish to request accommodations under the Americans with Disabilities Act must follow the University's procedure for requesting an accommodation. This procedure, in summary, requires submitting a written request for accommodations and supporting documentation of a life-limiting disability to the Dean of Students. The Dean will review the request and determine whether reasonable accommodation can be provided.

National University of Health Sciences does not discriminate against qualified individuals with disabilities in recruitment or admission to its programs, services, or activities. Any information disclosed by an applicant regarding disabilities will not adversely affect admissions decisions nor eligibility to remain enrolled.

The University reserves the right to reject requests for accommodations that would fundamentally alter the nature of a university educational program, lower the academic standards, cause an undue hardship on the University, or endanger the health or safety of a student with a disability, other students, clinic patients, or any other member of the University community.

Applicants must have abilities and skills in five categories and be able to perform the functions in each category in a reasonably independent manner. The use of trained intermediaries to carry out functions described in the technical standards will not be permitted. Intermediaries, no matter how well trained, apply their own powers of selection and observation, which could affect the student's judgement and performance.

SENSORY/OBSERVATION

A student must be able to observe demonstrations and experiments in the basic sciences including, but not limited to, demonstrations on human cadavers, animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision and somatic sensation. It is enhanced by the functional use of the sense of smell. Therefore, a student must have sufficient sense of vision, hearing and touch to perform the customary techniques in a physical examination such as auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling various body parts such as the breast or abdomen with the ability to discern the size, shape, and consistency of masses), and visual observation sufficient to note changes in skin and eye color, as well as to use such instruments as an otoscope (magnifying device for examining the ear) and ophthalmoscope (magnifying device for examining the eye).

COMMUNICATION

A student must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The student must be able to communicate effectively and efficiently in oral and written form. In summary, a student must have verbal and written communication skills sufficient to conduct patient interviews and record clinical histories, read all forms of diagnostic imaging, and make assessments and plans known to patients and other members of the health care team.

MOTOR/STRENGTH/COORDINATION

A student must have sufficient motor function to elicit information from patients by palpation, auscultation, and percussion, perform basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (digital rectal,

otoscopic, etc.), and read EKGs and X-rays. A student must also be able to coordinate both gross and fine muscular movements, equilibrium, and provide general manual therapy care and emergency treatment to patients. Examples of minimal emergency treatment required of primary health care providers include the ability to perform quickly and effectively such emergency procedures as CPR, the application of pressure to stop bleeding, the opening of obstructed airways, and venipuncture (inserting a needle into a vein). Examples of manipulative therapy care involve the requisite strength and dexterity to be able to perform basic procedures such as static and dynamic palpation of joints, movement of diagnostic and therapeutic equipment, and sufficient motor function to coordinate and balance the hands and body while manually delivering the high velocity, low amplitude thrusting action associated with the controlled manipulative therapy that complementary and alternative medicine (CAM) practitioners frequently apply to the spine or extremities of a patient.

CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE ABILITIES

These abilities include measurement, calculations, reasoning, analysis, and synthesis. Additionally, a student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem solving in group and individual settings requires all these intellectual abilities. Testing and evaluation of these abilities in the College of Professional Studies employs periodic examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Examples of these tests include essays, oral and/or multiple-choice tests, written papers, oral presentations, and lab practical's designed to assess a variety of cognitive and non-cognitive skills in a simulated or supervised clinical setting.

BEHAVIORAL AND SOCIAL ATTRIBUTES

A student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. A student must be able to function effectively under stress. A student must also be able to adapt to change, display poise and flexibility in the face of uncertainties and stressful situations, and to independently demonstrate empathy, integrity, compassion, motivation, and commitment commensurate with the habits and mannerisms of professional training to become a professional health care provider.

Prior to enrollment (as an applicant) and throughout enrollment (as a student), individuals who wish to request accommodations in order to meet the technical standards are encouraged to self-disclose to personnel in the Student Services Office. Those who do not register with Student Services, or who do not provide necessary documentation, shall not be considered to be requesting or seeking accommodations. Accommodations are not applied retroactively.

DUAL ENROLLMENT

Students may dually enroll in two, first professional programs. Students are not eligible to enroll in a second program until they are in the third term of their primary program and have completed all academic requirement's for Terms I and II. Students must possess a minimum cumulative GPA of 2.50 in their primary program and maintain that to remain dual enrolled. Students must have approval from the academic Dean to take more than 29 credit hours a term. Students must complete the dual enrollment form and obtain all required signatures in order to be granted dual enrollment status. Dual enrollment should be discussed with your advisor and financial aid.

Students who request a change of professional program must meet all academic qualifications for the intended program. This includes completion of prerequisite coursework, being in good academic standing, and satisfying all admission criteria established for the program. For students seeking to change from the Acupuncture and Herbal Medicine to the Naturopathic or Chiropractic programs, a formal application through the Admissions Office is required. This process includes review by the Admissions Committee, whose approval is necessary to ensure that all program-specific standards and requirements are met. Students who are seeking a change of professional program must fill out the Change of Professional Program form available through the College of Professional Studies or the Registrar.

CONCURRENTLY ENROLLED DEGREE STUDENTS

Students who enroll in more than one program (DC, ND, MSAc, MSOM) should be aware that they must meet the requirements of both programs, and that these programs will be tracked separately (e.g., separate enrollment agreements, course codes, curriculum progress tracking). Financial aid may not be available for both programs. Upon matriculation, certain undergraduate level co-requisite coursework must be completed to advance in the program.

INTERNATIONAL STUDENTS

National University of Health Sciences is authorized under federal law to enroll non-immigrant alien students. Because of difficulties inherent to overseas communications, international students should expect the application procedure to require at least several months. It is strongly recommended that international students apply to the University at least one year in advance. International students seeking admission to the University must provide the following documentation:

1. A properly completed Application for Admission including a non-refundable $55 fee.
2. Transcript(s) of college records (or equivalents acceptable to National University) mailed directly to National University from the college(s) attended or evaluation agency. For all international students needing foreign transcript evaluation, educational records must be evaluated by one of the following evaluation agencies approved by the University: World Education Services Inc., Educational Perspectives, or Josef Silny.

3. Students for whom English is not their primary language must submit proof of proficiency in the English language. For all first professional program applicants (DC, ND, DAc-C, MAc-HM, MAc) taking the TOEFL exam, a minimum total score of 80 is required. Additionally, a minimum score of 26 on the Speaking section and 22 on the Listening section is required. The University's institution code is 1567. Students who successfully complete coursework in English Composition at a regionally accredited U.S. school may be eligible for a waiver of the TOEFL exam.
4. Evidence that adequate provisions have been made to meet financial needs during the first academic year of study. The United States Department of Immigration does not permit international students to be employed during their first nine months of attendance by anyone other than the National University, which has limited employment opportunities for its students.

CREDIT BY PROFICIENCY EXAMINATION

A portion of an applicant's pre-professional education may be acquired through institutional proficiency exams or coursework such as the College Level Examination Program (CLEP), Advanced Placement Program (AP), International Baccalaureate (IB), Defense Action for Non-Traditional Educational Support (DANTES), American College Testing Program (ACT), Program Evaluation Procedure (PEP), New York Board of Regents College Examinations, and Cambridge Assessment exams, or through challenge courses, pending the approval of the academic Dean or Assistant Dean.

Cambridge exams will be used as credit equivalents toward entrance requirements to the undergraduate completion BS program and the professional programs entry requirements as non-specified placement credits. As the transcripts are received by admissions from Cambridge, the appropriate academic Dean and Chair would evaluate the course assessment for credit hours granted for the level of assessment (AS vs A) and the minimum grade expected.

Equivalence will only be acceptable if the applicant has had certification of the credits by an institution that is accredited at the college level by an accrediting organization that is listed as nationally recognized by the Secretary of Education of the U.S. Department of Education.

The following rules apply:

1. No more than 20 semester hours, or the equivalent, of a candidate's general education requirements can be acquired through proficiency exams or coursework such as the College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Defense Action for Non-Traditional Educational Support (DANTES), American College Testing Program (ACT), Program Evaluation Procedure (PEP), and New York Board of Regents College Examinations, or through challenge courses.
2. Such equivalence will only be acceptable if the applicant has had certification of the credits by an institution accredited at the college level by an accrediting organization that is listed as nationally recognized by the Secretary of Education of the U.S. Department of Education.
3. No more than 34 credit hours of NUHS courses of the BS completion program may be granted credit through any means such as transfer, AP, CLEP, etc.

TRANSFER STUDENTS AND ADVANCED STANDING FOR DC, ND AND AHM PROGRAMS

National University of Health Sciences will award advanced standing credits from institutions fully accredited by specialty professional health care accrediting commissions or credits from another accredited professional college(s), in those instances where the credits are germane and equivalent to the credits of the curriculum of NUHS. Credit will not be offered for the DC/ND programs for master's level course work. Because there is not total universality between various chiropractic, naturopathic, acupuncture, and professional colleges regarding curricula, transfer students should expect to lose some credit given at institutions attended previously. The following regulations apply to transfer students:

1. Transfer students must follow the application procedure for new students, must meet the current entrance requirements for admission to the University, and must be approved by the Committee on Admissions.
2. The applicant must remit official transcripts to National University from another professional college(s) prior to submission of their file to the Committee on Admissions.
3. Students may be granted advanced standing for coursework taken at another professional college. Students must initiate this process through the Admissions Office. Advanced standing will be determined by the appropriate academic Assistant Dean/Dean.
4. Courses considered for advanced standing must be equivalent in credit content and quality to those of National University and must be satisfactorily completed with C grades or higher 2.0 (on a 4.0 scale).
5. Students must be competent in the courses for which advanced standing is sought. This may require passing course competency examinations.
6. Upon a student receiving an Advanced Standing Transfer letter, the student will have two weeks from the date on the letter to review the letter and accompanying list of courses which indicates which courses they must take here, and which courses have been granted credit indicating that they do not need to take them here and to appeal for additional credit. After submitting the appeal with documented evidence of the request to the appropriate assistant dean and meeting with them, the spreadsheet information can be modified by the assistant dean and resubmitted to the Vice President for Academic Services for approval. This may also include requests for challenge exams. (copied from the new policy dated 7/11/25)
7. Not more than the equivalent of two academic years of credit may be granted to applicants who have taken professional work in a medical or osteopathic college, and then only when the colleges from which credit is offered are accredited by the accrediting agencies of the respective professions.
8. Students who have interrupted their professional studies for a period in excess of five calendar years shall be allowed no credit on re-enrollment and no credit in transfer for chiropractic and other professional studies courses taken previously. Such students must reapply for admission and must meet all current admission requirements.
9. For the acupuncture and herbal medicine programs, transfer students granted advanced standing must complete a minimum of 30 credits within no less than one calendar year (or 1.5 academic year) of resident study in order to graduate from National University of Health Sciences.

NON-DEGREE STUDENTS (NDS)

National University makes a limited number of courses available to individuals who wish to take classes as non-degree-seeking students. Students taking coursework in this capacity do not go through the normal admission process and are not admitted to a degree program. Interested individuals should contact the Admissions Office for guidance and course availability. Course enrollment is handled through the Registrar. The Registrar, in consultation with the appropriate academic Dean, will determine if a student can enroll in any specific course as a non-degree seeking student. To obtain credit for courses, non-degree students must complete the entire trimester and successfully pass all required examinations. Tuition is paid by the non-degree student by the per credit hour fee. Non-degree seeking students cannot take more than a total of 12 credits within any program or more than six credits in the MSACP program unless they have a suitable rationale for not enrolling in the program and approval from the Dean. Tuition must be paid in full before beginning the course(s). The payment plan is not available to non-degree students.

EDUCATIONAL REQUIREMENTS FOR PROFESSIONAL LICENSURE

Professional licensure has different rules and procedures depending on your state, country, or international region of practice. The accredited educational programs at the National University of Health Sciences (NUHS) meet the educational requirements of many licensing boards. For each NUHS clinical program, we have noted whether the program meets educational requirements for licensure, does not meet educational requirements for licensure, or that a determination has not yet been made. Other requirements for licensure may include professional board examinations, background checks, and/or fingerprints. Program completion does not guarantee licensure. Students are encouraged to check their state's information and contact the appropriate licensing agency to seek information and additional guidance before applying for licensure. The information presented below is current as of February 9, 2025.

Chiropractic Medicine (DC degree)

If you plan to practice chiropractic medicine in the U.S., you are required to pass four board examinations administered by the National Board of Chiropractic Examiners (NBCE). Other licensure requirements vary by state and US territories and can be found on the American Chiropractic Association's State Licensing Boards website.

States and US territories for which the chiropractic medicine program meets educational requirements for licensure:	All 50 states and US Territories.
States and US territories for which the chiropractic medicine program **does not meet** educational requirements for licensure:	None
States and US territories for which a **determination has not yet been made** regarding the chiropractic medicine program:	None

Naturopathic Medicine (ND degree)

To practice as a naturopathic physician in the U.S. or Canada, you must pass the Naturopathic Physicians Licensing Exam (NPLEX) conducted by the North American Board of Naturopathic Examiners (NABNE). State-specific licensure requirements can be found on the Association of Accredited Naturopathic Medical Colleges (AANMC) website.

States and US territories for which the naturopathic medicine program meets educational requirements for licensure:	AK, CA, CO, CT, HI, ID, KS, MA, MD, ME, MN, MT, ND, NH, NM, OR, PA, PR, RI, UT, VT, WA, WI
States and US territories for which the naturopathic medicine program **does not meet** educational requirements for licensure:	AZ
States and US territories for which a **determination has not yet been made** regarding the naturopathic medicine program (due to ND practice not regulated and/or no licensure available):	AL, AR, AS, DE, FL, GA, GU, IA, IL, IN, KY, LA, MI, MO,

Master of Acupuncture (MAc degree)

Most states require the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) examination and/or certification for licensing. For information on state-specific requirements, consult the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM).

States and US territories for which the acupuncture program meets educational requirements for licensure:	AK, AS, AZ, CO, CT, DC, GA, GU, HI, IA, ID, IL, IN, KY, LA, MA, MD, ME, MI, MN, MO, MP, MT, NC, ND, NE, NH, NJ, NY, OH, OR, PA, RI, SC, TN, UT, VA, VT, WA, WI, WV, WY
States and US territories for which the acupuncture program **does not meet** educational requirements for licensure:	AR, CA, DE,
States and US territories for which a **determination has not yet been made** regarding the acupuncture program (due to acupuncture practice not regulated and/or no licensure available):	AL, OK, VI

Master of Acupuncture with a specialization in Chinese Herbal Medicine (MAc-CHM)

Most states require the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) examination and/or certification for licensing. For information on state-specific requirements, consult the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM).

States and US territories for which the acupuncture program meets educational requirements for licensure:	AK, AR, AS, AZ, CO, CT, DC, DE, FL, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MP, MT, NC, ND, NE, NH, NJ, NM, NY, OH, OR, PA, RI, SC, TN, TX, UT, VA, VT, WA, WI, WV, WY
States and US territories for which the acupuncture program **does not meet** educational requirements for licensure:	CA, PR, SD
States and US territories for which a **determination has not yet been made** regarding the acupuncture program (due to acupuncture practice not regulated and/or no licensure available):	AL, OK, VI

Doctor of Acupuncture (DAc degree)

Most states require the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) examination and/or certification for licensing. For information on state-specific requirements, consult the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM). Need to also change this above for MAc and MAc-HM.

States and US territories for which the acupuncture program meets educational requirements for licensure:	AK, AS, AZ, CO, CT, DC, GA, GU, HI, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MP, MS, MT, NC, ND, NE, NH, NJ, NY, OH, OR, PA, RI, SC, TN, UT, VA, VT, WA, WI, WV, WY
States and US territories for which the acupuncture program **does not meet** educational requirements for licensure:	AR, CA, DE, FL, NM, NV, PR, SD, TX
States and US territories for which a **determination has not yet been made** regarding the acupuncture program (due to acupuncture practice not regulated and/or no licensure available):	AL, OK, VI

While we are confident that successfully completing each of our programs' requirements will prepare you for your career, completion of an NUHS program does not guarantee licensure or certification to practice, nor does the university or any of its agents guarantee employment upon program completion. For more information about state licensure requirements for these programs, please contact the associated Assistant Dean.

National University Of Health Sciences



BULLETIN 2026–2027

College of Professional Studies

- Doctor of Chiropractic Medicine
- Doctor of Naturopathic Medicine
- Doctor of Acupuncture
- Doctor Acupuncture Completion Program
- Master of Science in Acupuncture
- Master of Science in Acupuncture with Herbal Medicine Specialization

College of Professional Studies	
Dean:	Associate Professor Candace Passi, PhD - Illinois
Dean:	Phillip Nicotera, MD, MS.Ed– Florida
Assistant Dean, Doctor of Chiropractic Medicine Program:	Associate Professor Nakiesha Pearson, MS, DC, ND
Assistant Dean, Doctor of Naturopathic Medicine Program:	Associate Professor Fraser Smith, MA, ND
Assistant Dean, Acupuncture and Herbal Medicine Program including MAc, MAc-HM, DAc, DAc-C:	Assistant Professor Hyundo Kim, PhD, MSOM, LAc

COLLEGE OF PROFESSIONAL STUDIES (CPS) PROGRAMS OF STUDY

Doctor of Chiropractic Medicine (DC) – Illinois and Florida

As a school of healing, chiropractic medicine may be defined as the diagnosis and treatment of human ailments. Chiropractic medicine emphasizes the ability of the body to self-regulate and self-heal. Any interference with the basic physiological components of optimal health may result in disease.

While manipulation is the centerpiece of chiropractic medicine, a number of therapies may be utilized including physical and manual therapy, functional medicine, nutritional and lifestyle counseling, and acupuncture. Chiropractic medicine does not profess to be the only method of healing. Conditions that are beyond the scope of chiropractic medicine are referred to the appropriate health care professional for treatment.

Doctor of Naturopathic Medicine (ND) – Illinois

Naturopathic medicine is a distinct method of primary health care — an art, science, philosophy, and practice of diagnosis, treatment, and prevention of illness. Naturopathic physicians seek to restore and maintain optimum health in their patients by emphasizing nature's inherent self-healing process, (what Hippocrates referred to as the vis medicatrix naturae). This is accomplished through education about lifestyle — determining factors of health — and the rational use of natural therapeutics such as clinical nutrition, botanical medicine, physical medicine, manipulation, acupuncture, homeopathy, and hydrotherapy. Naturopathic medicine is a system of primary care that incorporates contemporary diagnosis and therapeutic measures along with natural and traditional forms of treatment, informed by research and clinical evidence.

Doctor of Acupuncture (DAc) – Illinois

The Doctor of Acupuncture is a professional doctoral degree program designed to provide advanced training and education in the field of acupuncture. Acupuncture is a traditional Eastern medicine practice that involves inserting

thin needles into specific points on the body to stimulate energy flow (Qi) and promote natural healing. The Doctor of Acupuncture program goes beyond the foundational training offering a higher level of expertise and specialization. Students will also graduate with a solid foundation in the basic sciences of western medicine, having developed the skills necessary for integrative and collaborative practice within hospitals and health care settings of their choosing.

Doctor of Acupuncture - Degree Completion (DAc-C) – Illinois

The Doctor of Acupuncture Degree Completion program goes beyond the foundational training offering a higher level of expertise and specialization. The online program consists of ten courses equaling 27 credits and a community-based clinical experience.

Master of Acupuncture (MAc) – Illinois

(Prior to Spring 2023, this program was referred to as Master of Science in Acupuncture, MSAc)

Acupuncture is a traditional Eastern medicine practice that involves inserting thin needles into specific points on the body to stimulate energy flow (Qi) and promote natural healing. Students will also graduate with a solid foundation in the basic sciences of western medicine, having developed the skills necessary for integrative and collaborative practice within hospitals and health care settings of their choosing. In addition, students have the option of continuing on to complete their Doctor of Acupuncture (DAc-C).

Master of Acupuncture with an Herbal Medicine Specialization (MAc-HM) – Illinois

(Prior to Spring 2023, this program was referred to as Master of Science in Herbal/Oriental Medicine, MSOM)

The Master of Acupuncture specializing in Herbal Medicine provides comprehensive training in the five branches of herbal medicine. It provides a solid foundation in classical Eastern medical theory and practice, incorporating Eight Principle and Five Element theory as well as modern herbal medical theories and techniques from China, Japan, Korea, France, etc.

The program covers the history, theory, and philosophy of herbal medicine as well as rigorous training in diagnosis, treatment planning, and the highest standards in the practice of acupuncture and Asian herbal medicine.

Students will also graduate with a solid foundation in the basic sciences of western medicine, having developed the skills necessary for integrative and collaborative practice within hospitals and health care settings of their choosing. This comprehensive curriculum combined with extensive and sustained clinical training throughout the nine trimesters ensures program success. In addition, students have the option of continuing on to complete their Doctor of Acupuncture (DAc).

RESIDENCY PROGRAMS FOR DOCTORS OF CHIROPRACTIC, NATUROPATHIC, AND ACUPUNCTURE AND HERBAL MEDICINE

National University of Health Sciences has two residency programs located in Illinois, including: Clinical Research (DC, ND, and AHM graduates) and Diagnostic Imaging (DC graduates only) residencies. Application is to be made with the Dean of the College of Professional Studies – Illinois and can be found at www.nuhs.edu/academics/college-of-professional-studies/residency-programs. There are also Naturopathic Residency Opportunities for the ND programs. For more information, please see: of-professional-studies/residency-programs/naturopathic-opportunities/. Application is to be made with the Dean of the College of Professional Studies – Illinois and can be found at www.nuhs.edu/academics/college-of-professional-studies/residency-programs; www.nuhs.edu/academics/college-of-professional-studies/residency-programs/naturopathic-opportunities/.

Clinical Research

This is a three-year (with optional fourth year), in-residence training program in research. The purpose of this program is to provide the resident with an advanced level of training in, and understanding of, the discipline of research. Special emphasis is placed on investigation of the efficacy and efficiency of Complementary and Integrative Health treatment of specific disorders using valid and reliable outcome measures. Additional focus is on the refinement of existing measures of treatment, the development of new, more sensitive measures of these effects, and investigations to expand the clinically relevant basic sciences knowledge base of the anatomical, biomechanical, physiological, neurological, and biochemical ramifications of spinal manipulative therapy. An MPH/MS or PhD degree through an accredited university is a mandatory part of this residency.

Diagnostic Imaging

This is a three-calendar-year program leading to eligibility to sit for examination by the American Chiropractic Board of Radiology and achieve status as diplomate of that board. The residency is a full-time, in-house program involving limited teaching, research, self-directed study, and training by radiologists (both chiropractic and allopathic) in all aspects of diagnostic imaging, with emphasis on neuro-musculoskeletal imaging. A Master of Science in Diagnostic Imaging degree is a mandatory part of this residency. Diagnostic Imaging Residents are also responsible for: participation in daily film read-out sessions of NUHS clinic studies, NUHS Interpretation Service consultation, as well as radiological technical work as needed; teaching of diagnostic imaging lectures, national board reviews, and/or diagnostic imaging laboratories as assigned by the Chair of Diagnostic Imaging; preparation of one case study article with submission to peer-reviewed journal(Independent Research course); completion of four pathology teaching file cases with oral presentation; and completion of a Capstone Project, which will require developing either (1) a thorough literature review (annotated bibliography), OR (2) original research project to be submitted to a peer-reviewed journal. Written and oral components will need approval of the Capstone Project Assessment Committee.

DEPARTMENTS OF INSTRUCTION

The faculty of National University of Health Sciences use lectures, laboratories, and an active process of learning using clinical case methodologies and competencies being placed at its core.

Courses are identified by course number, title, and designations that indicate hours devoted to lecture/group/self-directed and laboratory formats and their respective credit value. Specific prerequisites also are listed.

The course content for the student who is seeking to earn a professional degree comprises five major components: basic sciences, clinical sciences, research, nutrition, biochemical therapeutics, and internship. The basic sciences content includes the following disciplines:

1. Anatomy
2. Pathology, microbiology, and public health
3. Physiology and biochemistry.
4. The clinical sciences content includes the areas of:
5. Diagnosis
6. Diagnostic imaging and laboratory methods,
7. Therapeutics.

Although the teaching of basic sciences, based upon clinical patient cases, and the clinical sciences, steeped in the mechanisms of basic science, is integrated throughout the curriculum, there is a difference in emphasis. Basic sciences content is emphasized during the early trimesters and clinical sciences content is emphasized during the latter part of the curriculum at National University of Health Sciences.

The research component of the instructional content of the professional degree includes the critical review of clinical literature, scholarly independent study, journal clubs, etc.

The internship component is required of all students seeking the first professional degree.

Department of Basic Sciences

Illinois Chair: Assistant Professor, Moira Jenkins, DC, MS
Florida Chair: Professor, Mackenzie Ott, MS, PhD

Understanding how anatomical structure defines physiological function of the human body is an integral step in the journey to become a skilled physician. At NUHS, anatomy and physiology are learned and studied in both a regional and systems-based approach. This allows students to understand 3-dimensional anatomy and allows for a greater appreciation of the interplay between anatomy and physiology. NUHS College of Professional Studies students develop foundational skills within the basic sciences department which facilitate an applied understanding of how structure defines function at all levels of biomolecular organization, beginning with the genome, cells, and organ systems spanning the entire human body. Intense and rigorous curricula navigate the students through the

disciplines of anatomy, physiology, biochemistry, histology, microbiology, and pathology. The intricacies of positive and negative feedback mechanisms are investigated at both the cellular and whole-body level with a focus on clinically significant intracellular and extracellular feedback mechanisms, along with the evidence-based mechanisms of action. Homeostatic parameters are learned by studying the regulation and modulation of the nervous and endocrine systems, along with the epigenetic regulation of DNA transcription at the genomic level, and neuroendocrinology at the intercellular and systems levels.

The application of the basic sciences to human health and medicine must also include a foundational understanding of the immune system and its role in defending against pathogens, along with the associated microbiology of the major classes of pathogens that threaten human health. Mastery of the basic sciences culminates with learning the pathologic mechanisms that underlie the symptomatic and diagnostic presentations of disease, as well as explaining the basis of disease in terms of abnormal structure and function within the body.

Department of Clinical Sciences

Illinois Chair: Instructor, James R. Jenkins, DC, MSACP
Florida Chair: Professor, Steven Freeman, DC

Clinical sciences are taught by the faculty of the discipline's chiropractic medicine, naturopathic medicine, diagnosis, diagnostic imaging, botanical medicine, and acupuncture and herbal medicine. Within these disciplines, clinical sciences focus on the holistic approach to diagnosis and management of disease and dysfunction, as well as the promotion of health. Clinical sciences build on the foundational knowledge taught through the basic sciences, refining them into a clinical perspective, with an integrated component of a whole-body approach and a reinforcement of complex systems integration.

Students in the clinical sciences learn and master their diagnostic and therapeutic acumen. This is accomplished through an emphasis on clinical history and examination procedures that are reinforced with consistent practice, supplemented by in-depth specialized knowledge in radiology and diagnostic imaging, lab diagnosis and phlebotomy, special procedures, nutrition and botanical medicine, physiological therapeutics, and active rehabilitation techniques. Students also receive advanced manipulative/adjusting and specialized soft-tissue therapy skills.

Through content objectives in the discipline of diagnosis, emphasizing physical, laboratory and special procedures, students are prepared to examine patients and understand the problems of diseases that present in practice. Content in chiropractic, nutrition, botanical medicine, homeopathy, naturopathic medicine, acupuncture and herbal medicine, and physiological therapeutics trains students not only in the mechanics of treatment but also in the rationale of natural therapy. As a primary care physician/practitioner, the Doctor of Chiropractic, Doctor of Naturopathic Medicine, Doctor of Acupuncture, practitioner of acupuncture and practitioner of herbal medicine serve as portals of entry for patients into the health care system. The clinical sciences, therefore, present material

in both diagnosis and therapeutic management beyond that which is strictly germane to the practice of chiropractic medicine, naturopathic medicine, and acupuncture and herbal medicine, but which is essential for interaction with other health care professionals.

The clinical sciences objectives also emphasize practical training. During laboratories for courses in examination and management, physical diagnosis, radiology, physical medicine techniques, acupuncture and accessory techniques, and physical rehabilitation, the student learns through practical hands-on practice, reinforcing the concepts learned in lecture courses. Students receive further practical training in the Training and Assessment Center with simulated patient encounters. The examination and treatment of patients begins with the clinic internship, which occupies much of the student's time thereafter. Starting with observation, students expand their clinical knowledge and skills by treating patients, with increasing responsibility throughout the course of their education.

Department of Clinical Practice

Dean of Clinics: Professor, Theodore L. Johnson, Jr., DC, MS
Chief Clinician, Chiropractic Medicine: Instructor, Frank Frydrych, Jr., DC, MSACP
Chief Clinician, Naturopathic Medicine: Assistant Professor, Jennifer Green, ND, DC
Chief Clinician, Acupuncture & Herbal Medicine: Instructor, David Mayer, MS, MSOM, DACM, DAc, LAc

The final internship program of patient management is essential preparation for private practice. Application of the techniques, instrumentation, and procedures studied previously in the program forms the nucleus of the internship. Interns participate in recruitment and case management of patients under the supervision and instruction of the attending faculty physicians. Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

During their internship, students, under the supervision of a licensed health care provider, provide health care to patients as their main duty. The internship also provides students with other clinical opportunities, such as preceptorships and rotations at other clinical sites outside of their primary clinical assignment.

In addition to patient care, interns participate in clinic business operations, grand rounds on a variety of topics, community service and outreach, quality assurance, advanced diagnostic procedures, and opportunities to co-manage patients across disciplines.

At all times, the intern must demonstrate professionalism in patient and colleague interactions as well as evidence of clinical efficiency and competence. While learning to apply didactic and laboratory knowledge gained in the earlier trimesters, it is important to strive for efficiency and quality in patient care. This is particularly relevant in today's atmosphere of increasing competitiveness for the ambulatory-care patient. National University of Health Sciences provides its students (interns) with the opportunity to meet all the quantitative (as well as qualitative) requirements set forth in the respective programmatic clinic syllabus. These requirements meet the educational

standards for chiropractic colleges published by the Council on Chiropractic Education, the educational standards for naturopathic medicine colleges published by the Council on Naturopathic Medicine Education, and the educational standards for acupuncture and herbal medicine colleges published by the Accreditation Commission for Acupuncture and Herbal Medicine. The opportunity for students to serve in more than the university clinic system, such as through a VA or preceptor clinic, provides a greater variety of cases than might be experienced in the NUHS Whole Health Clinics alone service.

The National University of Health Sciences Preceptorship Program is designed to offer first professional students the opportunity to gain valuable clinical experience in the private practice setting under the supervision and guidance of experienced, ethical, and successful physicians. The Clinical Preceptorship Program functions within the parameters established by the Council on Chiropractic Education (CCE), the Council on Naturopathic Medical Education (CNME), the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM) and the state licensing board for the respective state in which the supervising doctor is located. The program allows eligible interns to spend part of their clinical training in this off-campus educational experience. The supervising doctors participating in the program are considered as adjunct faculty of National University of Health Sciences.

Clinic Observation, as compared to a preceptorship, is strictly observational and does not allow for hands-on experiences but does provide the student with the opportunity to gain valuable insights into the operations of a professional practice.

Internship must be taken as one unit. Successful completion without interruption of the internship represents the culmination of the clinical phase of the program. The AHM program can be taken as a shift unit individually.

Clinic Prerequisite Requirements

DC Students

In order to enter Internship I, DC students must complete all program coursework from Phase I, including all trimester 7 courses and the American Heart Association BLS for Health Care Professionals with AED CPR certification.

ND Students

In order to enter Internship I, ND students must complete all program coursework from Phase I Term 1 through (including) Phase II Term 3 (Trimester 7).

MAc and MAc-HM (AHM) students

In order to enter Associate Internship I, AHM students must complete OM4601 or OM4602, all clinic observations, a Clinic Entrance Exam, CPR certification, and blood-borne pathogen training.

Department of Research

Dean of Research: Professor Gregory D. Cramer, DC, PhD

As professional health care practitioners, it is critical that chiropractic and naturopathic physicians, acupuncture and herbal medicine practitioners, massage therapists, and other complementary and integrative health (CIH)

providers continually strive to improve the application of their art. Research findings provide the knowledge base essential to sound clinical judgment in both diagnosis and treatment.

The faculty and staff of the Department of Research, including several Visiting Research Faculty, conduct research of their own and also provide support for research conducted by faculty outside of the Research Department. Through a wide variety of research activities, the research programs at NUHS provide students, faculty, and health care providers with objective data that may be used to improve the quality of patient care. The faculty of the department provides expertise in analysis of clinical literature and research fundamentals embedded in many aspects of the curriculum. In addition, several required and elective courses are also taught by faculty of the department.

The Research Department coordinates the use of facilities and resources and supports a variety of fundamental and clinical studies. Special attention is directed to studies of pathophysiological changes that are believed to occur as a result of abnormal function and the effects (including mechanisms of action) of CAM therapies on such abnormal function and related changes. Research on specific neuromusculoskeletal and non-neuromusculoskeletal conditions thought to respond to CIH therapies, and research on other topics related to primary care is also conducted. Current areas of investigation include clinical and fundamental research related to mechanisms of action of treatments used by CIH practitioners (including studies that use advanced diagnostic imaging and machine learning, acoustic and biomechanical testing, and other methods). In addition, clinical studies of CIH treatment for specific conditions, public health research, and anatomic and educational research are conducted. Mentoring in research is an important part of the Department's activities. NUHS students, outside student interns, and non-research department faculty are involved in almost every study conducted at NUHS.

COLLEGE OF PROFESSIONAL STUDIES COURSE DESCRIPTIONS

Course Descriptions for the Chiropractic & Naturopathic Medicine Programs

Course descriptions and credits are effective for all students enrolled at any point in time. When registering for a course as an ND student, please register for the course ending in "N." Students should consult with their advisor prior to registering for classes.

AN5101/AN5101N: Spine & Extremities Anatomy (Credits 5.0)

In this course, students will learn in lecture and group formats, the normal structure and function of the spine and extremities. In the first portion of this course, students will be required to demonstrate core knowledge of the gross anatomy of spinal structures, including the pediatric spine, and relevant structures of the back. Students must also demonstrate an anatomical and functional understanding of the spinal cord, its meninges, and the spinal nerves. In the second portion of the course, students will explore the gross anatomical structures of the extremities and their functions. The integrated gross anatomy laboratory exercises will address related basic science issues. Corequisite: AN5102

AN5102/AN5102N: Spine & Extremities Anatomy Lab (Credits 3.5)

In this course, students will learn in laboratory format, the normal structure and function of the spine and extremities. In the first portion of this course, students will be required to demonstrate core knowledge of the gross anatomy of spinal structures, including the pediatric spine, and relevant structures of the back. Students must also demonstrate an anatomical and functional understanding of the spinal cord, its meninges, and the spinal nerves. In the second portion of the course, students will explore the gross anatomical structures of the extremities and their functions. The basic science component will integrate with the laboratory issues.

Corequisite: AN5101

AN5107/AN5107N: Histology & Embryology I (Credits 2.5)

In this course, students will be introduced to histology and human developmental anatomy. In the histology portion of the course, students will study the histology of the main tissues of the body, i.e., epithelium, connective, muscle, and nervous. In addition, students will study the histology of the blood, the vascular system, bone and cartilage, the integument, and lymphoid tissue. In the developmental anatomy portion of the course, students will learn about the events of the first three weeks of development and the development of the nervous system. In coordination with the co-requisite gross anatomy course, students will also study axial and limb development.

Corequisite: AN5101, AN5102, PH5103

AN5201/AN5201N: Head & Neck Anatomy (Credits 3.0)

In this course, students will study, in lecture and group formats, the normal structure and function of the regions of the human head and neck. This includes gross anatomical structures as well as neuroanatomical structures. In addition, the embryology and histology of specific structures of the head and neck will be presented. This course is fully integrated with laboratory dissections presented in AN5202. Gross anatomy and neuroanatomy exercises will address related basic science issues.

Prerequisites: AN5101, AN5102
Corequisites: AN5202, AN5203, PH5208

AN5202/AN5202N: Head & Neck Anatomy Lab (Credits 2.0)

In this course, students will study in laboratory format, the normal structure and function of the regions of the human head and neck. This includes gross anatomical structures as well as neuroanatomical structures. This course is fully integrated with lecture topics presented in AN5201. Gross anatomy and neuroanatomy laboratory exercises will address related basic science issues.

Corequisites: AN5201, AN5203, PH5208

*For details regarding the delivery method of the courses, please see the schedule posted on the student portal.

AN5203/AN5203N: Neuroanatomy (Credits 5.5)

The purpose of this course is to study the structures of the brain, spinal cord, and autonomic nervous system (ANS), and their functions. The structures of the brain, spinal cord, and ANS, and their functions will be introduced to students through the following methods: lectures, group activities, self-directed learning, readings, and laboratory participation. The functions of these structures will be emphasized and their relevancy to clinical practice will be demonstrated through the use of patient paper cases and problems.

Prerequisite: AN5107

Corequisites: AN5201, AN5202, PH5208

AN5304/AN5304N: Thorax, Abdomen & Pelvic Anatomy (Credits 2.0)

Students will study, in lecture and group formats, the normal structure and function of the organ systems associated with the thorax, abdomen, and pelvis. Specifically, this course will cover the gross anatomy of the respiratory, cardiovascular, gastrointestinal, reproductive, and urinary systems. Laboratory exercises will help guide students toward understanding the anatomical concepts associated with these systems. In addition, students will interrelate their anatomical knowledge with the Histology and Embryology II course.

Prerequisites: AN5201, AN5202, AN5203

Corequisites: AN5305, AN5307

AN5305/AN5305N: Thorax, Abdomen & Pelvic Anatomy Lab (Credits 2.0)

Students will study, in laboratory format, the normal structure and function of the organ systems associated with the thorax, abdomen, and pelvis. Specifically, this course will cover the gross anatomy of the respiratory, cardiovascular, gastrointestinal, reproductive, and urinary systems. Laboratory exercises will help guide students toward understanding the anatomical concepts associated with these systems. In addition, students will interrelate their anatomical knowledge with the Histology and Embryology II course.

Corequisites: AN5304, AN5307

AN5307/AN5307N: Histology & Embryology II (Credits 2.5)

In coordination with the co-requisite gross anatomy course, students will learn the developmental anatomy and histology of the main systems of the chest, abdomen, and pelvis in this course.

Prerequisite: AN5107

Corequisites: AN5304, AN5305

BC5104/BC5104N: Human Biochemistry (Credits 5.0)

The structure and functions of proteins, carbohydrates, lipids, and their reactions in metabolic pathways are investigated.

Prerequisite / Corequisite: None

BC5308 /BC5308N: Nutritional Biochemistry I (Credits 2.0)

Water soluble and fat-soluble vitamins and vitamin-like nutrients (choline, lipoic acid, L-carnitine, ubiquinone, and flavonoids) will be studied with an emphasis on their absorption, transport, excretion, and biochemical involvement within human metabolic pathways involving normal physiology and pathophysiology.

Prerequisites: BC5104

BC5409/BC5409N: Nutritional Biochemistry II (Credits 1.0)

Minerals, water and fiber will be studied with an emphasis on their absorption, transport, excretion and biochemical involvement within human metabolic pathways involving normal physiology and pathophysiology.

Prerequisites: BC5308

Corequisite: NN5418 (DC Only)

BU5116/BU5116N: Professionalism, Ethics & Law (Credits 1.0)

Ethics is a cornerstone to success in health care education and to be successful as a health care practitioner. Understanding ethical and professional practices as well as the laws that govern the health care profession is paramount to a student's success while in an academic and clinical program, as well as the student's success as a practitioner. This course discusses the legal, policy and ethical issues encountered by students in the educational

setting and after graduation as a practitioner in the continuously evolving health care system. Topics will include academic misconduct in the classroom, ethical conduct and laws governing a student intern in an academic clinical setting and ethical conduct and laws governing a Doctor of Chiropractic and Naturopathic Medicine in their practice.

Prerequisite: None

BU6221/BU6221N /DA7501: Patient Communication and Marketing (Credits 2.0)

This course reviews strategies that help gain professional market visibility within the local and extended community. A variety of internal and external marketing techniques are discussed through the application of creative projects. Upon successful completion, students will be able to identify and select ethical marketing platforms that best align with their specific practice goals. Emphasis is placed on developing effective written, verbal, and electronic communication skills to support sustainable growth and relationship-building within their practice.

Prerequisite: BU5116 for DC/ND; none for AHM

BU6309/BU6309N: Starting a Practice (Credits 2.0)

Students after graduation aspire to open their own health care practice but many times do not know how to accomplish this. This course takes what was learned in the previous business classes and incorporates new material to give the student the knowledge and strategic plan to start their own practice within various practice settings.

Prerequisite: BU5116, BU6221

BU6314: Billing, Coding, Documentation and Compliance (Credits 2.0)

This course introduces students to principles of chiropractic billing, coding and documentation staying within government and third-party guidelines needed to be successful in the clinic phase of the health care program as well as after graduation in practice. Students will learn proper methods of billing for services, which include the proper use of ICD-10 and CPT coding to be compliant with regulator guidelines. Students will learn what needs to be in patient care documentation that will serve to support medical necessity as well as substantiate services performed and billed. This course will also expose the students to provider credentialing and credentialing for third-party payers.

Prerequisite: BU5116, BU6221

BU6411/BU6411N: Managing a Practice (Credits 2.0)

This course introduces students to the principles and practices of managing a successful health care practice to include; the use of business management software, financial and performance analysis of the practice, goal setting for personal and professional development, understanding local, state, and federal tax codes, debt management and retirement planning.

Prerequisites: BU5116, BU6221, BU6309

DH5411/DH5411N: Public Health (Credits 2.0)

The focus of this course is to introduce the student to the concepts of public health, health promotion, and disease prevention. Individual, environmental, and sociodemographic factors affecting the population's health will be discussed, along with the organization of the public health system, health surveys, health policies, and health screening.

Prerequisites: MI5215

EC6311/EC6311N: Emergency Management: Chiropractic Practice (Credits 1.5)

This course places emphasis on the practical application of emergency care procedures that can be employed in a primary care clinic setting if required. This course provides instruction in open and closed wound management techniques that encompass sterile procedures, the application methods of roller bandages, and suturing techniques. To receive a passing grade in this course, students must show current CPR certification from the American Heart Association, BLS for Health Care Providers.

Prerequisite: EM6116

EL6700: Elective: Applications of Diversified Technique (Credits 0.5)

This course emphasizes the enhancement of fundamental skills, analysis, and technique selection necessary for the chiropractic physician to apply Diversified Techniques in the clinical setting in an effective and precise manner. Lecture/lab sessions will be used to demonstrate and individually instruct the students in the proper application of the common as well as less frequently employed diversified techniques that are utilized in special or unique situations. The rationale for adaptations that can be made will be stressed and explained.

EL6712 (Online): Exercise Testing and Prescription (Credits 2.0)

This course is a "concentration elective." In this course the study of standard testing procedures will be utilized to help ensure the health and safety of the athlete to include pre-participation physicals, cardiorespiratory fitness assessment, muscle strength assessment, body composition and flexibility and functional movements. This course will also discuss exercise prescriptions for all ages, special populations, and specific health conditions.

Prerequisite: Completion of Trimesters 1-6

EL6713 (Online): Nutrition for Human Performance (Credits 2.0)

This course is a "concentration elective." This course is an in-depth study of the function of nutrients on human performance through energy production, muscle, metabolism, and immune function. This course will include nutritional assessment and dietary habits for optimal performance; body weight and composition; weight management; and eating disorders in athletes. The risks, benefits, and legality of performance enhancing supplements and drugs will be evaluated.

Prerequisite: Completion of Trimesters 1-6

EL6714 (Online): Sports Injuries & Medical Conditions (Credits 2.0)

This course is an in-depth study of the injuries and medical conditions that occur in specific sports, their assessment and management to include rehabilitation, manual therapy and taping. This course will also cover the evaluation and management of concussions This course is a "concentration elective."

Prerequisite: Completion of Trimesters 1-6

EL6723 (Online): Laboratory Interpretation for Functional Medicine (Credits 2.0)

This course is a "concentration elective." This course will provide an in-depth study of laboratory tests used in the practice of functional medicine and how to interpret the findings to prevent body systems dysfunction and to maintain and restore health. Functional tests will include blood serum and smears, urine, cultures, swabs, saliva, and genetics.

Prerequisite: Completion of Trimesters 1-6

EL6724 (Online): Functional Medicine and Chronic Illness (Credits 2.0)

This course is a "concentration elective." This course provides students with an in-depth study on imbalances in the human body that play a role in chronic conditions. This course will focus on detoxification and biotransformation,

protective mechanisms to xenobiotic exposure, immune imbalances, and inflammatory stress. The importance of functional assessment, testing, and management will be stressed.

Prerequisite: Completion of Trimesters 1-6

EL6725/EL6733: Functional Neuroendocrinology and Reproductive Health (Credits 2.0)

This course is a "concentration elective." This course will provide an in-depth study of the relationship between the brain and endocrine system to regulate hormonal activity in the human body. This course will examine the hypothalamic-pituitary-adrenal axis (HPA axis), hypothalamic-pituitary-thyroid axis (HPT axis) and Hypothalamic-pituitary-gonadal axis and effects on the body's systems including reproductive health. Functional testing will be studied to determine if and where a dysfunction has occurred within these axis and end hormone secretion. Nutritional consideration will be presented to restore homeostasis.

Prerequisite: Completion of Trimesters 1-6

EL6734 (Online): Women's Health and Conservative Management I (Credits 2.0)

This course is a "concentration elective." This course provides an in-depth study essential for a broad-based conservative care (primary health care) physician regarding the evaluation, differential diagnosis, and management of common conditions involving the female patient. This course will provide students with an understanding of common gynecological testing used along with the history and physical exam data to formulate a diagnosis of common gynecological and pregnancy conditions. The course will expose students to treatment options to formulate a management plan inclusive of natural therapy in the form of diet, exercise, lifestyle changes, spinal manipulation, and other rehabilitative procedures.

Prerequisite: Completion of Trimesters 1-6

EL6735 (Online): Women's Health and Conservative Management II (Credits 2.0)

This course is a "concentration elective." This is the second course in the Women's Health and Conservative Management sequence that further provides an in-depth study focusing on the pregnant female essential for a broad-based conservative care (primary health care) physician regarding the evaluation, differential diagnosis, and conservative management of the female from prenatal through the post-partum phases. This course will expose students to treatment options to formulate a management plan inclusive of natural therapy in the form of diet, exercise, lifestyle changes, spinal manipulation, and other rehabilitative procedures.

Prerequisite: Completion of Trimesters 1-6

EM5213/EM5213N: Examination & Management of the Thoracic Spine & Chest (Credits 3.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage the chest and thoracic spine. Students will learn methods for obtaining a history specific to the chest and thoracic spine, as well as examination skills for these areas. Skills covered in the course will include, but are not limited to, taking vitals, inspection, joint and soft tissue palpation, auscultation, percussion, range of motion, orthopedic evaluation, and basic neurological examinations. The clinical presentation of normal anatomy, biomechanics, and physiology will be emphasized, along with an introduction to the evaluation and management of uncomplicated common conditions. This course will integrate basic concepts in preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling involving the chest and thoracic spine. Teaching methods will include lectures, demonstrations, and skills laboratories that focus on skills development and clinical reasoning. This is the student's first Evaluation and Management course. It will lay the foundation for other Evaluation and Management courses by teaching concepts related to the patient interview, examination, and management process; joint and soft tissue evaluation; and the doctor-patient relationship.

Prerequisites: AN5101, AN5102, FH5108

Corequisite: MM5222

EM5319/EM5319N: Examination & Management of the Abdomen, Pelvis & Lumbar Spine (Credits 3.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage the abdomen, pelvis, and lumbar spine. Students will learn methods for obtaining a history specific to the abdomen, pelvis, and lumbar spine, as well as examination skills for these areas. Skills covered in the course will include, but are not limited to, inspection, joint and soft tissue palpation, auscultation, percussion, range of motion, orthopedic evaluation, and basic neurological examinations. This course will teach treatments applicable to the abdomen, pelvis, and lumbar spine such as joint and soft tissue manipulation. The clinical presentation of normal anatomy, biomechanics, and physiology will be emphasized, along with an introduction to the evaluation and management of uncomplicated common conditions. This course will integrate basic concepts in preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling involving the abdomen, pelvis, and lumbar spine. Teaching methods will include lectures, demonstrations, skills laboratories, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisite: EM5213

Corequisite: MM5322

EM5417/EM5417N: Examination & Management of the Head, Neck & Cervical Spine (Credits 3.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage select conditions of the head, neck, and cervical spine. The clinical presentation of normal anatomy, biomechanics, and physiology will be emphasized, along with an introduction to the concepts of preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling as it relates to the evaluation and management of uncomplicated conditions affecting the head, neck, and cervical spine. Students will reinforce their skills of the standard historical methods learned in EM5213 as well as learn the examination methods required to gather pertinent patient information regarding the head, neck, and cervical spine in a professional and reliable manner. The course is structured to include instruction via two distinct methods: classroom lectures as well as clinical skills practicums. The clinical skills practicum portion of the course is distinctively further divided into an evaluation as well as management portion. Overall, the teaching methods of the course will include lectures, demonstrations, skills laboratories, simulated patient encounters, small group work, and problem-based large group discussion that focus on clinical/motor skills development.

Prerequisites: AN5201, AN5202, EM5319

Corequisite: MM5422

EM6113: Chiropractic Practice: Musculoskeletal I (Credits 2.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage disorders of the musculoskeletal system. The clinical presentation of common musculoskeletal conditions will be emphasized, along with an introduction to the management of uncomplicated common conditions. This course will integrate basic concepts in preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling involving the musculoskeletal system. Teaching methods will include lectures, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisites: Completion of Phase I

EM6116/EM6116N: Clinical Evaluation & Diagnosis (Credits 4.5)

This course will provide students with additional training to reinforce history taking and physical, orthopedic, and neurological examination skills taught in prior Evaluation and management courses. Emphasis will be placed on

interpretation of findings on a wide range of conditions. The context of this course will be broad-based conservative care (primary health care). The course's laboratory activities will require students to perform a comprehensive (head to toe) physical examination, individual regional exams, and a region-based musculoskeletal exam using skills introduced prior. Lectures will emphasize correlation of physical finding and interpretation.

Prerequisites: Completion of Phase I

EM6117/EM6117N: Laboratory Diagnosis (Credits 3.0)

The primary objective of this course is for students to learn laboratory diagnostic skills. This course will include comprehensive instruction about the laboratory testing process, including indications, the collection and preparation of samples, the interpretation and evaluation of laboratory test results, and associated record keeping techniques. The context of this course will be a broad-based conservative care (primary health care) setting. The course will include commonly run profiles of hematology, chemistries, urinalysis, fecal and sputum studies.

Prerequisites: Completion of Phase I

EM6118/EM6118N: Phlebotomy and Point of Care Testing (Credits 0.5)

The primary objective of this course is for students to learn the skill of phlebotomy, and to introduce students to the collection and handling of laboratory specimens including throat culture, quick strep test, urinalysis, and capillary glucose testing.

Prerequisites: Completion of Phase 1

EM6119/EM6119N: Psychopathology & Health Psychology (Credits 3.0)

This course includes review and discussion of the major topics in health psychology including examination of the relationships of psychopathology, lifestyle, and personal relationships to physical health. Topics include risk factors and treatments for physical disorders such as cardiovascular disease, cancer, chronic pain and diabetes as well as the exploration of the co-morbidity of physical and psychological disorders; (an examination of some of the basic categories of psychopathology --depression, anxiety, substance related disorders, sleep disorders, eating disorders, cognitive disorders, and psychosis) with emphasis on screening, diagnosis and management in a primary care setting. Students are asked to review current theories and their implication for practice. The course will include an overview of psychopathology and health psychology with self-directed learning to include cases, discussion, application of principles, and article reviews.

EM6121: Examination & Management of the Upper & Lower Extremities (Credits 4.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage the upper and lower extremities. Students will learn methods for obtaining a history specific to the extremities, as well as examination skills for this area. Skills covered in the course will include, but are not limited to, inspection, joint and soft tissue palpation, range of motion, orthopedic evaluation, and basic neurological examinations. This course will teach treatments applicable to the extremities, such as joint and soft tissue manipulation. The clinical presentation of normal anatomy, biomechanics, and physiology will be emphasized, along with an introduction to the evaluation and management of uncomplicated common conditions. This course will integrate basic concepts in preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling involving the extremities. Teaching methods will include lectures, demonstrations, skills laboratories, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisite: Completion of Phase I

Corequisite: EM6113

EM6211: Chiropractic Clinical Encounters (Credits 1.5)

This course focuses on the practical issues of patient management in practice. Students are asked to explore the literature to broaden their understanding of the issues in the field, and then reflect on and actively develop strategies for their relationships with patients and other health care providers. Lecture and discussion topics include: structures in doctor-patient interaction; models of the doctor-patient interaction; doctor-patient boundaries; the impact of the doctor-patient relationship on health care outcomes; the impact of the doctor-patient relationship on patient satisfaction; culturally-responsive health care; the sociological context of patient suffering; co-creation of the patient's story in a therapeutic relationship; death, dying and palliative health care; management of the abused patient; and the doctor's responsibilities to the community and society. Class time is used to explore doctor-patient relationship issues through lectures, cases, guest presentations, structured interpersonal exercises, article reviews, and discussion.

Prerequisite: Completion of Phase I

EM6214/EM6214N: Differential Diagnosis & Management I: Abdominal & Pelvic Disorders (Credits 4.0)

This course provides students with the knowledge and clinical thought process of evaluation, diagnosis, and management of disorders of the gastrointestinal and genitourinary systems as needed to be a primary health care provider. This course will emphasize etiology, presentation, diagnostic identification, management, and prevention of conditions involving gastrointestinal and genitourinary systems. Diagnostic evaluation of these conditions will include specific laboratory testing, special testing, and imaging. Management of these disorders will include nutritional therapy in the form of diet modification, and botanical medicine. Manual therapy will also be discussed in the form of manipulation and physiological therapeutics. Students will learn through class lectures, case-based, and self-directed small group assignments.

Prerequisite: Completion of Phase I

EM6215/EM6215N: Differential Diagnosis & Management II: Cardio Pulmonary Disorders (Credits 3.0)

This course provides students with the knowledge, skills, and clinical thought process to provide a differential diagnosis and management plan of common disorders of the cardiopulmonary system. Students will utilize knowledge and skills taught in EM5213 Examination and Management of the Thoracic Spine and Chest such as: history collection, physical examination, laboratory evaluation, critical thinking, and differential diagnosis. Diagnosis of these conditions will also include interpretation of electrocardiograms and various laboratory tests. Students are introduced to modalities that are available for the treatment of these disorders. Case presentations include, but are not limited to, disorders such as myocardial infarction, congestive heart failure, chronic obstructive pulmonary disease, peripheral vascular disease, pneumoconiosis, and pneumonia. Management of these conditions will encompass the study of the clinical aspects of nutritional science including diet therapy and botanical medicine, manipulation, physiological therapeutics, and rehabilitation.

Prerequisite: Completion of Phase I

EM6216: Chiropractic Practice: Musculoskeletal II (Credits 2.0)

The primary objective of this course is for students to learn the basic concepts and skills necessary for a broad-based conservative care (primary health care) physician to evaluate and manage disorders of the musculoskeletal system, focusing on the extremities. The clinical presentation of common musculoskeletal conditions will be emphasized, along with an introduction to the management of uncomplicated common conditions. This course will integrate basic concepts in preventive medicine, biochemical and nutritional foundations of health, determinants of health, and lifestyle counseling involving the musculoskeletal system. Teaching methods will include lectures, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisites: EM6121, EM6113

EM6218/EM6218N: Differential Diagnosis and Management III: Neurology (Credits 3.0)

This course presents a study of the procedures of the neurological history and examination, clinical correlation of neurological findings with other clinical data, an introduction to functional neurology, and the application of manipulation, massage, exercise, and other sensory input in the management of patients with neurological disorders. Methods of instruction include lectures, patient video presentations and clinical cases presented in a large group. Small group and self-directed learning activities outside of class include specific readings about neurological diseases/disorders and written assignments based on the readings.

Prerequisite: Completion of Phase I

EM6222: Differential Diagnosis and Management IV: EENT (Credits 2.0)

This course focuses on the clinical manifestations of disorders of the eyes, ears, nose, and throat. The emphasis is upon etiology, presentation, diagnostic identification, management, and prevention of these disorders. Diagnostic procedures include laboratory testing, special testing, and appropriate imaging. Management of these conditions will encompass the study of the clinical aspects of nutritional science including diet therapy and botanical medicine, manipulation, physiological therapeutics, and rehabilitation. There is a portion of the course that will address complaints of dizziness and vertigo. The emphasis is upon etiology, presentation, diagnostic identification, pathophysiology, and on the conservative management of these complaints. Learning will be driven by class lectures, case-based presentations, and self-directed small group assignments.

Prerequisite: Completion of Phase I

EM6313/ EM6313N: Advanced Diagnosis & Clinical Reasoning (Credits 3.0)

The primary objective of this course is to give students an opportunity to master diagnostic skills, and the associated psychomotor skills used in a broad-based conservative care (primary health care) setting. The laboratory portion of this course will use simulated patients to help students synthesize and refine their history taking, examination, and diagnostic skills. Emphasis will be placed on the doctor-patient relationship, including appropriate ethical boundaries and effective communication skills. Students will also practice record keeping skills, including the preparation of SOAP notes. This course will require students to perform male and female sensitive exams (breast and pelvic) on standardized patients.

Prerequisites: Completion of Phase 1, EM6116, EM6211

EM6324: Clinical Approach to Special Populations (Credits 3.0)

This course focuses on the differential diagnosis and management of common conditions that present in the pediatric and elderly populations. Patient presentation, identification, prevention, and management are addressed in lectures and large group experiences. Learning is driven by clinical cases and enhanced by lectures. Management of these conditions includes the study of the clinical aspects of nutritional science (including diet therapy and botanical medicine), manipulation, csc, and rehabilitation.

Prerequisite: Completion of Phase I

EM6406/EM6406N: Dermatology (Credits 1.5)

This course is designed to help students gain necessary knowledge and build skill in observation and clinical reasoning for the diagnosis and management of common diseases of the skin encountered in a broad-based conservative care (primary health care) setting.

Prerequisite: EM6116

EM6411: Clinical Skills Seminar (Credits 1.0)

This course is a lecture, assessment, and self-directed learning environment aimed to improve the student's rapid medical interviewing, diagnostic imaging, and case management clinical skills and critical judgement. The student is

responsible for the study direction and concentration of his or her clinical skills improvement through rubric-based assessment, self-assessment, patient case review and discussion. Students will also have an opportunity to critique his or her peers and give constructive ideas for clinical skills advancement.

Prerequisite: EM6313, RA6323

EP5410/EP5410N (Online): Evidence-Based Practice: Critical Appraisal of the Biomedical Literature (Credits 1.0)

This course will expand upon the skills developed to introduce the role of research, including the interpretation and critical analysis of research reports and studies, in complementary and alternative medicine (CAM). The course will provide the foundation to equip students to be consumers of published research and to engage in building knowledge to enhance their professional practice and service delivery through the use of scientific methods, as well as to identify the strengths and weaknesses of those methods in published research. This is done to support the education and efforts of CAM practitioners for use with and on behalf of patients. Emphasis throughout the course will be placed on preparing students to identify research findings that will assist them in being more effective practitioners. Special emphasis will be placed on understanding the methods traditionally used in the research process, critical thinking, interpretation of research designs and analytical methods used, and on technology used to support its dissemination.

Prerequisite: None

EP6316 (Online): Research –Evidence Based Clinical Applications (Credits 1.0)

This course emphasizes the professional application of evidence-based practice (EBP). Students will use current topics of importance to chiropractors, such as the reported association between manipulation and stroke. To highlight the way evidence is an integral part of their future practice. Students will learn the research origins of professional guidelines and how research will shape their chiropractic practice, including the use of high yield examination procedures. The course will also focus on communicating the evidence in written and oral formats to peers, insurance companies, other health care professionals, and patients through exercises such as independent medical evaluations and reviews. Students will develop a plan for how they will use an evidence-based practice approach, including an understanding of research writing.

Prerequisite: Completion of Phase I

EP6413: Literature Research and Review (Evidence Based Practice: Journal Club) (Credits 0.5)

This class is an interactive course designed to sharpen the student's Advanced Topics in Spinal Care Advanced Topics in Spinal Care research literacy and evidence-based practice (EBP) skills. Applied EBP is emphasized, including questioning, researching, analyzing, and communicating clinically relevant information. The overall objective of this course is to create sound EBP habits in students preparing to become physicians. Students will research, develop, and present a journal of clinically relevant, important, and applicable research literature to a small group of peers and practicing clinical mentors and professionals, using key evidence-based practice skills (asking, accessing, appraising, applying, and assessing) along with the concepts of critical appraisal of the literature. Emphasis is placed on how research and clinical literature impacts clinical decisions.

Prerequisite: Completion of Trimesters 1-7

FH5108/FH5108N: Introduction to Clinical Medicine (Credits 1.0)

In this course, students will develop an understanding of the evolution, structure, and societal role of their profession. This includes both a study of the origins as well as the contemporary practice and regulatory milieu of chiropractic and naturopathic medicine. Certain aspects of the practice are highlighted including the components of the medical record, the importance of physical examination and interviewing, and the uses and general methods of searching medical databases for evidence. Students are encouraged to create a vision for their future

professional work to serve as a framework for the longer process of becoming a chiropractic or naturopathic physician.

Prerequisite: None

FR6216: Sports and Musculoskeletal Functional Rehabilitation I (Credits 3.0)

The essential premise of this course is to develop the student's knowledge base for progressing the patient's care beyond the acute phase of management and develop stability to the axial skeleton via therapeutic exercise and other evidence-influenced regional stabilization interventions. The student will also establish a knowledge base of functional assessments. Evidence-influenced functional assessments for the spine will be detailed in this course allowing the student to effectively measure the physical capacity of the patient and then use this information to design a physical rehabilitation program for the identified deficiencies. Course content will be presented in both a lecture and lab setting.

Prerequisites: EM6113, EM6121

FR6318/FR6318N: Physiotherapies & Advanced Modalities (Credits 2.0)

This course introduces therapeutic modalities and their practical application in the clinical setting. Therapies include actinotherapy, thermotherapy, hydrotherapy, cryotherapy, mechanotherapy, and various electrostimulation modalities.

Prerequisite: Completion of Phase I

FR6319: Sports and Musculoskeletal Functional Rehabilitation II (Credits 3.0)

This course is a continuation of FR6216 and further develops the student's knowledge base for progressing the patient's care for extremity injuries. The student will be instructed how to apply the same fundamental principles of functional restoration to a wide variety of common extremity injuries via an evidence-influenced approach. The student will also learn how the basis of the spine contributes to the kinetic chain and the physical capacity of the extremities. Course content will be presented in both a lecture and lab setting.

Prerequisite: FR6216

FR6414: Advanced Sports Medicine (Credits 2.0)

This course expands on basic knowledge from prior courses and emphasizes sports medicine in general chiropractic care and athletic injuries. The focus will be on recreational and intramural level athletes, risk factors, avoidance, and treatment. This course introduces postgraduate course work such as CCSP, DACBSP, or DACRB programs

Prerequisite: FR6216, FR6319

FR6421: Rehabilitation of the Athlete (Credit 1.5)

This course will provide students with hands-on training for the rehabilitation of an injured athlete. Students will develop skills and procedures in evidence-based, advanced rehabilitative techniques to treat athletes of all ages, genders, and athletic level. Injury prevention will be discussed, and plans developed.

Prerequisites: EM6216, FR6216, FR6319 / Corequisites: FR6414

HY6209N: Hydrotherapy & Traditional Naturopathy (Credits 2.0)

Hydrotherapy was the cornerstone therapy of the "nature cure" movement and of the pioneers of naturopathic medicine. Its effective use in both acute and chronic conditions belied a deep and comprehensive understanding of disease and the healing process. This course presents students with theory and skills of hydrotherapy. Practice in the constitutional method of hydrotherapy will be done until students are comfortable and confident enough to use the treatment in clinic. The use of a simple agent such as water and temperature will serve to demonstrate that healing can be supported and encouraged by safe, natural, and gentle treatments that are nonetheless powerful.

To recieve a passing grade in this course, students must show current CPR certification from the American Heart Association, BLS for Health Care providers.

Prerequisite: PH5405N

IC7010: Clinic Internship I (Credits 10.0)

Clinic Internship I, although designated as a laboratory in a curricular sense, marks the advent of the student's practical application of the basic and clinical sciences in a clinical setting. Students will receive close supervision, guidance, and instruction in the delivery of health care by licensed clinical personnel as well as mentoring by senior interns. Students participating in clinical experiences are expected to exhibit clinical competence and professionalism (including knowledge of and strict adherence to confidentiality and privacy policies). Clinic Internship I operations will closely mirror the experiences of Clinic Internship II and III, including but not limited to clinic forms, diagnostic evaluations, and therapeutic procedures. In each clinical experience (I, II, III), responsibilities are granted interns based upon the clinician’s assessment that patient care competencies have been mastered. Clinical competencies relating to the skills of assessment and diagnosis, management plan, health promotion and disease prevention, communication and record keeping, professional ethics and jurisprudence, information and technology literacy, manipulation, and inter-professional education (meta-competencies 1-8) will be assessed throughout this course.

Prerequisite: Completion of all program coursework from Phase I, including all trimester 7 courses and the American Heart Association BLS for Health Care Professionals with AED CPR certification.

Corequisites or Completion: RA6423, RA6424

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

IC7100: Clinic Internship II (Credits 17.0)

Students will further develop skills needed for successful management of patients and their conditions. Students will participate in off-campus rotations to expand their experience and knowledge base. All students will be evaluated for skill development, manipulative technique, and case management. Students will participate in Quality Assurance activities to ensure that the patient chart is in compliance with the University’s Quality Assurance program. In-service training will be given in personnel issues for the practice, OSHA compliance issues for the private practice office, provisional credentialing of the chiropractic intern, and Medicare issues for the private practice.

Prerequisites: Completion of Phase II, IC7010, American Heart Association BLS for Health Care Professionals with AED CPR certification.

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

IC7200: Clinic Internship III (Credits 17.0)

Students will further develop skills needed for successful management of patients and their conditions. Off-campus rotations to expand the experience and knowledge base of the student are available for those that qualify. All students will be evaluated for skill development, manipulative technique, and case management. Students will participate in Quality Assurance activities to ensure that the patient chart is in compliance with the University’s Quality Assurance program.

Prerequisites: IC7100, American Heart Association BLS for Health Care Professionals with AED CPR certification.

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

MI5215/MI5215N: Fundamentals of Microbiology (Credits 2.0)

Students shall learn in this course the basic principles of medical microbiology and infectious disease. Learning outcomes will include the biology of bacterial, viral, fungal, and parasitic pathogens, mechanisms of infectious disease transmission, principles of aseptic practice, and antimicrobial agents. The course provides the conceptual basis for understanding pathogenic microorganisms and the mechanisms by which they cause disease in the human body. It also provides opportunities to develop diagnostic skills, including the use and interpretation of laboratory tests in the diagnosis of infectious diseases.

Prerequisite: None

MI5303/MI5303N: Medical Microbiology I (Credits 4.5)

Considered in this course are the infections affecting the nervous system, upper respiratory system, blood and lymphatic system, skeletal system, and integumentary system. The discussion would include microbiologic characteristics, epidemiology, clinical aspects, treatment, and prevention of various pathogens where appropriate public health aspects of these infections would be elaborated upon. In addition, basic and clinical immunology including immunologic disorders will be discussed in detail. All the content will be discussed in lecture, group, and case-based format.

Prerequisite: MI5215

MI5403/MI5403N: Medical Microbiology II (Credits 5.0)

Considered in this course are the infections affecting the respiratory, gastrointestinal, reproductive, and urinary systems. The discussion will include microbiologic characteristics, epidemiology, clinical aspects, treatment, and prevention of various pathogens. Where appropriate, public health aspects of these infections will be elaborated upon. All the content will be discussed in lecture, group, and case-based format.

Prerequisite: MI5303

MI6112N: Immunology (Credits 1.0)

Building on the basic principles of immunology taught in previous trimesters, this course explores the inflammatory upregulating and downregulating cytokines and their relation to various disease states. The impact of gut microbiome development and maintenance on immune function is covered in depth. The relation of naturopathic modalities such as probiotics, herbal treatments, dietary changes, fermented foods, and lifestyle modifications on the immune system are examined. Students completing this class will be well prepared to select and interpret various laboratory tests that identify immune markers.

Prerequisite: MI5403N

MM5121/MM5121N: Technique I: Palpation and Landmarks (Credits 1.0)

In this laboratory course students will be introduced to the skills of palpation and identification of osseous and soft tissue structures. This laboratory course will introduce the concepts of static and motion palpation as well as palpation trigger points, tender points, spasm and other pathology. This course provides some basic clinical perspective to the fundamentals introduced in the first trimester anatomy lab.

Prerequisite: None

MM5221: Technique II: Principles & Practice of Chiropractic (Credits 2.0)

This course will discuss the history of chiropractic as a health care profession and treatment for prevention, maintenance, and restoration of health. Students will learn the theories, models, and hypothesis of the intervertebral dysfunction complex and adjustment. Students will also learn diversified techniques, the basic concepts in chiropractic such as anatomical, pathophysiological, and biomechanical and be exposed to research models and the importance of research.

Prerequisite: None

MM5222/MM5222N Technique III: Manipulation of the Thoracic Spine & Ribs (Credits 1.5)

This course teaches the knowledge and skills needed to effectively and safely perform manipulative therapy to the thoracic spine, cervicothoracic and costovertebral regions to manage uncomplicated, common thoracic conditions. Students will utilize prior knowledge to identify osseous and soft tissue structures, skills of palpation and orthopedic tests correlating to the manipulative technique. This course is part of a stream of technique courses wherein techniques are sequentially added, and skills and competence are further developed. It will lay the foundation for other Manipulation courses by teaching concepts related to the patient management process; spinal manipulation, and the doctor-patient relationship. Teaching methods will include demonstrations, skills laboratories, and problem-based large group discussions that focus on skills development and clinical reasoning.

Corequisite: EM5213

MM5322N: Technique IV: Manipulation of the Lumbo-sacral Spine, T/L Junction & Pelvis (Credits 1.5)

This course teaches students the knowledge and skills needed to effectively and safely perform manipulation of the Pelvis, Lumbar Spine & T/L Junction to manage uncomplicated, and common conditions. Students will utilize prior knowledge to identify osseous and soft tissue structures and skills of palpation. This course will lay the foundation for other Manipulation courses by teaching concepts related to the patient management process, spinal manipulation; and the doctor-patient relationship. Teaching methods will include demonstrations, skills laboratories, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisite: MM5222

MM5422/MM5422N: Technique V: Manipulation of the Cervical Spine, C/T Junction and First Rib (Credits 1.5)

This course teaches students the knowledge and skills needed to effectively and safely perform manipulation of the Cervical Spine and Cervico-Thoracic Junction to manage uncomplicated, and common conditions. Students will utilize prior knowledge to identify osseous and soft tissue structures and skills of palpation. This course will lay the foundation for other Manipulation courses by teaching concepts related to the patient management process; spinal manipulation; and the doctor-patient relationship. Teaching methods will include demonstrations, skills laboratories, and problem-based large group discussions that focus on skills development and clinical reasoning.

Prerequisites: AN5201; AN5202; MM5222; MM5322

MM6114: Myofascial Treatments (Credits 1.0)

This laboratory course introduces soft tissue therapies and builds upon brief introductions from previous E&M classes. Techniques for enhancing soft tissue function and reducing pathology are presented.

Prerequisite: Completion of Phase I

MM6121N: Naturopathic Physical Medicine I: Extremities Exam, Posture and Structural Integration (Credits 1.0)

This course will review the examination of the extremities and techniques to improve function and relieve pain. Skills in assessing and recommending exercise to correct posture are presented by a perspective of holistic assessment of the spine, extremities, muscles, and myofascial system. Some ongoing practice in previously learned manipulative therapies will be included in the weekly lab sessions.

Prerequisite: MM5422N

MM6122: Technique VI: Advanced Adjustments (Credits 1.5)

This laboratory course presents assessment and treatment procedures for the hip, pelvis, lumbar, and lower thoracic spine regions. The assessment includes orthopedic testing and static and dynamic assessment of joint function. Treatment options for the findings noted during the examination are discussed. Treatment procedures emphasize joint manipulation with management considerations. Integrative methods to treat the spine that include blocking, instrument assisted adjusting and drop table procedures are incorporated in the course.

Prerequisites: Completion of Phase I

MM6219N: ND Physical Medicine II: Pain Management (Credits 0.5)

Pain is a major presentation in naturopathic practice. This lab course will review the evaluation of pain symptoms, and the use of various techniques to address acute and chronic pain. This course will incorporate previously learned physical medicine skills and introduce some new techniques. Rehabilitative exercise regimens are incorporated along with the review of hands-on techniques.

Prerequisite: MM6121N

MM6321: Technique VII: Manipulation Systems (Credits 1.0)

This laboratory course presents the utilization of the end range loading (MDT) and flexion/distraction manipulative procedures in the management of common clinical presentations.

Prerequisite: MM6122

MM6422: Technique VIII: Manipulation Clinical Application (Credits 0.5)

This laboratory course is a condition-based course highlighting the use of manual therapy in the management of conditions in the cervical spine, thoracic spine, lumbar spine, as well as the upper and lower extremities. Additional conditions commonly encountered in chiropractic practice such as colic, restless leg syndrome, TMJ syndrome, otitis media, and essential hypertension will also be included.

Prerequisite: MM6122

ND6115N: Clinic Observation I (Credits 1.0)

This course will review the examination of the extremities and techniques to improve function and relieve pain. Skills in assessing and recommending exercise to correct posture are presented by a perspective of holistic assessment of the spine, extremities, muscles, and myofascial system. Some ongoing practice in previously learned manipulative therapies will be included in the weekly lab sessions.

Prerequisite: Phase I.

ND6223N: Clinic Observation II (Credits 1.0)

Students will participate in clinic activities for two hours per week. Observers will be paired with a senior intern or faculty practitioner. Students will assist in the physical examination and research for the case as directed. The clinic

faculty and interns will expect students to come prepared to discuss cases in conference, and to provide input into diagnosis and treatment.

Prerequisites: PH6115N, ND6115N

ND6224N: Botanical Medicine III (Credits 2.0)

This course continues the study of herbal monographs, including information about phytochemistry, mode of action, clinical indications, dosing considerations, potential toxicity, and contraindications. These monographs are arranged by organ system and feature topics include the gastrointestinal, endocrine, reproductive, respiratory, urinary, cardiac, and nervous systems. The pharmacologic basis of herb-drug interactions and examples are introduced. A focus in this course is on the principles of herb combination and prescribing, which will continue in subsequent botanical medicine courses.

Prerequisite: ND6113N

ND6315N: Hydrotherapy Clinical Rotation (Credits 1.0)

This rotation in the naturopathic medicine program is designed to give the student an opportunity to demonstrate basic skills in hydrotherapy in a clinical setting. Students will perform hydrotherapy treatments as assigned by the attending clinician. Although students on this rotation are not acting as interns, they will perform a basic intake (including vital signs), make chart entries, attend to patient needs, and suggest treatment options/modifications. Patient treatments are at the discretion and under the close supervision of the attending clinician. Interns from Phase III of the ND program may be paired with the student or other NUHS interns, as deemed appropriate.

Prerequisites: EM6116N, HY5409N

ND6410N: Clinical Internship I (Credits 9.0)

This comprises the first of three block assignments during which students will assume increasing responsibility for the treatment of patients within a naturopathic medical team. Although ultimate responsibility for the case will rest with the supervising doctor, interns will be given sufficient opportunity to exercise the skills and competencies that they have acquired in their training to date. The goal of this first internship block is to make the transition to being responsible for the case and assemble all the relevant clinical skills. There is more intense supervision than students in ND7110N and ND7210N and interns will often be paired with a more experienced peer. Students will be evaluated in a number of ways and will show competence in treating a variety of clinical conditions and patient populations, including both NUHS students and the patients from the general community. In all cases, interns will demonstrate an understanding of naturopathic principles as well as clinical skill.

Prerequisites: Completion of all program coursework from Phase I Term 1 through (including)
Phase II Term 3 (Trimester 7)

Corequisites: All courses from Phase II Term 4 (Trimester 8)

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

ND7110N: Clinical Internship II (Credits 16.0)

In this clinical rotation, students will assume responsibility for the treatment of patients within a naturopathic medical team. Although ultimate responsibility for the case will rest with the supervising doctor, the interns will be given sufficient opportunity to exercise all the skills and competencies that they have acquired in their training to date. They will sometimes be paired with a peer. Students will be evaluated in a number of ways and will show competence in treating a variety of different clinical conditions and patient populations, including both NUHS students and the patients from the general community. In all cases, interns will demonstrate an understanding of naturopathic principles as well as clinical skills. The observational evaluation of intern performance will emphasize

the Medical Interview, Physical Examination, and Organization/Efficiency at an advanced level appropriate for a student who is midway through the internships of the program.

Prerequisite: Completion of Phase II

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.

ND7210N: Clinical Internship III (Credits 14.0)

In this clinical rotation, students will assume increasing responsibility for the treatment of patients within a naturopathic medical team. Although ultimate responsibility for the case will rest with the supervising doctor, the interns will be given sufficient opportunity to exercise all the skills and competencies that they have acquired in their training to date. Increased self-sufficiency in the management of patient care, combined with evidence of awareness of indications for consultation and referral are the hallmarks of this third block assignment. Interns may be sometimes paired with a peer. Students will be evaluated in a number of ways and will show competence in treating a variety of different clinical conditions and patient populations. In all cases, interns will demonstrate an understanding of naturopathic principles as well as clinical skills. The observational evaluation of intern performance will emphasize Counseling and Naturopathic Therapeutics, at an advanced level appropriate for a student who is soon to be an entry-level practitioner.

Prerequisite: Completion of ND7110N

- Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location, in order to serve the needs of patients and the community.
- A listing of the required clinical competencies for naturopathic medicine students is located at the end of the course descriptions.

NN5114/NN5114N: Homeopathy I: First Aid (Credits 1.0)

This course provides an introduction to the clinical use of homeopathy. As a prelude to future studies in the theory and practice of homeopathy, some basic terminology and principles of homeopathy are discussed. First aid remedies for a variety of common injuries, and acute prescribing for a number of self-limiting conditions are presented. Some basic rules of remedy and potency selection are included.

Prerequisites: None

NN5313N: Homeopathy II (Credits 2.0)

A thorough study of the Organon is made, as preparation for effective practice. Topics include the principles of health and disease, medicine action, case taking, suppression, complex cases, alternating diseases, and proving's. In preparation for internship and the NPLEX exam, some keynotes of common remedies are reviewed. Case illustrations are used.

Prerequisite: NN5114

NN5412N: Homeopathy III (Credits 2.0)

A thorough study of the Organon is made, as preparation for effective practice. Topics include the principles of health and disease, medicine action, case taking, suppression, complex cases, alternating diseases, and provings. In preparation for internship and the NPLEX exam, some keynotes of common remedies are reviewed. Case illustrations are used.

Prerequisite: NN5313N

NN5413N: Botanical Medicine I (Credits 1.0)

Botanical Medicine I. introduces the basic principles of therapeutic herbalism. This includes the nomenclature of medicinal herbs based on their actions and their target organ system-tissues. An introduction to pharmacognosy is included in this course-the scientific study of natural products. Students will be able to identify the major herbal medicine compound categories and their most common influences on the human body. Several herbal monographic will be introduced to acquaint the student with this way of organizing herbal medicine knowledge, and case examples will help to illustrate how the fundamentals of botanical medicine are important in applying this therapy in a clinical setting.

Prerequisite: BC5104

NN5418: Human Metabolism and Nutrition (Credits 1.0)

This course provides an in-depth examination of dietary assessment and the physiological roles of macronutrients (carbohydrates, fats, and proteins) and micronutrients (vitamins and minerals) in human metabolism. Students will explore how these nutrients function individually and interactively within key metabolic pathways, with particular emphasis on hormonal and dietary regulation across anabolic and catabolic states. The course includes focused study of lipid metabolism, comparing dietary fat sources used for fuel, energy, and storage with the signaling roles of essential fatty acids in inflammatory eicosanoid pathways. Carbohydrate metabolism is examined through the differential physiological effects of simple and complex carbohydrates on the achievement and maintenance of euglycemia. Protein metabolism emphasizes nitrogen balance and biosynthetic processes supported by essential vitamin- and mineral-dependent pathways. The functional roles of essential nutrients in antioxidant defense and mitochondrial function are integrated throughout, alongside evidence-informed dietary strategies to support optimal health and metabolic resilience.

Prerequisite: BC5308 / Corequisite: BC5409

NN6107/NN6107N (Online): Pharmacology I (Credits 3.0)

This course provides a basic understanding of the use of drugs in western medicine for the treatment of disease. Topics covered in this course will be descriptions of drug names and classification, general principles of drug action and metabolism that will cover the area of pharmacokinetics and pharmacodynamics. Factors influencing drug action, and a discussion of drug safety are addressed. A large part of this course will be a description of the drug actions on body systems including all the major organ systems and the disorders and diseases in each of the systems. Included will be a description of the mechanism of action, major untoward effects, and contraindications for each drug and drug category. Interactions with other drugs and botanicals as well as a description of the nutrients that are depleted by each of the drugs will be covered. Drug actions on infection and immune system regulation as well as chemical dependency and substance abuse will be described. A discussion of poisons and their antidotes is included.

Prerequisite: Completion of Phase I

NN6108: Botanical Medicine (Credits 3.0)

This course presents the fundamentals of herbal science and pharmacognosy. Topics included are herbal terminology, principles of herbal pharmacology and treatment, as well as mechanisms for optimizing safety. Dosage forms and preparations and standardization are covered in detail. Extraction and purification of the active ingredients are explained in the course. Herbal approaches to maintenance of health and treatment of disease as well as the strengthening of organ systems are presented for all the major organ systems of the body and many of the primary care diseases found in each of those organ systems. A major focus in the second half of this course is a description of the Materia Medica for 30 of the common botanical medicines used in western medicine. Active ingredient, part of the plant used, major therapeutic use, untoward effects, contraindications and interactions with drugs, and other botanical medicines are covered in detail.

Prerequisite: Completion of Phase I

NN6113NJ: Botanical Medicine II (Credits 2.0)

This course introduces the student to a wide range of herbal monographs, including information about phytochemistry, mode of action, clinical indications, dosing considerations, potential toxicity, and contraindications. These monographs are arranged by organ system and featured topics include the gastrointestinal, hepatic, respiratory, urinary, cardiac, nervous, and integumentary systems. The pharmacologic basis of herb-drug interactions and examples are introduced here.

Prerequisite: NN5413N

NN6119N: Dietary Counseling and Therapy (Credits 3.0)

This course provides a basic understanding of the fundamentals of human nutrition and stresses the essentials of the basis for good nutritional status. It serves as the basic nutrition course that follows the basic science presentation of the macronutrients and the micronutrients presented in the Nutritional Biochemistry course (BC5308). Topics presented in this course include a review of the macronutrients and micronutrients with emphasis on the health properties of each as well as the severe deficiency states for both micronutrients and macronutrients. Digestion, absorption and transport of the nutrients, and consequences of malabsorption care are covered. Energy production, energy balance and weight management are also described. Food habits in the United States and nutrition across the life cycle are discussed in the course. Male and female health, sports and exercise nutrition, enteral and parenteral nutrition procedures as well as an introduction to the science of food preparation and handling are included. An introduction to nutritional status assessment using food frequency questionnaires and diet history is given.

NN6206/NN6206N (Online): Pharmacology II (Credits 3.0)

This course provides a basic understanding of the use of pharmaceuticals utilized in allopathic medicine for the treatment of disease. Topics covered in this course will be descriptions of drug names and classification, general principles of drug action and metabolism, which will cover the areas of Pharmacokinetics and Pharmacodynamics. Factors influencing drug action, and a discussion of drug safety are addressed. A large part of this course will be a description of the drugs' action on body systems including all the major organ systems and diseases of these systems. Included will be a description of the mechanism of action, major untoward effects and contraindications for each drug and drug category.

Prerequisite: NN6107

NN6222N: Homeopathy IV (Credits 4.0)

Building on the basic concepts introduced to this point, the course centers on the actual skills of taking a case, analyzing symptoms, using the Repertory, and selecting a remedy. Materia medica is taught by examining provings. Students will study carefully the range of symptoms in the proving, and the physiological actions, as well as the wide variety of mental symptomatology found in many provings.

Prerequisite: NN5412N

NN6311N: Botanical Medicine IV (Credits 2.0)

This course in the botanical medicine series focuses on acquiring knowledge of additional botanicals, not previously covered, that are important for naturopathic practice. The class will also review those herbs that are within the scope of naturopathic medicine but must be used with extra caution. Class time will be allocated to reviewing herbs that are very frequently used in naturopathic medicine and therefore both important to patient care and likely to appear on licensing examinations. Students will be expected to demonstrate knowledge of herb-drug interactions and how to skillfully research queries about the potential risk associated with an herbal medicine treatment using reliable databases and other resources.

Prerequisite: NN5412N

NN6319N: Homeopathy V (Credits 4.0)

Continuing with the education of materia medica study is continued in depth. Follow-up prescriptions and case analysis over sequential visits is emphasized. Medicine potency, repetition, time between prescriptions, and potency alternation are examined. Students are taught how to distinguish between suppression, aggravation, and a positive response. Group exercises continue the use of cases for analysis, as well as presentations on materia medica. Challenging or unique cases are presented and discussed in class. This serves to reinforce previously presented concepts such as the principles of case taking, case analysis, remedy selection, and proper follow-up. Comparative materia medica is discussed during presentations about case analysis and remedy section. The value of acute prescribing and the role of adjunct therapies are explored.

Prerequisite: NN5412N

NN6322/NN6322N (Online): Evidence Based Nutritional Therapies (Credits 4.0)

This course offers a nutritional approach to the prevention and treatment of disease, with an emphasis on maintenance of health and homeostasis within specific disease states. Nutritional assessment methods are covered in detail, including the methods for obtaining a physical exam of nutrition health and means to assess nutritional status. The nutrition care process and approach to nutrition counseling sessions are discussed. The diseases of the major organ systems in the body are covered including joint health, gastrointestinal, renal, liver, and cardiovascular systems. Metabolic diseases such as obesity, diabetes, and thyroid conditions are also explored. Nutritional screening, assessment, and treatment within each specific disease state will be emphasized in relationship to the integrative therapeutic application of nutrition in a clinical setting.

Prerequisite: Completion of Phase I

NN6325: Homeopathy I: First Aid – DC (Credits 1.0)

This course provides an introduction to the clinical use of homeopathy. As a prelude to future studies in the theory and practice of homeopathy, some basic terminology and principles of homeopathy are discussed. First aid remedies for a variety of common injuries, and acute prescribing for a number of self-limiting conditions are presented. Some basic rules of remedy and potency selection are included.

Prerequisites: Completion of Phase I

NN6427N: Botanical Medicine V (Credits 2.0)

Continuation of the final course in the botanical medicine series focuses on acquiring knowledge of additional botanicals, not previously covered, that are important for naturopathic practice. The class will also review those herbs that are within the scope of naturopathic medicine but must be used with extra caution. Class time will be allocated to reviewing herbs that are very frequently used in naturopathic medicine and therefore both important to patient care and likely to appear on licensing examinations. Students will be expected to demonstrate knowledge of herb-drug interactions and how to skillfully research queries about the potential risk associated with an herbal medicine treatment using reliable databases and other resources.

Prerequisite: Completion of Phase I

NN6432N (Online): Pharmacotherapeutics I (Credits 0.5)

This course presents up-to-date current pharmacological care of patients who present with primary care disorders and conditions. Students will be presented with a series of clinical cases and will be asked to formulate a plan of action that includes their first choice of prescription medication and its dose. Building on knowledge from previous pharmacology courses, students will be given resources about the mechanism of action, side effects, major use, contraindications, and appropriate dose of drugs for major conditions. Students will be assessed on their ability to choose an effective medication at the effective and safe dose.

Prerequisite: NN6206N

NP5216N: Integrated Therapeutics I (Credits 1.0)

Students in this course will assemble a multi-faceted treatment plan for several common conditions involving the human nervous system. This effort will be supported by guidance from the instructor in creating a framework for such treatment plans, and the provision of some essential treatment information. Expectations for treatment information will be appropriate for a naturopathic student in the earlier phase of the program. The class will discuss how these treatment plans reflect the naturopathic principles discussed in Foundations of Naturopathic Medicine I: First Do No Harm, Treat the Whole Person, Treat the Cause(es), Prevention, Doctor as Teacher and of course, work with the Vis Medicatrix Naturae.

Prerequisite: None

NP5312N: Introduction to Naturopathic Counseling (Credits 1.5)

Effective counseling skills are essential to the practice of naturopathic medicine. In this course, students will review the techniques of counseling and engage in the practice of those techniques. Self-awareness, listening, understanding, and exploring sensitive topics are discussed and to some extent practiced with peers. Students learn techniques of stress management and apply them to their own life.

Prerequisite: None

NP5321N: Integrated Therapeutics II (Credits 1.0)

Students in this course will assemble a multi-faceted treatment plan for several common conditions involving the organ systems. This effort will be supported by guidance from the instructor in creating a framework for such treatment plans, and the provision of some essential treatment information. Expectations for treatment information will be appropriate for a naturopathic student in the earlier phase of the program. The class will discuss how these treatment plans reflect the naturopathic principles discussed in Foundations of Naturopathic Medicine I: First Do No Harm, Treat the Whole Person, Treat the Cause(es), Prevention, Doctor as Teacher and of course, work with the Vis Medicatrix Naturae.

Prerequisite: NP5216N

NP5415N: Integrated Therapeutics III (Credits 1.0)

Students in this course will assemble a multi-faceted treatment plan for several common conditions involving the organ systems. This effort will be supported by guidance from the instructor in creating a framework for such treatment plans, and the provision of some essential treatment information. Expectations for treatment information will be appropriate for a naturopathic student in the earlier phase of the program. The class will discuss how these treatment plans reflect the naturopathic principles discussed in Foundations of Naturopathic Medicine I: First Do No Harm, Treat the Whole Person, Treat the Cause(es), Prevention, Doctor as Teacher and of course, work with the Vis Medicatrix Naturae.

Prerequisite: NP5321N

NP6310N (Online Synchronous): Human Sexuality & Reproductive Health (Credits 1.0)

Students will examine human sexuality in its biological and psychological aspects and how to assess and support patients. The particular needs of patients that are dealing with medical conditions and those patients who are transgender are explored. Human reproduction issues such as causes of infertility, conception, and healthy pregnancy, are reviewed with an emphasis on clinical application of knowledge.

Prerequisite: EM6214N

NP6314N: Internal Medicine I (GI, Hep, Immune, Rheumatology) (Credits 3.0)

Internal medicine I focuses on diseases of the internal organs. The student will make a thorough review of the diagnostic approach to conditions of the gastrointestinal system, the hepatobiliary system, the immune system –

especially as it pertains to mucosal immune system and autoimmune disease, and some rheumatological conditions. Treatment approaches grounded in naturopathic principles and best evidence are discussed at an advanced level. A management approach that involves long-term care and the need for referrals and co-management by other practitioners is included in these reviews.

Prerequisite: None

NP6419N (Online Synchronous): Environmental Medicine/Toxicology/Detoxification (Credits 1.0)

This course examines the clinical manifestations of exposure to environmental toxins. Sources and the route of exposure of synthetic and naturally occurring toxins are discussed. Emphasis is placed on the clinical strategies that are useful to detect and alleviate overburdened detoxification pathways. The activation of the body's greater defensive system, including inflammation and sensitization (both allergic and non-allergic) is examined in light of how patients might present in clinic and what historical and environmental factors are likely present in the history. Acquiring a high level of confidence in recommending protocols that support detoxification pathways through various naturopathic therapies is considered a key element in this course.

Prerequisite: NP6417N

NP6426N: Pediatrics (Credits 2.0)

This course is an introduction to health topics pertaining to the pediatric population. Naturopathic physicians are responsible for providing consistent and thorough outpatient care to pediatric patients. An overview of developmental screening and health maintenance strategies for the pediatric patient is the focus of this course. Assessment and treatment of both presenting office complaints and strategies for long-term prevention and wellness are stressed.

Prerequisite: NP6314N

NP6428N (Online): Naturopathic Approaches to Special Populations (Credits 1.0)

Naturopathic physicians are responsible for providing consistent and thorough outpatient care to people of all ages and life situations. This course focuses on the practice strategies and issues encountered in treating prenatal and geriatric patients, issues arising from veteran's health care, care of underserviced populations, global medicine issues, and LGBT specific health care issues. A review of screening and health maintenance strategies for the adult patient is included. Additional treatment information in the areas of dermatology, neurology, hematology, and EENT are included.

Prerequisite: EM6313N

NP6429N: Internal Medicine II (Cardiovascular / Pulmonary / Renal / Hematopoietic) (Credits 3.0)

Internal medicine II focuses on diseases of the internal organs. The student will make a thorough review of the diagnostic approach to conditions of the heart, vascular system, pulmonary, renal, and hematopoietic system. Treatment approaches grounded in naturopathic principles and best evidence are discussed at an advanced level. A management approach that involves long-term care and the need for referrals and co-management by other practitioners is included in these reviews.

Prerequisite: NP6314N

NP6430N (Online): Advanced Topics in Women's Health (Credits 1.0)

Taking the perspective that the whole person and the determinants of health need to be considered in the treatment of female health issues, students will review approaches to common issues (dysmenorrhea, endometriosis, infertility, breast cancer, ovarian cancer, uterine cancer, amenorrhea, infertility, and menopause), a

rational approach to these issues that includes counseling about common medical options, prevention, and naturopathic therapeutics.

Corequisite: ND6410N

NP6431N (Online): Advanced Nutrition: Application of Dietary and Lifestyle Interventions (Credits 2.0)

This advanced course will prepare the student intern for the application of dietary and lifestyle interventions for a variety of chronic conditions. Students will utilize their foundational knowledge from clinical nutrition and internal medicine coursework. In this advanced course, students will review relevant evidence-based literature, analyze that literature, and translate the evidence into treatment plans according to the naturopathic therapeutic ladder of interventions. In-depth attention will be paid to chronic conditions and how specific therapeutic dietary recommendations will mitigate and prevent further progression of illness.

Prerequisite: N6322N

NP7113N (Online Synchronous): Integrative Oncology (Credits 1.0)

This course will review the basic principles of working with a patient who has cancer in a primary care setting. The premise is that this is integrative care that the patient is being managed by cancer specialists. The role of the ND is to support and not counteract or aggravate concomitant treatments.

Prerequisite: None

NP7118N (Online): Intravenous Therapeutics (Credits 1.0)

This lecture-based course will introduce students to the fundamental principles and procedures of naturopathic intravenous therapeutics. This includes the common indications for this therapy as well as the appropriate procedures including safety considerations. Commonly used agents and their known pharmacodynamics are discussed as well as some ancillary parenteral procedures such as intramuscular injections.

Prerequisite: NN6322N

NP7119N: Pharmacotherapeutics II (Credits 0.5)

This course provides a solid review of the expanded pharmaceutical list presented by the NPLEX examinations. The student will review the uses, actions, toxicity, and dosing of many drugs that are part of the broadest scope of practice in some jurisdictions. Students will review key prescribing information for the NPLEX Elective Pharmacology exam.

Prerequisite: NN6432N

NT5110N: Foundations of Naturopathic Medicine I (Credits 2.0)

This course forms the basis of the clinical theory stream of courses in the ND program, which serves as a framework for practice. The course begins with an overview and the vision and ultimate goals of the ND program. The naturopathic principles are discussed at length. Major concepts such as health, holism, and vitalism are analyzed by the class. Ecology and environmental health as a basis for individual health and the broader implications of the Gaia theory are explored. Spirituality and its importance to life and healing and the need for the physicians to be whole themselves form the concluding portion of the course.

Prerequisite: None

NT5210N: Foundations of Naturopathic Medicine II (Credits 1.0)

This course surveys the organizational structure and conceptual framework of the naturopathic medicine profession. This includes topics such as practice management plans, licensing of naturopathic medicine, and the

scope of the NPLEX examinations. As a prelude to future clinical theory courses, and the development of therapeutic skills, the course includes discussion of clinical theory, such as the therapeutic order.

Prerequisite: None

NT5211N: Basic Science Applications: Determinants of Health (Credits 1.5)

Addressing the determinants of health comprises the foundational step in naturopathic therapeutics. The knowledge of the human being and their internal and external environment that is gained by studying the basic sciences gives the practitioner insight into how to address the determinants of health. This course reviews the most common categories of the determinants and the basic science topics that relate to them such as: proper hydration and its relation to kidney function, perspiration, pituitary function, beneficial effects of adequate sunlight and the nature of vitamin D metabolism; and known risks of UV light, etc. The theme of the course is that basic science knowledge assists us in making a diagnosis, and in engineering the proper conditions for healing and prevention of disease.

Prerequisite: NT5110N

NT5414N: Advanced Clinical Theory (Credits 1.0)

The therapeutic order is discussed in more detail. Students will by this time have a basic knowledge of the various naturopathic therapies. Their employment within different orders of intervention will be discussed as a part of a dynamic approach to patient care. A unified theory of healing is presented, with emphasis on the clinical indications of improvement or deterioration of a patient's condition.

Prerequisite: Completion of Phase I

Corequisite: All courses of Phase I

NT6118N: Applied Naturopathic Clinical Theory (Credits 2.0)

This is a participatory course. Students work in small groups, applying their knowledge of clinical theory to actual cases. Competency in analysis of the causes of disease, the obstacles to healing, and the sequence and timing of various interventions are expected of students. Weekly group reports and individually prepared comprehensive reports will be the basis of students' grades. The amounts and dosing of prescribed substances are less emphasized in this course, whereas the understanding of the application of naturopathic principles and theory is paramount. The competencies reached in this course serve as the foundation for the study of internal medicine and care throughout the life cycle in Phase II. Term four, which is focused on a consistent and coherent approach.

Prerequisite: NT5414N

NU6404: Nutritional Therapies in Functional Medicine (Credits 3.0)

This course is an advanced nutrition course that will take in to account a patient's history, physical findings, and clinical laboratory procedures to determine the use of nutraceuticals, botanicals, glandulars, bio-identical hormones and Ayurveda medicine to restore and maintain health and maximize organ function. Students will learn how to correlate patient intake, physical examination findings and functional testing to develop a nutritional therapy plan.

Prerequisite: EM6117, NN6108, NN6322

NX6318N: Clinical Endocrinology (Credits 2.0)

This course builds on previously attained knowledge in diagnosis and laboratory medicine, focusing on disorders of the endocrine system. Students will learn how to approach commonly encountered endocrine conditions in naturopathic medicine, such as hypothyroidism and diabetes mellitus. All aspects of endocrine management are covered, from presentation and assessment of symptoms to diagnostic testing and treatment. The use of more experimental tests and therapies and the evidence behind them are approached in a critical sense. Both

conventional and naturopathic therapies are reviewed. Students will practice creating treatment protocols following the naturopathic therapeutic order using clinical cases.

Prerequisites: EM6203N, NN5413N, NN6113N

PA5204/PA5204N: Fundamentals of Pathology (Credits 3.0)

This course provides an introduction to the basic changes in the morphology of the cells, tissues, and organs in diseased states. Extensive use of visual aids with the latest computer technology helps students to differentiate abnormal from normal, and to correlate the clinical aspects of the alterations. Included also is discussion on general characteristics, classification and differential diagnosis of cysts, benign and malignant tumors, and other neoplastic entities. All content will be discussed in lecture and group activity/discussion format.

Prerequisites: AN5107, PH5103

PA5302/PA5302N: Systems Pathology I (Credits 4.0)

Considered in this course are the pathologies peculiar to and characteristic of the various systems of the body. The systems examined are the nervous system, myopathy, neuropathy, bone and joint pathology, immunopathology, hematopathology, and dermatopathology. Each condition is studied from the standpoint of general characteristics, gross and microscopic appearance, and clinical course.

Prerequisite: PA5204

Corequisites: AN5304, AN5305, AN5307

PA5402/PA5402N: Systems Pathology II (Credits 6.0)

Considered in this course are the pathologies peculiar to and characteristic of various systems of the body. The systems examined are respiratory, cardiovascular, reproductive, and mammary, gastrointestinal (inclusive of liver, gall bladder and pancreas), urinary, and endocrine.

Prerequisite: PA5302, AN5304, AN5305

Corequisite: PH5405

PH5103/PH5103N: Cellular Physiology & Hematology (Credits 4.0)

In this course, students will review, in a problem-based setting, the basic science concepts related to the physiology of cellular membranes and organelles, along with the integrated functioning of the blood as a tissue. The physiology lab exercises will consist of problem sets and case studies, designed to integrate and apply material and concepts introduced through the accompanying lectures each week.

Corequisite: AN5107

PH5208/PH5208N: Neurophysiology (Credits 3.5)

The purpose of this course is to study the neurophysiology of the nervous system. The complex signals created and utilized by the nervous system to control most bodily functions will be studied in depth to gain a better understanding of how the human nervous system functions. Areas of study will include synaptic transmission; autonomic control; sensory systems including the special senses of vision, hearing, touch, balance (vestibular function), taste and smell; signal integration in the CNS; control of the motor system (including skeletal muscle physiology); and higher cortical functions such as speech, sleep, and associational areas of the brain.

Prerequisite: PH5103

Corequisites: AN5201, AN5202, AN5203

PH5306/PH5306N: Neuroendocrinology, GI & Reproductive Physiology (Credits 4.0)

This course will address neuroendocrine mechanisms that operate to maintain homeostatic control over various systems and states within the body. The primary focus will be upon the normal mechanisms and reflexes that operate to maintain a healthy state. Specific topics will include regulation of the reproductive, gastrointestinal, and thermoregulatory systems. Neuroendocrine feedback pathways that regulate metabolic and mineral homeostasis will also be discussed. Course instruction will be through lecture and group discussion of selected problems and cases.

Prerequisite: PH5208

PH5405/PH5405N: Cardiovascular, Respiratory & Renal Physiology (Credits 5.0)

This course will present the normal physiologic function of the respiratory system (breathing, ventilation, and gas exchange), circulatory system (blood pressure, cardiac output, pressure and flow homeostasis, and cardiac electrophysiology), and the kidney (conservation and excretion, and volume homeostasis). Content will be presented through lectures, laboratory, and supplemental problem exercises. Structure-function relationships and mechanisms of regulation will be emphasized. Laboratory-based measurements on human subjects will be used along with computer simulations to demonstrate and illustrate core concepts. Supplemental problem exercises will provide students the opportunity to demonstrate and test their understanding and capability to apply core concepts toward explanative assessment of how each of these systems function.

Prerequisites: AN5304, AN5305, PH5306

PH6113N: Advanced Topics in Biomedical Science (Credits 2.0)

This course will provide a series of symposia that address some of the more advanced concepts in biomedical sciences that intersect with naturopathic practice. Building on the knowledge of human structure, function, biochemistry, and genomics from previous courses, the advanced topics presented here provide a scientific basis for some of the natural therapies that help to retune the body's bioregulatory systems.

Prerequisite: Completion of Phase I

PH6114N: Basic Science Clinical Correlates (Credits 2.0)

Applying basic science concepts to a clinical setting is a key requirement for any intern. Interns must use biomedical science knowledge as part of a thought process that can lead to the assessment of the patient and treatment. This course presents the student with many of the key concepts, structures, and processes from the biomedical science curriculum and relates them to clinical scenarios that a naturopathic physician is likely to encounter. The goal of this course for the student is for them to demonstrate the ability to relate diagnostic considerations, and treatment goals, to the basic science concepts in question. The NPLEX Part 1 Biomedical Science competencies are referenced in this course, as a guide to making these important correlations.

Prerequisite: MI 5403, PA5402, PH5405

RA5205: Radiation Physics & Technology (Credits 1.0)

This course explains the basics of X-ray production, interaction with matter, image production, and patient protection. Emphasis is on troubleshooting common technical errors that create artifacts and poor diagnostic image quality. Radiation biology is also presented to provide the student with a healthy respect for the intrinsic dangers of ionizing radiation and the principle of quality films at the lowest possible exposure.

Prerequisite: None

RA5416/RA5416N: Normal Radiographic Anatomy & Variants (Credits 1.5)

Physicians must have a thorough understanding of the normal radiographic anatomy of the skeletal system if they are to detect abnormal pathology in these regions. This course provides background information as a basis for

courses in musculoskeletal imaging diagnosis, essentially designed to help students differentiate a normal structure from pathology. The study of normal variants and anomalies of the skeletal system and skeletal measurement procedures are presented to give students an overall understanding of variations of normal, which both mimic pathology and often present with unique clinical challenges.

Prerequisites: AN5101, AN5102, RA5205 (DC only)

RA6115: Radiology: Arthritides and Trauma (Credits 2.5)

Arthritic disorders and associated connective tissue disorders are discussed including distinctive radiographic characteristics and associated clinical presentations of the basic categories of joint disease. Traumatic conditions are presented with special emphasis on the musculoskeletal system, both spine and extremity. Laboratory exercises reinforce and apply core material.

Prerequisite: Completion of Phase I

RA6217: Radiology: Tumors & Dysplasia (Credits 2.5)

A systematic and orderly approach to interpretation of plain film radiography is stressed, complemented by associated findings relative to special imaging modalities. Clinical correlation of anomalies, bone pathology, joint abnormalities, and soft tissue changes are presented. Laboratory sessions focus upon the development of skills necessary for the acquisition of patient information, and the interpretation of X-rays pertaining to bone pathology. Furthermore, laboratory sessions afford students the opportunity to study actual case studies, including clinical presentations and imaging of material presented during lecture.

Prerequisite: Completion of Phase I, RA6115

RA6323: Radiology: Chest & Abdomen (Credits 2.5)

A systematic and orderly approach to interpretation of plain film radiography is stressed, complemented by associated findings relative to special imaging modalities. Normal radiographic anatomy, anomalies, and pathology of the chest and abdomen are presented with associated clinical presentations. Laboratory sessions focus upon the development of skills necessary for the acquisition of patient information, and the interpretation of X-rays pertaining to pathology of the chest and abdomen. Furthermore, laboratory sessions afford students the opportunity to study actual case studies, including clinical presentations and imaging of material presented during lecture.

Prerequisites: RA6115, RA6217

RA6423: Radiological Critical Thinking (Credits 1.0)

This course teaches the basics of writing a detailed and accurate radiology report emphasizing findings, impressions, and recommendations. The reports are written on a variety of normal and abnormal cases exposing the student to a variety of pathologic processes. The advanced imaging portion of this course focuses on the different types of advanced imaging, their uses, and limitations, as well as clinical decision-making regarding proper indications to order advanced imaging.

Corequisite: IC7010

RA6424: Advanced Radiology & Positioning (Credits 2.0)

This course considers the practical parameters of X-ray technology including patient positioning, technique calculations, instrument operation, film processing, and other pertinent phases of technology. Students gain experience in the practical application of routine radiographic procedures via the use of energized and non-energized units and lab partners. The positioning portion of this class/lab focuses on radiography of the spine, extremities, abdomen, and chest. Additionally, this course presents guidelines for the design of an office X-ray facility, selection of equipment, and quality control that is needed to maintain optimum image formation. State and

federal regulations governing these installations, the medico-legal aspects of diagnostic radiology, ethics, and record keeping are emphasized.

Corequisite: IC7100

RA6425: Radiology: Orthopedic & Musculoskeletal Imaging (Credits 1.0)

This course will consider the practical application of imaging for orthopedic patients. The course will concentrate on the most common advanced imaging modalities currently used in private practice, relating them to various orthopedic conditions encountered in private practice. The course will review the epidemiology, pathophysiology, natural history, and treatment of various orthopedic conditions, and place a strong emphasis on the imaging required to evaluate these conditions, assess severity, and monitor treatment or provide appropriate referral, when required.

Prerequisites: Completion of Phase I, EM6113, EM6121

ST7107N: Minor Surgery (Credits 1.5)

This course outlines the basic principles and procedures of minor surgery. Procedures involving cutaneous or subcutaneous surgery or procedures to obtain a diagnostic specimen, that can be done in-office, are the main focus of the course. Clean field, sterile instrumentation, and wound cleanliness are stressed throughout. Basic in- office medical procedures such as biopsy, wound debridement, treatment of benign skin lesions, and suturing are discussed. Laboratory components include practice of suturing technique and use of specialized equipment and instrumentation. Appropriate wound dressings and topical agents, such as antiseptics and anesthetics, are reviewed. Special topics include dermatologic medicine, procedures to address patient safety during minor surgery, and how to respond to adverse reactions.

Prerequisites / Corequisites: Completion of Phase II

Course Descriptions for the Acupuncture and Herbal Medicine Programs

The following course descriptions and credits are effective for students who begin the acupuncture and herbal medicine programs effective September 2023 and thereafter. Students should consult with their advisor prior to registering for classes.

AC4461: Meridian Theory & Point Location 1 (Credits 2.5)

This course begins with an introduction to the meridians of acupuncture and how they form a complete circuit throughout the body. Relevant scientific research will be presented that examines the meridians and Qi in light of technological advances that are now able to detect them. Each channel will be studied, both its internal and external branches, and every student is encouraged to become aware of the energetics of the meridians as they are being palpated and understood. The six energetic axes are introduced along with how they correspond to different energetic zones in the body. Using lecture, demonstration and small group practice, students learn the precise location for all of the acupuncture points on the 12 main channels, as well as the conception/ren and governing/du channels. Other commonly used extra points will be taught as well. Using the Chinese anatomical measurement system (Cun) as well as precise anatomical landmarks, students palpate each point, learning location, depth, insertion technique, and contraindications. Adopted by the World Health Organization, students learn the nomenclature (name and number) for each point in English and learn certain classical points in Chinese as well.

Prerequisite or Corequisite: None

AC4463: Meridian Theory & Point Location 2 (Credits 2.5)

This is a continuation of Meridian Theory and Point Location 1. This follows-up and continues with the remaining primary and branch Meridians and points that were not covered in Meridian Theory and Point Location I. The remaining points and meridians will be taught, and students will learn the exact location of points and continue to develop their palpation skills. Identification of the English, Chinese, and Korean names of the points and their meaning in relationships will be focused on. Anatomical structures and landmarks will also be taught, along with contrary indications and precautionary measures.

Prerequisite or Corequisite: None

AC4562: Meridian & Point Energetics 1 (Credits 2.0)

This course focuses on the energetic properties and functions of acupuncture points. Each point is studied individually as well as in comparison to other points on the meridian, and with points on different meridians with similar functions. The theory and usage of each acupuncture point is discussed in depth, along with special categories and groupings of points, e.g., luo connecting points, yuan source points, xi-cleft points, five element points, and mu and shu points. Methods of combining points into effective treatment prescriptions are discussed in depth; students learn how to select appropriate point combinations to effectively treat corresponding patterns of disease. In this two-series course, 12 regular meridian points, eight extraordinary meridian points, and major extra points will be covered.

Prerequisite: OM4408, AC4461, AC4463

AC4564: Meridian & Point Energetics 2 (Credits 2.0)

The remaining meridians and points will be covered with focus and emphasis on the energetic properties of each acupuncture point and related meridian. Protocols using basic sets and combinations of acupuncture points to formulate treatment strategies to address various conditions.

The categorizing in classification of special groups of points and their function and relationship will be covered as well as forbidden and contraindicated points will be taught.

Prerequisite: OM4408, AC4461, AC4463

AC4671: Acupuncture & Clean Needle Technique (Credits 2.0)

Combining classroom lecture, demonstration, and supervised practice, this course lays the foundation for acquiring clinical acupuncture skills. This course starts with the introduction of an acupuncture travel kit. This course will emphasize establishing and maintaining clean fields, and the application of aseptic and sterile procedures. Universal precautions, including HIV/AIDS, HBV, and clean needle technique as set forth in the NCBAHM guidelines will be introduced. This course will also address emergency care in the acupuncture clinic such as patient fainting, semi- coma, severe nausea, vomiting, etc. Students will develop the basic skills of needling, including insertion and withdrawal, correct angle, depth, manipulation, and withdrawal of needles, tonification, and sedation techniques. Special emphasis is placed on developing De Qi sensitivity to patients' reactions to these procedures, as well as to safe techniques, precautions, and contraindications, and learning to recognize and respond to adverse treatment reactions. Students will spend significant time practicing needle insertion and withdrawal in small groups (three students per group). By the end of this course, students will be prepared to successfully pass the Clean Needle Technique exam sponsored by the Council of Colleges of Acupuncture and Herbal Medicine (CCAHM).

Prerequisites: AC4461, AC4463

AC4672: Acupuncture & Accessory Techniques (Credits 1.0)

This course will train students in the use of the clinical tools and essential skills of the acupuncturist, direct and indirect moxa, cupping, Gua Sha, plum blossom, electrical stimulation, and bloodletting. In this course, students will learn not only various skills of different tools and modalities, but also what conditions can be used with which tools or modalities. Students will sharpen their needle handling techniques as well.

Prerequisite or Corequisite: AC4671

AC4681: Microsystems & Advanced Acupunctures (Credits 2.0)

Building on the skills already learned, students are introduced to a variety of specialized techniques of microsystem acupuncture, including scalp acupuncture, auricular acupuncture, Korean hand acupuncture, and cosmetic acupuncture. In this course, students are exposed to various styles of acupuncture techniques. Furthermore, specific clinical applications of these techniques will be discussed based on various case presentations. Students will also be introduced to various unique acupuncture disciplines such as Saam Five Phase acupuncture, Japanese meridian acupuncture, Tong's acupuncture, etc. From this course, students will be inspired for further research and pursuing continuing education for a variety of styles of acupuncture.

Prerequisite: AC4671

AC5452: Acupuncture Treatment Strategy (Credits 2.0)

This course will cover general theoretical and practical rules of acupuncture treatment including the principles of treatment and the basic guidelines for acupuncture point selection and combination of points among the five shu points, five element acupuncture, xi-cleft, yuan source, back-shu, front-mu, lux-connecting, eight confluent points, four and six command points, long distance vs. local point, etc.

Prerequisites or Corequisite: OM4601, OM4602

CL4561: Clinic Observation 1 (Credits 2.0)

The clinic observation courses are divided into three progressive stages. The first stage of observation is designed for beginning students to observe the clinical set-up and treatment procedures in acupuncture and herbal medicine. During this stage, the students observe how to perform history taking, physical examination, herbal medical diagnosis/differentiation, treatment plans, and acupuncture. The students get to observe how the basic theories they are learning are directly applied and realized in clinical practice. The observer is an integral part of the clinical experience at National University and is involved throughout the clinic shift. Each observer is required to keep a clinic worksheet, which is graded at the end of the trimester. Here they record the clinic procedures, history,

tongue, pulse, diagnosis, points, and/or herbs used along with patient reactions, etc. There is also room for questions, personal observations, and other issues that can then be discussed with clinicians.

Prerequisite or Corequisite: AC4561, AC4563, OM4408, OM4410

CL4662: Clinic Observation 2 (Credits 2.0)

In the second part of observation, the observer fulfills certain responsibilities in assisting the treating intern during each clinic shift, such as Gua Sha, Tui Na, and other simple non-invasive and non-provocative procedures.

Prerequisite: CL4561

CL4663: Clinic Observation 3 (Credits 2.0)

During this last stage of observation, the students will observe experienced practitioners at either NUHS faculty practice or at external NUHS approved clinics. The observers will have increased involvement with supervised patient interactions. The observers will also familiarize themselves with keeping electronic health records. Stage 3 observers will be familiar with diagnostic procedures, formulating acupuncture therapy protocols and other treatment modalities with close supervision of acupuncturists. Students are required to complete a Clinic Entrance Exam to progress from Observation 3 (CL4663) into Associate Internship I (CL5571).

Prerequisites: AC4461, AC4463, CL4561L, CL4462L, OM4408, OM4410

*Students must be available to cover the assigned clinic shift at the specified NUHS Whole Health Center and/or other assigned clinic facility, as hours vary at each location in order to serve the needs of patients and the community.

**AHM students must complete OM4601 or OM4602, all clinic observations, a Clinic Entrance Exam, CPR certification, and blood-borne pathogen training to enter CL 5471 Associate Internship I.

CL5471: Associate Internship 1 (Credits 2.0)

The first stage of the clinical internship begins in Trimester 4, as students move out of the observation phase and begin to treat patients. Under close supervision, the intern conducts the patient interview including tongue and pulse diagnosis, and in collaboration with the supervisor makes a diagnosis and plans an acupuncture treatment. They then perform the acupuncture treatment with the clinical supervisor who is physically present at all times during the associate intern's diagnosis and treatment of the patient. At the end of each clinic shift, each intern has a chance to direct questions to their supervisor and get feedback. Interns are responsible for writing all of their medical records including history intaking. During their associate internships, MSOM/MAc-HM interns are not allowed to prescribe herbs for patients, but interns will discuss herbal formula if supervisor prescribes one.

Prerequisites: CPR certificate, AC4671, CL4663, blood-borne pathogen training, immunization record, OM4601 or OM4602

CL5472: Associate Internship 2 (Credits 2.0)

The first stage part 2 of the clinical internship begins in Trimester 4, as students move out of the observation phase and begin to treat patients. Under close supervision, the intern conducts the patient interview including tongue and pulse diagnosis, and in collaboration with the supervisor makes a diagnosis and plans an acupuncture treatment. They then perform the acupuncture treatment with the clinical supervisor who is physically present at all times during the associate intern's diagnosis and treatment of the patient. At the end of each clinic shift, each intern has a chance to direct questions to their supervisor and get feedback. Interns are responsible for writing all of their medical records including history intaking. During their associate internships, /MAc-HM interns are not allowed to prescribe herbs for patients, but interns will discuss herbal formula if supervisor prescribes one.

Prerequisite or Corequisite: CL5471

CL5473: Associate Internship 3 (Credits 2.0)

Throughout this second stage of clinical work, associate interns will continue the same work they did in the Associate Internships 1 and 2 and will gain further confidence and experience. The interns are able to continually add to and refine their diagnostic skills as well as their acupuncture techniques. More competency is required in the later trimesters, as interns are expected to take on more responsibility in treatment planning and patient education. During their associate internships, /MAc-HM interns are not yet allowed to prescribe herbs for patients, but interns will discuss herbal formulas if the supervisor prescribes one.

Prerequisite or Corequisite: CL5471, CL5472

CL5474: Associate Internship 4 (Credits 2.0)

Throughout this second stage part 2 of clinical work, associate interns will continue the same work they did in the Associate Internships 1 and 2 and will gain further confidence and experience. The interns are able to continually add to and refine their diagnostic skills as well as their acupuncture techniques. More competency is required in the later trimesters, as interns are expected to take on more responsibility in treatment planning and patient education. During their associate internships, MAc-HM interns are not yet allowed to prescribe herbs for patients, but interns will discuss herbal formulas if the supervisor prescribes one.

Prerequisite or Corequisite: CL5571L, CL5572L

CL5581: Acupuncture Senior Internship 1 (Credits 2.0)

The different levels of clinic internships are designed to be progressive. To take this level of acupuncture, senior interns have to complete all of the prior levels of internships. From this level of training, the interns will be more independent and assume the role of primary care giver even though the interns will still have supervision from a licensed clinician. During this final stage of acupuncture senior internship, the interns must exhibit not only well-developed skills in taking a history, performing physical exams, developing a diagnosis, prescribing acupuncture points, and choosing other treatment modalities, but also they must pay special attention to communication skills, patient education, marketing, insurance billing, and Illinois acupuncture policies, and so on. Even though senior acupuncture interns are independently practicing, they are still required to discuss their diagnosis with their findings and then submit their treatment plan including acupuncture and its accessories, diet, and exercise protocol to their supervisor before performing their treatment or/and counseling their patients. The clinic supervisor does not have to be present in the examination room during the treatment although he/she must be available in the clinic.

Prerequisites: CL5471L, CL5472L, CL5473L, CL5474L

CL5582: Acupuncture Senior Internship 2 (Credits 2.0)

During the senior internship, interns should be able to perform all the clinical procedures by themselves without a supervisor's immediate assistance. The interns are required to report all their findings from the four traditional exams and other findings before they begin treatment. Based on these findings, interns will develop a pattern identification diagnosis and formulate a treatment plan before obtaining the clinic supervisor's advice. The supervisor must check the patient's tongue and pulse. If necessary, supervisor must check other findings to confirm all the patient information reported by the intern. After a thorough discussion of the patient case with the supervisor, the intern will start treatment. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisites / Corequisites: CPR certificate, CL5474L, blood-borne pathogen training, immunization record.

CL5583: Acupuncture Senior Internship 3 (Credits 2.0)

During the senior internship, interns should be able to perform all the clinical procedures by themselves without a supervisor's immediate assistance. The interns are required to report all their findings from the four traditional exams and other findings before they begin treatment. Based on these findings, interns will develop a pattern identification diagnosis and formulate a treatment plan before obtaining the clinic supervisor's advice. The supervisor must check the patient's tongue and pulse. If necessary, supervisor must check other findings to confirm all the patient information reported by the intern. After a thorough discussion of the patient case with the supervisor, the intern will start treatment. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisites / Corequisites: CPR certificate, CL5474L, blood-borne pathogen training, immunization record.

CL5584: Acupuncture Senior Internship 4 (Credits 2.0)

Acupuncture Senior Internships 4 - 5 are the continuation of Acupuncture Senior Internships 1 - 3. During this internship, interns will pursue their own style of practice with their supervisor's permission and help. All practice modalities and scope of practice should be limited to what they learned from the curriculum or electives offered by the NUHS AHM program.

Prerequisite or Corequisite: CPR certificate, CL5474L, blood-borne pathogen training, immunization record.

CL5585: Acupuncture Senior Internship 5 (Credits 2.0)

Acupuncture Senior Internships 4 - 5 are the continuation of Acupuncture Senior Internships 1 - 3. During this internship, interns will pursue their own style of practice with their supervisor's permission and help. All practice modalities and scope of practice should be limited to what they learned from the curriculum or electives offered by the NUHS AHM program.

Prerequisites: CPR certificate, CL5585L, blood-borne pathogen training, immunization record.

CL5691: Herbal Associate Integrative Internship 1 (Credits 1.0)

In this first of three herbal associate integrated internships, the integrative herbal interns will focus on herbal prescription with close supervision. Interns and their clinic supervisor will discuss each step of each case. Interns must report and discuss their findings from the patient history before performing physical exams including checking pulse, tongue, and others. Then, the intern and supervisor will discuss a treatment plan including herbal preparation and other modalities. Herbs can be prepared only after approval from the supervisor. The clinic supervisor does not have to be present during the acupuncture treatment and/or other modalities in the treatment room although he/she must be available in the clinic.

Prerequisite: CL5585, OM4651

CL5692: Herbal Associate Integrative Internship 2 (Credits 1.0)

In this second of three herbal associate integrated internships, the integrative herbal interns will focus on herbal prescription with close supervision. Interns and their clinic supervisor will discuss each step of each case. Interns must report and discuss their findings from the patient history before performing physical exams, including checking pulse, tongue, and others. Then, the intern and supervisor will discuss a treatment plan, including herbal preparation and other modalities. Herbs can be prepared only after approval from the supervisor. The clinic supervisor does not have to be present during the acupuncture treatment and/or other modalities in the treatment room although he/she must be available in the clinic.

Prerequisite or Corequisite: CL5691

CL5693L: Herbal Associate Integrative Internship 3 (Credits 1.0)

In this third of three herbal associate integrated internships, the integrative herbal interns will focus on herbal prescription with close supervision. Interns and their clinic supervisor will discuss each step of each case. Interns must report and discuss their findings from the patient history before performing physical exams, including checking pulse, tongue, and others. Then the intern and supervisor will discuss a treatment plan, including herbal preparation and other modalities. Herbs can be prepared only after approval from the supervisor. The clinic supervisor does not have to be present during the acupuncture treatment and/or other modalities in the treatment room although he/she must be available in the clinic.

Prerequisite or Corequisite: CL5692

CL6501L: Herbal Senior Integrative Internship 1 (Credits 1.0)

In this first of four final stages of herbal senior integrative internships, interns should be able to perform all of the clinic procedures by themselves without a supervisor's immediate assistance. The interns, however, are required to report all of their findings from the four traditional exams and others before they begin treatment. Based on these findings, interns will develop a differential diagnosis and formulate a treatment plan including an idea of herbal preparation before obtaining the clinic supervisor's advice. After a thorough discussion of the patient case with the supervisor, interns will start treatment and prepare an herbal formula. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisites: HM5511, HM5512, OS6531, OS6532, CL5693L

CL6502L: Herbal Senior Integrative Internship 2 (Credits 1.0)

In this second of four final stages of herbal senior integrative internships, interns should be able to perform all of the clinic procedures by themselves without a supervisor's immediate assistance. The interns, however, are required to report all of their findings from the four traditional exams and others before they begin treatment. Based on these findings, interns will develop a differential diagnosis and formulate a treatment plan including an idea of herbal preparation before obtaining the clinic supervisor's advice. After a thorough discussion of the patient case with the supervisor, interns will start treatment and prepare an herbal formula. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisite or Corequisite: CL6501L

CL6503L: Herbal Senior Integrative Internship 3 (Credits 1.0)

In this third of four final stages of herbal senior integrative internships, interns should be able to perform all of the clinic procedures by themselves without a supervisor's immediate assistance. The interns, however, are required to report all of their findings from the four traditional exams and others before they begin treatment. Based on these findings, interns will develop a differential diagnosis and formulate a treatment plan including an idea of herbal preparation before obtaining the clinic supervisor's advice. After a thorough discussion of the patient case with the supervisor, interns will start treatment and prepare an herbal formula. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisite or Corequisite: CL6502L

CL6504L: Herbal Senior Integrative Internship 4 (Credits 1.0)

In this final stage of herbal senior integrative internships, interns should be able to perform all of the clinic procedures by themselves without a supervisor's immediate assistance. The interns, however, are required to report all of their findings from the four traditional exams and others before they begin treatment. Based on these findings, interns will develop a differential diagnosis and formulate a treatment plan including an idea of herbal preparation before obtaining the clinic supervisor's advice. After a thorough discussion of the patient case with the supervisor, interns will start treatment and prepare an herbal formula. Along with patient care, the interns must pay special attention to communication skills, patient education, marketing, insurance billing, Illinois acupuncturist policies, and so on. The clinic supervisor is not required to be present in the treatment room during the treatment, but he/she must be available in the clinic.

Prerequisite or Corequisite: CL6503L

DA7301 (Online): Doctoral Advanced Seminar 1 (Credits 2.0)

This course examines the scientific evidence supporting acupuncture as a primary treatment modality for pain management, with a specific focus on neuromuscular conditions. Doctoral Candidates will evaluate current clinical research to understand the therapeutic mechanisms of acupuncture, focusing on its efficacy in treating both acute and chronic musculoskeletal pain. The student investigates the biochemical and neurological pathways activated by acupuncture to address various pain conditions. By analyzing evidence-based outcomes, students will gain the insights necessary to integrate modern research into traditional frameworks—modernizing and refining clinical protocols to optimize patient care across diverse health care settings.

Prerequisites or Corequisites: Enrollment in the DAc Program

DA7302 (Online): Doctoral Advanced Seminar 2 (Credits 2.0)

This course examines the scientific evidence supporting acupuncture as a primary treatment modality for systemic and internal health conditions. Doctoral Candidates will evaluate current clinical research to understand the therapeutic mechanisms of acupuncture beyond neuromuscular care, focusing on its efficacy in internal medicine, oncology support, reproductive health, and mental health. The student investigates the biochemical, hormonal, and neurological pathways activated by acupuncture to address various internal conditions. By analyzing evidence-based outcomes, students will gain the insights necessary to integrate modern research into traditional frameworks—modernizing and refining clinical protocols to optimize patient care across diverse health care settings.

Prerequisites or Corequisites: Enrollment in the DAc program

DA7402 (Online): Research Methodology and Biostatistics (Credits 4.0)

This course will increase the knowledge regarding critical appraisal of research articles including accessing articles, assessing the research methods and results, and determining potential biases. Emphasis will be placed on preparing students to identify pertinent research findings that may enhance clinical outcomes. The student will learn to write succinct critiques and discuss research articles in a scientific manner.

Prerequisites / Corequisites: Enrollment in the DAc program

DA7403 (Online): Biomedical Diagnostics: Imaging Studies and Laboratory Values (Credits 3.0)

The purpose of this course is to study utility and limitations of the various diagnostic imaging modalities, including conventional radiography, computed tomography, magnetic resonance imaging, and nuclear imaging. The student will also improve their interpretation of diagnostic imaging reports, define effective imaging strategies in specific clinic scenarios, approach an imaging study with greater confidence, and determine referral decisions and prognostic indicators.

Prerequisites / Corequisites: None

DA7501/BU6221 (Online): Patient Communication and Marketing (Credits 2.0)

This course reviews strategies that help gain professional market visibility within the local and extended community. A variety of internal and external marketing techniques are discussed through the application of creative projects. Upon successful completion, students will be able to identify and select ethical marketing platforms that best align with their specific practice goals. Emphasis is placed on developing effective written, verbal, and electronic communication skills to support sustainable growth and relationship-building within their practice.

Prerequisites or Corequisites: BU5116 for DC/ND students; Enrollment in the DAc program

DA7502/BU6309 (Online): Starting a Practice (Credits 2.0)

Students after graduation aspire to open their own health care practice but many times do not know how to accomplish this. This course takes what was learned in the previous business classes and incorporates new material to give the student the knowledge and strategic plan to start their own practice within various practice settings.

Prerequisite: Enrollment in the DAc program

DA7503/MSACP631 (Online): Advanced Clinical Applications in Special Populations (Credits 3.0)

This course offers an overview of subgroups that have been identified as special populations, such as pediatric and geriatric populations. The main focus will be on common medical concerns in terms of pathophysiology, differential diagnosis, and effective integrative treatment strategies.

Prerequisites / Corequisites: Enrollment in the DAc program

DA7504/DH5411 (Online): Public Health (Credits 2.0)

The focus of this course is to introduce the student to the concepts of public health, health promotion, and disease prevention. Principles of public health including core topic areas and social determinants of health will be discussed along with the public health system, health policy, and the practical applications of public health as a future health care provider.

Prerequisites / Corequisites: Enrollment in the DAc program

DA7601 (Online): Integrating with Your Medical Community (Credits 3.0)

(Includes 0.5 didactic credits for 7.5 hours and 2.5 clinical credits for 75 hours – total 82.5 hours)

This course creates the opportunity for the student to learn solid collaboration, communication, and cooperation skills that promote collegiality with Western medical professionals.

Prerequisites / Corequisites: Enrollment in the DAc program

DA7602 (Online): Independent Research (Credits 4.0)

This course, as a capstone project, reinforces exploration in critical appraisal of published research and discussion of journal articles in a scientific manner. Students will be expected to choose a topic of interest from previously presented material in relation to a selected clinical case in order to write a case report for publication.

Prerequisite: DA7402 Enrolment in the DAc program

HM4511: Materia Medica 1 (Credits 3.0)

This is the first course in a three-course series. It begins with an introduction to the history, development, and fundamental theories of Asian herbal medicine. Covered are the basic concepts underlying the properties and functions of herbs, including the four Qis, the five tastes, channel entry and functional tendencies, as well as preparation methods, toxicity, and side effects. The Pinyin spelling and meaning of herbal names as well as the categories of single herbs will be introduced. Students now begin the study of the Asian Materia Medica, learning roughly the first 100 herbs arranged and presented in their traditional categories. The English, Latin, and Asian names are learned, as well as the tastes, properties, channels, dosage, indications, major combinations, cautions / precautions, and preparations for each individual herb.

Prerequisite or Corequisite: OM4408, OM4410, OM4511

HM4512: Materia Medica 2 (Credits 3.0)

The second course of the Asian Materia Medica examines approximately the next 100 commonly used herbs in their traditional categories. Major formulas related to each herb are presented, as well as TCM theory as it relates to the understanding of an herb in the context of diagnosis and treatment.

Prerequisite or Corequisite: OM4408, OM4410, OM4511 HM4513

HM: Materi4513: Materia Medica 3 (Credits 3.0)

The final course of the in-depth study of the Asian Materia Medica covers the last 100 herbs. Each herb is studied within its traditional category, studying its tastes, properties, channels, dosage, preparation method, etc. Recent research pertaining to individual herbs is presented as well.

Prerequisite or Corequisite: OM4408, OM4410, OM4511

HM4514L: Herbal Pharmacy Practicum (Credits 1.0)

Assisting in the Herbal Pharmacy in the dispensary, students become familiar with the properties of individual raw herbs, their proper storage, and handling, and how each herb is individually prepared to be part of an herbal formula. Under faculty supervision, students fill prescriptions written by student interns for patients in the clinic. By the end of the trimester, students should be able to identify major individual herbs. Students will schedule their dispensary attending hours with the chief clinician at the time of the registration for this class.

Prerequisite: HM4511, HM4512, HM4513

HM5511: Herbal Formula 1 (Credits 3.0)

In this class, students begin studying the traditional Asian herbal formulas and their clinical applications. Students learn over 150 formulas by their Pinyin and English names. They study the constituent ingredients, how these separate herbs relate and interact, and the primary and secondary functions of each prescription. Formula modifications are shown for individualizing prescriptions. Ingredients, forms, traditional and modern applications, dosage, indications, and contraindications are discussed.

Prerequisites: HM4511, HM4512, HM4513

HM5512: Herbal Formula 2 (Credits 3.0)

Students continue to study the traditional herbal formulas — approximately 75 formulas are studied in each of these two courses. The practice of more extensive formula modification is taught. Recent research regarding modern applications of traditional and modified formulas is presented and discussed.

Prerequisites: HM4511, HM4512, HM4513

HM5513 (Online): Herbal Patent Medicine (Credits 1.0)

This course covers the 100 most commonly used patent formulas in clinical practice in the U.S. today, and the classical formulas from which they were developed. Students will study a variety of products manufactured both in the U.S. and abroad, how they have been modified, and how to pick the most effective formulas and examine the variety of forms that patent medicines are available in, from pills, capsules and powders to tinctures and freeze-dried preparations. Manufacturing and safety considerations will be addressed, as well as ongoing issues with governmental regulating agencies.

Prerequisite or Corequisite: HM4511, HM4512, HM4513

HM6454: Herbal Treatment Strategy (Credits 3.0)

This course is designed as an overview of the individual herbs and formulae to understand how the classic formula can be modified and prepared based upon clinical cases. In this final stage of herbal study, students will learn how to formulate individual raw herbs or classic formula based on herbal medical differential diagnosis. In the class, cases will be presented with detail of patient history, tongue, pulse, and other necessary medical records. Case presentation will be either by instructor or by students who have a unique case from the clinic. Based on the information, differential diagnosis will be discussed, and then herbal formulation will be discussed. The cases will be further discussed for follow-up visits with the patient. Dependent on the patient conditions, the modification of herbal formulation will be discussed again. Through this course, students will learn how they can apply their herbal knowledge in clinical situations.

Prerequisite or Corequisite: HM5512, HM5511

HM6523: Classics of Herbal Medicine (Credits 3.0)

In this advanced course, students will study a number of the most important classical medical texts from China. Classical texts of Huang Di Nei Jing (Yellow Emperor's Inner Classic), Shang Han Lun (Treatise on Febrile Disease caused by Cold), Wen Bing (Warm Disease), Jin Gui Yao Lue (Synopsis of Prescription from the Golden Chamber), Nan Jing (Classic of Difficulties), and Compendium of Acupuncture and Moxibustion among others will be introduced. These texts have been primary herbal medicine resources for thousands of years and are still vitally relevant today.

Prerequisite: HM5511, HM5512

HM6524: Integration of Herbal Medicine (Credits 2.0)

This course helps to strengthen the student's herbal knowledge and creates a whole picture of Asian herbal medicine, from Materia Medica and formulas through the classics. This is an advanced course in the integration of Asian herbal medicine as well as a review and synthesis to help students prepare for the national board exam.

Prerequisites: HM5511, HM5512

HS6531: Herbal Seminar 1 (Credits 2.0)

This first of four-series seminars will also be accomplished in the same format as Senior Seminar series. These series of seminars will cover major internal disorders. Students will go over exactly the same format as the Senior Seminars and will also focus on herbal prescriptions based on differential diagnosis. Students should be able to

prescribe classic formulas and also modify the traditional classic formula based on differential diagnosis. Through these series of seminars, students will review all individual herbs and formulas.

Prerequisites: HM5511, HM5512, HS6532

HS6532: Herbal Seminar 2 (Credits 2.0)

This second of four-series seminars will also be accomplished in the same format as Senior Seminar series. These series of seminars will cover major internal disorders. Students will go over exactly the same format as the Senior Seminars and will also focus on herbal prescriptions based on differential diagnosis. Students should be able to prescribe classic formulas and also modify the traditional classic formula based on differential diagnosis. Through these series of seminars, students will review all individual herbs and formulas.

Prerequisites: HM5511, HM5512

HS6533: Herbal Seminar 3 (Credits 2.0)

This third of four-series seminars will also be accomplished in the same format as Senior Seminar series. These series of seminars will cover major internal disorders. Students will go over exactly the same format as the Senior Seminars and will also focus on herbal prescriptions based on differential diagnosis. Students should be able to prescribe classic formulas and also modify the traditional classic formula based on differential diagnosis. Through these series of seminars, students will review all individual herbs and formulas.

Prerequisites: HM5511, HM5512

ID4641: Tai Chi (Credits 1.0)

Students learn the fundamentals of Tai Chi, a moving meditation that harmonizes the body and mind. Tai Chi also is an excellent way to become aware of one's own Qi, the basis of Chinese medicine.

Prerequisite: None

ID4642: Medical Qi Gong (Credits 1.0)

Medical Qi Gong is one of the oldest branches of Chinese medicine and is considered one of the most powerful. It is a therapeutic method that uses the training of the mind, the breath, and the physiological processes of the body for improving health and well-being, maintaining body/mind balance, and enhancing longevity. The first part of this course introduces a series of exercises and movements, which focus on cultivating one's internal energy, or qi. The second half of this course covers the movement and sensation of qi, as well as learning to guide qi internally through the meridians. Focus is on improving well-being and relieving symptoms of acute and chronic disorders. Students will be taught how to select different qi gong exercises according to various syndromes and disharmonies.

Prerequisite: None

OM4408: Introduction to Herbal Medicine (Credits 2.5)

This course is designed to introduce the development processes and philosophical background of Eastern medicine. Students will have an opportunity to explore great Chinese physicians as well as great philosophers. They will study the root of Eastern medicine with a focus on Taoism, Confucianism, and Buddhism. The class will discuss the unique thinking process and the characteristic outlook of Eastern medicine. Furthermore, the class will examine some of the different approaches to Eastern medicine in other parts of Asia such as Korea and Japan. Students will study the transplantation of Eastern medicine into the Western world. By the end of the course, students will have an overall sense of the history, development, and basic foundational principles of Eastern medicine with an eye toward the future of the field and their place in it.

Prerequisite: None

OM4410: Physiology of Herbal Medicine (Credits 3.0)

This course is a general introduction to Eastern medicine in terms of Traditional Eastern Medical Physiology. Students will learn to apply to the body the basic theories of Eastern Medicine: Yin/Yang, the concept of Qi, the Five Phases learned in the Introduction to Herbal Medicine class. Students will begin by looking at the Five Substances. The class will then move beyond these basic fundamental constituents of the body to the internal organs themselves, known as the Zang-Fu theory. Finally, the class will consider the primary question of etiology of disease in Eastern medicine and the Three Categories of disease causes: Internal, External, and Miscellaneous (neither Internal nor External). Students will then be prepared to understand pathology in Eastern medicine in future classes.

Prerequisite: None, Corequisite: OM4408

OM4511: Etiology & Pathogenesis of Herbal Medicine (Credits 3.0)

In this course, the basic theory and characteristics of etiology, pathology, sources of pathogens, and mechanisms of illness are covered. The topics include the six environmental excesses (Liu-Yin), seven emotions (Qi Qing), disharmony of Yin and Yang, the six-channel pattern identification (Liu Jing Bian Zheng), and the abnormal function of Qi, blood, body fluid, and organs. General principles of treatment methods for each topic will be briefly covered.

Prerequisites: OM4408 and OM4410

OM4601: Differential Diagnosis of Herbal Medicine 1 (Credits 2.5)

In this two-part course, students will learn different patterns of diagnosis and introduction of treatment. This set of courses will cover the differentiation of patterns according to the different theories of herbal medicine. An in-depth discussion of the differentiation of patterns will include topics of pathological changes, Zhang-Fu patterns, QI, and blood patterns, six channel patterns, four aspect patterns, meridian and collateral patterns, San Jiao patterns, disease-evil patterns, and so on. The instructor will present how pattern identification applies to cases encountered in the NUHS AHM clinic. Treatment based on the differential diagnosis will be also discussed.

Prerequisite: OM4511

OM4602: Differential Diagnosis of Herbal Medicine 2 (Credits 2.5)

In this course, we build upon the basic theory and characteristics of etiology, pathology, sources of pathogens and mechanisms of illness. Topics include six environmental excesses, seven emotions, disharmony of Yin and Yang, and abnormal functions of qi, blood, Jin-ye, and organs. Causes of diseases include exogenous and endogenous factors and along with stages of disease progression will be considered. General principles of treatment methods for each topic will be briefly discussed and evaluated.

Prerequisite: OM4511

OM4571: Diagnosis & Skills of Herbal Medicine 1 (Credits 1.5)

This course introduces the Four Traditional Methods of Diagnosis: looking, hearing/smelling, asking, and feeling/palpating. The focus here is on tongue and pulse diagnosis. Students first learn the procedures of tongue inspection and pulse palpation by watching the instructor's demonstration and follow by performing and practicing the technique in class. Students also will identify and classify significant findings into eight principle categories in order to further understand them within the traditional patterns of disharmony. A significant amount of lab time will be spent on pulse diagnosis.

Prerequisites: OM4408, OM4410

OM4572: Diagnosis & Skills of Herbal Medicine 2 (Credits 1.5)

The second course in the diagnosis series continues with the Four Traditional Methods of Diagnosis, focusing specifically on the Ten Questions and writing SOAP notes. After learning each of the 10 categories of questions and

their significance in terms of diagnosis, students will practice patient interviewing, focusing on review of systems questionnaire of "confidential history," combining it with the tongue and pulse exams. In this course, students will also learn how to palpate certain categories of points — mu and shu points, source points, ashi points, etc. — as part of the diagnostic procedures and will learn what important information can be gained. There will be significant lab time available for practicing all of these skills. Students will submit three full sets of mock patient medical records including review of systems questionnaire, "confidential history," by the end of the course.

Prerequisites: OM4408, OM4410

OM4651: Advanced Diagnosis & Treatment Strategy (Credits 2.0)

The format of this course will be case presentation. Students will have the opportunity to learn to incorporate the different models of pattern diagnoses and theories of Eastern medicine based on clinical cases, and to develop accurate, fluent, and sophisticated diagnoses, treatment plans and point selections for each patient as a unique individual. Included in these discussions are the patient-intern relationship, case management and referral, and general patient care issues. Special factors or symptoms are presented to help the student recognize the potential for increased risk to the patient, for example: cases such as the diabetic patient, the immune-compromised patient, etc.; when to modify standard therapeutic approaches, such as when treating infants and children or women who are pregnant; clinical presentation that may have a more serious cause; and how to make appropriate referrals.

Prerequisites: OM4601, OM4602

OM5653: Nutrition & Food Therapy of Herbal Medicine (Credits 2.0)

Topics covered include the history of Chinese nutrition, basic principles, yin/yang, the four Qis, the five flavors, the energetic qualities and uses of specific foods, and the role of nutrition in a complete treatment plan. Through learning about foods and their effect on health, students will be introduced to the five elements and the proper balance of these elements within a diet. Specific disorders will be discussed using food as a major healing tool. Students will also have the opportunity to experience nutritional therapy firsthand through a trimester long nutrition project.

Prerequisites: OM4408, OM4410

OS5531: Advanced Seminar 1 (Credits 2.0)

In this first course of a two-seminar series, students integrate all of the subjects that they have studied over the past two years. The format used to integrate this information is case-based seminars. A few of the topics covered include chronic pain management, orthopedics, internal disorders, obstetrics and gynecology, pediatrics, geriatrics, dermatology, allergies, infertility, emergency care, and so on. However, this Advanced Seminar 1 will mainly focus on chronic pain management and neuromusculoskeletal conditions. Some seminar presentations may involve a patient in the grand rounds setting whenever possible. The class may be composed of large and small group activities. The large group session will present the case, introduce the related topics, and wrap up the case. Each small group session is responsible for a report on the cases that include full patient information and physical examination results based on traditional four diagnosis methods and western medicine; differential diagnosis and assessments; principles of treatment; treatment protocol with specific acupuncture points and their point selection rationales; accessory techniques and prognosis. Students will also discuss patient management, business management and practice ethics, and proper patient referral to other health care providers.

Prerequisites OM4651

OS5632: Advanced Seminar 2 (Credits 2.0)

In this second course of a two-seminar series, students integrate all of the subjects that they have studied over the past two years. The format used to integrate this information is case-based seminars. A few of the topics covered include chronic pain management, orthopedics, internal disorders, obstetrics and gynecology, pediatrics, geriatrics, dermatology, allergies, infertility, emergency care, and so on. However, this Advanced Seminar 2 will mainly focus on cardiovascular and pulmonary conditions, endocrinology, and hematology. Some seminar presentations may

involve a patient in the grand rounds setting whenever possible. The class may be composed of large and small group activities. The large group session will present the case, introduce the related topics, and wrap up the case. Each small group session is responsible for a report on the cases that include full patient information and physical examination results based on traditional four diagnosis methods and western medicine; differential diagnosis and assessments; principles of treatment; treatment protocol with specific acupuncture points and their point selection rationales; accessory techniques and prognosis. Students will also discuss patient management, business management and practice ethics, and proper patient referral to other health care providers.

Prerequisites OM4651

PD5541: Doctor & Patient Relationship (Credits 2.0)

This course is designed to sensitize students to the patient's life situation and stimulate self-observation as students interact with patients. Lecture and discussion topics include: structures in doctor/patient interaction; models of the doctor/patient interaction; doctor/patient boundaries; the impact of the doctor/patient relationship on health care outcomes; the impact of the doctor/patient relationship on patient satisfaction; culturally responsive health care; the sociological context of patient suffering; co-creation of the patient's story in a therapeutic relationship; death, dying and palliative health care; management of the abused patient; and the doctor's responsibilities to the community and society. Group time will be used to discuss and practice relationship issues through guest case presentations, structured interpersonal exercises, article reviews, and discussion.

Prerequisite: CL5471L

PD4642: Evidence-Based Practice (Credits 2.0)

As professional health care practitioners, it is important to strive to educate oneself on the efficacy of one's applied art. The research literature provides the knowledge base to make sound clinical judgments in both diagnosis and treatment of health conditions. This course provides a means for developing the skills needed to critically evaluate research literature in general, and research literature specifically pertaining to complementary and alternative medicine. The topics covered include research design, validity and reliability, bias, searching the literature, critical appraisal of the literature, and elementary statistical methods of data analysis.

Prerequisite: CL5471L

PD5443: Business, Marketing and Practice Management (Credits 2.0)

This course focuses on many of the various practice-related issues that face the acupuncture and/or herbal medicine practitioner. Topics addressed in this class include: writing a curriculum vitae; investigating various practice types; writing narrative reports; the informed consent process; marketing concepts for the practice with preparation of a comprehensive marketing plan; preparation of a comprehensive business plan; successful interviewing techniques; vicarious liability and independent contact issues; record keeping requirements; creating an effective referral network; and personal and professional insurance needs.

Prerequisite: CL5471L

TM4491: Tui Na (Credits 1.0)

Tui Na is a traditional meridian bodywork therapy that originated in China over 2,000 years ago. It involves a variety of techniques including rolling, tapping, and pressure used for treating a broad range of disorders including orthopedic and stroke rehabilitation. It is also a widely used modality in pediatrics. In this course, students gain a working knowledge of basic Tui Na techniques, the general body routine, and Tui Na exercises to strengthen the body's constitution. An emphasis will be made on integrating Tui Na with herbal as well as biomedical evaluation and treatment methods of common disorders.

Prerequisite: None

TM4492: Asian Body Work (Credits 1.0)

In this course, students will learn many different forms of basic soft tissue works such as shiatsu, anma, acupressure, and so on. Students will learn meridian-based acupressure or anma for various conditions of patient care.

Prerequisite: None

TM5591: Advanced Tui Na (Credits 1.0)

In this course, students will be introduced to more advanced skills of Tui Na while they sharpen the skills they have previously learned from the basic course.

Prerequisite: TM4491

TM5692: Rehabilitation & Physical Therapy of Herbal Medicine (Credits 1.0)

Students will learn modern herbal medicine rehabilitation based on herbal medicine theory. Students will also learn hydrotherapy, infrared, ultrasound, Kinesio Taping, and many other newly developed equipment and tools. While learning about the function, indications, and contraindications of each modality, students will also discuss safety and legal issues.

Prerequisites: TM4491, TM4492

WB4401: Western Medical Terminology (Credits 1.0)

This course will introduce students to key word parts associated with body systems, disorders, conditions, procedures, and medical specialties. It will show students how to decipher difficult medical terms by breaking them down into these components. Pronunciation of the terms will be covered as well.

Prerequisite: None

WB4402: Human Anatomy (Credits 2.5)

Students will learn through cadaver dissection in lecture and laboratory. The lecture will cover the basic concepts of human anatomy with an emphasis on the cutaneous part of the human body. Students will discuss the function of major muscles and clinical and pathological conditions that are frequently present in the clinic. In the laboratory, students will discover the relationship between anatomical structures, meridians, and major acupuncture points.

Prerequisite: None

WB4404: Principles of Biochemistry (Credits 1.0)

This course presentation starts with an introduction to the concepts of biomolecules in the human body such as carbohydrates, lipids, proteins, and nucleic acid, etc. This course will also introduce the metabolic mechanism and processes involved in producing and transforming these molecules to generate energy for the body. Students will also be provided with a basis for understanding nutrition on a biochemical level, covering vitamins, minerals, co-enzymes, etc.

Prerequisite: None

WB4405: Neurology (Credits 2.0)

This course will serve as an introduction to the general neurological system. Knowledge of the neurological system is essential to understand the scientific basis and mechanisms of acupuncture. Topics covered in this course include histology, anatomy, and physiology of the nervous system. The central, peripheral, and autonomic nervous systems, as well as the cranial nerves will be presented. The major nerve plexuses are discussed along with the common clinical pathologies.

Prerequisite: None

WB4409: Western Anatomy and Physiology (Credits 2.0)

In this course, students will learn in lecture and laboratory formats, the normal anatomy, and physiology of the major organ systems of the human body. The organ systems discussed are the cardiovascular, respiratory, lymphatic, endocrine, urinary, digestive, and reproductive as well as neuroanatomical structures. In addition, the interrelationships between organ systems will be explained as well as the interrelationships between structure and function of the organs and organ systems. The gross anatomy laboratory sessions will be presented using a regional approach and will be designed to support the lecture sessions and address related basic science issues.

Prerequisite: None

WB4511 (Online): Microbiology, Immunology & Public Health (Credits 2.0)

This course provides an introduction to microorganisms, immunology, public health, and their interaction with humans; concepts in public health as applied to communicable and non-communicable diseases; and an introduction to the basic changes in the morphology of the cells, tissues, and organs in diseased states. Extensive use of visual aids using the latest computer technology will aid students in visualizing and understanding these various fundamental topics. The appropriate clinical correlation with case studies is discussed as well.

Prerequisite: WB4401

WB4512 (Online): Western Pathology (Credits 2.0)

Considered in this course are the pathologies peculiar to and characteristic of the various systems of the body. The pathologies examined include myopathy, neuropathy, bone and joint pathology, immunopathology, hematopathology, and dermatopathology. Each condition is studied from the standpoint of general characteristics, gross and microscopic appearance, and clinical course. The systems examined include neurological, respiratory, cardiovascular, reproductive, and mammary, gastrointestinal (inclusive of liver, gall bladder and pancreas), urinary, and endocrine.

Prerequisite or Corequisite: WB4401

WC5421: Neurophysiology of Acupuncture (Credits 2.0)

In this course, students will discuss acupuncture from a different angle. This course investigates how modern western scientific research starts unveiling the mystical functions and action mechanisms of acupuncture, and the relationship between acupuncture stimulation and brain reaction. By discussing current western research achievements about acupuncture, students will understand the neurological, physiological, and chemical basis of the acupuncture action mechanisms and its functions. Students will be inspired by this course to connect 5,000 years of traditional Eastern acupuncture into modern Western science.

Prerequisites: WB4401, WB4405

WC5422 (Online): Western Pharmacology & Toxicology (Credits 2.0)

This course provides a basic understanding of the use of drugs in Western medicine for the treatment of disease. Topics covered in this course will be descriptions of drug names and classification, general principles of drug action and metabolism. Factors influencing drug action and drug safety are addressed, too. This course also will discuss the drug actions on body systems including the entire major organ systems and the disorders and diseases in each of the systems. Included will be a description of the mechanism of action, major untoward effects and contraindications for each drug and drug category. A large part of this lecture will be focused on interactions with other drugs, Chinese herbs, and botanicals. Drug action on infection and immune system regulation as well as chemical dependency and substance abuse will be described. A discussion of poisons and their antidotes is included.

Prerequisite: WB4401, WB4404

WC4523: Psychopathology & Health Psychology (Credits 2.0)

This course includes review and discussion of the major topics in health psychology including examination of the relationships of psychopathology, lifestyle, and personal relationships to physical health. Topics include risk factors and treatments for physical disorders such as cardiovascular disease, cancer and chronic pain, as well as the exploration of the co-morbidity of physical and psychological disorders; an examination of the nine basic categories of psychopathology (depression, anxiety, somatoform, substance use disorders, sleep disorders, eating disorders, sexual dysfunction, and cognitive disorders) with emphasis on screening, diagnosis, and management in a primary care setting. Students are asked to review current theories and their implications for practice.

Prerequisite: CL5471L

WD4541: Western Physical Exam (Credits 2.0)

In this course, students will practice general physical exams of common Western medical conditions through herbal and western medical integrative forms. In the lectures and lab, students will learn history taking, vitals, and general physical exams and their procedures. The students will be familiar with the major individual exam skill performance while they practice head-to-toe sequence exams. The course will also cover patient referrals to other health care professions. Students will also practice SOAP note writing based on the NUHS AHM clinic patient SOAP note form.

Prerequisites: WB4401

Corequisites: WB4409

WD4542: Neuromusculoskeletal Exam (Credits 1.0)

This laboratory course will cover neurological examination and orthopedic examinations. Students will learn how to test the neurological systems including dermatome testing, muscle testing, deep tendon reflexes, etc. Students will also learn how to perform orthopedic examinations of the major joint systems of the human body. The examinations will help the student to determine if a lesion is present and the location of the lesion.

Prerequisites: WB4401, WB4402

WD5441: Imaging Diagnosis (Credits 2.0)

The basic principles of the major modalities of diagnostic imaging are discussed. The major outcomes include learning normal and common abnormal findings on conventional X-ray studies and becoming familiar with common abnormal findings yielded by the following modalities: conventional X-ray, MRI, CT, and nuclear imaging. This course is designed for the acupuncture practitioner in general practice who will request and receive radiographic and advanced diagnostic imaging reports and will learn how to apply this information to the overall patient status/disease process. Basic interpretation of such reports, knowing when and how to request them, and how to apply the information contained in the radiology report to their patient's condition is a major learning outcome.

Prerequisites: WB4401, WB4402, WB4512

WD5542: Clinical Laboratory Diagnosis (Credits 2.0)

The clinical laboratory plays a major role in the education of the student. Today's technology allows the health practitioner to examine the depths of the body in ways that were only imaginable a few short years ago. The modern health care provider, especially acupuncturist, needs to be able to know in what situations patients should be referred for diagnostic tests, how to interpret the information relative to its diagnostic or informative value, what other tests relate to this information, and what are the disadvantages or possibilities of error or false positive results. In this course, these aspects are addressed with regard to the common profiles of hematology, chemistries, urinalysis, fecal, and sputum studies.

Prerequisites: WB4401, WB4409, WB4511, WB4512

WD5641: Western Physical Diagnosis (Credits 2.0)

This course introduces the student to the methods used in the diagnosis and management of common conditions. The students in this course develop skills in interpretation, evaluation, and correlation of normal and abnormal physical findings. Discussions concentrate on the development of diagnostic acumen and conservative management of selected conditions.

Prerequisites: WD4541, WD4542

Co-requisite: WD5441

WI5601: Integrative Medicine I (Credits 2.0)

This course will review and sharpen core biomedicine knowledge and skills and focus on the comprehensive application of acquired cognitive knowledge, psychomotor clinical skills, and affective senses in actual clinical case problem-solving. In this course, students will discuss how to utilize and integrate the different subjects from each biomedicine class into real clinical case problem-solving situations. Students will also contend how to apply medical knowledge, manage patient care effectively, demonstrate professionalism, interpersonal and communication skills, and utilize all other appropriate information, while integrating the basic science and basic western diagnostic skills with certain treatment plans. Students will also review specific exam skills and be required to practice a hands-on format. The materials in this class will be delivered through class meetings and/or on an online basis.

Prerequisites: WB4401, WB4402, WB4511, WB4512, WD4541, WD4542

Prerequisites or Corequisites: WC5421, WC5422, WD5441, WD5542, PD4642

WT5655: Western Diet & Nutrition (Credits 1.0)

This course provides a basic understanding of the vital role of the western diet and nutrition in an overall approach to patient care. Topics will cover principles of human nutrition that stress a review of the macronutrients and micronutrients with emphasis on the health properties of each as well as the severe deficiency states for both micronutrients and macronutrients. Digestion, absorption, and transport of the nutrients, and consequences of malabsorption care are covered. Energy production, energy balance, and weight management are also described. Food habits in the United States and nutrition across the life cycle are discussed in the course. Male and female health, sports and exercise nutrition, enteral and parenteral nutrition procedures as well as an introduction to the science of food preparation and handling are included. An introduction to nutritional status assessment using food frequency questionnaires and diet history is given.

Prerequisite: WB4404

WT6456: Botanical Medicine (Credits 4.0)

This course presents the fundamentals of herbal science and pharmacognosy. Topics included are herbal terminology, principles of herbal pharmacology and treatment, as well as mechanisms for optimizing safety. Dosage forms and preparations and standardization are covered in detail. Extraction and purification of the active ingredients are explained in the course. Herbal approaches to maintenance of health and treatment of disease as well as the strengthening of organ systems are presented for all the major organ systems of the body and many of the primary care diseases found in each of those organ systems. A major focus in the second half of this course is a description of the Materia Medica for 30 of the common botanical medicines used in western medicine. Active ingredient, part of the plant used, major therapeutic use, untoward effects, contraindications and interactions with drugs and other botanical medicines are covered in detail.

Prerequisite: WB4404, HM4511, HM4512, HM4513

Elective Course Descriptions

Not all courses listed below are offered every trimester. Contact the Registrar for schedule details. Students should consult with their advisor prior to registering for classes.

COM100: Student Success (15 clock hours) (Credit 0.0)

This non-credit course will help students to understand how to achieve academic success in a health profession program. The course will help students set academic goals, manage stress, and understand grade point average calculation. The course will also help students develop confidence that they can succeed (a growth mindset) and improve communication skills, study skills and test taking skills. Students of any program may benefit from this course either before or during their coursework. Course registration closes by Week 6 of each trimester.

EL1100: Applied Kinesiology: A Survey Course (Credit 1.0)

This survey course focuses on the procedures used in the practice of, and its relationship to health care outcomes of Applied Kinesiology (AK). Students will also explore the literature involved in AK in order to broaden their understanding of the issues in the field. Students will be exposed to the history of AK and to the description of mechanics of neurology. This material will be presented in discussion and lecture.

Prerequisite: None

EL2410: Biopsychology (Meets with BIOL241) (Credits 3.0)

This course provides an introduction to understanding the function of the human brain and its relation to behavior. The first goal of this course is for students to integrate a basic understanding of the anatomy and neurology of the brain information into their existing knowledge base. The second goal of this course is to provide students with an adequate framework about basic principles in biopsychology so that information may be incorporated in an understanding of holistic health care. A topical format is employed focusing on relevant health care issues. Topics include the structure and function of the nervous system related to a combination of the following topics: human brain damage, vision, movement, eating and drinking, sex, sleep, drug addiction, learning and memory, neuroplasticity, lateralization, emotions, stress, mental disorders, and health. To accomplish these goals, the topical information will be presented through a combination of lectures, discussions, and readings beyond the textbook.

EL6707: Certificate Test Preparation (Meets with COM110) (Credits 2.0)

The purpose of this course is to provide the student with the knowledge of human anatomy, physiology, neurology, endocrinology, and energy systems and other knowledge in order to pass the CSCS and other certifying exams such as: ACE, NSCA or ACSM Personal Training exam, or NSCA Certified Strength and Conditioning Special Examination. The course will then provide the student with an understanding of how these various forms of training affect these various systems. Topics that will be covered: Concepts & Applications of Exercise Science, Testing and Evaluation, Exercise Techniques, Program Design, and Organization and Administration.

COLLEGE OF PROFESSIONAL STUDIES – INFORMATION SPECIFIC TO EACH PROGRAM

Doctor of Chiropractic Medicine Program

Purpose Statement for the Doctor of Chiropractic Medicine Program

The purposes of the Doctor of Chiropractic Medicine Program are to educate students in the basic and clinical sciences and related health subjects requisite for development of competent primary care chiropractic physicians, the development of new knowledge and other scholarship in the field of chiropractic medicine, and the provision of health care and other services to patients in University clinics and the community.

Profile of the Chiropractic Medicine Profession

Chiropractic physicians must be competently trained to diagnose, including the use of specific spinal and biomechanical evaluation of the relationship of human structure and function, to care for the human being in health and disease, and to consult with, or refer to, other health care providers when clinically indicated.

National University of Health Sciences holds that the practice of the chiropractic physician embraces the whole person with emphasis upon conservative health care that facilitates the inherent potential of the human organism to develop and maintain a state of self-regulation and to invoke self-healing processes with minimal therapeutic risk at reasonable cost.

Practice Profile of Chiropractic Physicians

The chiropractic physician is a primary care, first contact provider who practices within the legal scope of licensure, emphasizes the importance of the doctor-patient relationship, recognizes the need for other forms of therapy when indicated, and interacts fully with other members of the health care delivery team, always in the best interest of the patient. The practice of chiropractic medicine embodies:

- Recognition of a diversity of factors that impact upon human physiology, among which are biomechanical dysfunction, genetics, trauma, hygiene, microorganisms, nutritional status, exercise, motion, posture, environment, stress, emotion, and human relationships;
- Primary care of patients based upon diagnostic evaluation including patient history, physical examination, clinical laboratory data, diagnostic imaging, and other special diagnostic measures, as well as those procedures that are unique to the chiropractic evaluation of human spinal and structural balance and integrity;
- The application of a diversity of spinal and other articular adjustments and manipulations for the treatment, correction, and prevention of neurologic, skeletal, or soft tissue dysfunction, and for the production of beneficial neurologic and other physiologic effects as a central component of practice;
- Use of other conservative means in the promotion of optimal health including, but not limited to, nutritional counseling, physiologic therapeutics, meridian therapy/acupuncture, trigger point therapy, exercise, life-style counseling, botanical medicine, homeopathic remedies, emotional support, and stress management.

Websites for Chiropractic Medicine Students

- American Chiropractic Association: www.acatoday.org
- Student American Chiropractic Association www.amerchiro.org/students
- The National Board of Chiropractic Examiners www.nbce.org
- The Federation of Chiropractic Licensing Boards www.fclb.org
- World Federation of Chiropractic (WFC) www.wfc.org
- Florida Chiropractic Association (FCA) www.fcachiro.org
- Illinois Chiropractic Society (ICS) www.ilchiro.org

Program Outcomes for the Chiropractic Medicine Program

- Demonstrate core knowledge in biomedical and clinical sciences.
- Effectively perform and interpret clinically appropriate and meaningful assessments (history, physical, labs, imaging) to formulate appropriate diagnoses.
- Using evidence-based clinical judgment, implement and monitor appropriate, safe, and effective patient-centered management plans.
- Utilize knowledge of epidemiological principles in disease prevention to promote health and wellness and evaluate public health issues.
- Demonstrate professional and effective verbal and written communication skills.
- Demonstrate adherence to ethical, professional, and legal standards of being a health care provider.
- Critically evaluate and utilize scientific literature to inform patient care.
- Demonstrate the ability to deliver appropriate, safe, and effective spinal manipulation.
- Collaborate with other health care providers to provide patient-centered care

Admissions to the Chiropractic Medicine Program

General University admissions information and procedures may be found under the Admissions Information section above or at www.nuhs.edu/admissions. Additionally, the required Technical Standards can be found in the College of Professional Studies section above.

The specific admissions requirements for the Doctor of Chiropractic Medicine Program are as follows:

1. Applicants must have earned (or be in the process of earning) a baccalaureate degree, or its equivalent from an institution or institutions accredited by an agency recognized by the U.S.
2. Department of Education (USDE) or an equivalent foreign agency to gain entry into NUHS DC and/or
3. ND programs.
4. No specific baccalaureate degree major is required.
5. Grade Point Average: National University of Health Sciences evaluates an applicant's overall coursework grade point averages (GPA) by three specific criteria. This criterion was created to best determine

educational preparedness into the DC and ND programs. All three conditions below must be met for admission consideration. All GPAs are based on a 4.0 scale.

*Applicants must have earned a minimum GPA of 3.00 as evaluated on the best 90 semester hours of all completed coursework.

Applicants must have earned a minimum GPA of 2.75 for all completed science coursework.

Applicants must have earned a minimum 2.50 cumulative GPA as evaluated overall for all coursework completed.

Applicants whose minimum GPA falls between 2.75 and 2.99 based on evaluation of the best 90 semester hours completed (as referenced in bullet 1) may be admitted as an AR3.

*Please review Specific Course Requirements below for additional GPA assessment as it pertains to admission and course requirement and preparedness.

Students are required to have completed a minimum of 24 semester hours in life and physical science coursework before entering DC or ND. At least half of the 24 semester hours in life and physical science coursework must include a laboratory component in each of the following areas below:

- Biology
- Physics
- General Chemistry
- Organic Chemistry

Additionally, to ensure academic preparedness, an applicant's incoming GPA, as evaluated on the best 90 semester hours of coursework completed, will impact the specific course requirements necessary to gain entry to the DC or ND programs. The admission requirements (AR) table below breaks down what, if any, specific course requirements are needed for entry based on the best 90 semester hour of coursework completed GPA.

- AR1: 3.30 – 4.0
    - Minimum requirements as mentioned above with no additional prescribed coursework.
- AR2: 3.0 – 3.29
    - 1 course in biology
    - 1 course in chemistry
    - 1 course in physics
    - 1 course in organic chemistry
- AR3: 2.75 – 2.99
    - 2 courses in biology
    - 2 courses in chemistry

- 1 course in physics
- 1 course in organic chemistry

All courses must be taken at an accredited institution and must be transferable at the baccalaureate level. All courses must be completed with a "C" grade (2.00 on a 4.00 scale) or higher. A grade of "C-" is not satisfactory unless it is equivalent to a 2.00 on a 4.00 scale.

Please contact the Admissions Office at 1-800-826-6285 or admissions@nuhs.edu for more additional information on required prerequisites.

Students who have completed their baccalaureate degree but fall short of the required science credit hours to meet National University admission requirements, may enroll in the Prerequisite Program. Students who have not completed their baccalaureate degree may enroll in the NUHS Bachelor of Biomedical Sciences Degree completion program. It is designed for students with a two-year/associate's degree or 60 semester hours of general education credits, who wish to earn a bachelor's degree to prepare for a career in science or health care.

Students who are in the process of completing the above prerequisites at another institution are still welcome and encouraged to apply. Please contact the Office of Admissions at 1-800-826-6285 or admissions@nuhs.edu to speak with an Admissions Counselor regarding admission.

Admissions Material for the Chiropractic Medicine Program

- Complete an online or paper application and submit a $55 application fee
- Write 3 essay responses (400-500 word minimum)
- Provide two-character references
- Submit all official college transcripts
- Complete an informal interview (by phone, or in-person) with an Admissions counselor
- Submit $225 reservation deposit, if accepted

Graduation Requirements for the Chiropractic Medicine Program

The Doctor of Chiropractic is conferred on individuals who:

1. Meet all stipulated academic requirements for the degree and have been a resident student at National University of Health Sciences for at least the last two academic years of study;
2. Have successfully completed all the required courses, laboratories, and clinic internships in the degree curriculum within the 10 calendar-year limit;
3. Are in good academic standing and are clinically competent;
4. Are recommended for graduation by the faculty of the University;
5. Are free of all indebtedness and other obligations to the University;

6. Have attained the age of 21;
7. Have successfully completed all required Co-Curricular Learning assignments
8. Have submitted a completed and signed Petition for Degree Completion Form;
9. Have participated in the commencement ceremony.

   (Graduates of the NUHS Florida program are required to attend commencement on the main campus in Illinois.)
10. Have completed a minimum of the last 25% of the NUHS required program credit hours.

Graduation Rate for the Chiropractic Medicine Program

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate at 150% time (cohorts starting in FA15 through SU17) is 93.0%.

While reviewing this information, please bear in mind:

- The DC graduation/completion rate is based on enrollment up to 150% normal time, meaning up to 15 trimesters rather than the standard 10 trimesters. This period is used to account for our Flexible Track Option that allows students to complete their degree requirements at a slower pace.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

Placement Rate for Chiropractic Medicine Program Graduates

89.00% of National University graduates, from 2018 through 2021, were licensed, or license eligible, within six months of graduation.

National Board of Chiropractic Examiners

The National Board of Chiropractic Examiners (NBCE) was incorporated June 19, 1963. The national board is composed of 11 members and employs the services of a specialist in measurement and statistics who assists the board in the preparation of the examination and evaluation of the scores. The purpose for conducting a chiropractic examination program at the national level is to provide a service to the state boards of examiners, the chiropractic colleges, and the Doctor of Chiropractic.

Students are eligible to take the examination only when certified by the academic Dean, Registrar, or Vice President of their college. Students who are applying to sit for the NBCE examination should visit the NBCE website at nbce.org when planning to take each examination part. Application for examination involves NBCE verifying

eligibility with NUHS that the student qualifies to sit for the particular board exam (Part I-IV and Physical Therapy) by completing the associated courses and time requirements specific to the assessment. Eligibility verification is completed within one or two business days and the student will be notified by NBCE when this process is complete. After verification of eligibility is completed, the student may then apply for a specific time and location of the board exam which he or she has been approved. Licensing board examination dates, times, and locations are entirely determined by NBCE. The method of assessment, topics covered, examination review opportunities, and eligibility questions may be addressed to the Assistant Dean – Chiropractic Medicine or by visiting nbce.org.

All 50 states and the District of Columbia require Parts I through IV of the NBCE examinations. The minimum passing score for each part/section is 375. Some state boards require higher scores to obtain licensure in those states. In keeping with the Council on Chiropractic Education requirements concerning public disclosure of student performance on national board examinations, up-to-date student performance on national board examinations must be disclosed on each chiropractic program's website. NBCE data must be updated for public disclosure by August 1 annually.

Curriculum Overview for the Doctor of Chiropractic Program

The following course listings and credits are effective for students beginning the DC program in the Spring 2022 term or later. Students should consult with their advisor prior to registering for classes. Course descriptions can be found in the College of Professional Studies Course Descriptions section.

DC Phase I: Term One (T1)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5101	Spine and Extremities Anatomy	75	0	0	75	5.0
AN5102	Spine and Extremities Anatomy Lab	0	105	0	105	3.5
AN5107	Histology and Embryology I	30	15	0	45	2.5
BC5104	Human Biochemistry	60	30	0	90	5.0
BU5116	Professionalism, Ethics and Laws	15	0	0	15	1.0
FH5108	Introduction to Clinical Medicine	15	0	0	15	1.0
MM5121	Technique I: Palpation and Landmarks	0	30	0	30	1.0
PH5103	Cellular Physiology & Hematology	45	30	0	75	4.0
	TOTAL:	**240**	**210**	**0**	**450**	**23.0**

DC Phase I: Term Two (T2)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5201	Head & Neck Anatomy	45	0	0	45	3.0
AN5202	Head & Neck Anatomy Lab	0	60	0	60	2.0
AN5203	Neuroanatomy	75	15	0	90	5.5
EM5213	Examination & Management Thoracic Spine & Chest	30	30	0	60	3.0
MI5215	Fundamentals of Microbiology	30	0	0	30	2.0
MM5221	Technique II: Principles & Practice of Chiropractic	30	0	0	30	2.0
MM5222	Technique III: Manipulation of the Thoracic Spine & Ribs	0	45	0	45	1.5
PA5204	Fundamentals of Pathology	45	0	0	45	3.0
PH5208	Neurophysiology	45	15	0	60	3.5
RA5205	Radiation Physics & Technology	15	0	0	15	1.0
	TOTAL:	**315**	**165**	**0**	**480**	**26.5**

DC Phase I: Term Three (T3)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5304	Thorax, Abdomen & Pelvis Anatomy	30	0	0	30	2.0
AN5305	Thorax, Abdomen & Pelvis Anatomy Lab	0	60	0	60	2.0
AN5307	Histology & Embryology II	30	15	0	45	2.5
BC5308	Nutritional Biochemistry I	30	0	0	30	2.0
EM5319	Evaluation & Management of the Abdomen, Pelvis & Lumbar Spine	30	30	0	60	3.0
MI5303	Medical Microbiology I	68	0	0	68	4.5
MM5322	Technique IV: Manipulation of the Lumbo-sacral spine, T/L Junction & Pelvis	0	45	0	45	1.5
PA5302	Systems Pathology I	60	0	0	60	4.0
PH5306	Neuroendocrinology, GI and Reproductive Physiology	60	0	0	60	4.0
	TOTAL:	**308**	**150**	**0**	**458**	**25.5**

DC Phase I: Term Four (T4)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BC5409	Nutritional Biochemistry II	15	0	0	15	1.0
DH5411	Public Health	30	0	0	30	2.0
EM5417	Examination & Management of Head, Neck & Cervical Spine	30	30	0	60	3.0
EP5410	Evidence-based Practice: Critical Appraisal of the Biomedical Literature	15	0	0	15	1.0
MI5403	Medical Microbiology II	75	0	0	75	5.0
MM5422	Technique V: Manipulation of the Cervical Spine, C/T Junction & First Rib	0	45	0	45	1.5
NN5418	Human Metabolism & Nutrition	15	0	0	15	1.0
PA5402	Systems Pathology II	90	0	0	90	6.0
PH5405	Cardiovascular, Respiratory & Renal Physiology	60	30	0	90	5.0
RA5416	Normal Radiographic Anatomy & Variants	15	15	0	30	1.5
	TOTAL:	**345**	**120**	**0**	**465**	**27.0**

DC Phase II: Term One (T5)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
EM6113	Chiropractic Practice: Musculoskeletal I	30	0	0	30	2.0
EM6116	Clinical Evaluation & Diagnosis	45	45	0	90	4.5
EM6117	Laboratory Diagnosis	45	0	0	45	3.0
EM6118	Phelebotomy & Point-of-Care Testing	0	15	0	15	0.5
EM6119	Psychopathology & Health Psychology	45	0	0	45	3.0
EM6121	Examination & Management of the Upper & Lower Extremities	30	60	0	90	4.0
MM6114	Myofascial Treatments	0	30	0	30	1.0
MM6122	Technique VI: Advanced Adjustments	0	45	0	45	1.5
NN6107	Pharmacology I	45	0	0	45	3.0
NN6108	Botanical Medicine	45	0	0	45	3.0
RA6115	Radiology: Arthritides & Trauma	30	15	0	45	2.5
	TOTAL:	**315**	**210**	**0**	**525**	**28.0**

DC Phase II: Term Two (T6)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6221	Patient Communication & Marketing	30	0	0	30	2.0
EM6211	Chiropractic Clinical Encounters	15	15	0	30	1.5
EM6214	Differential Diagnosis & Management I: Abdominal & Pelvic Disorders	60	0	0	60	4.0
EM6215	Differential Diagnosis & Management II: Cardio-Pulmonary Disorders	45	0	0	45	3.0
EM6216	Chiropractic Practice: Musculoskeletal II	30	0	0	30	2.0
EM6218	Differential Diagnosis & Management III: Neurology	45	0	0	45	3.0
EM6222	Differential Diagnosis & Management IV: EENT	30	0	0	30	2.0
FR6216	Sports Medicine & Functional Rehabilitation I	30	30	0	60	3.0
NN6206	Pharmacology II	45	0	0	45	3.0
RA6217	Radiology: Tumors & Dysplasias	30	15	0	45	2.5
	TOTAL:	**360**	**60**	**0**	**420**	**26.0**

DC Phase II: Term Three (T7)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6309	Starting a Practice	30	0	0	30	2.0
BU6314	Billing, Coding & Documentation	30	0	0	30	2.0
EC6311	Emergency Management: Chiropractic Practice	15	15	0	30	1.5
EM6313	Advanced Diagnosis & Clinical Reasoning	0	90	0	90	3.0
EM6324	Clinical Approach to Special Populations	45	0	0	45	3.0
EP6316	Research-Evidence-Based Clinical Applications	15	0	0	15	1.0
FR6318	Physiotherapies & Advanced Modalities	15	30	0	45	2.0
FR6319	Sports & Musculoskeletal Functional Rehabilitation II	30	30	0	60	3.0
MM6321	Technique VII: Manipulation Systems	0	30	0	30	1.0
NN6322	Evidence-based Nutritional Therapies	60	0	0	60	4.0
NN6325	Homeopathy: First Aid	15	0	0	15	1.0
RA6323	Radiology: Chest & Abdomen	30	15	0	45	2.5
	Concentration Elective*	30	0	0	30	2.0
	TOTAL:	**315**	**210**	**0**	**525**	**28.0**

DC Phase II: Term Four (T8)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6411	Managing a Practice	30	0	0	30	2.0
EM6406	Dermatology	15	15	0	30	1.5
EM6411	Clinical Skills Seminar	15	0	0	15	1.0
EP6413	Literature Research & Review (Evidence-based Practice: Journal Club)	8	0	0	8	0.5
FR6414	Advanced Sports Medicine	30	0	0	30	2.0
FR6421	Rehabilitation of the Athlete	0	45	0	45	1.5
IC7010	Clinic Internship I	0	0	300	300	10.0
MM6422	Technique VIII: Manipulation Clinical Application	0	15	0	15	0.5
NU6404	Nutritional Therapies in Functional Medicine	45	0	0	45	3.0
RA6423	Radiological Critical Thinking	0	30	0	30	1.0
RA6424	Advanced Radiology & Positioning	15	30	0	45	2.0
RA6425	Radiology: Orthopedic & Musculoskeletal Imaging	15	0	0	15	1.0
	Concentration Elective*	30	0	0	30	2.0
	TOTAL:	**203**	**135**	**300**	**638**	**28.0**

DC Phase III: Term One (T9)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
IC7100	Clinic Internship II	0	0	544	544	17.0
	Concentration Elective*	30	0	0	30	2.0
	TOTAL:	**30**	**0**	**544**	**574**	**19.0**

DC Phase III: Term Two (T10)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
IC7100	Clinic Internship II	0	0	544	544	17.0
	TOTAL:	**0**	**0**	**544**	**544**	**17.0**
	TOTAL PROGRAM CREDITS:	**2431**	**1260**	**1388**	**5079**	**248.0**

Note: This document reflects courses and credit hours in the Doctor of Chiropractic Medicine curriculum beginning Spring 2022. However, the University reserves the right to make changes as required and may have modified the curriculum since the publication of this material. The most up-to-date information can be found on the University's website at www.nuhs.edu.

In order to enter Internship I, DC students must complete all program coursework from Phase I, including all trimester 7 courses and the American Heart Association BLS for Health Care Professionals with AED CPR certification.

* Concentration electives must be taken starting in trimester 7 and thereafter in the DC program. They can be taken in any order and are all online/remote and asynchronous. Taking the concentration electives in trimesters 7-9 is required. No courses should be taken in the 10th trimester.

National University offers several concentration elective courses. All DC students must successfully complete three elective courses (2.0 credits each) offered by NUHS valued at a total of 6.0 credit hours. Concentration electives can be taken starting in trimester 7 of the DC program. The concentration electives can be taken in any order and are all online and asynchronous. All University academic policies, regulations, and procedures apply to elective courses. The only exception is that an elective course(s) other than the three required for graduation need not be repeated or completed if an F or U grade is received. The following concentration elective courses will count towards fulfilling the elective requirements for graduation. Not all courses listed below will be offered every trimester. Contact the Office of the Registrar for schedule details.

Sports Medicine Concentration

EL6700 Elective: Application of Diversified Technique EL6712: Exercise Testing and Prescription

EL6713: Nutrition for Human Performance EL6714: Sports Injuries & Medical Conditions

Functional Medicine Concentration

EL6723: Laboratory Interpretation for Functional Medicine EL6724: Functional Medicine and Chronic Illness

EL6725: Functional Neuroendocrinology and Reproductive Health

Women’s Health Concentration

EL6733: Functional Neuroendocrinology and Reproductive Health EL6734: Women’s Health and Conservative Management I EL6735: Women’s Health and Conservative Management II

Rather than concentrating on one topic, DC students can choose to take a combination of any three of the above-mentioned concentration elective courses, totaling 6.0 credits hours. Taking a combination of electives would provide a more broad-based understanding of the topics; however, will not lead to the in-depth understanding of any single topic.

Accreditation of the Chiropractic Medicine Program

The Doctor of Chiropractic Medicine degree program at both the Florida and Illinois sites was reaffirmed for accreditation in January 2026 by the Council on Chiropractic Education (CCE).

Council on Chiropractic Education 8049 North 85th Way
Scottsdale, AZ, 85258-4321
Phone: (480) 443-8877
Website: www.cce-usa.org.

The educational components of the chiropractic curriculum are structured so that DC students will be able to demonstrate all meta-competencies as defined by CCE prior to graduation. Recently, CCE modified their meta-competencies. The new CCE meta-competencies will take effect on January 1, 2025. Below you will find both sets of Meta-Competencies

Chiropractic Clinical Education Meta-Competencies as Defined by CCE

A graduate of a CCE accredited DCP is competent in the areas of:

META-COMPETENCY 1 – ASSESSMENT & DIAGNOSIS

Assessment and diagnosis require developed clinical reasoning skills. Clinical reasoning consists of data gathering and interpretation; hypothesis generation and testing; and critical evaluation of diagnostic strategies. This dynamic process includes the collection and assessment of data through history, physical examination, imaging, laboratory tests, and case-related clinical services.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Compile a case-appropriate history that evaluates the patient's health status, including a history of any present illness; systems review; and review of past, family, and psychosocial histories for the purpose of constructing a differential diagnosis and directing clinical decision-making.

B. Determine the need for and availability of external health records. CCE Accreditation Standards – Principles, Processes & Requirements for Accreditation - January 2025 CCE Accreditation Standards Page 20

C. Perform case-appropriate examinations that include evaluations of body regions and organ systems, including the spine and any subluxation/segmental dysfunction, that assist in developing the diagnosis/es.

D. Perform and interpret diagnostic studies, inclusive of imaging, clinical laboratory, and specialized testing procedures based on clinical needs, and refer to other providers for consultations when appropriate.

E. Formulate an evidence-informed diagnosis/es supported by information gathered from the history, examination, diagnostic studies, and relevant scientific literature to inform patient care.

OUTCOMES:

Students will be able to:

1. Perform a case-appropriate history that evaluates the patient's health status.
2. Perform a case-appropriate examination that leads to the identification of significant findings and determine the need for additional examination, diagnostic and/or confirmatory tests, and consultations.
3. Perform/order and interpret clinical laboratory, imaging, and other diagnostic studies required for formulating an appropriate diagnosis.
4. Demonstrate clinical reasoning to generate a corresponding list of current/active diagnosis/es.

META-COMPETENCY 2 - MANAGEMENT

Management involves the development, implementation, and monitoring of a patient care plan for positively impacting a patient's health and well-being, including specific health care goals and prognoses. It may include case follow-up, referral, and/or collaborative care.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Critically appraise scientific literature to inform evidence-informed practices in patient management.

B. Develop a management plan appropriate to the diagnosis/es, the patient's health status, obstacles to improvement, specific goals, and prognoses while incorporating patient values and expectations of care.

C. Evaluate the clinical indications and rationale for selecting chiropractic adjustment/manipulation or other appropriate forms of active or passive modalities supporting the goals of care.

D. Determine the need for changes in patient behavior and activities of daily living.

E. Determine the need for emergency care, referral, and/or collaborative care.

F. Provide information to patients of risks, benefits, natural history, and alternatives to care regarding the proposed management plan.

G. Obtain informed consent.

H. Monitor patient progress and alter management plans as new clinical information becomes available.

I. Recognize the point of a patient's maximum improvement and release the patient from care or determine rationales for any ongoing care.

OUTCOMES:

Students will be able to:

1. Use relevant scientific literature and other evidence to inform patient care.
2. Develop an evidence-informed management plan appropriate to the diagnosis, including elements such as obstacles to improvement, measurable health care goals, prognoses, and target endpoint of care in consideration of bio-psychosocial factors, natural history, and alternatives to care.
3. Identify the need and refer for emergency care as appropriate.
4. Perform a review of findings that outlines benefits, risks, and alternatives to care and obtain informed consent for care.
5. Deliver appropriate chiropractic adjustments/manipulations and/or other forms of passive care.
6. Implement appropriate active care.
7. Make recommendations for changes in lifestyle behaviors, including activities of daily living and/or dietary and nutritional habits as appropriate.
8. Identify maximum improvement and document the endpoint of care or determine rationales for continuing care or referral.

META-COMPETENCY 3 – HEALTH PROMOTION AND DISEASE PREVENTION

Health promotion and disease prevention requires an understanding and application of epidemiological principles regarding the nature and identification of health issues in diverse populations and recognition of the impact of biological, chemical, behavioral, structural, psychosocial, and environmental factors on general health.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Identify the importance of primary, secondary, and tertiary prevention in population health, including health promotion, disease prevention, and screening.

B. Explain the major causes and trends in chronic disease, comorbidity, and mortality, including those for patients from diverse backgrounds and from underrepresented communities.

C. Recognize the importance of social determinants and impact of health care disparities within diverse populations.

D. Recognize reporting responsibilities regarding public health risks and issues.

OUTCOMES:

Students will be able to:

1. Manage health risks and public health issues, including reporting, as required.
2. Identify, recommend, and/or provide resources (educational, community-based, etc.) for influencing public health.
3. Apply appropriate hygiene practices in the practice environment.

META-COMPETENCY 4 – COMMUNICATION AND RECORD KEEPING

Effective communication includes oral, written, and nonverbal skills with appropriate sensitivity, clarity and control for a wide range of health care-related activities, to include patient care, professional communication, health education, record keeping, and reporting.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Communicate effectively, accurately, and appropriately with patients and other health care professionals.

B. Create and maintain accurate, appropriate, and legible records.

C. Comply with regulatory standards and responsibilities for patient and business records.

OUTCOMES:

Students will be able to:

1. Document health risks and management options considering the patient's health care needs and goals.
2. Exhibit verbal and non-verbal communication skills supportive of patient-centered care.
3. Safeguard and keep confidential the patient's protected health and financial information.
4. Generate patient records, narrative reports, and correspondence that comply with state and federal laws and regulations and applicable/accepted industry standards.

META-COMPETENCY 5 – PROFESSIONAL ETHICS AND JURISPRUDENCE

Professionals are expected to comply with the law and exhibit ethical behavior.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Apply knowledge of ethical principles and boundaries.

B. Apply knowledge of applicable health care laws and regulations.

C. Apply knowledge of expected professional conduct.

OUTCOMES:

Students will be able to:

1. Maintain appropriate boundaries with patients, including physical, communication (verbal and non-verbal), and emotional.
2. Maintain professional conduct with patients, peers, staff, and faculty.
3. Comply with the ethical and legal dimensions of clinical practice.

META-COMPETENCY 6 – CULTURAL COMPETENCY

Cultural competency includes the knowledge, skills, and core professional attributes needed to provide care to patients with diverse values, beliefs, and behaviors, including the tailoring of health care delivery to meet patients' social, cultural, and linguistic needs in an effort to reduce disparities in health care delivery.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Demonstrate an awareness of biases and social determinants of health that may impact the delivery of care to a diverse population.

B. Evaluate the role of sociocultural, socioeconomic, and diversity factors in contemporary society to meet the health care needs of persons, groups, and populations.

C. OUTCOMES:

D. Students will be able to:

E. Communicate respectfully and effectively with patients of diverse social, cultural, and linguistic backgrounds in a manner that protects the dignity of individuals and communities.

F. Design a care plan that considers and respects the culture of the patient.

META-COMPETENCY 7 – CHIROPRACTIC ADJUSTMENT/MANIPULATION

Doctor of Chiropractic employ the adjustment/manipulation to address joint and neurophysiologic dysfunction. The adjustment/manipulation is a precise procedure requiring the discrimination and identification of dysfunction; interpretation and application of clinical knowledge; and the use of cognitive and psychomotor skills.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Assess normal and abnormal structural, neurological, and functional articular relationships.

B. Evaluate the clinical indications and rationale for selecting a particular chiropractic adjustment/manipulation.

C. Determine, based on clinical indications and risk factors, the appropriateness of delivering chiropractic adjustment/manipulation.

D. Demonstrate the knowledge, mechanical principles, and psychomotor skills necessary to safely perform chiropractic adjustment/manipulation.

E. Assess the patient outcome(s) of the chiropractic adjustment/manipulation.

OUTCOMES:

Students will be able to:

1. Identify subluxations/segmental dysfunction of the spine and/or other articulations.
2. Analyze and interpret findings indicating the need for chiropractic adjustment/manipulation.
3. Identify indications, contraindications, and risk factors for the chiropractic adjustment/manipulation and explain the anticipated benefits, potential complications, and effects to patients.
4. Apply chiropractic adjustment/manipulation to patients while ensuring patient safety.
5. Identify the effects following the chiropractic adjustment/manipulation.

META-COMPETENCY 8 – INTER-PROFESSIONAL EDUCATION

Students have the knowledge, skills, and values necessary to function as part of an inter-professional team to provide patient-centered collaborative care. Inter-professional teamwork may be demonstrated in didactic, clinical, or simulated learning environments.

CURRICULAR OBJECTIVE:

The program prepares students to:

A. Work with other health professionals to maintain a climate of mutual respect and shared values, placing the interests of patients at the center of inter-professional health care delivery.

B. Identify different models of inter-professional care, organizational, and administrative structures and the decision-making processes that accompany them.

C. Explain the roles and responsibilities of each member of the health care team.

D. Collaborate with health team members to clarify each member's responsibility in executing components of a management plan or public health intervention.

OUTCOMES:

Students will be able to:

1. Communicate information with health team members in a manner that is understandable, avoiding discipline-specific terminology when possible.
2. Apply collaborative strategies with members of the health care team to support a team approach to patient-centered care.

Doctor of Naturopathic Medicine Program

Purpose Statement for the Doctor of Naturopathic Medicine Program

The purpose of the Doctor of Naturopathic Medicine Program at National University of Health Sciences is to create effective, ethical naturopathic physicians who skillfully apply the science and art of naturopathic medicine to transform the health of their patients and communities.

Profile of the Naturopathic Medicine Profession

National University of Health Sciences (NUHS) and its related colleges hold that the practice of the alternative and complementary healing arts and sciences including naturopathic medicine must embrace the whole person with emphasis upon conservative health care, which facilitates the inherent potential of the human organism to develop and maintain a state of self-regulation and to invoke self-healing processes with minimal therapeutic risk at reasonable cost. We recognize a diversity of factors that impact upon human physiology, among which are biomechanical dysfunction, altered energy patterns, genetics, trauma, hygiene, microorganisms, nutritional status, exercise, motion, posture, environment, stress, emotion, and human relationships.

Practice Profile of Naturopathic Medicine Physicians

The practice of naturopathic medicine:

- Embodies the recognition of those aspects of human health and disease detailed above under the heading, “Profiling the Practices of Alternative and Integrative Medicine;”
- Is based on the following six principles: The Healing Power of Nature; Find the Cause; First Do No Harm; Doctor as Teacher; Treat the Whole Person; Prevention;
- Is the primary care of patients based upon diagnostic evaluation including patient history, physical examination, clinical laboratory data, diagnostic imaging, and other special diagnostic measures as well as those procedures that are unique to the naturopathic evaluation of the human condition;
- Promotes, as a central component of practice, the application of therapeutic systems of botanical medicine, homeopathy, proper nutrition, and hydrotherapy;
- Includes the use of other means including but not limited to, physiologic therapeutics, meridian therapy/acupuncture, trigger point therapy, exercise, lifestyle counseling, emotional support, articular manipulation, and stress management. The Doctor of Naturopathic Medicine is a primary care, first contact physician who practices within the legal scope of licensure, emphasizes the importance of the doctor/patient relationship, recognizes the need for other forms of therapy when indicated, and interacts fully with other members of the health care delivery team, always in the best interest of the patient.

Websites for Naturopathic Medicine Students

- The American Association of Naturopathic Physicians www.naturopathic.org
- The North American Board of Naturopathic Examiners www.nabne.org
- Illinois Association of Naturopathic Physicians www.ilanp.org
- Council on Naturopathic Medical Education www.cnme.org

- Canadian Association of Naturopathic Doctors www.cand.ca

Program Outcomes for the Naturopathic Medicine Program

1. The naturopathic graduate will possess a thorough knowledge and comprehension of the biomedical sciences as they currently relate to diagnosis, treatment, and the determinants of health, along with lifelong learning skills to stay abreast of new and emerging developments in biomedical knowledge.
2. The naturopathic graduate will be proficient in the assessment of patient health status, diagnosis, referral, and case management of patients informed by appraisal of current evidence and application of naturopathic principles.
3. The naturopathic graduate will be skilled in creating treatment plans that address the determinants of health, follow a therapeutic hierarchy/order, and are congruent with naturopathic principles.
4. The naturopathic graduate will be ethical, compassionate, and professional in interactions with patients.
5. The naturopathic graduate will be proficient in working within the contemporary health care milieu, including working within health systems and integrative settings, and will be able to gather essential information about and adhere to local, state, and federal regulations.

Admissions to the Doctor of Naturopathic Medicine Program

General University admissions information and procedures may be found under the Admissions Information section of the Bulletin above or at www.nuhs.edu/admissions. Additionally, the required Technical Standards can be found in the College of Professional Studies section above.

The specific admissions requirements for the Doctor of Naturopathic Medicine Program are as follows:

1. Applicants must have earned (or be in the process of earning) a baccalaureate degree, or its equivalent from an institution or institutions accredited by an agency recognized by the U.S. Department of Education (USDE) or an equivalent foreign agency to gain entry into NUHS DC and/or ND programs.
2. No specific baccalaureate degree major is required.
3. Grade Point Average: National University of Health Sciences evaluates an applicant's overall coursework grade point averages (GPA) by three specific criteria. This criterion was created to best determine educational preparedness into the DC and ND programs. All three conditions below must be met for admission consideration. All GPAs are based on a 4.0 scale.

   *Applicants must have earned a minimum GPA of 3.00 as evaluated on the best 90 semester hours of all completed coursework.

- Applicants must have earned a minimum GPA of 2.75 for all completed science coursework.
- Applicants must have earned a minimum 2.50 cumulative GPA as evaluated overall for all coursework completed.
- Applicants whose minimum GPA falls between 2.75 and 2.99 based on evaluation of the best 90 semester hours completed (as referenced in bullet 1) may be admitted as an AR3.

  *Please review Specific Course Requirements below for additional GPA assessment as it pertains to admission and course requirement and preparedness.

Students are required to have completed a minimum of 24 semester hours in life and physical science coursework before entering DC or ND. At least half of the 24 semester hours in life and physical science coursework must include both lecture and laboratory components in each of the following areas:

- Biology
- Physics
- General Chemistry
- Organic Chemistry

Additionally, to ensure academic preparedness, an applicant's incoming GPA, as evaluated on the best 90 semester hours of coursework completed, will impact the specific course requirements necessary to gain entry to the DC or ND programs. The admission requirements (AR) table below breaks down what, if any, specific course requirements are needed for entry based on the best 90 semester hour of coursework completed GPA.

- AR1: 3.30 – 4.0.
  - Minimum requirements as mentioned above with no additional prescribed coursework.
- AR2: 3.0 – 3.29.
  - 1 course in biology
  - 1 course in chemistry
  - 1 course in physics
  - 1 course in organic chemistry
- AR3: 2.75 – 2.99
  - 2 courses in biology
  - 2 courses in chemistry
  - 1 course in physics
  - 1 course in organic chemistry

All courses must be taken at an accredited institution and must be transferable at the baccalaureate level. All courses must be completed with a "C" grade (2.00 on a 4.00 scale) or higher. A grade of "C-" is not satisfactory unless it is equivalent to a 2.00 on a 4.00 scale.

Please contact the Admissions Office at 1-800-826-6285 or admissions@nuhs.edu for more additional information on required prerequisites.

Students who have completed their baccalaureate degree but fall short of the required science credit hours to meet National University admission requirements, may enroll in the Prerequisite Program.

Students who have not completed their baccalaureate degree may enroll in the NUHS Bachelor of Biomedical Science Degree completion program. It is designed for students with a two-year/associate's degree or 60 semester hours of general education credits, who wish to earn a bachelor's degree to prepare for a career in science or health care.

Students who are in the process of completing the above prerequisites at another institution are still welcome and encouraged to apply. Please contact the Office of Admissions at 1-800-826-6285 or admissions@nuhs.edu to speak with an Admissions Counselor regarding admission.

Admissions Materials for the Naturopathic Medicine Program

- Complete an online or paper application and submit a $55 application fee
- Write 3 essay responses (400-500 word minimum)
- Provide two-character references
- Submit all official college transcripts
- Complete an informal interview (by phone, or in-person) with an Admissions counselor
- Submit $225 reservation deposit, if accepted

Graduation Requirements for the Naturopathic Medicine Program

The Doctor of Naturopathic Medicine is conferred on individuals who:

1. Meet all stipulated academic requirements for the degree and have been a resident student at National University of Health Sciences for at least the last two academic years of study;
2. Have successfully completed all the required courses, laboratories, and clinic internships in the degree curriculum within the 10 -calendar-year limit;
3. Are in good academic standing and are clinically competent;
4. Are recommended for graduation by the faculty of the University;
5. Are free of all indebtedness and other obligations to the University;
6. Have attained the age of 21;
7. Have successfully completed all required Co-Curricular Learning assignments
8. Have submitted a completed and signed Petition for Degree Completion Form;
9. Have participated in the commencement ceremony.

Graduation Rate for the Naturopathic Medicine Program

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate at 150% time (cohorts starting in FA15 through SU17) is 76%

While reviewing this information, please bear in mind:

- The ND graduation/completion rate is based on enrollment up to 150% normal time, meaning up to 15 trimesters rather than the standard 10 trimesters. This period is used to account for our Flexible Track Option that allows students to complete their degree requirements at a slower pace.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

North American Board of Naturopathic Examiners

Naturopathic Physicians Licensing Examination (NPLEX) is the standard examination used by all licensing jurisdictions for naturopathic physicians in North America. NPLEX's sole focus is the development and production of a transnational board licensing examination.

The North American Board of Naturopathic Examiners (NABNE) began in the District of Columbia in 1951. NABNE is an independent, nonprofit organization formed as a service to the naturopathic profession and the agencies that license/register naturopathic physicians. NABNE serves regulating bodies by qualifying applicants to take the NPLEX (Naturopathic Physicians Licensing Examinations), administering the examinations, and sending exam results and transcripts to regulatory authorities. NABNE is responsible for gathering input from the various constituencies involved in the profession (jurisdictions, schools, associations, etc.). The NABNE board is responsive to the input of an advisory committee comprised of appointees from the jurisdictions, the schools, the Council on Naturopathic Medical Education (CNME), the Federation of Naturopathic Physicians Licensing Authorities (FNPLA), and the national associations, as well as several public members. Input from the advisory committee is critical for setting examining standards and for coordinating the effort.

NABNE is the point of application for students and candidates who want to take the NPLEX. NABNE also sets up testing centers in the U.S. and Canada for administration of the exams.

For information on Naturopathic Physicians Licensing Examination Board (NPLEX):
www.nabne.org/home/exam-overview/

For information on the North American Board of Naturopathic Examiners (NABNE):
www.nabne.org
Email: info@nabne.org

Curriculum Overview for the Doctor of Naturopathic Medicine Program

The following course listings and credits are effective for students in the ND program. Please note course number and description changes for students beginning the program in Spring 2022 or later. Students should consult with their advisor prior to registering for classes. Course descriptions can be found in the College of Professional Studies Course Descriptions section.

ND Phase I: Term One (T1)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5101N	Spine & Extremities Anatomy	75	0	0	75	5.0
AN5102N	Spine & Extremities Anatomy Lab	0	105	0	105	3.5
AN5107N	Histology & Embryology I	30	15	0	45	2.5
BC5104N	Human Biochemistry	60	30	0	90	5.0
FH5108N	Introduction to Clinical Medicine	15	0	0	15	1.0
MM5121N	Technique I: Palpation & Landmarks	0	30	0	30	1.0
NN5114N	Homeopathy I: First Aid	15	0	0	15	1.0
NT5110N	Foundations of Naturopathic Medicine I	30	0	0	30	2.0
PH5103N	Cellular Physiology & Hematology	45	30	0	75	4.0
	TOTAL:	**270**	**210**	**0**	**480**	**25.0**

ND Phase I: Term Two (T2)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5201N	Head & Neck Anatomy	45	0	0	45	3.0
AN5202N	Head & Neck Anatomy Lab	0	60	0	60	2.0
AN5203N	Neuroanatomy	75	15	0	90	5.5
BU5116N	Professionalism, Ethics & Laws	15	0	0	15	1.0
EM5213N	Examination & Management of the Thoracic Spine & Chest	30	30	0	60	3.0
MI5215N	Fundamentals of Microbiology	30	0	0	30	2.0
MM5222N	Technique III: Manipulation of the Thoracic Spine	0	45	0	45	1.5
NP5216N	Integrated Therapeutics I	15	0	0	15	1.0
NT5210N	Foundations of Naturopathic Medicine II	15	0	0	15	1.0
NT5211N	Basic Science Applications: Determinants of Health	22.5	0	0	22.5	1.5
PA5204N	Fundamentals of Pathology	45	0	0	45	3.0
PH5208N	Neurophysiology	45	15	0	60	3.5
	TOTAL:	**337.5**	**165**	**0**	**502.5**	**28.0**

ND Phase I: Term Three (T3)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AN5304N	Thorax, Abdomen & Pelvic Anatomy	30	0	0	30	2.0
AN5305N	Thorax, Abdomen & Pelvic Anatomy Lab	0	60	0	60	2.0
AN5307N	Histology & Embryology II	30	15	0	45	2.5
BC5308N	Nutritional Biochemistry I	30	0	0	30	2.0
EM5319N	Examination & Management of the Abdomen, Pelvis & Lumbar Spine	30	30	0	60	3.0
MI5303N	Medical Microbiology I	67.5	0	0	67.5	4.5
MM5322N	Technique IV: Manipulation of the Lumbo-sacral Spine, T/L Junction & Pelvis	0	45	0	45	1.5
NN5313N	Homeopathy II	30	0	0	30	2.0
NP5312N	Introduction to Naturopathic Counseling	22.5	0	0	22.5	1.5
NP5321N	Integrated Therapeutics II	15	0	0	15	1.0
PA5302N	Systems Pathology I	60	0	0	60	4.0
PH5306N	Neuroendocrinoligy, GI & Reproductive Physiology	60	0	0	60	4.0
	TOTAL:	**375**	**150**	**0**	**525**	**30.0**

ND Phase I: Term Four (T4)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BC5409N	Nutritional Biochemistry II	15	0	0	15	1.0
EM5417N	Examination & Management of the Head, Neck & Cervical Spine	30	30	0	60	3.0
MI5403N	Medical Microbiology II	75	0	0	75	5.0
MM5422N	Technique V: Manipulation of the Cervical Spine, CT/Junction & First Rib	0	45	0	45	1.5
NN5412N	Homeopathy III	30	0	0	30	2.0
NN5413N	Botanical Medicine I	15	0	0	15	1.0
NP5415N	Integrated Therapeutics III	15	0	0	15	1.0
NT5414N	Advanced Clinical Theory	15	0	0	15	1.0
PA5402N	Systems Pathology II	90	0	0	90	6.0
PH5405N	Cardiovascular, Respiratory & Renal Physiology	60	30	0	90	5.0
RA5416N	Normal Radiographic Anatomy & Variants	15	15	0	30	1.5
	TOTAL:	**360**	**120**	**0**	**480**	**28.0**

ND Phase II: Term One (T5)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DH5411N	Public Health	30	0	0	30	2.0
EM6116N	Clinical Evaluation & Diagnosis	45	45	0	90	4.5
EM6117N	Laboratory Diagnosis	45	0	0	45	3.0
EP5410N	Evidence-based Practice: Critical Appraisal of the Biomedical Literature	15	0	0	15	1.0
MI6112N	Immunology	15	0	0	15	1.0
MM6121N	ND Physical Medicine I: Extremities Exam, Posture & Structural Integration	0	30	0	30	1.0
ND6115N	Clinic Observation I	0	0	30	30	1.0
NN6107N	Pharmacology I	45	0	0	45	3.0
NN6113N	Botanical Medicine II	30	0	0	30	2.0
NN6119N	Dietary Counseling & Therapy	45	0	0	45	3.0
NT6118N	Applied Naturopathic Clinical Theory	30	0	0	30	2.0
PH6113N	Advanced Topics in Biomedical Science	30	0	0	30	2.0
PH6114N	Basic Science Clinical Correlates	30	0	0	30	2.0
	TOTAL:	**360**	**75**	**30**	**465**	**27.5**

ND Phase II: Term Two (T6)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6221N	Patient Communication & Marketing	30	0	0	30	2.0
EM6118N	Phlebotomy & Point-of-Care Testing	0	15	0	15	0.5
EM6119N	Psychopathology & Health Psychology	45	0	0	45	3.0
EM6214N	Differential Diagnosis & Management I: Abdominal & Pelvic Disorders	60	0	0	60	4.0
EM6215N	Differential Diagnosis & Management II: Cardio-Pulmonary Disorders	45	0	0	45	3.0
EM6218N	Differential Diagnosis & Management III: Neurology	45	0	0	45	3.0
HY6209N	Hydrotherapy & Traditional Naturopathy	15	30	0	45	2.0
MM6219N	ND Physical Medicine II: Pain Management	0	15	0	15	0.5
ND6223N	Clinic Observation II	0	0	30	30	1.0
ND6224N	Botanical Medicine III	30	0	0	30	2.0
ND6222N	Homeopathy IV	60	0	0	60	4.0
NN6322N	Evidence-based Nutritional Therapies	60	0	0	60	4.0
	TOTAL:	**390**	**60**	**30**	**480**	**29.0**

ND Phase II: Term Three (T7)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6309N	Starting a Practice	30	0	0	30	2.0
EC6311N	Emergency Management: Chiropractic Practice	15	15	0	30	1.5
EM6313N	Advanced Diagnosis & Clinical Reasoning	0	90	0	90	3.0
FR6318N	Physiotherapies & Advanced Modalities	15	30	0	45	2.0
ND6215N	Hydrotherapy Clinical Rotation	0	0	30	30	1.0
NN6206N	Pharmacology II	45	0	0	45	3.0
NN6311N	Botanical Medicine IV	30	0	0	30	2.0
NN6319N	Homeopathy V	60	0	0	60	4.0
NP6310N	Human Sexuality & Reproductive Health	15	0	0	15	1.0
NP6314N	Internal Medicine I (GI, Hep, Immune, Rheumatology)	45	0	0	45	3.0
NX6318N	Clinical Endocrinology	30	0	0	30	2.0
	TOTAL:	**285**	**135**	**30**	**450**	**24.5**

ND Phase II: Term Four (T8)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BU6411N	Managing a Practice	30	0	0	30	2.0
EM6406N	Dermatology	15	15	0	30	1.5
ND6410N	Internship I	0	0	270	270	9.0
NN6427N	Botanical Medicine V	30	0	0	30	2.0
NN6432N	Pharmacotherapeutics I	7.5	0	0	7.5	0.5
NP6426N	Pediatrics	30	0	0	30	2.0
NP6428N	Naturopathic Approaches to Special Populations	15	0	0	15	1.0
NP6429N	Internal Medicine II (Cardiovascular, Pulmonary, Renal, Hematopoietic)	45	0	0	45	3.0
NP6430N	Advanced Topics in Women's Health	15	0	0	15	1.0
NP6431N	Advanced Nutrition	30	0	0	30	2.0
	TOTAL:	**217.5**	**15**	**270**	**502.5**	**24.0**

ND Phase III: Term One (T9)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
ND7110N	Internship II	0	0	480	480	16.0
NP6419N	Toxicology/Detoxification	15	0	0	15	1.0
NP7113N	Integrative Oncology	15	0	0	15	1.0
NP7118N	IV Therapeutics	15	0	0	15	1.0
NP7119N	Pharmacotherapeutics II	15	0	0	15	0.5
ST7107N	Minor Surgery	15	15	0	30	1.5
	TOTAL:	**75**	**15**	**480**	**570**	**21.0**

ND Phase III: Term Two (T10)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
ND7210N	Internship III	0	0	420	420	14.0
	TOTAL:	**0**	**0**	**420**	**420**	**14.0**
	TOTAL PROGRAM CREDITS:	**2670**	**945**	**1260**	**4875**	**251.0**

Note: This document reflects the courses and credit hours in the Doctor of Naturopathic Medicine curriculum effective Spring 2022. However, the University reserves the right to make changes as required and may have modified the curriculum since the publication of these materials. The most up-to-date information can be found on the University's website at www.nuhs.edu.

In order to enter Internship I, ND students must complete all program coursework from Phase I Term 1 through (including) Phase II Term 3 (Trimester 7).

Courses Needed for NPLEX Acupuncture Add-on Exam

Students in the Naturopathic Medicine program who plan to sit for the NPLEX (Naturopathic Physicians Licensing Examination) may take coursework at NUHS in order to qualify for the optional NPLEX acupuncture exam. NPLEX itself is required for licensure but the acupuncture component is an add-on only required by some jurisdictions. Students are strongly advised to check www.nabne.org regarding jurisdictions that require the acupuncture add-on, as well as check with the jurisdictional licensing bodies themselves.

Students who may want to take the NPLEX acupuncture add-on must consult with the Assistant Dean of Naturopathic Medicine.

Accreditation of the Naturopathic Medicine Program

The Naturopathic Medicine Program at NUHS was granted accreditation by the Council on Naturopathic Medical Education (CNME) on October 13, 2012. Accreditation status allows NUHS graduates to sit for the NPLEX examinations, which are the gateway to practice in licensed states. The program was most recently reaffirmed for accreditation by CNME in October 2022 for a period of seven years, which is the maximum timeframe allowed by CNME prior to another reaffirmation visit.

Council on Naturopathic Medical Education (CNME) PO Box 7
Clear Brook, VA 22624 Phone: 202-230-9511
Website: www.cnme.org
Naturopathic Clinical Education Competencies as Defined by AANMC

As a clear exposition of constitutes the curriculum of an accredited naturopathic medicine program, below are listed the competencies from The Association of Accredited Naturopathic Medical Colleges (AANMC), a voluntary organization of accredited ND programs/institutions, which also produces an ND-specific set of competencies. The voluntary, non-binding AANMC Required Competencies of the Naturopathic Medical Graduate is included here as a reference for students and for the ongoing development of the curriculum.

The Seven Areas of Competence for the Naturopathic Medical Graduate:

- Medical Assessment and Diagnosis
- Patient Management

- Communication and Collaboration
- Professionalism
- Career Development and Practice Management
- System-Based Practice
- Practice-Based Learning, Research, and Scholarship

Medical Assessment and Diagnosis

Naturopathic medical graduates conduct complete and accurate history, physical exam, and objective assessment, to arrive at a diagnosis. They demonstrate the knowledge, skills, abilities, and attitudes expected of an ND within the context of a patient-centered model. They consider the impact of personal and institutional biases and stereotypes on health care and clinical decision-making.

The naturopathic medical graduate:

- Elicits a complete and accurate medical and biopsychosocial history
- Establishes a therapeutic doctor-patient relationship
- Demonstrates active listening when taking a history and performing a physical exam
- Assesses the determinants of health, as defined by the World Health Organization
- Documents the medical record consistent with legal, institutional, and ethical requirements
- Performs a complete and accurate health examination, including pathological and functional assessment
- Honors and respects gender and cross-cultural concerns when performing a physical exam
- Selects assessments and performs diagnostic procedures based on a risk/benefit analysis
- Performs appropriate system-specific or hypothesis-driven examination, based on patient presentation
- Performs health screenings for disease prevention and diagnosis
- Performs and/or orders appropriate diagnostic tests and imaging studies
- Identifies emergent and life-threatening situations and diagnoses
- Performs assessments mindful of personal biases including, but limited to, age, sex, race, ethnicity, disability, religion, social status, gender identity, and sexual orientation
- Formulates an accurate medical diagnosis
- Interprets diagnostic tests, physical examination, and imaging reports/studies
- Integrates the medical history, physical examination, and diagnostic testing with naturopathic principles in formulating a diagnosis
- Applies critical thinking and clinical reasoning in the determination of a medical diagnosis
- Recognizes the limitations of medical literature and technology in the formulation of a diagnosis
- Assesses, manages, and triages emergent situations
- Communicates assessment findings and diagnosis with the patient as appropriate

Patient Management

Naturopathic medical graduates provide personalized, compassionate, ethical, holistic patient care. They employ appropriate management strategies to promote health and prevention of disease. They take into account each intervention's risk of harm, efficacy, and level of evidence. Patient values and priorities are addressed through an informed consent process in the development of a management plan and throughout treatment.

The naturopathic medical graduate:

- Establishes therapeutic relationships with patients
- Establishes rapport by exercising conditions for cultural safety, empathy, active listening, and a conscientious approach to care
- Builds and maintains patient-centered interactions appropriate to the clinical situation
- Understands and respects the doctor/patient roles and responsibilities
- Actively collaborates with patients in shared decision-making
- Develops an individualized treatment plan consistent with naturopathic principles
- Uses best practices and best available evidence
- Emphasizes health promotion and illness prevention
- Considers the safety, efficacy, contraindications, actions, and interactions of therapies, predicted outcomes, alternatives, and costs
- Addresses the impact of cultural and psychosocial issues, health disparities and community factors
- Addresses physical, spiritual, mental, and emotional aspects of the patient
- Considers patients' circumstances and ability to implement and adhere to recommendations, and adjusts management based on patient needs and goals
- Recommends strategies that individualize patient care and reflect the principles of naturopathic medicine
- Therapies are those consistent with the offerings at CNME recognized institutions
- Facilitates patient decision-making processes by presenting evidence informed therapeutic and wellness options including risks, benefits, costs, and alternatives to therapies
- Engages patients in establishing a long-term focus for their personal health management, with an emphasis on prevention and wellness
- Considers Therapeutic Order in assessing patients and developing treatment plans
- Provides counseling and support for patients and significant others related to acute and chronic illness, and end-of-life issues
- Recommends plan follow-up care
- Reassesses treatment plans considering clinical outcomes best practices and patient needs
- Documents plan of care and all revisions to plan of care
- Recognizes personal limitations, for adheres to scope of practice and makes referrals when appropriate
- Intervenes and/or refers in urgent and emergent care situations

Immunization Education

Naturopathic medical graduates demonstrate comprehensive clinical knowledge regarding immunization and vaccine preventable diseases.

The naturopathic medical graduate:

- Demonstrates knowledge of etiology, pathophysiology, and epidemiology of vaccine preventable diseases
- Demonstrates knowledge of mechanism of action of vaccines
- Demonstrates knowledge of the risk involved to self and others of being under-vaccinated or unvaccinated
- Demonstrates knowledge of the immunization schedule within the parameters of regulatory jurisdictions
- Demonstrates knowledge of indications and contraindications of vaccines
- Demonstrates ability to manage side effects and adverse reactions to vaccines
- Demonstrates knowledge of jurisdictional reporting requirements regarding adverse reactions
- Demonstrates the ability to educate the vaccine-hesitant individual
- Demonstrates knowledge of vaccine administration and maintenance requirements

Communication and Collaboration

Naturopathic medical graduates communicate effectively, in person or via technology, to optimize patient relationships and patient care. They consult, collaborate with, and refer to other health professionals as appropriate.

The naturopathic medical graduate:

- Communicates accurately and effectively with patients and their support team(s), ensuring their understanding
- Describes naturopathic medicine succinctly, delineating the role and scope of practice of an ND within their jurisdiction
- Listens to and incorporates the patient narrative in the analysis of overall health and well-being
- Considers cultural and community facts affecting patient health
- Educates patients regarding their diagnosis and prognosis
- Demonstrates empathy, compassion, and objectivity in patient interactions
- Demonstrates sensitivity and respect for cultural identity, including, but not limited to, age, sex, race, ethnicity, disability, religion, social status, gender identity and expression, and sexual orientation
- Utilizes appropriate resources when experiencing barriers to communication
- Consults with and/or refers to other health care professionals when care is outside of scope of practice or personal competence
- Conveys effective verbal and written communication to other health care professionals
- Collaborates as a member of the patient's health care team to provide safe and effective care
- Recommends appropriate referral, taking into consideration distance, cost and other barriers to care.

- Educates members of the patient's health care team regarding the role of naturopathic medicine and the ND in patient care
- Recognizes and respects the roles and responsibilities of other professionals within the health care team
- Collaborates as a member of the health care community to address health disparities and public health issues
- Provides leadership in promoting the ND as an integral member of the health care community
- Advances naturopathic medicine and its principles within the community-at-large

Telehealth Competencies

The purpose of this section is to describe the required core competencies of a graduate from an accredited naturopathic doctoral program, specifically in regard to the use and application of telehealth. It is understood that these competencies are included within the larger framework of all core competencies expected of the naturopathic graduate. Telehealth is defined as the provision of health care remotely by means of telecommunications technology.

The naturopathic medical graduate:

- Identifies the appropriate use and limitations of telehealth in patient care
- Applies evolving technologies, navigating the different interfaces in telehealth
- Adheres to the federal, regional, and facility requirements to meet the minimal standards governing telehealth (e.g., consent and HIPAA/PIPEDA).
- Creates a professional environment for telehealth visits (e.g., minimizes distraction, entifies and adapts to inequities in the use of telehealth technologies, mitigating gaps in access to care (e.g., accessibility, private locations for patient and caregiver).
- Identifies and adapts to challenges in accommodating individual patient needs (e.g., visual, auditory, physical, and menta, psychospiritual) with respect to access and use of telehealth
- Applies telehealth technology in the effective delivery of patient and caregiver care services
- Establishes rapport when using telehealth to support cultural safety, empathy, and active listening
- Instructs and guides patients to perform visual and physical examinations to collect relevant data on clinical status during a telehealth encounter
- Accommodates and/or corrects technological and communication issues related to telehealth during a patient encounter
- Applies telehealth technology toward collaborative patient care and inter-professional interactions

Professionalism

Naturopathic medical graduates demonstrate professional behavior, personal integrity, and altruism. They are aware of their limitations in expertise, operate within the jurisdictional scope of practice, and refer patients when appropriate. As health care professionals and leaders in the community, they exemplify the principles of naturopathic medicine personally and professionally.

The naturopathic medical graduate:

Maintains legal and ethical standards in all forms of public and professional interactions (e.g., personal, written, electronic), as related but not limited to:

- Patient confidentiality
- Informed consent
- Documentation of care
- Scope of practice
- Mandatory reporting
- Professional boundaries
- Conflicts of interest
- Finance, practice-related documentation and billing
- Professional forums, presentations, and interviews
- Demonstrates respect and integrity in professional interactions
- Fulfills professional commitments in a timely and responsible manner
- Demonstrates respect/awareness/consideration for patient and community diversity
- Responds to constructive feedback as part of the evaluation of professional competence
- Recognizes and addresses ethical issues arising in practice
- Demonstrates a commitment to balancing patient care, self-care, and responsibilities to colleagues, community, family, and friends
- Contributes to the growth and development of the profession

Career Development and Practice Management

The naturopathic medical graduate develops a viable career plan. They create an ethical business model that reflects the needs of the patient population they serve and demonstrate the requisite skills to be able to plan and execute achievable professional goals.

The naturopathic medical graduate:

- Applies principles of marketing to establish and develop a naturopathic medical practice
- Applies tools and techniques to communicate with potential patient populations
- Builds a professional brand/profile
- Applies best practices in marketing and practice management principles
- Demonstrates the ability to plan and manage time and resources
- Establishes a professional network that meets patient and community needs
- Identifies, assesses, and responds to practice/career challenges and opportunities

Systems-based Practice

Naturopathic medical graduates demonstrate an awareness of the developing role of naturopathic medicine within larger frameworks of health care systems, advocating for optimal patient and community health care.

The naturopathic medical graduate:

- Appropriately refers to health care professionals, utilizing social and health care resources.
- Influences population health through education and community initiatives.
- Develops collaborative, inter-professional relationships that optimize patient care outcomes.
- Recognizes health care team dynamics and works within defined professional roles.
- Applies technology to the cost-effective delivery of patient care services.
- Participates effectively within a health care team.
- Practices cost-effective health care through evidence-informed management, preventive strategies, and lifestyle management, with an aim at alleviating the overall health care burden.
- Addresses specific cultural, economic, and social determinants that affect the health of individuals and communities.

Practice-based Learning, Research and Scholarship

Naturopathic medical graduates critically appraise, assimilate, and apply scientific evidence to improve health care. They demonstrate an understanding of the strengths and limitations of research. Naturopathic graduates are dedicated to ongoing personal reflection and lifelong learning.

The naturopathic medical graduate:

Practices evidence-informed patient care:

- Formulates a clinical research question to guide the design of the information search, using the principles and tools of evidence-based medicine.
- Conducts effective literature searches, accessing appropriate resources to answer clinical questions
- Recognizes bias in the literature.
- Demonstrates an understanding of and applies medical statistics to patient care.
- Critically appraises data and evaluates levels of evidence in clinical decision making.
- Evaluates patient care outcomes using qualitative and quantitative methods.
- Contributes to the development and dissemination of knowledge.
- Demonstrates reflective practice and a commitment to lifelong learning.
- Recognizes limitations in their own knowledge, skills, and attitudes.
- Uses feedback from others and reflects on professional competence.
- Actively engages in continuing education and professional development.

Acupuncture and Herbal Medicine (AHM) Programs

Master of Acupuncture (MAc)
Master of Acupuncture with an Herbal Medicine Specialization (MAc-HM)
Doctor of Acupuncture (DAc)
Doctor of Acupuncture Completion Program (DAc-C)

Purpose Statement for the Acupuncture and Herbal Medicine Programs

The purpose of the Acupuncture and Herbal Medicine programs is to provide the highest quality comprehensive and professional education. The programs emphasize the integrative approach to health care, incorporating instruction in clinical Western medicine so that our graduates may practice confidently in a wide range of clinical settings. We hold the core values of integrity and compassion in the practice of medicine in the greatest esteem and seek to graduate students who wish to engage in it at the highest levels.

The educational purpose of the National University of Health Sciences (NUHS) Master and Doctor of Acupuncture Programs (MAc/DAc) is to provide acupuncture in an Eastern and Western medicine integrative format. The programs consist of supervising and guiding the students and facilitating professional and personal development in patient care and community service. The Doctorate builds on the students' foundational knowledge to provide expanded therapeutic and integrative capacity.

The Master of Acupuncture with an Herbal Medicine Specialization Program (MAc-HM) focuses on acupuncture in an Eastern and Westen medicine integrative format while adding a specialization in all aspects of Herbal Medicine.

Profile of the Acupuncture and Herbal Medicine Profession

National University of Health Sciences (NUHS) hold that the practice of the alternative and complementary healing arts and sciences including acupuncture and herbal medicine, must embrace the whole person, with emphasis upon conservative health care, which facilitates the inherent potential of the human organism to develop and maintain a state of self-regulation and to invoke self-healing processes with minimal therapeutic risk at reasonable cost. We recognize a diversity of factors that impact upon human physiology, among which are biomechanical dysfunction, altered energy patterns, genetics, trauma, hygiene, microorganisms, nutritional status, exercise, motion, posture, environment, stress, emotion, and human relationships.

Practice Profile of Acupuncture and Herbal Medicine Practitioners

The practice of acupuncture and herbal medicine:

- Embodies the recognition of human health and disease through both Eastern and Western medical practices.
- Promotes the application of procedures including needling, moxibustion, acupressure, electroacupuncture, and other interventions for the purposes of balancing the meridians and affecting the circulation of Chi as a primary component of therapeutic practice.

- Accepts patients as portal of entry practitioners in those instances where this is statutorily permitted and interacts with other members of the healing arts community in circumstances where such is required or is in the best interest of the patient.
- Uses other means as statutorily permitted for the benefit of the patient.

Websites for Acupuncture and Herbal Medicine Students

- Accreditation Commission for Acupuncture & Herbal Medicine (ACAHM) www.acahm.org
- National Certification Board for Acupuncture and Herbal Medicine (NCBAHM) www.ncbahm.org
- Council of Colleges of Acupuncture and Herbal Medicine www.ccahm.org
- American Association of Acupuncture and Oriental Medicine www.aaaomonline.org

Program Outcomes for Acupuncture and Herbal Medicine Programs

MAc and MAc-HM

1. Student interns will be able to access relevant resources and clinical experience in arriving at an AHM diagnosis while applying critical thinking skills, professional judgement, and cultural sensitivity to patient health care concerns.
2. Students will be able to describe the role of the patient in successful treatment outcomes.
3. Students will be able to provide a report of findings and health care plan to the patient, which includes accurate and appropriate location of acupuncture points.
4. Students can describe and apply the biomedical pathophysiological process responsible for the patient's clinical presentation.

DAc and DAc-C

1. Doctoral students will demonstrate the ability to communicate and collaborate with other medical practitioners to effectively manage patient care within a variety of health care settings.
2. Doctoral students will develop plans for individual professional development to continuously improve professional and clinical outcomes.
3. Doctoral students will apply evidence-based practice into patient care while also establishing a strong understanding of research methods and application.
4. Doctoral students will demonstrate advanced clinical practice skills with an understanding of advanced clinical testing and patient care including care for special populations.

Admissions to the Acupuncture and Herbal Medicine Programs

General University admissions information and procedures may be found under the Admissions Information section of the bulletin above or at www.nuhs.edu/admissions. Additionally, the required Technical Standards can be found in the College of Professional Studies section above.

The Doctor of Acupuncture Completion (DAc-C) applicants are required to have 90 semester credits from an accredited undergraduate program, a Master of Acupuncture and/or a Master of Acupuncture specializing in

Herbal Medicine from NUHS. Students must have earned a Master of Acupuncture degree (with or without the Herbal Medicine specialization) with a minimum GPA of 2.50. Please contact the Assistant Dean of the AHM program for further information.

Students interested in pursuing the Doctor of Acupuncture (DAc), Master of Acupuncture (MAc), or Master of Acupuncture with Herbal Medicine Specialization (MAc-HM) degree are required to have completed a minimum of 90 semester hours or 120 quarter hours with a minimum cumulative GPA of 2.50 (on a 4.00 scale). Priority admission will be granted to students with a 3.00 cumulative GPA (on a 4.00 scale) if qualified applications exceed the number of spaces available.

Only classes for which a grade of “C” (2.0), “Pass,” or better was earned can be considered to meet admissions requirements. A grade of "C-" is not satisfactory unless it is equivalent to a 2.00 on a 4.00 scale.

Classes for which transfer credit is granted cannot be considered as part of the 90 semester / 120 quarter credits required for admission. NUHS reserves the right to determine whether a student needs to retake a course and/or take supplemental training in order to maintain the rigor of the college curriculum.

Students in the DAc program will receive an MAc during the process of completing their doctorate.

Admissions Materials for the Acupuncture and Herbal Medicine Programs

- Complete an online or paper application and submit a $55 application fee
- Write three essay responses to questions provided by the NUHS Admissions Department (400-500 word minimum)
- Provide two-character references
- Submit all official college transcripts
- Complete an informal interview (by phone, or in-person) with an Admissions counselor
- Submit $225 reservation deposit, if accepted

Graduation Requirements for the Acupuncture and Herbal Medicine Programs

The AHM Programs are conferred on individuals who:

1. Meet all stipulated academic requirements for the degree and have been a resident student at National University of Health Sciences for at least the last two academic years of study.
2. Have successfully completed all the required courses, laboratories, and clinic internships in the degree curriculum within the allowable time limit.
3. Are in good academic standing and are clinically competent.
4. Are recommended for graduation by the faculty of the University.
5. Are free of all indebtedness and other obligations to the University.
6. Have attained the age of 21.

7. Have successfully completed all required Co-Curricular Learning assignments.
8. Have submitted a completed and signed Petition for Degree Completion Form.
9. Have participated in the commencement ceremony.

Graduation Rate for the AHM Programs

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate at 150% time is 67% for the MAc and 100% for the MAc-HM program.

While reviewing this information, please bear in mind:

- The AHM graduation/completion rate is based on enrollment up to 150% normal time. This period is used to account for our Flexible Track Option that allows students to complete their degree requirements at a slower pace.
- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

National Certification Board for Acupuncture and Herbal Medicine

The NCBAHM is a non-profit organization that was established in 1982. Its mission is to establish and promote recognized standards of competence and safety in acupuncture and oriental medicine for the protection and benefit of the public.

NCBAHM offers four distinct national certification programs in Oriental Medicine, Acupuncture, Asian Herbology, and Asian Bodywork Therapy. Certification is granted to those who meet the eligibility criteria and pass the examinations. Requirements vary for each program. Examinations are administered during the year at various test sites in North America and consist of two days of testing. Depending upon which certification you are applying for, the variety of exams that are given include: Foundations of Oriental Medicine Module; Acupuncture Module; Point Location Module; Biomedicine Module; Asian Herbology Module; and Asian Bodywork Therapy Exam.

NCBAHM certification is the only nationally recognized certification available to qualified practitioners of Acupuncture and Herbal Medicine and it is a requirement for licensure in most states.

For information on the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM: www.nccaom.org / 888-381-11)

Courses of the Doctor of Acupuncture (DAc) Curriculum

DAc Phase 1: Term 1 (T1)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
OM4408	Introduction to Herbal Medicine	37.5	0	0	37.5	2.50
OM4410	Physiology of Herbal Medicine	45	0	0	45	3.00
AC4461	Meridian Theory & Point Location 1	30	15	0	45	2.50
AC4463	Meridian Theory & Point Location 2	30	15	0	45	2.50
TM4491	Tui Na (T1 or T2)	0	30	0	30	1.00
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	--
WB4401	Western Medical Terminology	15	0	0	15	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	2.00
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	2.50
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	1.00
WB4405	Neurology (T1 or T2)	30	0	0	30	--
	TOTAL:	**210**	**120**	**0**	**330**	**18.00**

DAc Phase 1: Term 2 (T2)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WB4405	Neurology (T1 or T2)	30	0	0	30	2.00
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	--
OM4571	Diagnosis & Skills of Herbal Medicine 1 (T2 or T3)	15	15	0	30	1.50
OM4572	Diagnosis & Skills of Herbal Medicine 2 (T2 or T3)	15	15	0	30	--
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	2.00
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	--
TM4491	Tui Na (T1 or T2)	0	30	0	30	--
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	--
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	--
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	--
WD4541	Western Physical Exam (T2 or T3)	15	30	0	45	2.00
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	1.00
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	2.00
WB4512	Western Pathology (T2 or T3)	30	0	0	30	--
CL4561	Clinic Observation 1	0	0	60	60	2.00
OM4511	Etiology & Pathogenesis of Herbal Medicine	45	0	0	45	3.00
ID4641	Tai Chi (T2 or T3)	0	30	0	30	1.00
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	--
	TOTAL:	**165**	**135**	**60**	**360**	**17.50**

DAc Phase 1: Term 3 (T3)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	2.00
OM4571	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	--
OM4572	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	1.50
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	--
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	2.00
WD4541	Western Physical Exam (T2 or T3)	30	0	0	30	--
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	--
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	--
WB4512	Western Pathology (T2 or T3)	30	0	0	30	2.00
CL4662	Clinic Observation 2	0	0	60	60	2.00
CL4663	Clinic Observation 3	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	1.00
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	2.50
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	--
ID4641	Tai Chi (T2 or T3)	0	30	0	30	--
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	1.00
	TOTAL:	**135**	**90**	**120**	**345**	**16.00**

DAc Phase 2: Term 4 (T4)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WC5421	Neurophysiology of Acupuncture (T4 or T5)	30	0	0	30	2.00
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	--
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	2.00
CL5471	Associate Internship 1	0	0	60	60	2.00
CL5472	Associate Internship 2	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	--
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	--
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	2.50
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	2.00
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	2.00
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	2.00
PD5541	Doctor & Patient Relationship (T4 or T5)	30	0	0	30	--
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	--
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	--
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	2.00
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	--
	TOTAL:	**240**	**15**	**120**	**375**	**20.50**

DAc Phase 2: Term 5 (T5)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WC5421	Neurophysiology of Acupuncture (T4 or T5)	30	0	0	30	--
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	2.00
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	--
CL5473	Associate Internship 3	0	0	60	60	2.00
CL5474	Associate Internship 4	0	0	60	60	2.00
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	--
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	--
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	--
PD5541	Doctor & patient Relationship (T4 or T5)	30	0	0	30	2.00
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	2.00
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	--
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	1.00
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	0	30	2.00
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	0	30	--
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	1.00
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0	0	30	--
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	1.00
	TOTAL:	**195**	**60**	**120**	**375**	**19.00**

DAc Phase 2: Term 6 (T6)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
CL5581	Acupuncture Senior Internship 1	0	0	60	60	2.00
CL5582	Acupuncture Senior Internship 2	0	0	60	60	2.00
CL5583	Acupuncture Senior Internship 3	0	0	60	60	2.00
CL5584	Acupuncture Senior Internship 4	0	0	60	60	2.00
CL5585	Acupuncture Senior Internship 5	0	0	60	60	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	-	30	--
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	2.00
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	--
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0.	0	30	2.00
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	.	30	2.00
DA7301	Doctoral Advanced Seminar 1 (T6, T7, or T8)	30	0	0	30	2.00
DA7403	Biomedical Diagnostics: Imaging Studies & Lab Values (T6, T7, or T8)	45	0	0	45	3.00
DA7501	Patient Communication and Marketing (T6, T7, or T8)	30	0	0	30	2.00
DA7502	Starting a Practice (T6, T7, or T8)	30	0	0	30	2.00
	TOTAL:	**225**	**0**	**300**	**525**	**25.00**

DAc Phase 3: Term 7 (T7) (T6, T7, or T8)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DA7402	Research Methodology and Biostatistics**	60	0	0	60	4.00
DA7503	Advanced Clinical Applications in Special Populations	45	0	0	45	3.00
DA7504	Public Health	30	0	0	30	2.00
	TOTAL:	**135**	**0**	**0**	**135**	**9.00**

DAc Phase 3: Term 8 (T8) (T6, T7, or T8)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DA7602	Independent Research**	60	0	0	60	4.00
DA7302	Doctoral Advanced Seminar 2	30	0	0	30	2.00
DA7601	Integrating With Your Medical Community	7.5	0	75	82.5	3.00
	TOTAL:	**97.5**	**0**	**75**	**172.5**	**9.00**
	TOTAL PROGRAM CREDITS:	**1402.5**	**420**	**795**	**2617.5**	**134**

** Must be taken in that order.

Courses of the Master of Acupuncture (MAc) Curriculum

MAc Phase 1: Term 1 (T1)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
OM4408	Introduction to Herbal Medicine	37.5	0	0	37.5	2.50
OM4410	Physiology of Herbal Medicine	45	0	0	45	3.00
AC4461	Meridian Theory & Point Location 1	30	15	0	45	2.50
AC4463	Meridian Theory & Point Location 2	30	15	0	45	2.50
TM4491	Tui Na (T1 or T2)	0	30	0	30	1.00
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	--
WB4401	Western Medical Terminology	15	0	0	15	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	2.00
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	2.50
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	1.00
WB4405	Neurology (T1 or T2)	30	0	0	30	--
	TOTAL:	**210**	**120**	**0**	**330**	**18.00**

MAc Phase 1: Term 2 (T2)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WB4405	Neurology (T1 or T2)	30	0	0	30	2.00
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	--
OM4571	Diagnosis & Skills of Herbal Medicine 1 (T2 or T3)	15	15	0	30	1.50
OM4572	Diagnosis & Skills of Herbal Medicine 2 (T2 or T3)	15	15	0	30	--
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	2.00
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	--
TM4491	Tui Na (T1 or T2)	0	30	0	30	--
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	--
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	--
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	--
WD4541	Western Physical Exam (T2 or T3)	15	30	0	45	2.00
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	1.00
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	2.00
WB4512	Western Pathology (T2 or T3)	30	0	0	30	--
CL4561	Clinic Observation 1	0	0	60	60	2.00
OM4511	Etiology & Pathogenesis of Herbal Medicine	45	0	0	45	3.00
ID4641	Tai Chi (T2 or T3)	0	30	0	30	1.00
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	--
	TOTAL:	**165**	**135**	**60**	**360**	**17.50**

MAc Phase 1: Term 3 (T3)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	2.00
OM4571	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	--
OM4572	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	1.50
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	--
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	2.00
WD4541	Western Physical Exam (T2 or T3)	15	30	0	45	--
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	--
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	--
WB4512	Western Pathology (T2 or T3)	30	0	0	30	2.00
CL4662	Clinic Observation 2	0	0	60	60	2.00
CL4663	Clinic Observation 3	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	1.00
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	2.50
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	--
ID4641	Tai Chi (T2 or T3)	0	30	0	30	--
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	1.00
	TOTAL:	**135**	**90**	**120**	**345**	**16.00**

MAc Phase 2: Term 4 (T4)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WC5421	Neurophysiology of Acupuncture (T4 or T5)	30	0	0	30	2.00
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	--
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	2.00
CL5471	Associate Internship 1	0	0	60	60	2.00
CL5472	Associate Internship 2	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	--
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	--
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	2.50
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	2.00
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	2.00
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	2.00
PD5541	Doctor & Patient Relationship (T4 or T5)	30	0	0	30	--
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	--
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	--
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	2.00
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	--
	TOTAL:	**240**	**15**	**120**	**375**	**20.50**

MAc Phase 2: Term 5 (T5)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
WC5421	Neurophysiology of Acupuncture (T4 or T5)	30	0	0	30	--
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	2.00
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	--
CL5473	Associate Internship 3	0	0	60	60	2.00
CL5474	Associate Internship 4	0	0	60	60	2.00
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	--
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	--
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	--
PD5541	Doctor & patient Relationship (T4 or T5)	30	0	0	30	2.00
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	2.00
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	--
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	1.00
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	0	30	2.00
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	0	30	--
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	1.00
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0	0	30	--
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	1.00
	TOTAL:	**195**	**60**	**120**	**375**	**19.00**

MAc Phase 2: Term 6 (T6)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
CL5581	Acupuncture Senior Internship 1	0	0	60	60	2.00
CL5582	Acupuncture Senior Internship 2	0	0	60	60	2.00
CL5583	Acupuncture Senior Internship 3	0	0	60	60	2.00
CL5584	Acupuncture Senior Internship 4	0	0	60	60	2.00
CL5585	Acupuncture Senior Internship 5	0	0	60	60	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	-	30	--
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	2.00
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	--
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0.	0	30	2.00
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	0	30	2.00
	TOTAL:	**90**	**0**	**300**	**390**	**16.00**
	TOTAL PROGRAM CREDITS:	**1035**	**420**	**720**	**2175**	**107.00**

Courses of the Master of Acupuncture, with a specialization in Herbal Medicine (MAc-HM) Curriculum

MAc-HM Phase 1: Term 1 (T1)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
OM4408	Introduction to Herbal Medicine	37.5	0	0	37.5	2.50
OM4410	Physiology of Herbal Medicine	45	0	0	45	3.00
AC4461	Meridian Theory & Point Location 1	30	15	0	45	2.50
AC4463	Meridian Theory & Point Location 2	30	15	0	45	2.50
TM4491	Tui Na (T1 or T2)	0	30	0	30	1.00
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	--
WB4401	Western Medical Terminology	15	0	0	15	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	2.00
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	2.50
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	1.00
WB4405	Neurology (T1 or T2)	30	0	0	30	--
	TOTAL:	**210**	**120**	**0**	**330**	**18.00**

MAc-HM Phase 1: Term 2 (T2)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM4511	Materia Medica 1 (T2, T3, or T4)	45	0	0	45	3.00
HM4512	Materia Medica 2 (T2, T3, or T4)	45	0	0	45	--
HM4513	Materia Medica 3 (T2, T3, or T5)	45	0	0	45	--
WB4405	Neurology (T1 or T2)	30	0	0	30	2.00
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	--
OM4571	Diagnosis & Skills of Herbal Medicine 1 (T2 or T3)	15	15	0	30	1.50
OM4572	Diagnosis & Skills of Herbal Medicine 2 (T2 or T3)	15	15	0	30	--
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	2.00
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	--
TM4491	Tui Na (T1 or T2)	0	30	0	30	--
TM4492	Asian Body Work (T1 or T2)	0	30	0	30	1.00
WB4409	Western Anatomy & Physiology (T1 or T2)	22.5	15	0	37.5	--
WB4402	Human Anatomy (T1 or T2)	15	45	0	60	--
WB4404	Principles of Biochemistry (T1 or T2)	15	0	0	15	--
WD4541	Western Physical Exam (T2 or T3)	15	30	0	45	2.00
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	1.00
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	2.00
WB4512	Western Pathology (T2 or T3)	30	0	0	30	--
CL4561	Clinic Observation 1	0	0	60	60	2.00
OM4511	Etiology & Pathogenesis of Herbal Medicine	45	0	0	45	3.00
ID4641	Tai Chi (T2 or T3)	0	30	0	30	1.00
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	--
	TOTAL:	**210**	**135**	**60**	**405**	**20.50**

MAc-HM Phase 1: Term 3 (T3)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM4511	Materia Medica 1 (T2, T3, or T4)	45	0	0	45	--
HM4512	Materia Medica 2 (T2, T3, or T4)	45	0	0	45	3.00
HM4513	Materia Medica 3 (T2, T3, or T5)	45	0	0	45	--
AC4671	Acupuncture & Clean Needle Technique (T2 or T3)	22.5	15	0	37.5	2.00
OM4571	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	--
OM4572	Diagnosis & Skills of Herbal Medicine (T2 or T3)	15	15	0	30	1.50
AC4562	Meridian & Point Energetics 1 (T2 or T3)	30	0	0	30	--
AC4564	Meridian & Point Energetics 2 (T2 or T3)	30	0	0	30	2.00
WD4541	Western Physical Exam (T2 or T3)	15	30	0	45	--
WD4542	Neuromusculoskeletal Exam (T2 or T3)	0	30	0	30	--
WB4511	Microbiology, Immunology & Public Health (T2 or T3)	30	0	0	30	--
WB4512	Western Pathology (T2 or T3)	30	0	0	30	2.00
CL4662	Clinic Observation 2	0	0	60	60	2.00
CL4663	Clinic Observation 3	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	1.00
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	2.50
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	--
ID4641	Tai Chi (T2 or T3)	0	30	0	30	--
ID4642	Medical Qi Gong (T2 or T3)	0	30	0	30	1.00
	TOTAL:	**180**	**90**	**120**	**390**	**19.00**

MAc-HM Phase 2: Term 4 (T4)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM4511	Materia Medica 1 (T2, T3, or T4)	45	0	0	45	--
HM4512	Materia Medica 2 (T2, T3, or T4)	45	0	0	45	--
HM4513	Materia Medica 3 (T2, T3, or T5)	45	0	0	45	3.00
WC5421	Neurophysiology of Acupuncture (T4 or T5)	30	0	0	30	2.00
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	--
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	2.00
CL5471	Associate Internship 1	0	0	60	60	2.00
CL5472	Associate Internship 2	0	0	60	60	2.00
AC4672	Acupuncture & Accessory Techniques (T3 or T4)	0	30	0	30	--
OM4601	Differential Diagnosis of Herbal Medicine 1 (T3 or T4)	37.5	0	0	37.5	--
OM4602	Differential Diagnosis of Herbal Medicine 2 (T3 or T4)	37.5	0	0	37.5	2.50
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	2.00
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	2.00
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	2.00
PD5541	Doctor & Patient Relationship (T4 or T5)	30	0	0	30	--
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	--
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	--
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	2.00
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	--
	TOTAL:	**285**	**15**	**120**	**420**	**23.50**

MAc-HM Phase 2: Term 5 (T5)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM5511	Herbal Formula 1 (T5 or T6)	45	0	0	45	3.00
HM5512	Herbal Formula 2 (T5 or T6))	45	0	0	45	--
WD5542	Clinical Laboratory Diagnosis (T4 or T5)	30	0	0	30	2.00
WC5422	Western Pharmacology & Toxicology (T4 or T5)	30	0	0	30	--
CL5473	Associate Internship 3	0	0	60	60	2.00
CL5474	Associate Internship 4	0	0	60	60	2.00
OM4651	Advanced Diagnosis & Treatment Strategy (T4 or T5)	30	0	0	30	--
AC4681	Microsystems & Advanced Acupunctures (T4 or T5)	22.5	15	0	37.5	--
AC5452	Acupuncture Treatment Strategy (T4 or T5)	30	0	0	30	--
PD5541	Doctor & patient Relationship (T4 or T5)	30	0	0	30	2.00
PD4642	Evidence-Based Practice (T4 or T5)	30	0	0	30	2.00
WD5641	Western Physical Diagnosis (T4 or T5)	30	0	0	30	--
WD5441	Imaging Diagnosis (T4 or T5)	30	0	0	30	2.00
WT5655	Western Diet & Nutrition (T4 or T5)	15	0	0	15	1.00
OM5653	Nutrition & Food Therapy of Herbal Medicine (T4 or T5)	30	0	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	0	30	2.00
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	0	30	--
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	1.00
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0	0	30	--
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	1.00
	TOTAL:	**240**	**60**	**120**	**420**	**22.00**

MAc-HM Phase 2: Term 6 (T6)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM4514	Herbal Pharmacy Practicum	0	30	0	30	1.00
HM5511	Herbal Formula 1 (T5 or T6)	45	0	0	45	--
HM5512	Herbal Formula 2 (T5 or T6)	45	0	0	45	3.00
CL5581	Acupuncture Senior Internship 1	0	0	60	60	2.00
CL5582	Acupuncture Senior Internship 2	0	0	60	60	2.00
CL5583	Acupuncture Senior Internship 3	0	0	60	60	2.00
CL5584	Acupuncture Senior Internship 4	0	0	60	60	2.00
CL5585	Acupuncture Senior Internship 5	0	0	60	60	2.00
TM5591	Advanced Tui Na (T5 or T6)	0	30	0	30	--
OS5531	Advanced Seminar 1 (T5 or T6)	30	0	-	30	--
OS5632	Advanced Seminar 2 (T5 or T6)	30	0	0	30	2.00
TM5692	Rehabilitation & Physical Therapy of Herbal Med (T5 or T6)	0	30	0	30	--
PD5443	Business, Marketing & Practice Management (T5 or T6)	30	0.	0	30	2.00
WC4523	Psychopathology & Health Psychology (T5 or T6)	30	0	0	30	--
WI5601	Integrative Medicine (T5 or T6)	30	0	0	30	2.00
	TOTAL:	**135**	**30**	**300**	**465**	**20.00**

MAc-HM Phase 2: Term 7 (T7)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM6523	Classics of Herbal Medicine (T7 or T8)	45	0	0	45	--
CL5691L	Herbal Associate Integrative Internship 1	0	0	30	30	1.00
CL5692L	Herbal Associate Integrative Internship 2	0	0	30	30	1.00
CL5693L	Herbal Associate Integrative Internship 3	0	0	30	30	1.00
HM5513	Herbal Patent Medicine (T7 or T8)	15	0	0	15	1.00
WT6456	Botanical Medicine (T7 or T8)	60	0	0	60	--
HM6454	Herbal Treatment Strategy (T7 or T8)	45	0	0	45	3.00
HM6524	Integration of Herbal Medicine (T7 or T8)	30	0	0	30	2.00
HS6531	Herbal Seminar 1 (T7 or T8)	30	0	0	30	2.00
HS6532	Herbal Seminar 2 (T7 or T8)	30	0	0	30	--
HS6533	Herbal Seminar 3 (T7 or T8)	30	0	0	30	--
	TOTAL:	**120**	**0**	**90**	**210**	**11.00**

MAc-HM Phase 3: Term 8 (T8)		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
HM6523	Classics of Herbal Medicine (T7 or T8)	45	0	0	45	3.00
CL6501L	Herbal Senior Integrative Internship 1	0	0	30	30	1.00
CL6502L	Herbal Senior Integrative Internship 2	0	0	30	30	1.00
CL6503L	Herbal Senior Integrative Internship 3	0	0	30	30	1.00
CL6504L	Herbal Senior Integrative Internship 4	0	0	30	30	1.00
HM5513	Herbal Patent Medicine (T7 or T8)	15	0	0	15	--
WT6456	Botanical Medicine (T7 or T8)	60	0	0	60	4.00
HM6454	Herbal Treatment Strategy (T7 or T8)	45	0	0	45	--
HM6524	Integration of Herbal Medicine (T7 or T8)	30	0	0	30	--
HS6531	Herbal Seminar 1 (T7 or T8)	30	0	0	30	--
HS6532	Herbal Seminar 2 (T7 or T8)	30	0	0	30	2.00
HS6533	Herbal Seminar 3 (T7 or T8)	30	0	0	30	2.00
	TOTAL:	**165**	**0**	**120**	**285**	**15.00**
	TOTAL PROGRAM CREDITS:	**1545**	**450**	**930**	**2925**	**149.00**

In order to enter Associate Internship I, AHM students must complete OM4601 or OM4602, all clinic observations, a Clinic Entrance Exam, CPR certification, and blood-borne pathogen training.

Curriculum Overview for the Doctor of Acupuncture Degree Completion Program

The following course listings and credits are effective for all students beginning the DAc-C program in the Summer 2023 term and thereafter. Only one course in the DAc-C program has a pre-requisite (DA7602), otherwise, courses can be taken in any order. Students should consult with their advisor prior to registering for classes. Course descriptions can be found in the College of Professional Studies Course Descriptions section.

DAc-C: Term 1		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DA7302	Doctoral Advanced Seminar 2	30	0	0	30	2.0
DA7403	Biomedical Diagnostics: Imaging Studies and Laboratory Values	45	0	0	45	3.0
DA7501	Patient Communication and Marketing	30	0	0	30	2.0
DA7502	Starting a Practice	30	0	0	30	2.0
	TOTAL:	**135**	**0**	**0**	**135**	**9.0**

DAc-C: Term 2		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DA7402	Research Methodology and Biostatistics**	60	0	0	60	4.0
DA7503	Advanced Clinical Applications in Special Populations	45	0	0	45	3.0
DA7504	Public Health	30	0	0	30	2.0
	TOTAL:	**135**	**0**	**0**	**135**	**9.0**

DAc-C: Term 3		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
DA7301	Doctoral Advanced Seminar 1	30	0	0	30	2.0
DA7601	Integrating With Your Medical Community	7.5	0	75	82.5	3.0
DA7602	Independent Research**	60	0	0	60	4.0
	TOTAL:	**105**	**0**	**60**	**165**	**9.0**
	TOTAL PROGRAM CREDITS:	**375**	**0**	**60**	**435**	**27.0**

** Research Methodology must be taken before the Independent Research course.

Accreditation of the Acupuncture and Herbal Medicine Programs

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

1. Master of Acupuncture previously named Master of Science in Acupuncture]
2. Master of Acupuncture with an Herbal Medicine Specialization [previously named Master of Science in Herbal/Oriental Medicine]
3. Doctor of Acupuncture and Doctor of Acupuncture Degree Completion Program

Accreditation status and notes may be viewed on the ACAHM Directory. ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture and Oriental medicine practitioners. ACAHM does not accredit any programs at the undergraduate/bachelor level.

ACAHM
8941 Aztec Drive
Eden Prairie, Minnesota 55347 / Phone (952) 212-2434
Website: www.ACAHM.org

The entry-level Doctor of Acupuncture program offered by National University of Health Sciences was accredited by the ACAHM in February 2026.

Graduates of the Doctor of Acupuncture program can pursue the greatest level of training in the profession by earning a Doctor of Acupuncture degree. Students who participate in our DAc program graduate with a thorough knowledge of both traditional and contemporary applications of acupuncture as well as Chinese medical theory. Our program's hallmarks include rigorous academic training and early clinical exposure. The final year of the curriculum is taught exclusively online, asynchronously.

This initial master's accreditation, which took place February 25, 2011, assures that NUHS graduates are eligible to sit for the licensing examinations conducted by the National Certification Board for Acupuncture and Herbal Medicine (NCBAHM). The program was reaffirmed for accreditation by ACAHM in February 2023 with the DAc accredited in February 2026.

Acupuncture and Herbal Medicine Clinical Education Competencies as Defined by ACAHM

The ACAHM defined clinical education competencies are divided into two levels: entry-level for the MAc and MAc-HM programs and professional entry-level for the DAc and DAc-C programs. These competencies include three main domains: patient care, systems-based medicine, and professional development. The individual competencies can be found below.

Patient Care Competencies

Patient Care Domain 1: FOUNDATIONAL KNOWLEDGE

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to acquire and utilize the knowledge of basic principles of East Asian medicine (EAM), modes of diagnosis, and treatment strategies in the care of patients.

Patient Care Domain 2: CRITICAL THINKING/PROFESSIONAL JUDGMENT

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Engage in good judgment that relies on knowledge and experience, is sensitive to context, and is self-correcting.

B. Apply critical thinking skills, professional judgment, and cultural sensitivity to patient health care concerns.

C. Document and support treatment choices.

D. Identify, locate, and assess appropriate sources of information to support professional judgment and the analysis of clinical courses of action.

Patient Care Domain 3: HISTORY TAKING AND PHYSICAL EXAMINATION

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Provide a comfortable, safe environment for history taking and the patient examination.

B. Conduct and appropriately document a health history and a relevant physical examination.

C. Recognize clinical signs and symptoms that warrant referral to, or collaborative care with, other health professionals.

Patient Care Domain 4: EAST ASIAN MEDICINE-BASED DIAGNOSIS

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Collect and organize relevant data to facilitate the development of an East Asian medicine- based diagnosis.

B. Access relevant resources such as classical and modern literature, research literature, and clinical experience in arriving at an East Asian medicine-based diagnosis.

C. Formulate an East Asian medicine-based diagnosis pursuant to EAM principles and theory.

D. Describe the biomedical pathophysiological process responsible for the patient's clinical presentation.

E. Interpret relevant findings from laboratory tests, diagnostic imaging tests, and objective and subjective data from the assessment of the patient to formulate a diagnosis and treatment plan pursuant to East Asian medicine principles and theory.

F. Explain the subjective and objective findings that warrant consultation with or referral to other health care providers.

Patient Care Domain 5: CASE MANAGEMENT

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Describe the role of the patient in successful treatment outcomes.

B. Demonstrate awareness of and familiarity with cultural competency, and how cultural issues influence an East Asian medical treatment and case management.

C. Employ a comprehensive process for the care of patients.

D. Collaborate with the patient to develop short, medium, and long-term treatment plans.

E. Modify plans consistent with changes in the patient's condition.

F. Assess patient outcomes.

G. Communicate with other health care providers to determine an appropriate plan of care.

H. Manage inappropriate patient behavior.

I. Educate patients about behaviors and lifestyle choices that create a balanced life and promote health and wellness.

J. Provide a report of findings and health care plan to the patient.

K. Create reports and professional correspondence relevant to the care of patients.

L. Identify a range of referral resources and the modalities they employ.

M. Use information systems in case management.

Patient Care Domain 6: EAST ASIAN MEDICINE-BASED TREATMENT

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Explain the fundamental theory underlying the application of East Asian medicine-based treatment.

B. Describe the principles and methods of East Asian medicine-based treatment and its related clinical procedures.

C. Accurately and appropriately locate acupuncture points. (not relevant to Chinese herbal medicine certificate programs)

D. Articulate acupuncture point functions and the decision-making process for point selection. (not relevant to Chinese herbal medicine certificate programs)

E. Administer East Asian medicine-based treatment and use treatment equipment consistent with relevant recognized safety guidelines, including the best practices for acupuncture needle safety and related procedures described in the Clean Needle Technique (CNT) Manual (see CCAHM Clean Needle Technique Manual specifically referenced and incorporated herein), and OSHA protocols.

F. Recognize potential adverse events for each clinical procedure, including, but not limited to, health care associated infections.

G. Describe safety considerations and guidelines to prevent adverse events for each clinical procedure. describe state and federal regulations relevant to the practice of acupuncture and herbal medicine, if applicable, including scope of practice, vendor compliance with manufacturing standards, and appropriate mechanisms for the reporting of serious adverse events.

H. Describe and demonstrate appropriate patient draping and positioning to optimize treatment and maintain the patient's dignity.

I. Employ health, cleanliness, and safety practices to reduce transmission of diseases through hygienic methods.

J. Describe and employ appropriate cleaning and pathogen reduction techniques in health care and professional practice locations.

K. Recognize ethical issues and evaluate appropriate actions when administering treatment.

L. For programs with Chinese herbal medicine specialization and Chinese herbal medicine certificate programs, in addition to the above competencies, the student must:

- Describe the fundamental theory underlying the use of herbs, natural products, and formulations.
- Accurately articulate properties and functions of herbs and natural products in the materia medica.
- Recognize obsolete or restricted herbs and natural products (i.e., endangered species, restricted or toxic substances) and identify appropriate alternatives for said substances.
- Accurately articulate properties, functions, principles, dosages, and ingredients of traditional formulations.
- Compose and revise formulations of appropriately dosed herbs and natural products based on traditional practice and patient assessment.
- Safely and effectively administer herbs and natural products, formulations, and prepared products (i.e., dietary supplements).
- Evaluate the efficacy of appropriately administered herbs, natural products, and formulations through the identification and review of current research.
- Recall elementary concepts of botany and common chemical constituents of herbs and natural products.
- Appraise potential toxicity, side effects, contraindications, and pharmaceutical interactions for herbs and natural products, formulas, and prepared products.
- Describe state and federal regulations relevant to the practice of East Asian medicine, including scope of practice, vendor compliance with manufacturing standards, and appropriate mechanisms for the reporting of serious adverse events.
- Describe the various forms of formulation preparation.
- Describe dispensary practices that provide quality assurance, including product storage, facility management, preparation practices, product tracking, and record- keeping.
- Recognize ethical issues and evaluate appropriate actions when administering herbs and natural products.

Patient Care Domain 7: EMERGENCY MANAGEMENT

Master's Program and Chinese Herbal Medicine Certificate Competencies The student must demonstrate the ability to:

A. Identify subjective and objective findings that indicate urgent referral.

B. Identify risk factors and findings that suggest medical conditions requiring referral.

C. Implement key emergency first-aid procedures, including CPR.

D. Describe the legal implications of inappropriate emergency management.

E. Describe correct emergency management documentation and follow-up procedures.

F. Develop an emergency management plan for private office and multi-disciplinary settings.

Patient Care Domain 8: ADVANCED DIAGNOSTIC STUDIES

Professional Entry-Level Doctoral Program Competencies

The student must demonstrate the ability to:

A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.

B. Explain the clinical indications, risks, and benefits for diagnostic procedures.

C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.

D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers.

E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.

F. Communicate effectively with other health care providers regarding the results of diagnostic studies.

Systems-Based Medicine Competencies

Systems-Based Medicine Domain 1: EDUCATION AND COMMUNICATION

Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Summarize the applicability of East Asian medicine to diseases and syndromes in the biomedical model.

B. Communicate with other health care professionals in their own terms.

C. Demonstrate knowledge of other health care disciplines.

D. Discuss East Asian medicine in terms of relevant scientific theories.

E. Articulate expected clinical outcomes of East Asian medicine from a biomedical perspective.

F. Translate, explain, and discuss East Asian medical terminology for effective communication.

G. Demonstrate East Asian medical techniques and discuss their relevance in multi-disciplinary settings.

H. Access relevant and appropriate information from a wide variety of sources to support the education of colleagues.

I. Describe and discuss the clinical scope of East Asian medicine in an informed, authoritative, and appropriate manner.

Systems-Based Medicine Domain 2: PATIENT CARE SYSTEMS
Professional Entry-Level Doctoral Program Competencies

The student must demonstrate the ability to:

A. Guide a patient into health care systems, e.g., homeless care, elder care, and family services.

B. Identify, describe, and assess possible solutions to health care disparities due to socioeconomic factors.

C. Describe the role of acupuncture professionals within current health care systems and the impact of that role on patient care.

D. Employ patient care in the context of relevant health care systems.

E. Differentiate between models of care and treatment modalities.

Systems-Based Medicine Domain 3: COLLABORATIVE CARE
Professional Entry-Level Doctoral Program Competencies

The student must demonstrate the ability to:

A. Recognize the impact that organizational culture and established systems have on patient care.

B. Interact appropriately and skillfully with other members of the health care team and within that health care system.

C. Describe the prevailing and emerging organization, structure, and responsibilities of the health care team.

D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the health care team.

E. Articulate the importance of supporting and participating in professional activities and organizations.

F. Compare and contrast common medical models.

Professional Development Competencies

Professional Development Domain 1: ETHICS AND PRACTICE MANAGEMENT
Master's Program and Chinese Herbal Medicine Certificate Competencies

The student must demonstrate the ability to:

A. Apply data and information concerning confidentiality and HIPAA, informed consent, scope of practice, professional conduct, malpractice and liability insurance, requirements of third- party payers, OSHA, professional development, other applicable legal standards to improve practice management and records management systems.

B. Develop risk management and quality assurance programs.

C. Practice ethically and behave with integrity in professional settings.

D. Articulate the strengths and weaknesses of multiple practice and business models, and create and implement:

- Practice/office policies and procedures.
- Business/professional plans designed to support success in professional practice.
- Marketing/outreach plans designed to support success in professional practice.

E. Describe and apply a variety of billing and collection systems.

F. Demonstrate use of electronic health records and electronic medical records systems.

Professional Development Domain 2: FORMULATING AND IMPLEMENTING PLANS FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT

Professional Entry-Level Doctoral Program Competencies

The student must demonstrate the ability to:

A. Identify and remediate areas of professional weakness.

B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.

C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.

D. Describe emerging technology systems for information access and management.

E. Assess professional development needs and use available professional development resources to respond to changes in the local, state, regional, and national health care environment.

Professional Development Domain 3: INCORPORATING SCHOLARSHIP, RESEARCH AND EVIDENCE-BASED MEDICINE/EVIDENCE-INFORMED PRACTICE INTO PATIENT CARE

Professional Entry-Level Doctoral Program Competencies

The student must demonstrate the ability to:

A. Describe evidence-based medicine and evidence-informed practice, and differentiate between the two.

B. Describe data collection methods to facilitate information dissemination in the field.

C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.

D. Describe the role and purposes of outcomes research.

E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.

F. Use evidence-based medicine and/or evidence-informed practice to improve the patient care process.

National University Of Health Sciences



BULLETIN
2026–2027

College of Allied Health Sciences & Distance Education

- Undergraduate Degree Programs
- Graduate Degree Programs

COLLEGE OF ALLIED HEALTH SCIENCES & DISTANCE EDUCATION

Dean – Assistant Professor, Kathryn Rioch, EdD, MS, RDN, LDN

College of Allied Health Sciences and Distance Education (CAHSDE) Programs of Study

The College of Allied Health Sciences and Distance Education provides undergraduate and graduate programs to those seeking increased knowledge in the sciences. Our undergraduate program is available to those who wish to complete a Bachelor of Science degree in Biomedical Sciences prior to entry into their health care program or profession. Students in our Prerequisite program have already earned a bachelor's degree but need additional undergraduate science or lab courses prior to their application to the College of Professional Studies programs. Finally, the master's degrees in advanced clinical Practice and Diagnostic Imaging are specifically for health professionals who are interested in continuing their education.

Accreditation of the College of Allied Health Sciences and Distance Education Programs

The Office of the Superintendent of Public Instruction of the State of Illinois, through the Advisory Council of Degree Granting Institutions, has approved National University of Health Sciences as an academic degree-granting institution, as well as a professional degree-granting institution.

All academic programs at NUHS are approved for accreditation by the Higher Learning Commission (HLC). In 2026 , NUHS received a full 10-year reaffirmation for accreditation from HLC. Additional accreditation and approvals can be found on the NUHS website at https://www.nuhs.edu/about/our-profile/accreditation/

Higher Learning Commission 230 S. LaSalle Street
Suite 7-500
Chicago, IL 60604-1413
Phone: (800) 621-7440; (312) 263-0456.
Website: www.hlcommission.org/

UNDERGRADUATE PROGRAMS

Purpose Statement for the BS in Biomedical Sciences Program with Optional Emphasis in Nutrition

The Bachelor of Science Program provides a solid foundation in the basic sciences, with both in-person and online formats in such courses as microbiology, physiology, chemistry, biochemistry, physics, and anatomy. Additional courses in allied health include pathology, nutrition, immunology, statistics, public health, epidemiology, and pharmacology. Students will receive individualized academic advising and can customize their degree toward their academic interests. This program can be used to meet the entrance requirements of the first professional degree

programs such as the DC and ND programs at NUHS, or entrance requirements for other programs in the health care field or professions such as DO, MD, PA, PT and other health care professions.

The curriculum includes in-person and online classroom and lab courses in anatomy, including cadaver laboratory, physiology, medical terminology, general and organic chemistry, physics, biochemistry, nutrition and a variety of science electives. The BS program may be completed in as little as three trimesters depending on the number of incoming credits a student has, the number of credits they take per trimester, and their postbaccalaureate goals. Students may attend on a part-time basis.

Students in the BS program can elect to complete their degree with an "Emphasis in Nutrition." This nutrition emphasis is intended for individuals interested in pursuing a nutrition career or incorporating nutrition into another form of health care practice such as Naturopathic or Chiropractic Medicine.

Purpose Statement for the BS Advanced Scholars Program

The Advanced Scholars Program (ASP) is an opportunity for academically advanced students to matriculate into the NUHS Doctor of Chiropractic (DC) or the Doctor of Naturopathic Medicine (ND) degree programs while completing their BS in Biomedical Science degree at NUHS. By planning early in the BS program (by the first or second trimester of attendance), meeting the GPA requirements, and completing the prerequisite criteria, students admitted to the ASP can save time and tuition, while simultaneously earning both a Bachelor of Biomedical Sciences degree and a DC or ND degree. This is accomplished by starting the DC or ND program after completing 90 hours of undergraduate credit with a minimum of 30 credit hours taken in the NUHS BS program. Students are then allowed to enter the professional program, begin taking classes, and transfer back up to 34 basic science credit hours to complete the BS program with total of 124 credits. Specific professional studies coursework essentially counts towards both the BS and DC/ND degree program, shortening the students program duration.

Purpose Statement for the Prerequisite Program

An additional group of students enrolled in our undergraduate courses at NUHS are completing the Prerequisite program. Students who desire a first professional health care education but have undergraduate degrees with a non-science major or who fall short of the required credit hours in science to meet National University admission requirements may enroll in the Prerequisite Program. Courses such as general and organic chemistry, biology, and physics are offered to help students meet specific professional entrance needs. Under the NUHS Prerequisite Program, students can take one or several required bachelor's level science courses. General Chemistry 1 and 2 lectures and labs and Physiology 1 and 2 lectures are offered in an accelerated format during two 8-week sessions. The two sessions are offered during each 15-week trimester to allow students to complete the physiology and general chemistry requirements in just one trimester. The Prerequisite Program is offered on the Illinois site only.

Program Outcomes for the Bachelor of Science in Biomedical Sciences and Prerequisite Programs

- Graduates of the BS program will have a broad knowledge base of human biological and physical sciences.
- Graduates of the BS program will have an awareness of integrative medicine.
- The BS program will maintain year 1 retention rates and graduation rates at or above accreditation thresholds.
- Pre-requisite students will successfully enroll into a CPS program.

Admissions to the Undergraduate Programs

General admissions information and procedures can be found in the Admissions Information section of the bulletin or on the NUHS website at www.nuhs.edu/admissions/requirements/ The application procedure for the undergraduate programs does not require character references or written essays.

Admissions Requirements for the Bachelor of Science Program

Students applying to the Bachelor of Science Program should meet the following requirements:

1. Have completed 30 semester (45 quarter) hours in the following general education areas with a grade of "C" or higher (2.0 on a 4.0 scale):
    - 6 credits in English Composition
    - 3 credits in Public Speaking
    - 3 credits in General Psychology
    - 9 credits in Social/Behavioral Sciences.
    - Courses may be taken from the following areas: anthropology, economics, history, geography, political science, psychology, and sociology
    - 9 credits in Humanities and Fine Arts.
    - Courses may be taken from the following areas: language (must be upper-level courses with a focus on increasing knowledge of culture), history, literature, philosophy, religious and cultural studies, performing arts (e.g. music, dance, theater appreciation, or art history), or visual arts (e.g. art appreciation, film studies)
    - Courses focused on learning to speak or write a language will not fulfill this requirement.
2. Have completed 30 elective semester (45 quarter) hours
    - Electives can be in any general education, liberal arts, life science, or physical science
    - Algebra is recommended as it is a requirement for chemistry and physics.
    - Students can be admitted with fewer than 30 elective semester hours. This determination is made by the Dean on an individual basis.
3. Have a minimum cumulative grade point average of 2.0 (on a 4.0 scale) for all prior undergraduate coursework at all institutions
4. Have successfully completed the application to the NUHS BS program

National University will consider granting transfer credit from regionally accredited college(s) where the credits are germane and equivalent to the credits of the curriculum of National University. A maximum of 34 credits of advanced standing credit may be requested toward the total required credits for BS graduation. For current transfer guides, please see the Science Transfer Guides on the NUHS website at www.nuhs.edu/admissions/requirements/ .

Admissions Requirements for the BS Advanced Scholars Program

Students may be considered for the Advanced Scholars Program if they meet the following criteria.

1. Are accepted into the NUHS Bachelor of Science program.
2. Have met with their undergraduate academic advisor.
3. Have completed at least 90 semester hours of undergraduate credit.
    - Including a minimum of 30 credit hours taken in the NUHS BS program.
        - Advanced standing credit cannot be counted toward the minimum 30 credit hours taken in the NUHS BS program.
4. Have completed two courses in each of the following disciplines:
    - Biology with at least one lab.
    - General chemistry with at least one lab.
        - Organic chemistry with at least one lab. (Biochemistry may count as a second organic chemistry lecture course).
        - Physics with at least one lab. (Kinesiology or statistics may count as a second physics lecture course).
5. Have earned a minimum cumulative grade point average of 3.5 (on a 4.0 scale).
    - In rare instances, other students may be considered for the ASP program who have strong academic credentials, the recommendation of their NUHS advisor, have fulfilled the prerequisite courses, and have fulfilled the other admission requirements for the ASP.
6. Complete an ASP application from the Office of Admissions. An initial evaluation of undergraduate coursework will be completed to confirm a 3.50 cumulative GPA.
7. If eligible, students then apply to the DC or ND program. Once admitted to the DC or ND program, a student will then be considered an Advanced Scholar.

Admissions Requirements for the Prerequisite Program

Students applying to the Prerequisite program should meet the following requirements.

1. Have completed a bachelors degree.
2. Have applied to the NUHS DC or ND program.
3. Need to complete up to 24 credit hours of science.

4. Have successfully completed the Prerequisite application for admission.

No application fee is required for admission to the Prerequisite program. Please see the Financial Aid section of this bulletin for special information on eligibility for student loans.

Prerequisite Program Discount: Students in the Prerequisite Program who have applied to the DC or ND degree program receive a 50% tuition discount for courses required for admission. Tuition discounts are applied after the first week.

Graduation Requirements for the Bachelor of Science in Biomedical Sciences Program

The degree of Bachelor of Science in Biomedical Sciences is conferred on the individual who:

1. Has successfully completed 124 trimester hours of coursework with at least 30 of these hours earned at National University of Health Sciences, and no more than 34 of these hours granted as 'Advanced Standing' from another institution;
2. Has successfully completed all of the required courses and laboratories;
3. Has successfully completed all required Co-Curricular Learning assignments;
4. Is in good academic standing;
5. Is recommended for graduation by the faculty of the university;
6. Is free of all indebtedness and other obligations to the university;
7. Has passed any final comprehensive examinations;
8. Has submitted a completed and signed Petition for Degree Completion Form; and
9. Has participated in the commencement ceremony.

Note: To receive the "Emphasis in Nutrition" designation, students must successfully complete 19 credits of NUHS nutrition courses with a grade of "C" or higher. Once completed and upon graduation, this designation is added to the student's NUHS transcript. Applicable courses include any NUHS BS nutrition course taken while enrolled as a student in the BS program including BIOL401/402 Current Topics 1 and/or 2. Nutrition courses taken at other institutions do not count toward the NUHS nutrition emphasis.

Note: To receive a Bachelor of Science degree when enrolled in the Advanced Scholars Program, students must earn at least a 'C' or better on specific basic science courses taught in the DC or ND program. Once enrolled in the professional program, the student's BS advisor will work with the student to continue calculating hours the student needs to complete the BS degree. Students will graduate with their BS peers in the trimester that they complete the 124 credit hours combined from previously approved undergraduate credits, credits earned in the NUHS BS program, and successfully completed credits allowed from the DC or ND program. Students who choose not to continue with the DC or ND program will still be eligible to earn the BS degree if they have completed 34 DC or ND

credit hours in approved courses with a 'C' or better. If they have not earned enough credits for BS completion, they may withdraw from the DC or ND program and re-enroll in the BS program to complete the BS degree.

Graduation Rate for the Bachelor of Science in Biomedical Sciences Program

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate is 71% credits allowed from the DC or ND program. Students who choose not to continue with the DC or ND program will still be eligible to earn the BS degree if they have completed 34 DC or ND credit hours in approved courses with a 'C' or better. If they have not earned enough credits for BS completion, they may withdraw from the DC or ND program and re-enroll in the BS program to complete the BS degree.

While reviewing this information, please bear in mind:

- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

Curriculum Overview for the Undergraduate Programs

The BS program has been structured so that there is a great deal of flexibility in the curriculum while maintaining a high-quality science-based program. Students work with their academic advisor each trimester to determine which courses are best for them. Such decisions in course schedules are typically based on each student's past course completion, future academic goals, prerequisites for advanced classes, course availability, and competing life priorities. Some BS students choose to take only one or two courses each trimester within a part-time schedule, while other students take as many courses as possible. Due to the individualized nature of each student's BS schedule, academic advising is mandatory for all BS students.

Students in the Prerequisite program are not taking classes to complete the BS program, as described above. Instead, they are taking NUHS undergraduate courses to complete science prerequisites for admissions to one of NUHS' professional programs. Each prerequisite student's curriculum is dependent on their previously completed coursework and mainly focuses on specific classes that may help them succeed in the DC or ND program. A common curriculum for a Prerequisite student who needs 24 science credits would be as follows.

Sample Trimester 1 for a Prerequisite student (15 credits)

- General Chemistry 1 plus Lab 1 (1st half of trimester)
- General Chemistry 2 plus Lab 2 (2nd half of trimester)
- Physiology 1 (1st half of trimester)

- Physiology 2 (2nd half of trimester)
- Physiology Lab (full 15-week trimester)

Sample Trimester 2 for a Prerequisite student (9 credits)

- Organic Chemistry 1 plus Lab (full 15-week trimester) or Biochemistry (full 15-week trimester)
- Physics 1 plus Lab (full 15-week trimester)
- Current Topics in Health Sciences 1 (1st half of trimester)

Other possible courses for Prerequisite students include Anatomy I plus lab, Microbiology, Kinesiology, Pathophysiology, Cell Biology, Neuroscience, Histology, and Immunology. Please see your academic advisor for more information on the courses and the number of credits needed.

BS Course Options

		Lecture Clock Hours	Lab Clock Hours	Clinic Clock Hours	Total Clock Hours	Total Credits
BIOL133	Research Methods & Statistics	45	0	45	3.0	45
BIOL201	Human Physiology 1: Control Systems	45	0	45	3.0	45
BIOL203	Human Physiology 2: Body Functions	45	0	45	3.0	45
BIOL205	Human Physiology Lab	0	30	30	1.0	0
BIOL221	Anatomy 1 with Lab	45	30	75	4.0	45
BIOL223	Anatomy 2 with Lab	45	30	75	4.0	45
BIOL231	General Microbiology	45	0	45	3.0	45
BIOL241	Biopsychology	45	0	45	3.0	45
BIOL301	Histology	45	0	45	3.0	45
BIOL302	Exercise Physiology	45	0	45	3.0	45
BIOL303	Embryology	45	0	45	3.0	45
BIOL304	Basic Neuroscience	45	0	45	3.0	45
BIOL305	Genetics	45	0	45	3.0	45
BIOL306	Cell Biology	45	0	45	3.0	45
BIOL315	Introduction to Toxicology	45	0	45	3.0	45
BIOL333	Immunology	45	0	45	3.0	45
BIOL337	Pathophysiology	45	0	45	3.0	45
BIOL401	Current Topics in the Biosciences 1	15	0	15	1.0	15
BIOL402	Current Topics in the Biosciences 2	15	0	15	1.0	15
BIOL403	Introduction to Epidemiology	45	0	45	3.0	45
CHEM111	General Chemistry 1	45	0	45	3.0	45
CHEM113	General Chemistry 2	45	0	45	3.0	45
CHEM116	General Chemistry 1 Lab	0	30	30	1.0	0
CHEM118	General Chemistry 2 Lab	0	30	30	1.0	0
CHEM201	Organic Chemistry 1	45	0	45	3.0	45
CHEM203	Organic Chemistry 2	45	0	45	3.0	45
CHEM206	Organic Chemistry 1 Lab	0	30	30	1.0	0

CHEM207	Organic Chemistry 2 Lab	0	30	30	1.0	0
CHEM301	Biochemistry	60	0	60	4.0	60
COM100	Student Success	15	0	15	0.0	15
COM103	Medical Spanish	45	0	45	3.0	45
COM111	First Trimester Seminar	15	0	15	1.0	15
MATH135	College Algebra	45	0	45	3.0	45
NU201	Basic Nutrition	45	0	45	3.0	45
NU202	Evaluation of Modern Diets	45	0	45	3.0	45
NU301	Nutrition in Health & Disease	60	0	60	4.0	60
NU302	Advanced Human Nutrition	45	0	45	3.0	45
NU303	Nutrition in the Life Cycle	45	0	45	3.0	45
NU304	Food Science	45	0	45	3.0	45
NU305	Sports & Phys. Performance Nutrition	45	0	45	3.0	45
NU307	Introduction to Botanicals and Herbs	45	0	45	3.0	45
NU308	Cultural Perspectives of Food	30	0	30	2.0	30
NU310	Community Nutrition	15	0	15	1.0	15
NU311	Nutrition Education	15	0	15	1.0	15
PHYS111	Physics 1	45	0	45	3.0	45
PHYS113	Physics 2	45	0	45	3.0	45
PHYS115	General Physics Lab	0	30	30	1.0	0
PHYS117	Physics 2 Lab	0	30	30	1.0	0
PHYS211	Kinesiology	45	0	45	3.0	45
PUBH211	Introduction to Public Health	45	0	45	3.0	45
TERM181	Medical Terminology	45	0	45	3.0	45

Course Descriptions for the Undergraduate Programs

Students should consult with their advisor prior to registering for classes. Only some of the following courses are eligible for Prerequisite students.

BIOL133 (Online): Research Methods & Statistics (Credits 3.0)

All health care professionals and individuals involved in biological sciences depend on research results for new information in their field. This course provides the foundation for understanding basic research methods and the application of research findings to the health care industry. Topics covered in this course include fundamentals of research design, research ethics, basic biostatistics, and other research-related issues applicable to future health care providers and other individuals interested in the biological sciences.

Prerequisite: None

Offered: Fall

BIOL201: Human Physiology 1: Control Systems (7.5 weeks) (Credits 3.0)

The physiology of the cell, signaling mechanisms, cellular transport mechanisms, and human biological control systems will be investigated. Topics to be studied are cell structure and function, movement of molecules across cell membranes, homeostatic mechanisms, and cellular communication. The metabolic pathways of glycolysis, Krebs cycle, and oxidative phosphorylation are incorporated into discussions of cell function. The nervous and sensory systems are studied along with their control mechanisms. The examination of the muscular system function is extended to include its control of body movements.

Prerequisite: None

Offered: Fall, Spring, Summer

BIOL203: Human Physiology 2: Body Functions (7.5 weeks) (Credits 3.0)

The study of human organ systems includes mechanisms of control using negative feedback. Processes such as bulk, laminar, and turbulent flow as applied to different organ systems are taught. Other significant topics taught include the function and movement of molecules across cell membranes as applied to the respiratory, circulatory, digestive, renal, and reproductive systems, and the alternation and regulation of those activities by local, hormonal and neural inputs.

Prerequisite: BIOL201 Offered: Fall, Spring, Summer

BIOL205 (Online): Human Physiology Lab (Credit 1.0)

Students will perform 10 laboratory exercises illustrating fundamental principles in physiology. The labs will involve exercises covering the following topics: cell transport and membrane permeability; skeletal muscle and neurophysiology; mechanisms involving the endocrine, cardiovascular and respiratory systems; as well as function and regulation in renal system physiology and acid-base balance.

Co-requisite: BIOL201

Offered: Fall, Spring, Summer

BIOL221: Anatomy 1 plus Lab (Credits 4.0)

In this hybrid course, students will learn, in both lecture and laboratory formats, the basic concepts of human anatomy with an emphasis on the relationship between structure and function. Lecture content is delivered online and the face-to-face laboratories are supplemented with online content. Basic concepts such as anatomical terminology, position, and relationship will be discussed in order to provide a foundation onto which other anatomical concepts will be taught. In addition, the normal gross anatomy of the musculoskeletal system (including

the osteology, arthrology, and myology of the different anatomical regions) and the spinal cord will be presented. The gross anatomy laboratory sessions will be presented using a regional approach in order to facilitate greater integration of the lecture material.

Prerequisite: None

Offered: Fall, Spring, Summer

BIOL223: Anatomy 2 plus Lab (Credits 4.0)

In this course, students will learn in lecture and laboratory formats, the normal gross structures of the human brain (including special senses and the autonomic nervous system) and organ systems. The organ systems discussed are the cardiovascular, respiratory, lymphatic, endocrine, urinary, digestive, and reproductive. In addition, the structural interrelationships between organ systems will be explained as well as the interrelationships between structure and function of organs and organ systems. The gross anatomy laboratory sessions will be presented using a regional approach and will be designed to support the lecture sessions and address related basic science issues.

Prerequisite: BIOL221

Offered: Fall, Spring

BIOL231 (Online): General Microbiology (Credits 3.0)

This course will introduce students to the microbial world. General properties of microorganisms including classification, morphologic and growth characteristics, metabolism, and genetics will be discussed. The methods to study microorganisms will be discussed in detail. Students will explore the applications of microbiology to modern diagnostics and biotechnology.

Prerequisite: None

Offered: Fall, Spring, Summer

BIOL241: Biopsychology (Credits 3.0)

This course provides an introduction to understanding the function of the human brain and its relation to behavior. The first goal of this course is for students to integrate a basic understanding of the anatomy and neurology of the brain information into their existing knowledge base. The second goal of this course is to provide students an adequate framework about basic principles in biopsychology so that information may be incorporated in an understanding of holistic health care. A topical format is employed focusing on relevant health care issues. Topics include the structure and function of the nervous system related to a combination of the following topics: human brain damage, vision, movement, eating and drinking, sex, sleep, drug addiction, learning and memory, neuroplasticity, lateralization, emotions, stress, mental disorders, and health. To accomplish these goals, the topical information will be presented through a combination of lectures, discussions, and readings beyond the textbook.

Prerequisite: BIOL203

Offered: Spring

BIOL301 (Online): Histology (Credits 3.0)

This histology course is a study of the microscopic and ultramicroscopic structure of human tissues and organs, i.e., microscopic anatomy. Special emphasis is placed on the relation of structure to function. This course gives students a thorough and detailed overview of the various human tissues and organs. This is an upper-level course designed for students who want intensive preparation in microanatomy.

Offered: Summer

BIOL302: Exercise Physiology (Credits 3.0)

Exercise physiology is an applied discipline that combines knowledge of metabolic biochemistry, cellular and organ system physiology, and anatomic structure and function in order to understand and explain physical and athletic

performance. In this course, students will be introduced to the metabolic, muscular, and cardio-respiratory adaptations to both acute and chronic exercise in humans. The emphasis will be for students to learn and understand major concepts in terms of normal physiologic responses in healthy individuals.

Prerequisite: BIOL201 or any biology course

Offered: Summer

BIOL303: Embryology (Credits 3.0)

This course includes the basic principles underlying vertebrate development. Topics will include gametogenesis, fertilization, germ layer formation, organogenesis, growth, differentiation, morphogenesis, and control of development. Some abnormal embryology is introduced that has some clinically significant outcomes.

Prerequisite: BIOL201

Offered: Fall

BIOL304: Basic Neuroscience (Credits 3.0)

Students will learn in a lecture and problem-based format the normal structures and functions (with minor emphasis on clinical) of the human nervous system. Emphasis will be primarily on basic science issues related to normal anatomy and functions of the human nervous system.

Prerequisite: BIOL203

Offered: Spring

BIOL305: Genetics (Credits 3.0)

Genetics has emerged as a central discipline in biology, and with the now-completed sequencing of the human genome, it is evident that all fields of biology can be related to the DNA possessed by the organism. This course will provide the fundamental tools required to understand the language of genetics.

Prerequisite: None

Offered: Fall

BIOL306 (Online): Cell Biology (Credits 3.0)

This course is designed to provide a first look at what is known and how scientists are going about trying to understand the way in which living things operate at the most fundamental (but perhaps least understood) level — the molecular level. It is also a goal of this course to have students exposed to research concerning molecular biology that is reported in the primary research journals of science. Furthermore, Cell Biology 306 is a transition course in both the biology and biochemistry majors. It is built upon a foundation of introductory biology and chemistry and is designed to prepare students for upper division work in biochemistry, molecular biology, neurobiology, developmental biology, and immunology. These disciplines, in turn, form the foundation of modern medicine.

Prerequisite: BIOL203

Offered: Spring

BIOL315 (Online): Introduction to Toxicology (Credits 3.0)

This class will explore a wide array of environmental and synthetic toxicants, toxins, poisons, and xenobiotics on the human body. Specifically, this course will focus on different types of toxicants, their sources, the physiological mechanisms of action, the symptoms that manifest, the preventative procedures, and possible treatment strategies.

Prerequisite: BIOL201, BIOL203

Offered: Fall

BIOL333 (Online): Immunology (Credits 3.0)

This course will introduce students to the body's defenses. Different components of immune system, nonspecific and specific immunity will be discussed. The different cellular elements and biochemical mediators involved in immune response will be discussed in detail. Students will explore the applications of immunology to modern diagnostics, biotechnology, and therapeutics. There will be an introduction to immunologic disorders. The course will consist of didactic and group discussion format. Students will be assessed with periodic quizzes and exams in multiple choice, essay, and modified essay format.

Prerequisite: BIOL203

Offered: Fall, Summer

BIOL337 (Online): Pathophysiology (Credits 3.0)

The pathophysiology course is designed to introduce the student to basic pathologic processes and their applications to major pathologic conditions. The course work will include the study of mechanisms of disease, causative and contributory factors, and an introduction to traditional as well as complementary and alternative management approaches. The instruction will be in the form of online learning resources including power points. The assessment will be based on discussion forums and online multiple-choice tests, midterm, and final exams.

Prerequisite: BIOL201 or any equivalent physiology course

Offered: Fall, Spring

BIOL400 (Online): Independent Study (Credits 1.0 – 3.0)

Prerequisite: May be taken only to fulfill graduation requirements

Offered: Fall, Spring, Summer

BIOL401 (Online): Current Topics in the Biosciences 1 (7.5 weeks) (Credits 1.0)

This course highlights current topics in the biosciences, particularly through recent novel publications or controversial topics. The course will focus on searching, reading and assessing scientific literature. Scientific areas that may be covered include molecular biology, genomics, immunology, infectious disease, and medical technology. This course is intended for in-depth study of one or a few relevant topics. The student will choose a topic, either from examples provided or from their own interest, and spend the duration of the course researching this topic. If BIOL401 and BIOL402 are taken, topics must not be repeated and may only be taken in a student's last trimester.

Prerequisite: Any Biology course

Offered: Fall, Spring, Summer

BIOL402 (Online): Current Topics in the Biosciences 2 (7.5 weeks) (Credits 1.0)

This course highlights current topics in the biosciences, particularly through recent novel publications or controversial topics. The course will focus on searching, reading and assessing scientific literature. Scientific areas that may be covered include molecular biology, genomics, immunology, infectious disease, and medical technology. This course is intended for in-depth study of one or a few relevant topics. The student will choose a topic, either from examples provided or from their own interest, and spend the duration of the course researching this topic. If BIOL401 and BIOL402 are taken, topics must not be repeated and may only be taken in a student's last trimester.

Prerequisite: Any Biology course

Offered: Fall, Spring, Summer

BIOL403 (Online): Introduction to Epidemiology (Credits 3.0)

This course covers applications of epidemiologic methods and procedures to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. Epidemiologic

methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.

Prerequisite: BIOL133

Offered: Spring

CHEM111 (Online): General Chemistry 1 (7.5 weeks) (Credits 3.0)

Foundations of chemistry, atoms, and molecules. Principles of stoichiometry, chemical reactions, properties of gases, periodicity and chemical bonding. Energy changes in chemical systems and electronic structure of atoms, and molecules. Examination of the chemical reactivity of common elements, inorganic and organic compounds.

Prerequisite: MATH135

Offered: Fall, Spring, Summer

CHEM113 (Online): General Chemistry 2 (7.5 weeks) (Credits 3.0)

Properties of liquids and solutions, and principles of acid-base equilibria, solubility, and electrochemical processes. Examination of chemical kinetics and equilibria.

Prerequisite: CHEM111 or equivalent

Offered: Fall, Spring, Summer

CHEM116: General Chemistry 1 Lab (7.5 weeks) (Credits 1.0)

This is an in-class course implementing through experiment, the foundations of chemistry, atoms, and molecules, principles of stoichiometry, chemical reactions, properties of gasses, periodicity and chemical bonding, energy changes in chemical systems and electronic structure of atoms and molecules, examinations the chemical reactivity of common elements, and inorganic and organic compounds. Students will also learn safety in the lab.

Pre-Requisite: MATH135

Co-Requisite: CHEM111

Offered: Fall, Spring, Summer

CHEM118: General Chemistry 2 Lab (7.5 weeks) (Credits 1.0)

This is an in-class lab course implementing topics in general chemistry and analytical chemistry covering phase transitions, thermochemistry, spontaneity/equilibrium, electrochemistry, kinetics, bonding, order/symmetry in condensed phases, coordination compounds, and descriptive chemistry.

Prerequisites: CHEM111 and CHEM116

Corequisites: CHEM113

Offered: Fall, Spring, Summer

CHEM201: Organic Chemistry 1 (Credits 3.0)

This course explores the concepts of organic chemistry with a focus on structure, reactivity, and mechanisms. Students will explore the structures, properties, and functions of key classes of hydrocarbons and functional groups, including alkanes, alkenes, alkynes, aromatic compounds, stereoisomers, and alcohols. Emphasis is placed on developing the ability to recognize and classify these compounds based on their structural features, chemical behavior, and the principles underlying organic reactions. Students will learn to identify and predict the products of common reaction types, including addition, substitution, electrophilic, and nucleophilic reactions. Through guided

practice, learners will build skills in analyzing reaction pathways, interpreting chemical equations, and applying reaction rules to determine outcomes.

Prerequisite: CHEM113 or equivalent

Offered: Fall, Spring, Summer

CHEM203 (Online)J: Organic Chemistry 2 (Credits 3.0)

This course will explore the chemistry of carboxylic acids and their derivatives, as well as amines and related nitrogen compounds; applications of spectroscopic techniques in organic chemistry; introduction to biochemistry, which will examine amino acids, carbohydrates, lipids, and nucleic acids; structure and properties of proteins and enzymes.

Prerequisite: CHEM201 or equivalent

Offered: Summer only

CHEM206: Organic Chemistry 1 Lab (7.5 weeks) (Credit 1.0)

CHEM206 Lab accompanies Chem201S Organic Chemistry lecture. This laboratory course is an introduction to the techniques commonly used in the organic chemistry laboratory, an introduction to the synthesis of organic molecules, and an introduction to basic laboratory techniques; such as distillation, melting point, extraction of known and unknown mixtures, recrystallization, synthesis of compounds, and experiments utilizing basic organic techniques.

Prerequisite: CHEM113

Corequisite: CHEM201

Offered: Fall, Spring, Summer

CHEM207: Organic Chemistry 2 Lab (7.5 weeks) (Credit 1.0)

CHEM207 Lab accompanies CHEM203 Organic Chemistry lecture. This laboratory course is an introduction to the techniques commonly used in the organic chemistry laboratory, an introduction to the synthesis of organic molecules, and an introduction to basic laboratory techniques; such as distillation, melting point, extraction of known and unknown mixtures, recrystallization, synthesis of compounds, and experiments utilizing basic organic techniques.

Prerequisite: CHEM201 and CHEM206 / Corequisite: CHEM203

Offered: Fall, Spring, Summer

CHEM301: Biochemistry (Credits 4.0)

This course focuses on the chemistry of amino acids, carbohydrates, lipids, and nucleic acids, with special emphasis on representative proteins and enzymes, including hemoglobin, myoglobin, and cytochromes P450.

Prerequisite: BIOL203 or any biology course

Offered: Fall, Spring, Summer

COM100: Student Success (15 Clock Hours) (Credits 0.0)

The course will help students set academic goals, manage stress, and understand grade point average calculation. The course will also help students develop confidence that they can succeed (a growth mindset) and improve communication skills, study skills, and test taking skills. Students of any program may benefit from this course either before or during their coursework.

Prerequisite: None
Offered: Fall, Spring, Summer

COM103 (Online): Medical Spanish (Credits 3.0)

Clinical Spanish is a 45-hour elective focused on Spanish language skills used in clinical practice. The course emphasizes the key role of the patient history in making a diagnosis, the evaluation of clinical evidence such as patient symptoms, and relevant statistical concepts such as predictive value. The underlying pathophysiologic mechanisms underlying common symptoms are reviewed. This course is based on listening and speaking skills rather than on reading and writing. There are no written exercises and no written tests or exams.

Prerequisite: None

Offered: Summer Only

COM111 (Online, Synchronous): First Trimester Seminar (7.5 weeks) (Credits 1.0)

In this mandatory, 1.0 credit hour, online synchronous course, first trimester BS in Biomedical Sciences students will have the opportunity to become acquainted with students in their cohort, gain additional knowledge about university policies and procedures, and develop a sense of belonging within the University through various topics each week. This course will focus on helping students develop their critical reading and writing skills, allow them to explore career opportunities in the health care profession, educate students on the importance of academic integrity and professional ethics, and share discussions on cultural awareness in health care education. Students will learn about time management, study skills, test taking strategies, and NUHS library resources.

Prerequisite: None

Offered: Fall, Spring, Summer

MATH135: College Algebra (Credits 3.0)

The study of algebra with emphasis on applications. Topics include functions, inequalities, polynomials, conic sections, exponential and logarithmic functions, matrices, and sequences. Applications will be made in the social and medical sciences.

Prerequisite: None

Offered: Fall, Spring, Summer

NU201 (Online): Basic Nutrition (Credits 3.0)

Basic principles of human nutrition, including the physical and chemical nature of carbohydrates, proteins, fats, vitamins, minerals, and metals will be discussed. Included in this course are cell metabolism and energy balance. Water and electrolyte balance and acid base balance are covered as well as absorption, distribution metabolism and excretion of the elements discussed.

Offered: Fall, Spring, Summer

NU202 (Online): Evaluation of Modern Diets (Credits 3.0)

This course will evaluate the nutritional quality of common dietary programs that are popular in the United States. The dietary programs will be compared to determine which may be most beneficial for various health conditions such as obesity. Contraindications and possible adverse effects of each diet will be discussed.

Prerequisite: NU201

Offered: Spring

NU301: Nutrition in Health & Disease (Credits 4.0)

This is an introductory course to the utilization of nutrients and supplements for the prevention and treatment of major diseases found in Western culture, including diseases of the heart, blood vessels, lungs, skin, and gastrointestinal tract, as well as metabolic disorders. There will be a special emphasis on wellness and dietary

issues. The major emphasis is an explanation of the disease process as a totality of dietary and lifestyle concerns in the Western world. Wellness theory as a holistic matter is covered in a general manner.

Prerequisite: NU201

Offered: Spring

NU302 (Online): Advanced Human Nutrition (Credits 3.0)

This course is a continuation of NU301, Nutrition in Health and Disease, but issues such as school and hospital dietary eating plans are included. The dietary issues covered in NU301 will be expanded to include supplemental, dietary and some introduction to botanical and pharmacological influences on nutrients, wellness, and health and disease. Special emphasis will be on cardiovascular and metabolic diseases as they relate to the western diet. Fad diets as they influence society in western culture are covered in this course.

Prerequisite: NU201

Offered: Summer

NU303 (Online): Nutrition in the Life Cycle (Credits 3.0)

Nutrition during pregnancy and lactation, growth and development, infants, pediatrics, adolescence, teenage young adults, adults, and geriatric issues are covered. The nutrition issues that change and those that become necessary as we go through the stages of life are covered in detail. A special emphasis on pediatric and geriatric issues will be addressed considering the importance of these two populations as our citizens become older on the average and our newborn infants are exposed to increasingly negative challenges such as xenobiotics and allergens. Nutritional assessment methods are covered in detail and the methods for obtaining a nutrition health physical exam and means to assess nutritional status are covered.

Prerequisite: NU201

Offered: Summer

NU304: Food Science (Credits 3.0)

In this course, food safety concerns such as pesticides, drugs additives, food labeling laws, government control regulations, and food-borne diseases are addressed. Fundamental scientific principles of food composition, food processing, and production will be discussed. Culinary applications of foods science are introduced.

Prerequisite: NU201

Offered: Spring

NU305: Sports and Physical Performance Nutrition (Credits 3.0)

Energy sources for physical and athletic performance and sports are covered in the course. Topics will include the relationship between demographics, physical fitness, nutrition/diet, exercise, common sports injuries, and performance enhancing nutraceuticals. Special emphasis will be on the biochemical pathways and the physiological responses to the nutrients that may help athletes develop endurance and strength. The concepts of anaerobic threshold as well as lactic acid build-up are addressed.

Prerequisite: NU201

Offered: Fall

NU307 (Online): Introduction to Botanicals and Herbs (Credits 3.0)

The purpose of this course is to provide students with the knowledge and understanding of herbal supplements for common ailments and prevention of diseases that are encountered in everyday life. The following topics will be discussed in this course: mechanism of botanical action, indications, and contraindications of botanicals, clinical problems, and a listing of botanicals.

Prerequisite: NU201

Offered: Summer

NU308 (Online): Cultural Perspectives of Food (Credits 2.0)

This course is a survey of present and past food practices around the globe. Understanding religious and ethnic foods, diverse dietary patterns, and food production with application to disease prevalence will be examined. Functional foods will be highlighted for each global dietary pattern.

Prerequisite: NU201

Offered: Fall

NU310 (Online): Community Nutrition (7.5 weeks) (Credits 1.0)

This course examines the principles of public health, community nutrition, epidemiology, health, legislation, and nutrition policy. Evaluation of current community nutrition programs throughout the lifecycle will be emphasized.

Prerequisite: NU201

Offered: Spring

NU311 (Online): Nutrition Education (7.5 weeks) (Credit 1.0)

This course focuses on communication skills for nutrition education. Strategies, techniques, and theories of behavioral change are discussed. Application of nutrition education material and evaluation of nutrition programs will be emphasized.

Prerequisite: NU310

Offered: Spring

PHYS111: Physics 1 (Credits 3.0)

Non-calculus-based study of classical linear and rotational kinematics and dynamics (including work, energy, impulse, momentum, and collisions), fluids, periodic motion, sound and wave motion.

Prerequisite: College Algebra (MATH135) or equivalent

Offered: Fall, Spring, Summer

PHYS113: Physics 2 (Credits 3.0)

Non-calculus-based study of electrostatics, electric fields, Gauss' law, capacitance, current, resistance, magnetic forces and fields, electromagnetic induction, DC and AC circuits, electromagnetic waves, optics, and modern physics, as well as an introduction to quantum physics.

Prerequisite: Physics111

Offered: Summer

PHYS115: General Physics Laboratory (Credit 1.0)

This in-person laboratory course will allow students to learn and experience a "hands-on" approach to physics concepts including distance and displacement, velocity, acceleration, projectile motion, Newton's laws, friction, terminal velocity, work, energy, momentum and collisions, waves, sound, and electric circuits. The lab will comprise

of experiments that are important to understand the laws of college physics. This course is an appropriate foundation for additional study in science, or a career in the arena of science-based health care.

Prerequisite / Co-requisite: MATH135, PHYS111

Offered: Fall, Spring, Summer

PHYS117: Physics 2 Laboratory (Credits 1.0)

This virtual course will allow students a simulated learning approach to physics. The lab will be comprised of online experiments that are important to the understanding of laws and concepts of college physics as it prepares

students for a course in science that furthers their education or prepares them for a career in the arena of science-based health care.

Prerequisite or Corequisite: PHYS117

Offered: Summer only

PHYS211: Kinesiology (Credits 3.0)

Understanding human activity from a mechanical and physiological perspective so to address major issues, which include reducing the risk of injury, optimizing exercise prescription, and understanding clinical evaluations. Functional anatomy, muscle and passive tissue mechanics, anthropometry, electromyography, and linked segment mechanics are introduced and applied to clinical, occupational and athletic situations. Basic concepts of cardiovascular, respiratory, and thermoregulatory responses to physical activity.

Prerequisite: None

Offered: Fall

PUBH211 (Online): Introduction to Public Health (Credits 3.0)

Considered in this course are the basic concepts related to public and community health. Some studies estimate that health care accounts for only a small percentage of health outcomes and that premature death and disability are more heavily influenced by social, environmental and behavioral factors. This course is designed to introduce the history and science of public health, including epidemiology; environmental and occupational health; health policy and management; and social/behavioral sciences. Students will learn more about public health as a career path that can be pursued independently or in conjunction with a health professional career.

Prerequisite: NONE

Offered: Spring

TERM181 (Online): Medical Terminology (Credits 3.0)

This course is designed for students in the health care curriculum who need to be familiar with medical terms. It provides a framework for building a medical vocabulary. Emphasis will be on understanding basic medical terms, abbreviations and their meanings, and how they are used in documenting and reporting patient care procedures. Information provided in this course will help students to succeed in their chosen health care careers by familiarizing them with how medical terms are formed and by providing a systematic learning structure. Practical applications are provided by exercises and medical record analysis. Students interested in acquiring or improving their knowledge of the language of health care would benefit from this course. The goal is to develop a basic working knowledge of the language of health care to serve as a basis for individual expansion.

Prerequisite: None

Offered: Fall, Spring, Summer

GRADUATE DEGREE PROGRAMS

National University of Health Sciences' College of Allied Health Science and Distance Education offers the Master of Science Degree in Advanced Clinical Practice to first professional degree holders as a distance learning program. The college also offers a Master of Science Degree in Diagnostic Imaging with the completion of 49 credit hours earned in conjunction with and by the end of the three-year, full-time residency in diagnostic imaging.

Master of Science in Advanced Clinical Practice (MSACP)

Purpose Statement for the Master of Science in Advanced Clinical Practice Program

The purpose of the Master of Science in Advanced Clinical Practice (MSACP) Program is to provide an advanced learning experience to allow first professional health care providers the ability to enhance, broaden. and refine their diagnostic skills in a wide variety of primary care conditions; understand and manage a greater array of clinical conditions utilizing a variety of advanced therapeutic skills in scientific writing for potential publication in peer-reviewed journals; pursue life-long learning to better serve patients and communities, and engage in:

- Professional leadership
- Collective efforts to expand and protect scope of practice
- Educational appointments, and
- PhD level programs

Program Outcomes for the Master of Science in Advanced Clinical Practice Program

1. Students of the MSACP program will develop advanced clinical reasoning skills for the assessment and diagnosis of patients in a primary care setting.
2. Students will be able to develop management plans that utilize advanced diagnostic and treatment methods.
3. Students will be able to inform patient care through advanced utilization of and contribution to the scientific literature.
4. The MSACP program will maintain a year 1 Retention Rate and Graduation Rate at or above accreditation thresholds.

Admissions to the Master of Science in Advanced Clinical Practice Program

General admissions information and procedures can be found in the Admissions Information section of the bulletin or on the NUHS website at www.nuhs.edu/admissions/requirements/

Students applying to the Master of Science in Advanced Clinical Practice should meet the following requirements:

1. Has successfully completed a bachelor's degree in any field from a regionally accredited institution
2. Has successfully completed a first-professional degree (DC, ND, MD, DO, PT)
3. Has earned a minimum cumulative GPA of 2.5
4. Has completed the MSACP Application process

Graduation Requirements for the Master of Science in Advanced Clinical Practice Program

The degree of Master of Science in Advanced Clinical Practice is conferred on the individual who:

1. Has successfully completed all required courses and research requirements;
2. Has successfully completed all required Co-Curricular Learning assignments;
3. Is in good academic standing;
4. The student must successfully complete all required coursework with a grade of "C" or better in all attempted courses.
5. Is recommended for the degree by the Dean of the College of Allied Health Sciences and Distance Education;
6. Has met all financial obligations to the university;
7. Has submitted a completed and signed Petition for Degree Completion Form.

Graduation Rate for the Master of Science in Advanced Clinical Practice Program

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate is 67.0%.

While reviewing this information, please bear in mind:

- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.

The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

Curriculum Overview for the Master of Science in Advanced Clinical Practice Program

Students should consult with their advisor prior to registering for classes.

MSACP - Year 1		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSACP 501	Functional Nutrition in a Clinical Setting	45	0	45	3.0
MSACP 511	Clinical Pharmacology	45	0	45	3.0
MSACP 521	Research Methodology and Biostatistics	60	0	60	4.0
MSACP 531	Advanced Clinical Laboratory Functional Medicine	30	0	30	2.0
MSACP 541	Clinical Neurophysiology	45	0	45	3.0
MSACP 551	Clinical Neurology	45	0	45	3.0
	TOTAL:	**270**	**0**	**270**	**18.0**

MSACP - Year 2		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSACP 601	Clinical Problem Solving for the Primary Care Physician	45	0	45	3.0
MSACP 611	Advanced Diagnostic Imaging – Special Populations	45	0	45	3.0
MSACP 621	Clinical Injectables and IV Functional Nutrition	45	0	45	3.0
MSACP 631	Advanced Clinical Applications in Special Populations	45	0	45	3.0
MSACP 641	Psychological Issues of Chronic Illness and Disease	30	0	30	2.0
MSACP 651	Independent Research	60	0	60	4.0
	TOTAL:	**270**	**0**	**270**	**18.0**
	TOTAL PROGRAM CREDITS:	**540**	**0**	**540**	**36.0**

Course Descriptions for the Master of Science in Advanced Clinical Practice Program

Year 1

MSACP 501: Functional Nutrition in a Clinical Setting (Credits 3.0)

The purpose of this course is to develop a detailed understanding of how the underlying metabolic dysfunction in various body systems are interconnected, as well as treatment methods to reduce such dysfunction. We will explore current evidence-based nutritional literature as a foundation for the clinical application of appropriate dietary changes and key nutritional supplements.

Offered: Fall

MSACP 511: Clinical Pharmacology (Credits 3.0)

The purpose of this course is to review common pharmacologic agents utilized in the primary care setting related to various medical diagnoses. Discussion will include an overview of various clinical conditions and the related pharmacologic agents, classifications, mechanisms of action, and appropriate utilizations. Common drug reactions and interactions will be discussed, including interactions with botanicals and other over-the-counter dietary supplements.

Offered: Fall

MSACP 521: Research Methodology and Biostatistics (Credits 4.0)

This course will increase the knowledge regarding critical appraisal of research articles including accessing articles, assessing the research methods and results, and determining potential biases. Emphasis will be placed on preparing students to identify pertinent research findings that may enhance clinical outcomes. The student will learn to write succinct critiques and discuss research articles in a scientific manner.

Offered: Spring

MSACP 531: Advanced Clinical Laboratory Functional Medicine (Credits 2.0)

The purpose of this course is to review common laboratory tests, procedures, and appropriate utilization in the primary care setting. Current reference ranges for blood (cells and chemistries), urine, and other serous fluids will be reviewed. Also, essential functional lab testing such as heavy metal, organic acid, and salivary/hormonal testing will be presented. This course will also provide an advanced understanding of clinical laboratory medicine through detailed case review and algorithms for medical conditions in which abnormal laboratory values occur.

Prerequisite: MSACP501, MSACP511

Offered: Spring

MSACP 541: Clinical Neurophysiology (Credits 3.0)

This course will explore the clinical significance and functional activities of peripheral nerve fibers, the spinal cord, brainstem, and brain in the context of visceral and musculoskeletal disorders. The student will gain an advanced understanding of the anatomy, genetics, biochemistry, and physiology of pain in relation to various clinical syndromes. Nutritional biochemistry related to nociception and pain will be incorporated. Implementation of this information into therapeutic programs will be emphasized.

Offered: Summer

MSACP 551: Clinical Neurology (Credits 3.0)

This course provides an advanced understanding of neurologic evaluation for a variety of conditions, as well as management approaches such as functional neurologic treatment options. Some of the conditions covered include headache, degenerative and demyelinating disorders, entrapment neuropathies, and developmental disorders.

Offered: Summer

Year 2

MSACP 601: Clinical Problem Solving for the Primary Care Physician (Credits 3.0)

The purpose of this course is to enhance comprehensive history taking and regional physical examination skills in the context of common and complex internal disorders. The student will be able to effectively develop an accurate differential diagnosis with consideration of appropriate documentation, diagnostic testing, and follow-up.

Prerequisite: MSACP 521, MSACP 531, MSACP 541, MSACP 551

Offered: Fall

MSACP 611: Advanced Diagnostic Imaging (Credits 3.0)

The purpose of this course is to study utility and limitations of the various diagnostic imaging modalities, including conventional radiography, computed tomography, magnetic resonance imaging, and nuclear imaging. The student will also improve their interpretation of diagnostic imaging reports, define effective imaging strategies in specific clinical scenarios, approach an imaging study with greater confidence, and determine referral decisions and prognostic indicators.

Offered: Fall

MSACP 621: Clinical Injectables and IV Functional Nutrition (Credits 3.0)

This course will provide a description of the importance of nutrients that can be injected to prevent, control, and cure certain conditions in patients. It will include a case-based description of the condition and explanation of the technique used by the clinician to administer each nutrient via intravenous, intramuscular, and subcutaneous means. The mechanisms of action of these substances will be discussed.

Prerequisite: MSACP 501, MSACP 511

Offered: Spring

MSACP 631: Advanced Clinical Applications in Special Populations (Credits 3.0)

This course offers an overview of subgroups that have been identified as special populations, such as pediatric and geriatric populations. The main focus will be on common medical concerns in terms of pathophysiology, differential diagnosis, and effective integrative treatment strategies.

Offered: Spring

MSACP 641: Psychological Issues of Chronic Illness and Disease (Credits 2.0)

The purpose of this course is to present the ways in which psychological issues influence illness. The course will present information relative to the proper probing for psychosocial areas of concern and understanding how and when to refer to a mental health professional. The value of proper recognition and the process of appropriate patient communication regarding referral to a mental health care professional will be emphasized through various case studies. The individual roles of the various mental health care professionals and the current mental health statistics in the United States will be outlined.

Offered: Summer

MSACP 651: Independent Research (Credits 4.0)

This course, as a Capstone Project, reinforces exploration in critical appraisal of published research and discussion of journal articles in a scientific manner. Students will be expected to choose a topic of interest from previously presented material in relation to a selected clinical case in order to write a case report for publication.

Prerequisite: MSACP 521

Offered: Summer

Master of Science in Diagnostic Imaging (MSDI)

Purpose Statement for the Master of Science in Diagnostic Imaging Program

The purpose of the Master of Science in Diagnostic Imaging (MSDI) degree is to provide an advanced learning experience to allow first professional health care providers to become proficient in the technical and diagnostic components of imaging in such areas as chest and intrathoracic pathology and disorders, gastrointestinal pathology and disorders, genitourinary pathology and disorders, neuroradiology, musculoskeletal pathology and disorders, medical physics, and medical ethics.

Program Outcomes for the Master of Science in Diagnostic Imaging Program

1. Graduates of the MSDI program will be able to provide knowledgeable, appropriate, and safe services as a radiologist.
2. Graduates of the MSDI program will be able to apply knowledge in radiologic and clinical settings, evaluate diagnostic images, and provide medically accurate diagnostic imaging reports and patient recommendations.
3. The MSDI program will maintain Year 1 Retention Rates and Graduation Rates at or above accreditation thresholds.

Admissions to the Master of Science in Diagnostic Imaging Program

General admissions information and procedures can be found in the Admissions Information section of the bulletin or on the NUHS website at www.nuhs.edu/admissions/requirements/.

1. Students applying to the Master of Science in Diagnostic Imaging should meet the following requirements: Has completed a Doctor of Chiropractic degree
2. Is licensed or eligible for professional chiropractic licensure in the State of Illinois
3. Has earned a minimum Cumulative GPA of 2.75 (on a 4.0 scale) in all undergraduate studies (3.0 preferred)
4. Has earned a minimum Cumulative GPA of 2.75 (on a 4.0 scale) in all first professional programs, such as DC (3.0 preferred)
5. Has completed the Residency in Diagnostic Imaging application process.

Graduation Requirements for the Master of Science in Diagnostic Imaging Program

The Master of Science in Diagnostic Imaging Degree is conferred on the individual who:

1. Has successfully completed all the required core and research courses including written case studies, pathology file portfolio, and Capstone Project, in conjunction with and by the end of the three-year, full-time Residency in Diagnostic Imaging;
2. Has successfully completed all required Co-Curricular Learning assignments;
3. Is in good academic standing;
4. Is recommended for the degree by the Chair of Radiology and Dean of the College of Allied Health Sciences and Distance Education;

5. Has met all financial obligations to the university;
6. Has submitted a completed and signed Petition for Degree Completion Form; and
7. Participates in the commencement ceremony in the trimester the degree is to be granted.

Graduation Rate for the Master of Science in Diagnostic Imaging Program

National University of Health Sciences is pleased to provide the following information regarding our institution's graduation/completion rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. The most recent two-year average graduation rate is not able to be calculated due to the low number of students in the MSDI program (less than three enrolled students per year).

While reviewing this information, please bear in mind:

- We have elected not to report our transfer-out rate because our university's mission does not include providing substantial preparation for students to enroll in other institutions.
- The graduation/completion rate does not include students who had a non-reschedulable military service requirement, were permanently disabled, or died.

Curriculum Overview for the Master of Science in Diagnostic Imaging Program

Students should consult with their advisor prior to registering for classes.

The MSDI student must complete at least four credit hours per trimester and 51 credits during the program. The core courses may be taken in any sequence. For each core course, students will be assessed at the end of each trimester with essay questions and practical view box interpretation stations and must earn a grade of "C" or better. Research courses include advisor-approved examinations, case study papers, teaching file portfolios, and a written and orally presented Capstone Project, with defense in front of the Capstone Project Committee for final approval.

In addition to the core courses and research coursework, the master's student will be involved in daily film readout sessions and interpretation, radiological technology work, large and small group teaching experiences, and personal study. Opportunities for further clinical imaging elective rotations may be added to the program to expand the opportunities for students.

On the following page is the typical sequence of core and research courses within the MSDI program. Course material for core courses will be delivered in small group format in daily one- to two-hour sessions with five hours of didactic education and five hours practical interpretation sessions per week.

MSDI - Trimester 1 (T1)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 500	Diagnostic Imaging Overview (online)	15	0	15	1.0
MSDI 504	Arthritides	30	0	30	2.0
MSDI 512	Principles of Diagnostic Imaging (Physics)	15	0	15	1.0
MSDI 513	Principles of Diagnostic Imaging (Physics)	15	0	15	1.0
	TOTAL:	**75**	**0**	**75**	**5.0**

MSDI - Trimester 2 (T2)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 507	Neoplastic and Neoplastic-Like Lesions of Bone	30	0	30	2.0
MSDI 508	Metabolic, Endocrine, and Nutritional Disorders	30	0	30	2.0
MSDI 620	Independent Research I	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 3 (T3)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 505	Physical Injury of the Skeletal System	30	0	30	2.0
MSDI 506	Internal Derangements of Joints	30	0	30	2.0
MSDI 530	Medical Ethics	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 4 (T4)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 510	Chest Imaging	60	0	60	4.0
MSDI 621	Independent Research II	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 5 (T5)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 501	Hematopoietic Disturbances of Bone	30	0	30	2.0
MSDI 502	Infectious Disorders of Bone	30	0	30	2.0
MSDI 503	Congenital Anomalies and Skeletal Dysplasia	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 6 (T6)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 509	Neuroradiology	60	0	60	4.0
MSDI 622	Independent Research III	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 7 (T7)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 511	Gastrointestinal and Genitourinary Imaging	60	0	60	4.0
MSDI 623	Independent Research IV	30	0	30	2.0
	TOTAL:	**90**	**0**	**90**	**6.0**

MSDI - Trimester 8 (T8)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 650	Pathology Teaching Portfolio I	75	0	75	5.0
	TOTAL:	**75**	**0**	**75**	**5.0**

MSDI - Trimester 9 (T9)		Lecture Clock Hours	Lab Clock Hours	Total Clock Hours	Total Credits
MSDI 651	Pathology Teaching Portfolio II	75	0	75	5.0
	TOTAL:	**75**	**0**	**75**	**5.0**
	TOTAL PROGRAM CREDITS:	**765**	**0**	**765**	**51.0**

Course Descriptions for the Master of Science in Diagnostic Imaging Program

NOTE: The order is determined by timing of entrance into the program and will be sequenced in the most appropriate and in an individualized manner with the counsel of the MS Diagnostic Imaging Advisor or the Chair of Diagnostic Imaging.

MSDI 500: Diagnostic Imaging Overview (Credits 1.0)

The purpose of this course is to review key utility and anatomy of the radiographic examination and introduce Diagnostic Imaging Residents to special imaging modalities such as magnet resonance imaging (MRI), computerized tomography (CT) scanning, diagnostic medical sonography (US) and nuclear medicine modalities. The course will also introduce diagnostic Imaging Residents to key criteria and purpose of the radiological reports and "resident-level" introduction to essentials of radiological diagnosis of the abnormalities of the vertebral column, hip, and pelvis, upper and lower extremities along with the fundamentals of the abnormalities of the cranium, chest and abdomen and the radiological approach to the pediatric patient.

MSDI 501: Hematopoietic Disturbances of Bone (Credits 2.0)

This course outlines the key clinical and imaging manifestations of disease resulting from abnormal blood cells and marrow replacement disorders, both benign and malignant. The specific characteristics of marrow imaging are emphasized including the common and often overlooked entity of avascular necrosis. The Master's student will learn to develop a reasonable differential diagnosis for hematopoietic disturbances of bone and will learn proper follow- up and management of these disorders.

MSDI 502: Infectious Disorders of Bone (Credits 2.0)

Specific infectious organisms, route of contamination, and spread of infectious disease are discussed in addition to specific radiographic patterns of osteomyelitis, septic arthritis, and soft tissue infection exhibited by conventional radiography, CT, MRI, and nuclear imaging. The master's student will become familiar with clinical and radiographic findings that will expedite further investigation with special imaging procedures necessary for proper and adequate diagnosis of osteomyelitis, septic arthritis, and soft tissue infection.

MSDI 503: Congenital Anomalies and Skeletal Dysplasia (Credits 2.0)

This course covers musculoskeletal developmental defects manifested at birth and later in life, categorized by spinal or extremity involvement. Key associations and complications of these disease processes are emphasized making their distinction significant in-patient management. Findings rendered from conventional radiography, CT, and MR imaging are emphasized.

MSDI 504: Arthritides (Credits 2.0)

This course highlights the clinical, pathologic, and radiographic patterns of articular pathology. The student will learn to classify different joint pathologies into categories—degenerative, inflammatory, and crystal-induced disorders. Pathologic processes of articular disease are studied in conjunction with radiologic disease patterns so as to facilitate an understanding of articular disease.

MSDI 505: Physical Injury of the Skeletal System (Credits 2.0)

This course covers important features of fracture analysis including: mechanism of injury, specifics of alignment, complications, and evaluation for stability. The student will become skilled at identifying fractures and dislocations and associated soft tissue injury. Conservative and invasive surgical procedures in the treatment of fractures and dislocations will be studied in order to direct the clinician towards the appropriate standard of care and treatment of physical injuries.

MSDI 506: Internal Derangements of Joints (Credits 2.0)

A detailed joint-by-joint analysis of internal derangements includes detailed study of anatomical structures and an in-depth study of various manifestations of joint injury demonstrated on advanced imaging, with an emphasis on Magnetic Resonance Imaging. Injury of internal and external ligamentous restraints, changes of the appearance of bone marrow, and analysis of muscular and tendinous structures and the evaluation of articular cartilage injury will be studied.

MSDI 507: Neoplastic and Neoplastic-like Lesions of Bone (Credits 2.0)

This course provides the master's student with the fundamentals of imaging of both benign and malignant neoplasms of the musculoskeletal system, emphasizing the key distinction between aggressive and non-aggressive pathology. Specific entities will be presented by their cellular origin and will have the following components: introduction, clinical findings, location, radiographic abnormalities, pathological abnormalities, natural history, and differential diagnosis. The master's student will learn to develop a reasonable differential diagnosis for blastic, lytic, and soft tissue lesions of the musculoskeletal system.

MSDI 508: Metabolic, Endocrine and Nutritional Disorders (Credits 2.0)

This course outlines the key clinical and imaging manifestations of hypervitaminoses, heavy metal poisoning, and various endogenous and exogenous toxicities. Specific entities will be presented by their category of origin and will have the following components: introduction, clinical findings, location, radiographic abnormalities, natural history, and differential diagnosis.

MSDI 509: Neuroradiology (Credits 4.0)

In this course, the master's student will develop a sound knowledge of the normal radiological neurology and gross anatomy of the central nervous system and its surrounding osseous and soft tissue structures. The student will learn to recognize and diagnose various categories of pathology related to the central nervous system on plain film, CT, and MR imaging. The master's student will be able to incorporate this new knowledge base into their musculoskeletal imaging skills to become comfortable with neuroradiology, particularly in spinal imaging.

MSDI 510: Chest Imaging (Credits 4.0)

This course provides the master's student with working knowledge of chest imaging, including: chest imaging modalities, categories of disease affecting this region, and classical imaging findings of these conditions. Both plain film and advanced imaging modalities will be studied with emphasis on recognizing classic patterns of disease in the chest. The master's student will develop an understanding of various cardiovascular and pulmonary disease processes.

MSDI 511: Gastrointestinal and Genitourinary Imaging (Credits 4 .0)

This course will focus on the diagnostic imaging of the gastrointestinal and genitourinary systems. The master's student will study underlying disease processes, correlating them with imaging findings. They will learn to correlate, describe, and interpret plain film and advanced imaging findings in these systems, with special emphasis on the neuro-musculoskeletal disorders that manifest in the gastrointestinal and genitourinary systems.

MSDI 512: Principles of Diagnostic Imaging and Radiation Health I (Credits 1.0)

In this course, the master's student will develop a working knowledge of the practical parameters of X-ray technology, including patient positioning, technique calculation, instrument operation, film processing, physics, radiation protection, and other pertinent phases of plain film technology. The student will also acquire an understanding of the physics of CT, MR, US, and other forms of advanced imaging.

MSDI 513: Principles of Diagnostic Imaging and Radiation Health II (Credits 1.0)

In this course, the master's student will continue to develop a working knowledge of the practical parameters of X-ray technology, including patient positioning, technique calculation, instrument operation, film processing, physics, radiation protection, and other pertinent phases of plain film technology. The student will also acquire an understanding of the physics of CT, MR, US, and other forms of advanced imaging.

MSDI 530: Medical Ethics (Credits 2.0)

Master's students will study concepts of medical law and administrative ethics. Ongoing technical advances in the field of diagnostic imaging require radiologists to perform their job in an ethical fashion. Radiologists will be required to render decisions regarding proper patient care requiring a thorough understanding of medical ethics. This course is designed to prepare radiologists to solve everyday complex ethical problems encountered during the practice of radiology.

MSDI 650: Pathology Teaching File Portfolio I (Credits 5.0)

In this course, students must select four specific topics of interest for further study and presentation as their Capstone Project. The topics should be based upon a clinical case with imaging and must include the following: three musculoskeletal case studies, all of which must have plain films and at least one of which must be of the spine, and at least one of which must have advanced imaging; and one other case study, in either chest, abdomen, or neuroradiology topic areas. In this first course of two, the student will be expected to choose the cases and conduct a literature review of each case-driven topic area.

MSDI 651: Pathology Teaching File Portfolio II (Credits 5.0)

In the previous course, students selected four specific topics of interest for further study and presentation as their Capstone Project. The topics are based upon a clinical case with imaging and must include the following: three musculoskeletal case studies all of which must have plain films and at least one of which must be of the spine, and at least one of which must have advanced imaging; and one other case study, in either chest, abdomen, or neuroradiology topic areas. In the first course, the student chose the cases and conduct a literature review of each case-driven topic area. In this second course, the student will prepare four clinical case presentations based on their previous work, each presentation organized in a specific format that includes pertinent patient history, clinical, radiographic, and follow-up information. The student must present and defend their cases before a review panel selected by the Chair of Diagnostic Imaging. The collective scoring of this panel will determine the final grade for the Capstone Project.

Prerequisites / Corequisites: MSDI 650

Research Courses

MSDI 620: Independent Research I (Credits 2.0)

The student will locate and evaluate multiple patient cases that may be utilized for their MSDI capstone project thesis defense. The student will learn to perform critical appraisals that will enable the student to acquire pertinent peer reviewed journal articles to develop a case study manuscript, which leads to the capstone project. Students will obtain and complete the necessary HIPAA compliant medical release forms to procure patient medical information.

MSDI 621: Independent Research II (Credits 2.0\)

Building upon MSDI 620, the student will locate and evaluate multiple patient cases that may be utilized for their MSDI capstone project thesis defense. The student will learn to perform critical appraisals that will enable the student to acquire pertinent peer reviewed journal articles to develop a case study manuscript, which leads to the

capstone project. Students will obtain and complete the necessary HIPAA compliant medical release forms to procure patient medical information.

Pre-Requisite: MSDI 620

MSDI 622: Independent Research III (Credits 2.0)

Building upon MSDI 620 and 621 the student will locate and evaluate multiple patient cases that will be utilized for their MSDI capstone project thesis defense. By now the student has selected all four patient case studies for the capstone project theses defense. All patient cases should include the history and physical information, and all imaging studies including reports. All pertinent supporting peer reviewed journal articles and texts for the four case studies in the portfolio will have been obtained. These articles will support the topics covered in the case studies contained in the portfolio. This will culminate in a presentation before the capstone project panel.

Pre-Requisites / Co-Requisites: MSDI620 and MSDI621

MSDI 623: Independent Research IV (Credits 2.0)

Building upon MSDI 620, 621, and 622, the student has selected all four patient case studies for the capstone project theses defense. For each case, the completed portfolio will include the history and physical exam information, all imaging studies and reports, citations of all pertinent peer-reviewed journal articles and texts, and the presentation slides. The capstone committee will assess students on their final portfolio submission and defense of the four cases.

Pre-Requisites / Co-Requisites: MSDI620, MSDI621, MSDI622

National University Of Health Sciences



BULLETIN
2026–2027

Lincoln College of Post-professional, Graduate & Continuing Education

LINCOLN COLLEGE OF POST-GRADUATE AND CONTINUING EDUCATION

Jenna Glenn, MS, DC, ND — Dean of Lincoln College

The Lincoln College of Post-professional, Graduate and Continuing Education offers accredited post-professional educational programs that allow licensees with a professional degree to maintain their license, practice expertise, and develop clinical specialty advancement.

Post-professional Education

Since the early 1900s, National has been committed to providing quality training and learning experiences through post-professional educational opportunities to assist doctors and other health care professionals with keeping at the forefront of current evidenced-based practices. Post-professional education is offered through the Lincoln College of Post-graduate and Continuing Education which provides certificate programs, specialty training, continuing education courses, seminars, and a wide variety of learning experiences to enhance the care and services provided by health care professionals to their patients.

The seminars and courses offered through the Lincoln College of Post-graduate and Continuing Education provide continuing education and advanced training Professionals participate in post-professional programs to learn a variety of skills and knowledge from several specialty areas. These professionals seek specific information for their practices rather than seeking a specialty diplomate. First professional degree holders are required to participate in post-professional activities approved by state boards for licensure renewal and these requirements vary with each state. Post-professional activities for licensure renewal can include specialty programs, topics of interest, conventional education programs, new topic areas, clinical skills, basic science concepts, and specific procedures for outcome measurement.

After graduation, a Doctor of Chiropractic (DC) may elect to complete a full-time post-professional residency program for three years to gain specialty training in clinical research or diagnostic imaging. The residents attend classes, workshops and clinical training sessions, and have written and clinical examinations. These Doctor of Chiropractic Residents become eligible to sit for specialty board examinations leading to diplomate status in the chosen discipline.

Programs Offered

The following courses and programs are available through Lincoln College of Postgraduate and Continuing Education. For detailed program information, please contact Lincoln College or our website at www.nuhs.edu/academics/continuing-education/.

Continuing Education

Programs Leading to Diplomate Certification: Acupuncture, Rehabilitation, Sports Physician.

Specialty Programs: Acupuncture, Traditional Asian Medicine, Dry Needling, Clinical Nutrition, Diagnostic Imaging, Disability Assessment and Impairment Rating, Hot Stone Massage, Improving Documentation, Functional Rehabilitation, Headaches and Head Trauma, Joint Manipulation, Myofascial Taping, Pediatrics, Pain Mechanisms, Post-Surgical Spine, Sports Physician.

National University Of Health Sciences



BULLETIN
2026–2027

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Nakiesha Pearson, DC, ND, MS	Assistant Dean & Chief Administrative Officer, DCP
Leah Weber, DC	Assistant Dean for Institutional Effectiveness

Administrative Faculty

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Steven Freeman, DC	Chair, Department of Clinical Sciences–Florida
Frank Frydrych, DC, MSACP	Chief Clinician, DC Program
Bart Green, MSEd, PhD, DC	Associate Editor, NUHS Journals
Jennifer Green, ND, DC	Chief Clinician, ND Program
James Jenkins, DC, MS	Chair, Department of Clinical Sciences-Illinois
Moira Jenkins, DC, MS, LAc	Chair, Department of Basic Sciences–Illinois
Claire Johnson, MSEd, PhD, DC	Editor-in-Chief, NUHS Journals
David Mayer, MS, MSOM, DACM	Chief Clinician, AHM Programs
Mackenzie Ott, PhD	Chair, Department of Basic Sciences-Florida

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Mark Galvanoni, BS	Director of Facilities & Security
Patricia Genardo, MA, MLIS	Director, Learning Resource Center
Christine Frankhauser, CPA	Director of Finance
Tracy McHugh, MBA	Director of Alumni & Development
Katrina Rieger, BS	Assistant Director of Alumni & Development
David Arron Saenz, MPA, EdD	Associate Vice President for Admissions
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William Bachop, PhD	Professor Emeritus
Terry Elder, DC	Professor Emeritus
William Hogan, DC, DABCI	Professor Emeritus
Robert Shiel, PhD	Professor Emeritus
Kristine Aikenhead, DC	Professor Emeritus

Faculty

Faculty who teach at National's Florida site are indicated with "– Florida" after their academic rank.

Kristine Aikenhead - Lecturer, Clinical Sciences
BS (Biology), Loyola University, 1979
BS, DC, National College of Chiropractic, 1982, 1983
Family Practice Residency (Board Qualified), National College of Chiropractic, 1983-85

Kenton Anderson - Lecturer, Clinical Sciences
BS, Northern Illinois University, 1984
ND, National University of Health Sciences, 2012

Eric Baker - Lecturer, Clinical Sciences
BS, University of Illinois at Chicago, 1994
MSOM, Midwest College of Oriental Medicine, 2000

Brian Batenchuk – Lecturer, Clinical Sciences - Florida
BS, Colorado State University, 1980
DC, Palmer College of Chiropractic, 1979
Diplomate: American Chiropractic Board of Radiology

Fabian Bejarano – Instructor, Clinical Practice – Florida
BS, Florida State University, 2010
DC, National University of Health Sciences, 2018

Antonio Bifero - Assistant Professor, Basic Sciences
BS, University of Illinois at Chicago, 1995 MBA, Dominican University, 1999
BS, DC, National University of Health Sciences, 2002, 2003
MS, Illinois Institute of Technology, 2013
Diplomate: American Association for Integrative Medicine

Edward J. Bifulco - Assistant Professor, Clinical Sciences, CAHSDE
AB, Cornell University, 1982
BS, DC, National College of Chiropractic, 1985, 1987

William C. Bogar - Professor, Clinical Sciences
BS, DC, National College of Chiropractic, 1982, 1984
Diplomate: American Chiropractic Board of Radiology

Krista Burns – Assistant Professor, Clinical Sciences - Florida
BS, University of Nevada, 2007
DC, Palmer College of Chiropractic, 2011 DHA, Capella University, 2018

Jerrilyn A. Cambron - Professor, Institutional Effectiveness and Research
BS, DC, National College of Chiropractic, 1989, 1991
MPH, University of Illinois at Chicago, 1999
PhD, University of Illinois at Chicago, 2005
CMT, National University of Health Sciences, 2006 Certified in Public Health

Ryan D. Cedermark - Lecturer, CAHSDE
DC, Life University, 2011
Diplomate of Neurology, Carrick Institute, 2013
BS, Duke University, 2014
Certified Functional Medicine Practitioner, Functional Medicine University, 2014
MS, Georgia State University, 2015

Simona Ciobanu - Lecturer, Clinical Sciences
BLAS, University of Illinois at Chicago, 2003
ND, National University of Health Sciences, 2010

Patricia A. Coe - Instructor, Clinical Practice
BS, University of Pittsburgh, 1992
BS, DC, National College of Chiropractic, 1995, 1997
MS, ND, National University of Health Sciences, 2011, 2012 Massage Therapist

Gregory D. Cramer - Professor, Research, Basic Sciences, CAHSDE
BS, DC, National College of Chiropractic, 1977, 1979 PhD, Medical College of Ohio, 1987

Kevin J. Curtin - Associate Professor, Clinical Sciences
BS, Governors State University, 2004
BS, DC, National University of Health Sciences, 2005, 2007

Daniel R. Driscoll - Professor, Clinical Sciences
BA, George Williams College, 1973
BS, DC, National College of Chiropractic, 1977, 1978

Melissa Dybala - Assistant Professor, Clinical Sciences
BS, Governors State University, 2006
ND, DC, National University of Health Sciences, 2010, 2012

Dianne M. Fernandez – Instructor, Clinical Practice - Florida
BA, University of the State of New York, 1988
DC, Life Chiropractic College, 1987

Colleen Fairbanks - Lecturer, CAHSDE
BS, Illinois State University, 2001
MS, PhD, Indiana State University, 2003, 2007

Jocelyn Faydenko –Assistant Professor, Research Department
BS, Central Michigan University, 2015
ND, DC, National University of Health Sciences, 2019, 2020
MS, University of Illinois at Chicago, 2025

Steven Freeman – Professor, Chair, Clinical Sciences–Florida
BA, Rutgers University, 1988
DC, Life College, 1992

Frank Frydrych Jr. - Instructor, Clinical Practice
BS, University of Illinois at Urbana-Champaign, 1999
BS, DC, MSACP, National University of Health Sciences, 2007, 2007, 2022

Stephanie Gannett Lewandowska – Instructor, Clinical Practice
BS, Florida State University, 2018
DC, National University of Health Sciences, 2022

Jennifer Gantzer - Associate Professor, Clinical Sciences-Florida
DC, National University of Sciences, 2014 DACBN, 2016
LAc, 2019
MS, University of Bridgeport, 2020
Fellow, American College of Nutrition (FACN), 2020 DipACLM, American College of Lifestyle Medicine, 2023

David A. Gidcumb - Instructor, Clinical Sciences
AB, Augustana College, 1974
BS, DC, National College of Chiropractic, 1977, 1979
Diplomate: American Board of Chiropractic Orthopedists

Jenna Glenn - Assistant Professor, Lincoln College
BS, Pennsylvania State University, Erie, 2006
DC, MS, ND, National University of Health Sciences, 2009, 2012, 2012

Lisa Glowiak - Lecturer, Clinical Sciences
BA, Illinois Wesleyan University, 2006
ND, National University of Health Sciences, 2016

Bart Green - Lecturer, NUHS Journals
DC, Los Angeles College of Chiropractic, 1992 MSEd, University of Southern California, 2000
PhD, Public Health, Epidemiology, Walden University, 2016
Diplomate: American Chiropractic Board of Sports Physicians

Jennifer Green - Assistant Professor, Clinical Practice
BS, Loyola University, 2004
ND, DC, National University of Health Sciences, 2010, 2021

Melodie Hammer-Wakefield - Assistant Professor, Basic Sciences-Florida
BS, Colorado State University, 1983
DC, National University of Health Sciences, 2014

Keith Hartley - Lecturer, CAHSDE
BA, Lake Forest College, 2005
DC, National University of Health Sciences, 2008

Christopher Hartman - Instructor, Clinical Sciences
BS, Aurora University, 2009
DC, ND, MSAc, National University of Health Sciences, 2015, 2018, 2020

Rudolph Heiser - Lecture, Clinical Sciences-Florida
HBSc, University of Western Ontario, 2001
DC, National University of Health Sciences, 2004
MS, Diagnostic Imaging, National University of Health Sciences, 2010

Russell A. Iwami - Associate Professor, Learning Resource Center
BA, Northern Illinois University, 1976
MALS, University of Illinois, 1979

Moira Jenkins - Assistant Professor, Chair, Basic Sciences
BS, DC, National College of Chiropractic, 1986, 1989
MS, Northern Illinois University – DeKalb, 2010
Certified Chiropractic Acupuncturist, National College of Chiropractic, 1988

James R. Jenkins – Instructor, Chair, Clinical Sciences
BS, Otterbein College, 1983
BS, DC, National College of Chiropractic, 1986, 1988
Certified Strength & Conditioning Specialist, National Strength and Conditioning Association, 1999
MSACP, National University of Health Sciences, 2009

Hee Jae Jeong - Lecturer, Clinical Sciences
TCM, Liaoning University, 2013
MSOM, DC, National University of Health Sciences, 2021,2022

Claire Johnson - Professor and Editor, NUHS Journals
BA, University of California-San Diego, Revelle, 1987
DC, Los Angeles College of Chiropractic, 1991
MSEd, University of Southern California, 2000
PhD, Public Health, Epidemiology, Walden University, 2016
Diplomate, American Chiropractic Board of Sports Physicians

Theodore L. Johnson, Jr. - Professor, Clinical Practice
BS, Jackson State University, 1984
BS, DC, National College of Chiropractic, 1986, 1988
MS, National University of Health Sciences, 2009
Diplomate: American Board of Chiropractic Internists

Simone J. Joseph - Lecturer, Basic Sciences, CAHSDE
BS, University of Toronto, 1997
BS, DC, National University of Health Sciences, 2000, 2002
Diplomate: Academy of Chiropractic Orthopedists

Sonia V. Joubert - Professor, Clinical Practice
BS, Empire State College, State University of New York, 1992
DC, New York Chiropractic College, 1996
MS, ND, National University of Health Sciences, 2014, 2022

Michelle D. Jourdan - Professor, Clinical Sciences – Florida, CAHSDE
BS, University of Michigan, 1990
BS, DC, National University of Health Sciences, 1997, 1999
Diplomate: American Board of Chiropractic Internists
MS, University of Science, Arts and Technology-Montserrat, 2018
MS, University of Maryland, 2023

Anna Jurik - Professor, Clinical Practice
BS, University of Illinois at Chicago, 1994
BSc, University of Kentucky, 1998
DC, National University of Health Sciences, 2005
Licensed Dietitian, Nutritionist
Registered Dietician

Anthony Kelley - Lecturer, Clinical Sciences
BS, University of Illinois Chicago, 2014
DC, National University of Health Sciences, 2018

Julia Kelley - Instructor, Clinical Sciences
BS, San Diego State University, 2015
ND, National University of Health Sciences, 2019
DC, National University of Health Sciences, 2020

Sarah K. Kelly - Lecturer, Clinical Sciences
BS, Northern Illinois University, 1995
BS, DC, National College of Chiropractic, 1997, 1999
MSACP, National University of Health Sciences, 2021

Muhammad A. Khan - Professor, Basic Sciences, CAHSDE
MD (Pakistan), Dow Medical College and University of Karachi, 1978
DTCD, University of Karachi, Pakistan, 1981
MCPS, College of Physicians and Surgeons of Pakistan, 1983

Sharyu Kesharwani – Lecturer, CAHSDE
M.S. National Institute of Pharmaceutical Education and Research, 2018
Ph.D., Birla Institute of Technology and Sciences, 2023

Hyundo Franz Kim - Assistant Professor, Assistant Dean, Clinical Sciences
BA, University of Illinois at Urbana-Champaign, 1992
PhD, Sangji University, Wonju, Korea, 2006
MSOM, Emperor's College of Traditional Oriental Medicine, California, 1998
Licensed Acupuncturist

Nelson Klahr - Assistant Professor, Basic Sciences – Florida
BS, University of Miami, 1997
PhD, University of Florida–Gainesville, 2011

Rachel Klein - Lecturer, CAHSDE
BA, University of Hawaii at Hilo, 2007
CMT, DC, ND, National University of Health Sciences, 2011, 2012, 2013
Diplomate in Functional Neurology, 2013
Fellow-Childhood Neurodevelopmental Disorders Diploma, International Board of Functional Neurology, 2018

Yuri Korvatko - Professor, Clinical Practice, CAHSDE
BS, The London School of Osteopathy, 1999
DC, MS, National University of Health Sciences, 2011, 2014
Diplomate: American Chiropractic Board of Radiology, 2014

Yihyun Kwon - Professor, Clinical Sciences
BSc, MSc, Chung Ang University, 1989, 1991
BS, DC, National University of Health Sciences, 2001, 2002
BSc, MSOM, Midwest College of Oriental Medicine, 2002, 2002
PhD (China), Tianjian University of Traditional Chinese Medicine, 2010

Sandra A. Lambatos - Lecturer, Clinical Sciences
BS and DC, National University of Health Sciences, 2011, 2015

Peter Lamkin - Lecturer, CAHSDE
BS, Purdue University, 1990

Marina Machini - Assistant Professor, Basic Sciences–Florida
MAN, Professional Training Hospital Center, Kirovsk Central District Hospital, 1990
MD (Russia), St. Petersburg State Pediatric Medical Academy, 1997

Brett R. Martin - Professor, Basic Sciences–Florida, CAHSDE
BS, Northern Illinois University, 2006
DC, National University of Health Sciences, 2009
MSAc, National University of Health Sciences, 2011
MPH, Purdue University Global, 2018

David Mayer - Instructor, Clinical Practice
BS, MS, Northern Illinois University, 1989, 1994
Certified Personal Trainer, Aerobic and Fitness Association of America, 1998
Certified Personal Trainer, American College of Sports Medicine, 2012
MSOM, National University of Health Sciences, 2015
DAc, Pacific College of Health Sciences, 2020
Certified Nutrition Coach, National Association of Sports Medicine, 2021

Marc McRae - Professor, Basic Sciences
BS, BA, University of Waterloo, 1991, 1997
BS, DC, National University of Health Sciences, 1999, 2001
MSc, University of Bridgeport, 2002
Certified Nutrition Specialist Licensed Dietician, Nutritionist
Diplomate: American Clinical Board of Nutrition
Fellow: American College of Nutrition

Jeffrey Mensah – Lecturer, Clinical Sciences
BA, University of Maryland, 2016
ND, National University of Health Sciences, 2021

Sarah Montesa –Assistant Professor, Clinical Sciences, Clinical Practice
BS, MSAc, DC, MSOM, National University of Health Sciences, 2015, 2019, 2020, 2022
MSHAPI, Northeast College of Health Sciences, 2022
CHPCAS, National Association of Hospice and Palliative Care Acupuncturists, 2022

Hasan Nazik - Associate Professor, Basic Sciences-Florida
MD, Cerrahpasa School of Medicine (Turkey), 2001 Residency, Istanbul University (Turkey), 2005

Vasilios Nenos – Assistant Professor, Clinical Sciences-Florida
BS, Biology, Jacksonville University, 2019
DC, Palmer Collee of Chiropractic, 2019

Christopher Olsen - Associate Professor, Instructional Designer, CAHSDE
BS, MS, Western Illinois University, 2000, 2006

Daniel R. Olson - Associate Professor, Basic Science
BS, University of Nebraska-Lincoln, 1979
MS, University of Nebraska Medical Center, 1983
EdD, Northern Illinois University, 1996

Alicia M. Orbea – Assistant Professor – Clinical Sciences - Florida
BS, St. Petersburg College, 2013
DC, National University of Health Sciences, 2019

Mackenzie M. Ott – Professor, Chair, Basic Sciences–Florida, CAHSDE
BA, MS, PhD, University of South Florida, 2000, 2007, 2010

Candace Passi - Associate Professor, Dean, College of Professional Studies
BS, MS, Loyola University of Chicago, 1980, 1983
MS, PhD, Northwestern University, 1988, 1995

Patricia Pearce - Instructor, Clinical Sciences, Clinical Practice, CAHSDE
BS, University of West Florida, 2009
ND, National University of Health Sciences, 2016

Nakiesha Pearson - Associate Professor, Assistant Dean, Chiropractic Medicine, CAHSDE
BS, Indiana University, 2003
DC, ND, MS, National University of Health Sciences, 2010, 2013, 2013
Family Practice Residency, National University of Health Sciences, 2011-2014

Jodi E. Perrin - Assistant Professor, Clinical Sciences
BS, Aurora University, 2000
DC, Palmer College of Chiropractic, 2004
ND, National University of Health Sciences, 2014

Jaya Prakash - Lecturer, CAHSDE
MBBS (India), University of Poona, 1983
MD (India), University of Poona, 1986
Specialist Microbiologist: American Academy of Microbiology, 1995

Tari S. Reinke - Associate Professor, Clinical Practice
DC, Northwestern College of Chiropractic, 1986
MS, National University of Health Sciences, 2011

Kathryn Rioch – Assistant Professor, Dean for CAHSDE, Clinical Sciences
BA, Illinois Wesleyan University, 2000
RDN, University of Illinois-Chicago, 2002
MS, Benedictine University, 2014
Licensed Dietitian-Nutritionist, 2002
EdD, Maryville University, 2021

Pedro Rivera - Lecturer, Research
BS, DVM, Purdue University, 1985, 1986
Fellow, American College of Functional Neurology

Hector Rivera-Melo - Instructor, Clinical Sciences
BS, University of Illinois at Chicago, 2006
DC, Southern California University of Health Sciences, 2009
Diplomate: American Chiropractic Board of Radiology

Polina Robinson - Instructor, Clinical Sciences
BS, ND, National University of Health Sciences, 2014, 2019
MS, Northeast College of Health Sciences, 2019
Certified Nutrition Specialist & Licensed Dietitian/Nutritionist

Nooshig Salvador – Assistant Professor, Clinical Sciences
BS, Loyola University, 1989
MD, Loyola University, 1994
MS, National University of Health Sciences, 2018
MA, Trinity International University, 2022

James Salvatore – Assistant Professor, Basic Sciences, CAHSDE
BS, Saint Joseph's College, 2000
MS, Northern Illinois University, 2013
DC, National University of Health Sciences, 2005

Terry D. Sandman - Lecturer, Clinical Sciences – Florida
BS, DC, National College of Chiropractic, 1975, 1977
MPH, Northern Illinois University, 1997
Diplomate: American Chiropractic Board of Radiologists

Paul Richard Saunders - Lecturer, Clinical Sciences
BS, MS, Purdue University, 1972
PhD, Duke University, 1979
ND, Ontario (now Canadian) College of Naturopathic Medicine, 1990
ND, National College of Naturopathic Medicine, 1991

Matthew Schipma - Lecturer, CAHSDE
BA, Trinity Christian College, 1998
MS, DePaul University, 2004 PhD, Loyola University, 2004

Andrew B. Serlin - Instructor, Clinical Practice. Clinical Sciences
BA, University of Wisconsin, 1986
JD, University of Illinois – College of Law, 1989
DC, National University of Health Sciences, 2005

Roy Settergren - Lecturer, CAHSDE
BS, MS, Eastern Illinois University, 2003, 2005
DC, MSACP, National University of Health Sciences, 2009, 2012
MD, International University of Health Sciences, 2017

Jamie Shish - Lecturer, CAHSDE
BS, University of Illinois at Chicago, 1999
RDN/LDN, University of Illinois at Chicago, 2002

Mary Simon – Lecturer, Clinical Sciences
BS, University of Wisconsin, 2011
ND, National University of Health Sciences, 2018

Thomas Slowinski - Floating DC Clinician-Illinois
BS, University of Illinois-Chicago
BS, DC, National University of Health Sciences, 2012, 2015

Fraser Smith - Associate Professor, Assistant Dean, Clinical Sciences, CAHSDE
BA, University of Toronto, 1991
ND, Canadian College of Naturopathic Medicine, 1997
MA, Roosevelt University, 2014

Lorinda Sorensen - Professor, Clinical Sciences
BS (Natural Health Sciences), Bastyr University, 1998
MS (Acupuncture), Bastyr University, 1999
ND, Bastyr University, 2000

Nancy Steinke - Lecturer, CAHSDE, Acupuncture and Herbal Medicine
BS, Anderson University, 1959
MS, Southeast Missouri State University, 1971

Joseph Stiefel - Professor, Clinical Sciences
BS, Ball State University, 1995
BS, DC, MS, National University of Health Sciences, 2002, 2004, 2007
EdD, Argosy University, 2013

Randy L. Swenson - Professor, Clinical Sciences
BS, DC, National College of Chiropractic, 1977, 1977
MHPE, University of Illinois-Chicago, 1991

Zhanxiang Wang - Professor, Clinical Sciences
MD (China), Beijing University of Chinese Medicine, 1989
PhD, China Academy of Chinese Medicine Sciences, Beijing, 2001
Licensed Acupuncturist
Certified Chinese Herbologist

Krista Ward - Lecturer, CAHSDE
BS, Colby College, 1999
DC, Palmer College of Chiropractic-West, 2003
MPH, San Francisco State University, 2009

Leah Weber - Assistant Professor, Assistant Dean, Institutional Effectiveness
BS, DC, National University of Health Sciences, 1994, 1996

Mark Wieland - Assistant Professor, Clinical Sciences – Florida
BS, DC, National College of Chiropractic, 1983, 1985

Eric Wood - Lecturer, Clinical Sciences
BA, The University of Iowa, 1999
MA, York University, 2003
ND, The Canadian College of Naturopathic Medicine, 2008

Jade Woodruff – Lecturer, Clinical Sciences – Florida
BS, Michigan State University, 2016
DC, National University of Health Sciences, 2022

Holly Wurtz - Lecturer, Naturopathic Medicine
BA, University of Minnesota, 1999
ND, National University of Health Sciences, 2015

Steven Yingling - Assistant Professor, Clinical Sciences
BS, University of New Mexico, 2000
DC, National University of Health Sciences, 2007

Thomas Young – Assistant Professor, Clinical Sciences – Florida
BS, Gannon University, 2000
DC, Palmer College of Chiropractic Florida, 2006

Post-professional Faculty

Greg Abbott - General Chiropractic
BS, Elon University, 2007 DC, Life University, 2011

Brian Anderson - Nutrition, CAHSDE
BS, Northern Illinois University, 1999
DC, MS, National University of Health Sciences, 2004, 2014
MPH, Benedictine University, 2008
PhD, Northern Illinois University, 2019

Delilah Anderson - Internal Disorders
BA, University of Central Florida, 1985
BS, DC, MS, National University of Health Sciences, 1987, 1988, 2011

Brandon Brock - Functional Medicine, Neurology
DC, Parker University, 1999
BSN, Hardin-Simmons University, 2009
MSN, NP-C, Samford University, 2011
RN, Duke University, 2017
Diplomate: American Board of Chiropractic Acupuncture
Diplomate: American Board of Chiropractic Neurology

Shawn Burger - Graston Technique
BS, MPT, Loma Linda University, 1998, 1998
DPT, The College of St. Scholastica, 2015

J. Richard Burns - Biomechanics, Imaging
DC, Palmer College of Chiropractic, 1973

Zach Bush - Nutrition
BA, University of Colorado, 1997
MD, University of Colorado, 2002

Michelle Butler - Documentation, Compliance
James Madison High School, 1988

Jerrilyn Cambron - Research
BS, DC, National College of Chiropractic, 1989, 1991
MPH, University of Illinois at Chicago, 1999
PhD, University of Illinois at Chicago, 2005
CMT, National University of Health Sciences, 2006
Certified in Public Health

Ryan D. Cedermark - Nutrition
DC, Life University, 2011
BSN, Duke University, 2014

Patricia Coe - Massage, CAHSDE
BS, University of Pittsburgh, 1992
BS, DC, National College of Chiropractic, 1995, 1997
MS, ND, National University of Health Sciences, 2011, 2012
Massage Therapist

Gregory D. Cramer - Anatomy, Neurology
BS, DC, National College of Chiropractic, 1977, 1979
PhD, Medical College of Ohio, 1987

Kevin Curtin - Clinical Sciences
BS, Governors State University, 2004
BS, DC, National University of Health Sciences, 2005, 2007

John Dang - Graston Technique
BSc, University of Alberta, 1998
DC, Life Chiropractic College West, 2002
RMT, Northwestern School of Massage & Stillpoint's Clinics, 2002

Dennis DiGiorgi - Compliance
BA, Queens College, 1992
DC, New York Chiropractic College, 1996

Manuel A. Duarte - Orthotics, Sports Injuries
BS, Brooklyn College, 1977
MS, Long Island University, 1978
BS, DC, National College of Chiropractic, 1984, 1986
MSAc, National University of Health Sciences, 2013
Diplomate: American Board of Chiropractic Orthopedists
Diplomate: American Chiropractic Board of Sports Physicians
Diplomate: American Board of Chiropractic Acupuncture

Jocelyn Faydenko – Research
BS, Central Michigan University, 2015
ND, DC, National University of Health Sciences, 2019, 2020
MS, University of Illinois at Chicago 2025

Ted Forcum - Graston Technique
BS, Willamette University, 1984
DC, Western States Chiropractic College, 1988
Diplomate, American Chiropractic Board of Sports Physicians

Mario Fucinari - Compliance
South Macomb School of Radiological Technology, 1976
BA, Wayne State University, 1983
DC, Palmer College of Chiropractic, 1986
Certified Chiropractic Sports Physician
Certified Professional Compliance Officer

Maruti Ram Gudavalli - Cox Technique
BSc, Andhra University, India, 1970
DMIT, Madras Institute of Technology, India, 1974
MTech, Indian Institute of Technology, India, 1975
MEng, McMaster University, 1980
PhD, University of Cincinnati, 1989

David Hopper – Instructor, Basic Sciences
BS, MS, Northern Illinois University, 2008, 2011
DC, National University of Health Sciences, 2015

Cindy Howard - Nutrition, Women's Health, Pediatrics
BS, University of Wisconsin, 1991
BS, DC, National University of Health Sciences, 1996, 1998

Katie Johnson - Family Medicine, Acupuncture
BS, Oklahoma Baptist University, 2005
DC, MS, National University of Health Sciences, 2008, 2011

Robert Kessinger
DC, Logan College of Chiropractic, 1988

Datis Kharrazian - Functional Medicine, Neurology
BS, University of the State of New York, 1999
DC, Southern California University of Health Sciences (Los Angles College of Chiropractic), 1999
MS, University of Bridgeport, 2001
DHSc, Nova Southeastern University, 2007
MS, Carrick Institute of Graduate Studies, 2009
Diplomate: American Board of Chiropractic Neurology
Diplomate: American Clinical Board of Nutrition
Diplomate: American Board of Chiropractic Neurology

Yihyun Kwon - Acupuncture
BSc, Chung Ang University, Korea, 1989
MSc, Chung Ang University, Korea, 1992
DC, National University of Health Sciences, 2002
MSOM, Midwest College of Oriental Medicine, 2003
PhD (China), Tiajin University of Chinese Medicine, 2019

Thomas O'Bryan - Nutrition
BS, University of Michigan, 1974
BS, National University of Health Sciences, 1979
DC, National University of Health Sciences, 1981

Robert G. Silverman - Nutrition
M.Sc. in Human Nutrition; Univ. of Bridgeport, 2001
DC, Univ. of Bridgeport, 1999
DCBCN, Diplomate with the Chiropractic Board of Clinical Nutrition, 2009
DACBN, Diplomate with the American Board of Clinical Nutrition, 2003

Anne Sorrentino
D.C., Palmer College of Chiropractic, 1988
DACBSP Diplomate American Chiropractic Board of Sports Physicians, 2011

Timothy Stark - Graston Technique
BS, North Dakota State University, 1990
DC, Northwestern Health Sciences University, 1996
Diplomate: American Chiropractic Board of Physicians

Gary Tarola - Chiropractic Orthopedics
BA, Marshall University, 1973
DC, Palmer College of Chiropractic, 1976

Aristo Vojdani - Functional Neurology
BS, MSc, PhD, Bar Ilan University (Israel), 1970, 1972, 1976

Zhanxiang Wang - Acupuncture
MD (China), Beijing University of Chinese Medicine, 1989
PhD (China) China Academy of Chinese Medicine Sciences, 2001
Licensed Acupuncturist

Guang Xie - Acupuncture
MD (China), Gansu College of Traditional Chinese Medicine, 1983

Hongji Zhang - Acupuncture
MD (China), Beijing University of Chinese Medicine, 1989
MS (China), China Academy of Chinese Medicine Sciences, 1994
Licensed Acupuncturist

Yu Zhu - Acupuncture
MD (China), Gansu College of Traditional Chinese Medicine, 1983
Licensed Acupuncturist

Adjunct and Visiting Faculty

Aroop Banerji – Clinical Practice
BS, University of California at Davis, 1997
MAc, Bastyr University, 2004
ND, Bastyr University, 2004

Gina Bonavita-Larragoite – Clinical Practice
BA, Northern Arizona University, 1998
DC, Life Chiropractic College West, 2002
MBA, Parker University, Texas, 2022

Monica Curruchich – Clinical Practice
BS, Carroll University, WI
DC, Northwestern Health Sciences University, 2019

John A D'Amico - Clinical Practice
BS, State University at Stony Brook, NY, 1988 DC, New York Chiropractic College, 1992

Ryan Diana - Chiropractic Practice
BPS, DC, New York Chiropractic College, 2010, 2012

Timothy W. Fior - Clinical Practice
BS, Loyola Marymount University-Los Angeles, California, 1981
MD, Michigan State University-College of Human Medicine, 1985
Family Practice Residency, Saginaw Cooperative Hospitals, 1988

Roger Fong – Clinical Practice
BA, Boston University
MPT, Midwestern University, 2002
MOM, BS, Midwest College of Oriental Medicine, Chicago, IL, 2015

Jason Gibson - Chiropractic Practice
BGS, Indiana University, 2005
DC, National University of Health Sciences, 2010

Vincent Kamholtz-Roberts – Clinical Practice
DC, National University of Health Sciences, 1998

Kathryn Kavanagh - Chiropractic Practice
BS, Siena College, 2011
DC, New York Chiropractic College, 2014

Sarah K. Kelly – Clinical Practice
BS, Northern Illinois University, 1995
BS, National College of Chiropractic, 1997
DC, National College of Chiropractic, 1999
MS, National University of Health Sciences, 2021

Jeffrey A. King - Chiropractic Practice
BA, Augustana College, 2008
DC, MS, Logan University, 2011, 2012

Janet Lintala - Chiropractic Practice
BS, The Ohio State University, 1981
DC, National University of Health Sciences, 1994

Heather R. Loska-Mendez - Chiropractic Practice
BS, Roosevelt University-Chicago, 2009
DC, National University of Health Sciences-Illinois, 2012

Dana Madigan – Visiting Assistant Professor, Research
BS, University of Illinois at Urbana-Champaign, 2008
DC, National University of Health Sciences, 2013
MPH, PhD, University of Illinois at Chicago, 2013, 2020

K. Jeffrey Miller – Clinical Practice
DC, Palmer College of Chiropractic, 1987

Jude Miller - Chiropractic Practice
BS, University of Tennessee, 2007
BS, MS, DC, Logan University, 2009, 2011, 2011

Michael D. Mortenson - Chiropractic Practice
BS, State Community and Technical College-Minnesota, 1996
BS, North Dakota State College of Science, 1996
DC, Northwestern Health Sciences University, 2000

Nicole Nebbeling – Clinical Practice
BA, Western Michigan University
AS, Pacific College of Oriental Medicine, Chicago, 2014
MS, Pacific College of Oriental Medicine, Chicago, 2015
DACM, Pacific College of Oriental Medicine, San Diego, 2023

Boyd M. Peterson - Chiropractic Practice
BS, DC, National College of Chiropractic, 1991

Gregory Reed - Chiropractic Practice
BS, University of Buffalo, 2012
New York Chiropractic College, 2015

Shawn Reince – Clinical Practice
DC, Palmer College of Chiropractic, IA, 2019

Gary Ross - Chiropractic Practice
BS, Excelsior College
DC, Parker College of Chiropractic, 1996

Gregory Roytman – Visiting Assistant Professor, Research
BS, University of Illinois at Chicago, 2016
DC, National University of Health Sciences, 2019
MS, PhD, Yale University, 2022, 2026

Terry Rubin – Clinical Practice
BS, Syracuse University, NY, 2010
DC, New York Chiropractic College, 2013

Kathleen Schalberg – Clinical Practice
MSAOM, Northeast College of Health Sciences, NY, 2006
DACM, Pacific College of Health Sciences, San Diego, 2021

Timothy Suh – Clinical Practice
BS, University of Illinois-Urbana-Champaign, 1994
BA, University of Illinois-Urbana-Champaign, 1994
MA, University of Illinois at Chicago, 1997
MSOM, Midwest College of Oriental Medicine, Chicago, 205
BS, Midwest College of Oriental Medicine, Chicago, 2005
DAOM, Oregon College of Oriental Medicine, Portland, OR, 2012

Peter Szynkowicz - Clinical Practice
BS, Fordham University, 1982
DC, New York Chiropractic College, 1986
MS, University of Bridgeport, 2012

Kristine Tohtz - Pediatrics/Acupuncture
BS, University of Illinois, Urbana-Champaign, 1996
BS, DC, MAc, National University of Health Sciences, 1999, 2001, 2014
Certified, Pediatrics, Academy of Family Practice in Pregnancy, ICPA
Diplomate: American Board of Chiropractic Acupuncture

Daniel V. Tominello - Chiropractic Practice
Associates, Oakland Community College, 1989
DC, MS, Life University, 1994, 1995

Robert Watson – Clinical Practice
AS, Danville Area Community College, 2011
BS, Southern Illinois University in Edwardsville, 2013
MS, DC Logan University, 2018, 2018

Brian Webster - Chiropractic Practice
BS, Colorado State University, 2004
DC, Parker University College of Chiropractic, 2011

Students with Instructional Duties

Residents

Danveshka K. Wong - Diagnostic Imaging
BSN, Universidad Interamericana de Panamá, 2020
DC, Palmer College of Chiropractic, 2025

Fellows

Marselinny Mawuntu – Research
BS, Biology Research, Southern Adventist University, 2017
MHS, Health Science, Fairleigh Dickinson University, 2019

Maya Saxton-Rodgers – Anatomy
BS, Northwest Nazarene University, 2020

Jeremiah Ridderbos – Research
BS, Clinical Exercise Science, Grand Valley State University, 2023

Standing Committees of the University

The President of the University is an ex-officio member of all committees.

President's Alumni Advisory Council

Dr. Shawn Breton, Chair
Dr. Richard Fay
Dr. Olivia Friedman
Administrative Liaisons:
Dr. Daniel Driscoll
Mrs. Tracy McHugh
Mr. Robert Roberts
Dr. Randy Swenson

University Council

Mrs. Tracy McHugh, Co-Chair
Dr. Randy Swenson, Co-Chair
Mr. Robert Roberts, Co-Chair
Dr. Jerrilyn Cambron
Dr. Gregory Cramer
Dr. Candace Passi
Dr. Daniel Driscoll
Ms. Izabela Dubak
Mr. Mark Galvanoni
Ms. Patricia Genardo
Dr. Jenna Glenn
Dr. Claire Johnson
Dr. Theodore Johnson
Mrs. Yesenia Maldonado
Dr. Kathryn Rioch
Dr. David Saenz
Dr. Phillip Nicotera
Ms. Christine Frankhauser
Mr. Andrew Wozniak
Mr. Marc Yambao
Faculty Member-at-Large
Faculty Senate Chair
Student Council Chair

Faculty Senate

10 elected faculty members

Academic Assessment

Dr. Nakiesha Person, Co-Chair
Dr. Hyundo Kim, Co-Chair
Dr. Kathryn Rioch, Co-Chair
Dr. Fraser Smith, Co-Chair
Dr. Kevin Curtin
Dr. Brett Martin
Dr. Sarah Montesa
Dr. Mackenzie Ott
Dr. Lorinda Sorensen
Consultants:
Dr. Jerrilyn Cambron
Mr. Christopher Olsen

Academic Standards, Grades & Records

Dr. Marc McRae, Chair
Dr. Michelle Jourdan
Dr. Muhammad Khan
Dr. Yuri Korvatko
Dr. Mackenzie Ott
Dr. Anna Jurik
Dr. Patricia Pearce
Dr. Steven Yingling
Dr. Marina Machini
Faculty-at-Large Member
Alternates:
Dr. Edward Bifulco
Dr. Fabian Bejarano
Dr. Yihyun Kwon
Dr. Jodi Perrin
Dr. Mark Wieland
Consultants:
Ms. Izabela Dubak
Mrs. Yesenia Maldonado
Dr. Candace Passi
Dr. Phillip Nicotera
Mr. Marc Yambao
Dr. Kathryn Rioch

Admissions

Dr. David Saenz, Chair
Dr. Marina Machini
Ms. Yesenia Maldonado
Dr. Mackenzie Ott
Dr. Candace Passi
Dr. Nakiesha Pearson
Dr. Kathryn Rioch
Dr. Fraser Smith
Mr. Marc Yambao
Dr. Hyundo Kim
Ms. Mariaelisa Claros
Consultant:
Ms. Izabela Dubak
Dr. Candace Passi
Dr. Phillip Nicotera

Animal Care & Use

Dr. Gregory Cramer, Chair
Dr. Antonio Bifero
Dr. Jocelyn Faydenko
Mr. Russ Iwami
Dr. Pedro Rivera
2 Public Members
Student

Clinic Systems Risk Management

Dr. Frank Frydrych, Chair
Dr. Jennifer Green
Dr. Christopher Hartman
Dr. Dianne Fernandez
Dr. Candace Passi
Consultant:
Director of MIS
Dr. Leah Weber

Clinical Quality Management

Dr. Theodore Johnson, Chair
Dr. Hyundo Kim,
Clinic Office Manager
Dr. David Mayer
Dr. Patricia Pearce
Dr. Nakiesha Pearson
Dr. Andrew Serlin
Dr. Fraser Smith
Observer:
Dr. Leah Weber
Consultant:
Dr. Jerrilyn Cambron

Curriculum

Dr. Candace Passi, Co-Chair
Dr. Phillip Nicotera, Co-Chair
Dr. Kathryn Rioch, Co-Chair
Dr. William Bogar
Dr. Jerrilyn Cambron
Dr. Jocelyn Faydenko
Dr. Steven Freeman
Dr. Jenna Glenn
Dr. James Jenkins
Dr. Moira Jenkins
Dr. Theodore Johnson
Dr. Hyundo Kim
Dr. Mackenzie Ott
Dr. Nakiesha Pearson
Dr. Fraser Smith
Student (Allied Health)
Student (First Professional)
Consultants:
Ms. Izabela Dubak
Mr. Christopher Olsen
Dr. Randy Swenson
Observer:
Ms. Patricia Genardo

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Mrs. Colleen Schopa, Co-Chair
Ms. Patricia Genardo
Ms. Giuliana Denicolo
Dr. Melodie Hammer
Ms. Pam Jones
Dr. Sonia Joubert
Ms. Anna Koziol
Mr. Donn Nelson
Mr. Andrew Wozniak
Ms. Jourdan Sloat

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Mr. Robert Roberts, Chair
Dr. Moira Jenkins
Dr. Mackenzie Ott
Mr. Marc Yambao
Dr. Kathryn Rioch

Financial Assistance & Scholarships

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Dr. David Saenz
Ms. Izabela Dubak
Dr. Antonio Bifero
Dr. Nelson Klahr
Ms. Kimberly Kuspa
Ms. Katrina Rieger
Mr. Kevin Steinmetz
Consultant:
Mrs. Tracy McHugh

Infection Control & Chemical Safety

Dr. Hasan Nazik, Chair
Dr. Antonio Bifero
Mr. Mark Galvanoni
Dr. Melodie Hammer
Dr. Mark Wieland
Mr. Andrew Wozniak
Public Member Consultant:
Dr. Theodore Johnson

Institutional Review Board

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Dr. Hasan Nazik
Dr. Brett Martin
Dr. Zhanxiang Wang
Public Member - 1
Student Representative

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Mrs. Lori Trimble, Co-Chair
Mrs. Ashleigh Duda
Mr. Mark Galvanoni
Mrs. Jourdan Sloat
Ms. Kimberly Kuspa
Mr. Donn Nelson
Mrs. Colleen Schopa
Ms. Russ Iwami
Mrs. Vanessa Kmiec
Student

James F. Winterstein Library

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Dr. Patricia Coe
Mr. Russ Iwami
Ms. Kimberly Kuspa
Mr. Donn Nelson
Dr. Daniel Olson
Dr. Lorinda Sorensen
Student
Consultants:
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Dr. Claire Johnson

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Dr. Krista Burns
Dr. Michelle Jourdan
Dr. Hyundo Kim
Dr. Yuri Korvatko
Dr. Jodi Perrin

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Dr. Frank Frydrych
Dr. Jennifer Green
Dr. Hyundo Kim
Dr. David Mayer
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Dr. Tari Reinke
Dr. Fraser Smith
Dr. Leah Weber

Rank & Promotion

Dr. William Bogar, Chair
Mr. Christopher Olsen
Dr. Michelle Jourdan
Dr. Brett Martin
Dr. Hasan Nazik
Dr. Daniel Olson
Alternates:
Dr. Yihyun Kwon
Dr. Nakiesha Pearson
Dr. Jennifer Gantzer
Dr. Tari Reinke
Dr. Fraser Smith

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Dr. Gregory Cramer, Chair
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Dr. Jocelyn Faydenko
Dr. Brett Martin
Dr. Hasan Nazik
Consultants:
Dr. Claire Johnson
Dr. Michelle Jourdan

Residency

Dr. Candace Passi, Chair
Dr. William Bogar
Dr. Greg Cramer
Dr. Frank Frydrych
Dr. Jennifer Green
Dr. Theodore Johnson
Dr. Hyundo Kim
Dr. Yuri Korvatko
Mr. Chris Olsen
Dr. David Mayer
Dr. Nakiesha Pearson
Dr. Fraser Smith

Safety

Dr. Daniel Driscoll, Co-Chair
Mr. Robert Roberts, Co-Chair
Ms. Ashleigh Duda
Mr. Mark Galvanoni
Dr. Theodore Johnson
Ms. Pam Jones
Dr. Marina Machini
Mrs. Yesenia Maldonado
Dr. Daniel Olson
Mr. Andrew Wozniak
Mrs. Colleen Schopa
Ms. Jourdan Sloat
Consultants:
Mrs. Krissé Rhein-Lively
Mrs. Tracy McHugh
Dr. Leah Weber

Self-Study Committee

Dr. Leah Weber, Chair
Dr. Hyundo Kim
Mrs. Yesenia Maldonado
Dr. Candace Passi
Dr. Nakiesha Pearson
Dr. Fraser Smith
Dr. Phillip Nicotera
Assistant Dean, College of Allied Health and Distance Education
Student Representative
Mrs. Jourdan Sloat
Dr. Jerrilyn Cambron

Title IX Employee Hearing Committee

Mr. Andrew Wozniak, Chair
Dr. Kathryn Rioch
Dr. Candance Passi
Dr. Phillip Nicotera
Mr. Mark Galvanoni
Ms. Patricia Genardo
Ms. Pam Jones
Mrs. Yesenia Maldonado
Mr. Marc Yambao
Director of Alumni and Development
Consultant:
  Dr. Daniel Driscoll

Tenure

Dr. Marc McRae, Chair
Dr. Kevin Curtin
Mr. Russ Iwami
Dr. Muhammad Khan
Dr. Yihyun Kwon
Dr. MacKenzie Ott
Alternates:
  Dr. Yuri Korvatko

University Discipline

Dr. Daniel Driscoll, Chair
Dr. Theodore Johnson
Dr. Mackenzie Ott
Dr. James Salvatore
Dr. Andrew Serlin
Student Council Officer
Alternates:
  Dr. Steven Freeman
  Dr. Nakiesha Pearson
Consultants:
  Ms. Izabela Dubak
  Mrs. Yesenia Maldonado

National University Of Health Sciences



BULLETIN
2026–2027

Calendar & Maps

CALENDAR

Spring 2026

JANUARY

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

SU	MO	TU	WE	TH	FR	SA
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22	23	24	25	26	27	28

MARCH

SU	MO	TU	WE	TH	FR	SA
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22	23	24	25	26	27	28
29	30	31				

APRIL

SU	MO	TU	WE	TH	FR	SA
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Jan. 8	New Student Orientation - CAHS
Jan 9	New Student Orientation - CPS
Jan. 12	Start of Spring Trimester
Jan 16	Last day to add classes. No admission to classes after this date
Jan 19	Martin Luther King Day Holiday
Feb. 20	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 16	President's Day Holiday
March 2-3	CAHS Spring I accelerated courses final exams
March 4	CAHS Spring II accelerated courses start
March 16	Registration for Summer Trimester begins
April 3	Last day to drop 15-week courses (by 5pm CST)
April 17	Last day to drop CAHS Session II courses (by 5pm CST)
April 23-24	CAHS Spring II accelerated courses final exams
April 24	Commencement
April 24	End of trimester
April 28	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2026 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
					1	2
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10	11	12	13	14	15	16
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JUNE

SU	MO	TU	WE	TH	FR	SA
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JULY

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AUGUST

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23	24	25	26	27	28	29
30	31					

May 7	New Student Orientation – CAHS
May 8	New Student Orientation - CPS
May 11	Start of Summer Trimester
May 15	Last day to add classes. No admission to classes after this date
May 25	Memorial Day Holiday
June 12	Last day to drop CAHS Session I courses (by 5pm CST)
June 19	Juneteenth (Observed)
June 22-23	CAHS Summer I accelerated courses final exams
June 24	CAHS Summer II accelerated courses start
July 3	Independence Day Holiday (Observed)
July 13	Registration for Fall Trimester begins
July 31	Last day to drop 15-week courses (by 5pm CST)
Aug. 14	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 20-21	CAHS Summer II accelerated courses final exams
Aug. 21	Commencement
Aug. 21	End of trimester
Aug. 25	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2026 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
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OCTOBER

SU	MO	TU	WE	TH	FR	SA
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NOVEMBER

SU	MO	TU	WE	TH	FR	SA
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DECEMBER

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27	28	29	30	31		

Sept. 3	New Student Orientation - CAHS
Sept. 4	New Student Orientation, CPS
Sept. 7	Labor Day Holiday
Sept. 8	Start of Fall Trimester
Sept. 11	Last day to add classes. No admission to classes after this date
Oct. 16	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 26-27	CAHS Fall I accelerated courses final exams
Oct. 28	CAHS Fall II accelerated courses start
Nov. 9	Registration for Spring Trimester begins
Nov. 11	Veteran's Day Holiday (Observed)
Nov. 25	Last day to drop 15-week courses (by 5pm CST)
Nov. 26-27	Thanksgiving Holiday
Dec. 11	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 17-18	CAHS Fall II accelerated courses final exams
Dec. 18	Commencement
Dec. 18	End of trimester
Dec. 20	End of trimester grades due

**Please note that these dates may be subject to change.*

Spring 2027 Trimester

JANUARY

SU	MO	TU	WE	TH	FR	SA
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FEBRUARY

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MARCH

SU	MO	TU	WE	TH	FR	SA
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21	22	23	24	25	26	27
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APRIL

SU	MO	TU	WE	TH	FR	SA
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Jan. 7	New Student Orientation - CAHS
Jan 8	New Student Orientation - CPS
Jan. 11	Start of Spring Trimester
Jan 15	Last day to add classes. No admission to classes after this date
Jan 18	Martin Luther King Day Holiday
Feb. 19	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 15	President's Day Holiday
March 1-2	CAHS Spring I accelerated courses final exams
March 3	CAHS Spring II accelerated courses start
March 15	Registration for Summer Trimester begins
April 2	Last day to drop 15-week courses (by 5pm CST)
April 16	Last day to drop CAHS Session II courses (by 5pm CST)
April 22-23	CAHS Spring II accelerated courses final exams
April 23	Commencement
April 23	End of trimester
April 27	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2027 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
						1
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JUNE

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27	28	29	30			

JULY

SU	MO	TU	WE	TH	FR	SA
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

SU	MO	TU	WE	TH	FR	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

May 6	New Student Orientation – CAHS
May 7	New Student Orientation - CPS
May 10	Start of Summer Trimester
May 14	Last day to add classes. No admission to classes after this date
May 31	Memorial Day Holiday
June 11	Last day to drop CAHS Session I courses (by 5pm CST)
June 18	Juneteenth (Observed)
June 28-29	CAHS Summer I accelerated courses final exams
June 30	CAHS Summer II accelerated courses start
July 5	Independence Day Holiday (Observed)
July 12	Registration for Fall Trimester begins
July 30	Last day to drop 15-week courses (by 5pm CST)
Aug. 13	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 19-20	CAHS Summer II accelerated courses final exams
Aug. 20	Commencement
Aug. 20	End of trimester
Aug. 24	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2027 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
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OCTOBER

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NOVEMBER

SU	MO	TU	WE	TH	FR	SA
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DECEMBER

SU	MO	TU	WE	TH	FR	SA
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Sept. 2	New Student Orientation - CAHS
Sept. 3	New Student Orientation, CPS
Sept. 6	Labor Day Holiday
Sept. 7	Start of Fall Trimester
Sept. 10	Last day to add classes. No admission to classes after this date
Oct. 15	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 25-26	CAHS Fall I accelerated courses final exams
Oct. 27	CAHS Fall II accelerated courses start
Nov. 8	Registration for Spring Trimester begins
Nov. 11	Veteran's Day Holiday (Observed)
Nov. 24	Last day to drop 15-week courses (by 5pm CST)
Nov. 25-26	Thanksgiving Holiday
Dec. 10	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 16-17	CAHS Fall II accelerated courses final exams
Dec. 17	Commencement
Dec. 17	End of trimester
Dec. 19	End of trimester grades due

**Please note that these dates may be subject to change.*

Spring 2028 Trimester

JANUARY

SU	MO	TU	WE	TH	FR	SA
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FEBRUARY

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MARCH

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
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APRIL

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23	24	25	26	27	28	29
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Jan. 6	New Student Orientation - CAHS
Jan 7	New Student Orientation - CPS
Jan. 10	Start of Spring Trimester
Jan 14	Last day to add classes. No admission to classes after this date
Jan 17	Martin Luther King Day Holiday
Feb. 18	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 21	President's Day Holiday
Feb. 28-29	CAHS Spring I accelerated courses final exams
March 1	CAHS Spring II accelerated courses start
March 13	Registration for Summer Trimester begins
March 31	Last day to drop 15-week courses (by 5pm CST)
April 14	Last day to drop CAHS Session II courses (by 5pm CST)
April 20-21	CAHS Spring II accelerated courses final exams
April 21	Commencement
April 21	End of trimester
April 24	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2028 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
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JUNE

SU	MO	TU	WE	TH	FR	SA
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JULY

SU	MO	TU	WE	TH	FR	SA
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30	31					

AUGUST

SU	MO	TU	WE	TH	FR	SA
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 4	New Student Orientation – CAHS
May 5	New Student Orientation - CPS
May 8	Start of Summer Trimester
May 12	Last day to add classes. No admission to classes after this date
May 29	Memorial Day Holiday
June 9	Last day to drop CAHS Session I courses (by 5pm CST)
June 19	Juneteenth (Observed)
June 26-27	CAHS Summer I accelerated courses final exams
June 28	CAHS Summer II accelerated courses start
July 4	Independence Day Holiday (Observed)
July 10	Registration for Fall Trimester begins
July 28	Last day to drop 15-week courses (by 5pm CST)
Aug. 11	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 17-18	CAHS Summer II accelerated courses final exams
Aug. 18	Commencement
Aug. 18	End of trimester
Aug. 21	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2028 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

SU	MO	TU	WE	TH	FR	SA
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22	23	24	25	26	27	28
29	30	31				

NOVEMBER

SU	MO	TU	WE	TH	FR	SA
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

SU	MO	TU	WE	TH	FR	SA
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 31	New Student Orientation - CAHS
Sept. 1	Student Orientation - CPS
Sept. 4	Labor Day Holiday
Sept. 5	Start of Fall Trimester
Sept. 8	Last day to add classes. No admission to classes after this date.
Oct. 13	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 23-24	CAHS Fall I accelerated courses final exams
Oct. 25	CAHS Fall II accelerated courses start
Nov. 6	Registration for Spring Trimester begins
Nov. 10	Veteran's Day Holiday (Observed)
Nov. 24	Last day to drop 15-week courses (by 5pm CST)
Nov. 23-24	Thanksgiving Holiday
Dec. 8	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 14-15	CAHS Fall II accelerated courses final exams
Dec. 15	Commencement
Dec. 15	End of trimester
Dec. 17	End of trimester grades due

**Please note that these dates may be subject to change.*

Spring 2029 Trimester

JANUARY

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

SU	MO	TU	WE	TH	FR	SA
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18	19	20	21	22	23	24
25	26	27	28			

MARCH

SU	MO	TU	WE	TH	FR	SA
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

SU	MO	TU	WE	TH	FR	SA
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Jan. 4	New Student Orientation - CAHS
Jan 5	New Student Orientation - CPS
Jan. 8	Start of Spring Trimester
Jan 12	Last day to add classes. No admission to classes after this date
Jan 15	Martin Luther King Day Holiday
Feb. 16	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 19	President's Day Holiday
Feb. 26-27	CAHS Spring I accelerated courses final exams
Feb. 28	CAHS Spring II accelerated courses start
March 12	Registration for Summer Trimester begins
March 30	Last day to drop 15-week courses (by 5pm CST)
April 13	Last day to drop CAHS Session II courses (by 5pm CST)
April 19-20	CAHS Spring II accelerated courses final exams
April 20	Commencement
April 20	End of trimester
April 24	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2029 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

SU	MO	TU	WE	TH	FR	SA
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 3	New Student Orientation – CAHS
May 4	New Student Orientation - CPS
May 7	Start of Summer Trimester
May 11	Last day to add classes. No admission to classes after this date
May 28	Memorial Day Holiday
June 8	Last day to drop CAHS Session I courses (by 5pm CST)
June 19	Juneteenth (Observed)
June 25-26	CAHS Summer I accelerated courses final exams
June 27	CAHS Summer II accelerated courses start
July 4	Independence Day Holiday (Observed)
July 9	Registration for Fall Trimester begins
July 27	Last day to drop 15-week courses (by 5pm CST)
Aug. 10	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 16-17	CAHS Summer II accelerated courses final exams
Aug. 17	Commencement
Aug. 17	End of trimester
Aug. 21	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2029 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. 30	New Student Orientation - CAHS
Aug. 31	Student Orientation - CPS
Sept. 3	Labor Day Holiday
Sept. 4	Start of Fall Trimester
Sept. 7	Last day to add classes. No admission to classes after this date.
Oct. 12	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 22-23	CAHS Fall I accelerated courses final exams
Oct. 24	CAHS Fall II accelerated courses start
Nov. 5	Registration for Spring Trimester begins
Nov. 12	Veteran's Day Holiday (Observed)
Nov. 21	Last day to drop 15-week courses (by 5pm CST)
Nov. 22-23	Thanksgiving Holiday
Dec. 7	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 13-14	CAHS Fall II accelerated courses final exams
Dec. 14	Commencement
Dec. 14	End of trimester
Dec. 16	End of trimester grades due

**Please note that these dates may be subject to change.*

Spring 2030 Trimester

JANUARY

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

SU	MO	TU	WE	TH	FR	SA
				1	2	
4	5	6	7	8	9	4
11	12	13	14	15	16	11
18	19	20	21	22	23	18
25	26	27	28			

MARCH

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	28	30
31						

APRIL

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	1
8	9	10	11	12	13	8
15	16	17	18	19	20	15
22	23	24	25	26	27	22
29	30					

Jan. 3	New Student Orientation - CAHS
Jan. 4	New Student Orientation - CPS
Jan. 7	Start of Spring Trimester
Jan. 11	Last day to add classes. No admission to classes after this date
Jan. 21	Martin Luther King Day Holiday
Feb. 15	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 18	President's Day Holiday
Feb. 25-26	CAHS Spring I accelerated courses final exams
Feb. 27	CAHS Spring II accelerated courses start
March 11	Registration for Summer Trimester begins
March 29	Last day to drop 15-week courses (by 5pm CST)
April 12	Last day to drop CAHS Session II courses (by 5pm CST)
April 18-19	CAHS Spring II accelerated courses final exams
April 19	Commencement
April 19	End of trimester
April 23	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2030 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 2	New Student Orientation – CAHS
May 3	New Student Orientation - CPS
May 6	Start of Summer Trimester
May 10	Last day to add classes. No admission to classes after this date
May 27	Memorial Day Holiday
June 7	Last day to drop CAHS Session I courses (by 5pm CST)
June 19	Juneteenth (Observed)
June 24-25	CAHS Summer I accelerated courses final exams
June 26	CAHS Summer II accelerated courses start
July 4	Independence Day Holiday (Observed)
July 8	Registration for Fall Trimester begins
July 26	Last day to drop 15-week courses (by 5pm CST)
Aug. 9	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 15-16	CAHS Summer II accelerated courses final exams
Aug. 16	Commencement
Aug. 16	End of trimester
Aug. 20	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2030 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Aug. 30	Student Orientation - CPS
Sept. 2	Labor Day Holiday
Sept. 3	Start of Fall Trimester
Sept. 6	Last day to add classes. No admission to classes after this date.
Oct. 11	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 21-22	CAHS Fall I accelerated courses final exams
Oct. 23	CAHS Fall II accelerated courses start
Nov. 4	Registration for Spring Trimester begins
Nov. 11	Veteran's Day Holiday (Observed)
Nov. 22	Last day to drop 15-week courses (by 5pm CST)
Nov. 28-29	Thanksgiving Holiday
Dec. 6	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 12-13	CAHS Fall II accelerated courses final exams
Dec. 13	Commencement
Dec. 13	End of trimester
Dec. 15	End of trimester grades due

**Please note that these dates may be subject to change.*

Spring 2031 Trimester

JANUARY

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Jan. 2	New Student Orientation - CAHS
Jan. 3	New Student Orientation - CPS
Jan. 6	Start of Spring Trimester
Jan. 10	Last day to add classes. No admission to classes after this date
Jan. 20	Martin Luther King Day Holiday
Feb. 14	Last day to drop CAHS Session I courses (by 5pm CST)
Feb. 17	President's Day Holiday
Feb. 24-25	CAHS Spring I accelerated courses final exams
Feb. 26	CAHS Spring II accelerated courses start
March 10	Registration for Summer Trimester begins
March 28	Last day to drop 15-week courses (by 5pm CST)
April 11	Last day to drop CAHS Session II courses (by 5pm CST)
April 17-18	CAHS Spring II accelerated courses final exams
April 18	Commencement
April 18	End of trimester
April 21	End of trimester grades due

**Please note that these dates may be subject to change.*

Summer 2031 Trimester

MAY

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 1	New Student Orientation – CAHS
May 2	New Student Orientation - CPS
May 5	Start of Summer Trimester
May 9	Last day to add classes. No admission to classes after this date
May 26	Memorial Day Holiday
June 6	Last day to drop CAHS Session I courses (by 5pm CST)
June 19	Juneteenth (Observed)
June 23-24	CAHS Summer I accelerated courses final exams
June 25	CAHS Summer II accelerated courses start
July 4	Independence Day Holiday (Observed)
July 7	Registration for Fall Trimester begins
July 25	Last day to drop 15-week courses (by 5pm CST)
Aug. 8	Last day to drop CAHS Session II courses (by 5pm CST)
Aug. 14-15	CAHS Summer II accelerated courses final exams
Aug. 15	Commencement
Aug. 15	End of trimester
Aug. 19	End of trimester grades due

**Please note that these dates may be subject to change.*

Fall 2031 Trimester

SEPTEMBER

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

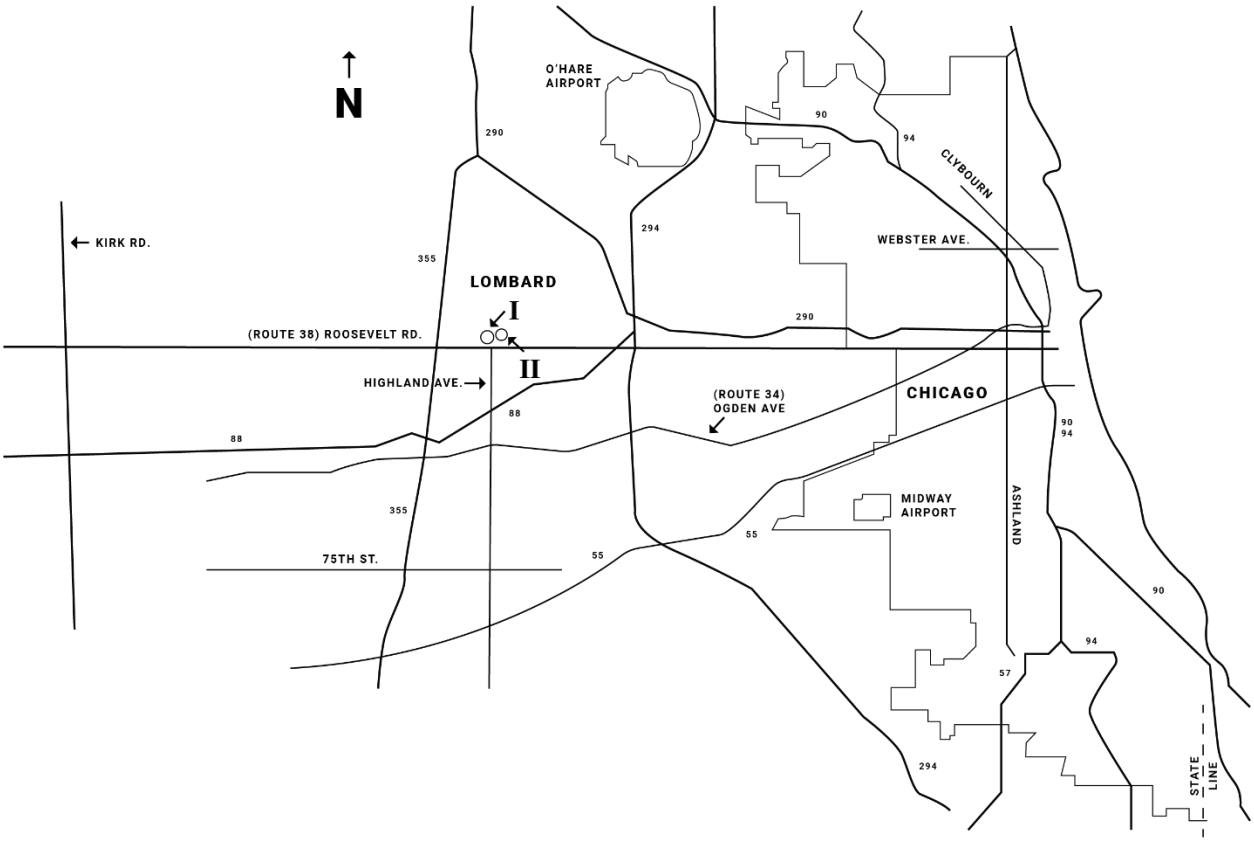
SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug. 28	New Student Orientation - CAHS
Aug. 29	Student Orientation - CPS
Sept. 1	Labor Day Holiday
Sept. 2	Start of Fall Trimester
Sept. 5	Last day to add classes. No admission to classes after this date.
Oct. 10	Last day to drop CAHS Session I courses (by 5pm CST)
Oct. 20-21	CAHS Fall I accelerated courses final exams
Oct. 22	CAHS Fall II accelerated courses start
Nov. 3	Registration for Spring Trimester begins
Nov. 11	Veteran's Day Holiday (Observed)
Nov. 21	Last day to drop 15-week courses (by 5pm CST)
Nov. 27-28	Thanksgiving Holiday
Dec. 5	Last day to drop CAHS Session II courses (by 5pm CST)
Dec. 11-12	CAHS Fall II accelerated courses final exams
Dec. 12	Commencement
Dec. 12	End of trimester
Dec. 15	End of trimester grades due

**Please note that these dates may be subject to change.*

MAPS

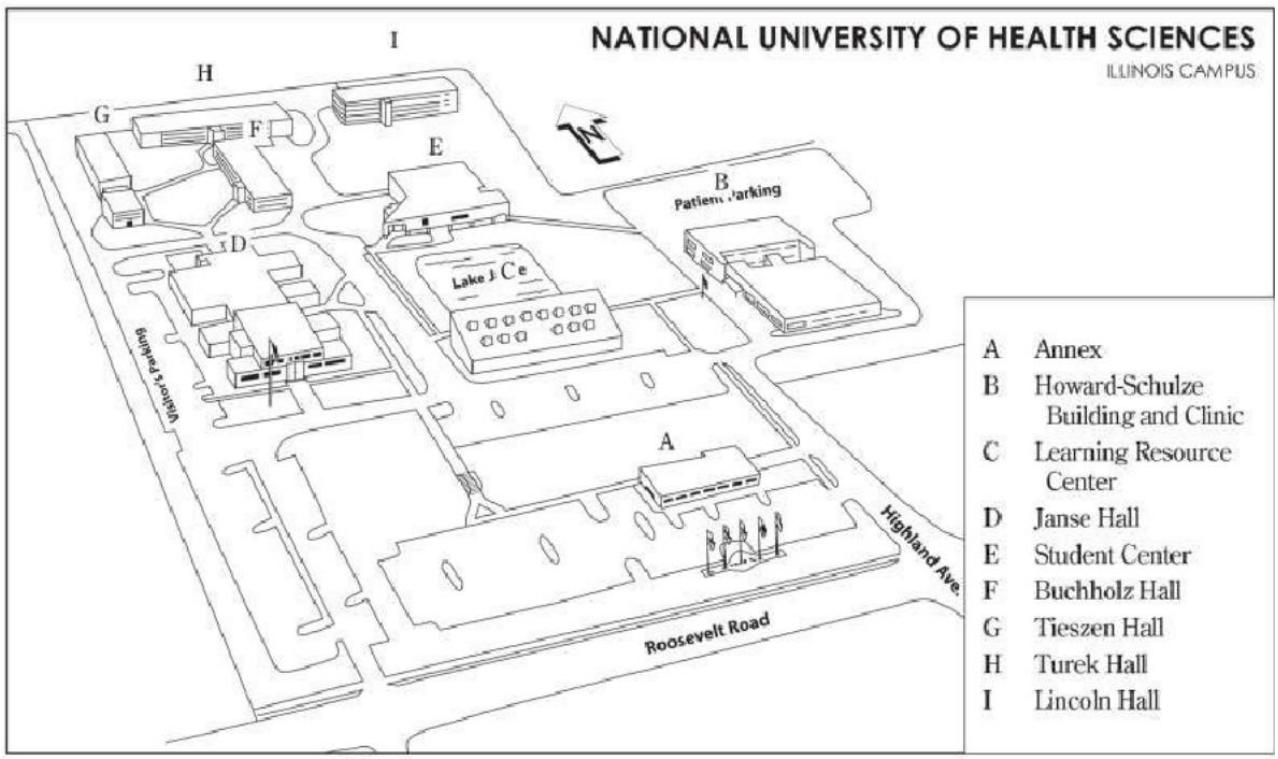
Illinois Location Map



National University of Health Sciences Locations

I. Main Campus
II. Whole Health Center - Lombard

Lombard Illinois Campus Map



Florida Location Map

National University of Health Sciences Florida locations on the campuses of St. Petersburg College in conjunction with the SPC University Partnership Center



1. **Dean's Office University**
   Partnership Center 9200 113th St. N. – PH103
   Seminole, FL 33772

   727-803-7881

2. **Caruth Health Education Center**
   7200 66th St. N.
   Pinellas Pk., FL 33781

   727-390-8720

3. **Health Education Center Annex**
   6698 68th Ave. N.
   Pinellas Pk., FL 33781

   727-390-8720

4. **Whole Health Center Pinellas Park**
   6630 78th Ave. N.
   Pinellas Pk., FL 33781

   727-873-7870