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2017-2018 ACADEMIC CATALOG

CATALOG NOTE

The Bastyr University Catalog is published annually. Information contained in this catalog is current as of July 1, 2017 and is valid through June 30, 2018. Recognizing that funding, policies, personnel and curricula may change, Bastyr University reserves the right to change, without prior notice, academic programs, courses, faculty, fees, policies and the academic calendar regulating admissions, registration, graduation and any other matters affecting the student body.

Nothing contained in this catalog shall constitute a contract, expressed or implied, between applicants or students and Bastyr University. The administration shall, at all times, retain the authority to withdraw from the University any student who fails to attain and maintain established levels of academic or clinical performance or who does not exhibit the personal and professional conduct required for the practice of medicine or related disciplines.

In meeting its professional educational requirements, Bastyr University is committed to its obligation to maintain a healthy environment commensurate with the standards set by federal, state or local regulatory agencies in the normal operations of its classrooms, laboratories and clinical and research facilities. Students should be aware, however, that people training for health care professions may be exposed to diseases and potentially toxic environments to a much greater extent than the general public.

Bastyr University is accredited by the Northwest Commission on Colleges and Universities. For information about accreditation and approval of specific degree and certificate programs, see Accreditation and Recognition. (p. 45)

Bastyr University is an equal opportunity institution and adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. Bastyr University will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of gender, race, creed, color, religion, national origin, age, sexual orientation, gender identification, physical or mental disability, veteran or military status or any other protected category under applicable local, state or federal law. Please contact the University in advance if you require special accommodation due to a disability.

ACADEMIC POLICY AND PROCEDURE MANUAL

Students are responsible for the information outlined in the *Academic Policy and Procedure Manual*, comprised of all the policies and procedures listed alphabetically by topic within this section of the catalog.

In addition, students are advised to consult the *Student Handbook* as well as the undergraduate program section of the catalog and/or current modules of the student clinician handbooks, as applicable to their programs of study.

ACADEMIC HONESTY

Academic work is evaluated on the assumption and expectation that the work presented is the student's own, unless designated otherwise. Presenting another's work as one's own is unacceptable and considered academically dishonest. Cheating and plagiarism, as described below, are considered forms of academic dishonesty, and students found responsible for such acts are subject to immediate disciplinary action.

Cheating

This policy applies to any test, quiz, examination or other graded project or assignment required to be independently completed. Students engaging in any of the following behaviors will be subject to disciplinary action for cheating:

- Offering related information of any kind while a graded assignment is being completed – whether in class or off campus – and which violates the individual nature of the assignment, including information from prior graded assignments from prior quarters
- Receiving information of any kind from another student or about another student's work during the course of completing a graded assignment, whether completed in class or off campus, which violates the individual nature of the assignment – including information from prior graded assignments from prior quarters
- Possessing any written material or other device, including information from prior graded assignments from prior quarters, that assists the student in completing a graded assignment, whether completed in class or off campus, unless authorized by the faculty member
- Procuring in an unauthorized manner any piece of writing or other material which contains related questions and/or answers to a graded assignment scheduled to be given to any individual or group enrolled in any course of study offered by the University
- Selling, lending or otherwise furnishing to any individual any document or device that contains the questions and/or answers related to a graded assignment scheduled to be given to any individual or group enrolled in any course of study offered by the University

Note: The unauthorized possession of any of the aforementioned pieces of information or writing shall be considered evidence of a violation of this policy and grounds for disciplinary action.

Plagiarism

Students engaging in any of the following behaviors will be subject to disciplinary action for plagiarism:

- Intentionally and knowingly representing the words or ideas of another as their own in any academic exercise.
- Using words, phrases or ideas of another without referencing the author or source.
- Offering as their own work the words, ideas or arguments of another person without referencing the source by quotation, reference or footnote.
- Copying material from a source and pasting it into a document as their own work without giving credit to the original author.
- Sharing course materials or recordings, Moodle postings, or instructor or University intellectual or copyrighted property on the Internet or via social media without prior written permission from the instructor and the dean of the school in which the student is enrolled. Permission for use of class materials, etc., is specific, and students who use materials in any other way will be subject to disciplinary action as described below.

Due Process

All information regarding an incident of academic dishonesty will be treated confidentially, and necessary persons involved in the review and decision-making process will be informed as appropriate. Faculty members who discover or suspect a student of cheating or plagiarism should follow these procedures:

- Notify and confer as necessary with the department chair in which the violation occurs regarding the student's alleged violation.
- Ask the dean of the school in which the student is enrolled to request from the registrar copies of any letters in the student's file concerning previous violations of academic honesty policy. The registrar will forward copies of all such letters to the dean, and the dean may share that information with the respective faculty member and/or department chair and/or responsible school student progress committee as appropriate.
- Meet with the student to discuss the reasons cheating or plagiarism is suspected and allow the student the opportunity to clarify the situation.

- Report in writing to the department chair the outcome of the faculty member/student meeting and, if necessary, propose appropriate disciplinary action.
- If a faculty member has not made a personal observation and does not have direct knowledge of student cheating or plagiarism as alleged by another student, the faculty member should:
    - Listen to and thank the student for the information.
    - Advise the dean (or designee) of the conversation in writing.

  The faculty member's dean (or designee) will send documentation of the incident to the Dean of Students and assist as needed with the resolution process.

In addition:

- The department chair will ensure that the deans of the schools in which the faculty member teaches and the student is enrolled are informed of the disciplinary action taken.
- A letter outlining the nature of the incident and disciplinary action taken will be placed in the student's permanent file.
- The dean of students will be copied on correspondence relevant to confirmed incidents of student academic dishonesty.

Disciplinary action, a full description of which should be included in the letter placed in the student's permanent file, may include any one or more of the following:

- Written warning to the student with a description of the act committed and consequences should a repeat violation occur.
- Assignment of a special project to take the place of the graded assignment in question.
- A failing grade for the specific graded assignment or a failing grade in the class in which the cheating or plagiarism occurred. If a failing grade is given in the class or if the failing grade in the assignment results in the class needing to be repeated to complete the student's degree requirements, the student will not receive a refund for the failed class and must pay full tuition to retake the class.
- Probation, suspension or dismissal from the University, particularly in the case of repeat violations, according to the respective procedures outlined in the *University Catalog* and *Academic Policy and Procedure Manual* regarding academic status, probation, remediation, suspension and dismissal. Only the provost may make decisions regarding academic dismissal.

Students may request that the dean of students, or designee, be present when speaking with a faculty member or other department, school, student progress committee or University administrators regarding their alleged act of academic dishonesty.

The student will be advised in writing of disciplinary action to be taken within 10 business days of meeting with the faculty member and/or department chair.

Appeal Process

Students may appeal the decision of the faculty member and/or department chair and/or student progress committee for all disciplinary action related to academic dishonesty *except dismissal* (see paragraph below) by submitting a letter within five (5) business days of the postmark date of the notice of disciplinary action to the dean of the school to whom the faculty member and department chair report. The appeal must be based on a factual error or misinformation. The dean will review the written appeal and meet with the student making the appeal. If the dean finds that the appeal has merit, s/he will meet with the student, faculty member and/or department chair and/or student progress committee, together or separately, to review the new/corrected information. After this review, the dean will issue a final decision, which may not be appealed.

Appeal of the provost's decision for *dismissal* related to academic dishonesty must be made directly to the provost. The written appeal must be made within five (5) business days of the notice of dismissal postmark date and must be based on factual error or misinformation. Specific information on and/or alleged document copies regarding factual inaccuracy must be included with the letter of appeal. The provost will review the information and render a final decision within 10 business days. The decision of the provost is final.

ACADEMIC STATUS - PROBATION, SUSPENSION AND DISMISSAL

Students may refer to the following as an overview of University policy regarding academic standing, probation, suspension and dismissal.

The University uses the following terms to denote academic status:

- Good standing
- Academic warning
- Probation
- Final probation (applicable to naturopathic medicine and acupuncture
  and East Asian medicine programs only)
- Suspension
- Dismissal

ASSESSMENT OF ACADEMIC STATUS

Each quarter the Office of the Registrar provides the dean or dean's designee with a list of students who do not meet

program or graduation standards. The dean, dean's designee and/or school/department Student Progress Committee review(s) each student's record according to specified degree program standards on file in the Office of the Registrar.

Students must achieve the required minimum GPA for their programs to graduate.
Most *undergraduate* students are required to maintain a 2.0 cumulative GPA to remain in good standing. Students should check program-specific grade and graduation requirements for their individual programs listed below.

Graduate programs that issue letter grades typically require a minimum grade for each class and/or a minimum GPA to continue in the program. A minimum GPA of 3.0 is required to graduate. Students should check program-specific grade and graduation requirements for their individual *graduate*-level programs listed below.

A change of status, with the exception of dismissal, is the decision of the dean, dean's designee and/or the school/department Student Progress Committee. Depending on the nature of the academic deficiency, the categories above are not necessarily followed sequentially. A student who is not in good standing in all programs in which s/he is enrolled will receive an academic improvement plan and/or be required to conform to other academic sanctions to avoid eventual dismissal.

Students under academic warning or on probation, final probation or suspension must complete at least one quarter with no academic difficulty and fulfill all prescribed terms and conditions in order to qualify for a change of status. A change of status is the decision of the school/department Student Progress Committee and/or the dean or dean's designee, who will notify the Office of the Registrar accordingly.

Academic standing notations appear on the advisor's transcript for internal use but, with the exception of suspension and dismissal status, are excluded from external transcripts. The registrar receives copies of all communications with students concerning changes in academic standing for the purpose of maintaining student records.

For more information regarding academic status, all students should refer to the individual academic policies on grading (p. 29) and degree and certificate program requirements.

Assignment of academic status for Naturopathic Medicine (ND) students

In order to monitor successful progress through the naturopathic medicine (ND) program and to ensure successful completion of the program while maintaining high academic standards, the following academic status policy applies to all students enrolled in the ND program. This policy supplements all other Bastyr University policies related to academic status, suspension and dismissal.

Each PC, RC and F an ND student receives is recorded on the transcript as follows:

- 1 PC (academic course) 1.5 points
- 1 RC (academic course) 2.5 points
- 1 F (academic course) 4.0 points
- 1 PC (clinic shift) 15 points
  Automatic academic warning
- 1 F (clinic shift) 20 points
  Automatic probation

When an ND student receives the following point totals, the following action or change in academic status is applied by the associate dean or dean designee:

- < 10 points Good standing
- 10-19 points Academic warning
- 20-24 points Probation
- 25-30 points Final probation
- 30+ points Final probation; student is eligible for dismissal
- Fail same course twice Final probation; student is eligible for dismissal
- Fail 3 courses in same quarter Final probation; student is eligible for dismissal
- Fail 2 clinic shifts Final probation; student is eligible for dismissal An academic improvement plan may be part of the academic monitoring process with *any point total* but is required for probation.

Once an ND student successfully completes all courses which were previously failed and earns all ACs (Achieved Competency) in a quarter with 12 or more credits, academic status has improved but the student cannot return to good standing until all courses have been successfully repeated or remediated.

Assessment of academic status for all Acupuncture and East Asian medicine (AEAM) students

In all AEAM *graduate* programs (MSAOM, MSA, CHM), a student is considered in good standing if his/her cumulative GPA is equal to or greater than 3.0. This is the AEAM *graduate* program minimum standard.

In the AEAM *doctoral* programs, the minimum standard is AC (Achieved Competency). In order to be eligible to graduate from these AEAM programs and receive a degree, a

student must be good standing.

Assessment of academic status for all Nutrition and Exercise Science students

The Department of Nutrition and Exercise Science utilizes the following steps on a quarterly basis to closely monitor the academic status of each of its students and to assign Academic Warning Status:

The department chair receives from the Office of the Registrar a list of students whose cumulative grade point average (GPA) is at or below 3.5 on a 4.0 scale for *graduate* students, and at or below 2.8 on a 4.0 scale for *undergraduate* students.

The department chair reviews the transcripts of students on this list to identify if the major reason for the current GPA is related to:

- a continuous trend in academic performance;
- a unique series of improvements or declines in academic performance; or
- performance in a single course.
- Based on these indicators, the department chair chooses to do one of the following:
- If a student is in the first quarter of his/her program, or if the cumulative GPA appears to be related to performance in a single course, the most frequent course of action is for the department chair to make a note to monitor the student for an additional quarter before initiating any official academic status steps. The student's faculty advisor is notified by the department chair with a request to reach out to the student in an informal way to check in and determine what support may be helpful.
- If the student is in the second or third quarter of his/her program, or if the academic concern is related to performance in some courses with successful performance in other courses, the department chair will refer the student to the department's assigned faculty advisor with a request for formal communication.
- The faculty advisor will communicate with the student via email to begin a documented chain of communication to offer support, to remind the student about the resources available to him/her at the University, and to request that the student meet with the advisor. This email communication is considered a communication of "Academic Concern" and is a precursor to placing the student on any University academic status designation.

Assessment of academic status for all Counseling and Health Psychology students

The Department of Counseling and Health Psychology utilizes the following steps on a quarterly basis to closely monitor the academic status of each of its students and to assign Academic Warning Status.

The department chair receives from the Office of the Registrar a list of students whose cumulative grade point average (GPA) is at or below 3.5 on a 4.0 scale for *graduate* students, and at or below 2.8 on a 4.0 scale for *undergraduate* students.

The department chair reviews the transcripts of students on this list to identify if the major reason for the current GPA is related to:

- a continuous trend in academic performance;
- a unique series of improvements or declines in academic performance; or
- performance in a single course.
- Based on these indicators, the department chair chooses to proceed with one of the following:
- If a student is in the first quarter of his/her program, or if the cumulative GPA appears to be related to performance in a single course, the most frequent course of action is for the department chair to monitor the student for an additional quarter before initiating any official academic status steps. The student's faculty advisor is notified by the department chair with a request to reach out to the student in an informal way to check in and determine what support may be helpful.
- If the student is in the second or third quarter of his/her program, or if the academic concern is related to performance in some courses with successful performance in other courses, the department chair will refer the student to the student's faculty advisor with a request for formal communication.
- The faculty advisor will communicate with the student via email to begin a documented chain of communication to offer support, remind the student about relevant University resources available to him/her, and request that the student meet with the faculty advisor. This email is considered a communication of "Academic Concern" and is a precursor to placing the student on any University academic status designation.

Assessment of academic status for all Midwifery students

The Department of Midwifery uses the following guidelines which supplement the University's general policy regarding academic status.

Student progress through the program to graduation is monitored by the department chair (academic) and clinical education supervisor (clinical). An instructor, preceptor or staff member may identify a significant problem with a student's academic performance, clinical performance or behavior by notifying the department chair.

Satisfactory academic progress is measured in the following ways:

- summative evaluations via quarterly grades given by course instructors;
- Clinical Skills Evaluations from preceptors;
- holistic assessment of each student in the quarterly faculty meeting, which includes a progress report from the clinical education supervisor;
- scores in each section of Advanced Clinical Exam and the Comprehensive Exam; and
- progress toward completion of the master's project or the Botanical Medicine for Midwifery track.

Students who are not making reasonable progress toward meeting graduation requirements listed in the catalog here (p. 87) in a timely way (i.e., are approaching the University's five-year limit) are contacted by the department chair for counseling.

If a student is in jeopardy of failing a course, or if a student is not receiving satisfactory evaluations from clinical faculty, the department chair (in the former) or the clinical education supervisor (in the latter) is notified. The department's Student Progress Committee may be convened to discuss and develop a plan for any student at risk of not making timely progress toward graduation requirements.

Assessment of academic status for Master of Science Ayurvedic Sciences students

The Department of Ayurvedic Science utilizes the following steps on a quarterly basis to closely monitor the academic status of each of its students and to assign academic warning status.

The department chair receives from the Office of the Registrar a list of students whose cumulative grade point average (GPA) is at or below 3.5 on a 4.0 scale. The department chair reviews the transcripts of students on this list to identify if the major reason for the current GPA is related to:

- a continuous trend in academic performance;
- a unique series of improvements or declines in academic performance; or
- performance in a single course.

Based on the above indicators, the department chair chooses to proceed to one of the following:

- If a student is in the first quarter of his/her program, or if the cumulative GPA appears to be related to performance in a single course, the most frequent course of action for the department chair is to monitor the student for an additional quarter before initiating any official academic status steps. The student's faculty advisor is notified by the department chair with a request to reach out to the student in an informal way to check in and determine what support may be helpful.
- If the student is in the second or third quarter of his/her program, or if the academic concern is related to performance in some courses with successful performance in other courses, the department chair will refer the student to the department's assigned faculty advisor with a request for formal communication.
- The faculty advisor will communicate with the student via email to begin a documented chain of communication to offer his/her support, to remind the student about the resources available to him/her at the University, and to request that the student meet with the advisor. This email communication is considered a communication of "Academic Concern" and is a precursor to placing the student on any University academic status designation.

Assessment of academic status for Master of Arts in Public Health students

The program director in the Department of Public Health receives from the Office of the Registrar a list of students whose cumulative grade point average (GPA) is at or below 3.5 on a 4.0 scale. The program director reviews the transcripts of students on this list to identify if the major reason for the current GPA is related to performance in a single course or a continuous trend in academic performance.

A student will be placed on academic warning for the following reasons:

- The student's cumulative GPA falls below 3.3 on a 4.0 scale
- The student demonstrates a pattern of failing grades or evidence of a progressive downward trend in cumulative GPA

Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

Assessment of academic status for all students in Herbal Sciences and Integrated Human Biology Bachelor of Science degree programs

The departments utilize the following steps on a quarterly basis to closely monitor the academic status of each of its students and to assign Academic Warning Status:

The department chair receives from the Office of the Registrar a list of students whose cumulative grade point average (GPA) is at or below 2.8 on a 4.0 scale.

The department chair reviews the transcripts of students on this list to identify if the major reason for the current GPA is related to:

- a continuous trend in academic performance;

- a unique series of improvements or declines in academic performance; or
- performance in a single course.

Based on these indicators, the department chair chooses to do one of the following:

- If a student is in the first quarter of his/her program, or if the cumulative GPA appears to be related to performance in a single course, the most frequent course of action is for the department chair to make a note to monitor the student for an additional quarter before initiating any official academic status steps. The student's faculty advisor is notified by the department chair with a request to reach out to the student in an informal way to check in and determine what support may be helpful.
- If the student is in the second or third quarter of his/her program, or if the academic concern is related to performance in some courses with successful performance in other courses, the department chair will refer the student to the department's assigned faculty advisor with a request for formal communication.
- The faculty advisor will communicate with the student via email to begin a documented chain of communication to offer support, to remind the student about the resources available to him/her at the University, and to request that the student meet with the advisor. This email communication is considered a communication of "Academic Concern" and is a precursor to placing the student on any University academic status designation.

ACADEMIC WARNING

Academic warnings are sent to students who are deemed by the dean or dean's designee to be academically at risk of not completing their degree and who may benefit from additional support and/or services to help them regain competency in their programs of study.

Academic Warning for all Acupuncture and East Asian medicine students

The dean or dean's designee sends notice of academic warning to the student's University email address or via U.S. mail to the student's local mailing address. Notices will be sent no later than close of business on the Friday of the second week of the quarter. The date stamp of the email or the date postmark on the envelope serve as the date of notice.

Reasons for Academic Warning

An AEAM *graduate* program student may be placed on academic warning under the following circumstances:

- The student's cumulative GPA falls below program standards.The student's quarterly GPA falls below program standards for two consecutive quarters, even though the student's cumulative GPA is above that required for graduation.
- The student earned a grade lower than the minimum required by the program in a required course (C), internship or clinical rotation (AC).
- The student's record shows that she/he has failed a course more than once or that the student has a number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.

An AEAM *doctoral* program student may be placed on academic warning under the following circumstances:

- The student's cumulative GPA falls below program standards.
- The student earned a grade lower than the minimum required by the program in a required course, internship or clinical rotation (AC).
- The student's record shows that she/he has failed a course more than once or that the student has a number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.**Conditions during Academic Warning**

An AEAM student placed on academic warning maybe required to:

- Meet with his/her assigned faculty advisor to discuss strategies that the student may employ to return to Good Standing.
- Participate in academic initiatives such as participation in study groups, tutorials, open labs, and/or workshops aimed at improving study approaches
- Avail themselves of the services provided by the Student Access Program Coordinator, if the student qualifies for an accommodation under ADA
- In certain cases, the student may be encouraged to avail themselves of consultation with a health care practitioner
- Repeat any courses that the student has received a grade of less than C or AC.Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her academic progress continues to decline.

Academic Warning for all Nutrition and Exercise Science students

If after the above steps are taken, the student's cumulative GPA falls below 2.3 on a 4.0 scale for *undergraduate* students, or below 3.3 on a 4.0 scale for *graduate* students, the department chair will place the student on academic warning status. Other factors that may support this change in academic status include a pattern of failure grades or evidence of a progressive downward trend in cumulative GPA that may be considered challenging to maintain above the required minimum GPA for graduation.

The department chair provides a letter to the student identifying the reason for the change in academic status and the rationale. The academic advisor in the Office of the Registrar and the faculty advisor in the Department of Nutrition and Exercise Science receive an electronic copy of the letter. The letter indicates that the student will be monitored closely in an effort to best support his/her academic success, and a reminder is offered of resources available to the student, as well as a list of potential next steps if cumulative GPA continues to decline. The faculty advisor will reach out to the student to identify strategies for academic improvement.

As the student's cumulative GPA improves above the levels indicated above and is determined to be on track to maintain a cumulative GPA for successful program completion, a letter returning them to good standing is provided by the department chair.

Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

Academic Warning for all Counseling and Health Psychology students

If after following the above steps the student's cumulative GPA falls below 2.5 on a 4.0 scale for *undergraduate* students, or below 3.0 on a 4.0 scale for *graduate* students, the department chair will place the student on academic warning status. Other factors that may support this change in academic status include a pattern of failure (F) grades or evidence of a progressive downward trend in cumulative GPA that are likely to make it challenging for the student to maintain a GPA above the required minimum for graduation.

The department chair will provide a letter to the student identifying the reason for the change in academic status. The academic advisor in the Office of the Registrar and the faculty advisor in the Department of Counseling and Health Psychology will receive an electronic copy of the letter. The letter will indicate that the student will be monitored closely in an effort to support his/her academic success and will include a reminder of resources available to the student, as well as a list of potential next steps if the student's cumulative GPA continues to decline. The faculty advisor will reach out to the student to identify strategies for academic improvement.

When placed on academic warning status, the student will meet with the faculty advisor immediately (within one week) to develop an academic improvement plan. The student or his/her faculty advisor will send a copy (signed by the student and faculty advisor) to the department chair and Office of the Registrar. Any student placed on academic warning must complete within one academic quarter the actions listed in his/her academic improvement plan, raise his/her overall GPA to above 2.5 (or 3.0 if registered in a CHP graduate program) and convert any PC grades to AC.

If the student's cumulative GPA improves above the levels indicated above and is determined to be on track to maintain a cumulative GPA that meets criteria for successful program completion and timely graduation, the department chair will provide to the student a letter returning them to good academic standing, copying both the Office of the Registrar and the student's faculty advisor.

Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

Academic Warning for all Midwifery students

After determining that a student be placed on academic warning per above steps, a written warning is issued by the Department of Midwifery Student Progress Committee (SPC). Documentation of the warning will be filed in the student's department file. A warning does not affect student status.

Warnings are confidential; only the student, the SPC and midwifery faculty, preceptor, or staff members directly involved with the academic warning are notified when they are issued.

If the problem remains unresolved, the Chair may place the student on probation.

Academic Warning for all Master of Science in Ayurvedic Sciences students

If after following the above steps the student's cumulative GPA falls below 3.3 on a 4.0 scale, the department chair will place the student on academic warning status. Other factors that may support this change in academic status include a pattern of failure grades or evidence of a progressive

downward trend in cumulative GPA that may be considered challenging to maintain above the required minimum GPA for graduation.

The department chair provides a letter to the student identifying the reason for the change in academic status and the rationale. The academic advisor in the Office of the Registrar and the faculty advisor in the Department of Ayurvedic Science receive an electronic copy of the letter. The letter will indicate that the student will be monitored closely in an effort to best support his/her academic success and will include a reminder about resources available to the student, as well as a list of potential next steps if cumulative GPA continues to decline. The faculty advisor will reach out to the student to identify strategies for academic improvement.

As the student's cumulative GPA improves above the levels indicated above, and is determined to be on track to maintain a cumulative GPA for successful program completion, a letter returning them to good standing is provided by the department chair.
Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

Academic Warning for all Master of Arts in Public Health students

After determining that a student be placed on academic warning per above steps, the program director provides a letter to the student identifying the reason for the change in academic status and the rationale. The academic advisor in the Office of the Registrar and the MPH faculty advisor receive an electronic copy of the letter. The letter indicates that the student will be monitored closely in an effort to best support his/her academic success, and a reminder is offered of available resources that may be helpful. The faculty advisor will reach out to the student to identify strategies for academic improvement.

As the student's cumulative GPA improves above the levels indicated above and is determined to be on track to maintain a cumulative GPA for successful program completion, a letter returning them to good standing is provided by the program director.

Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

Academic Warning for all students in Herbal Sciences and Integrated Human Biology Bachelor of Science degree programs

If after the above steps are taken, the student's cumulative GPA falls below 2.3 on a 4.0 scale, the department chair will place the student on academic warning status. Other factors that may support this change in academic status include a pattern of failure grades or evidence of a progressive downward trend in cumulative GPA that may be considered challenging to maintain above the required minimum GPA for graduation.

The department chair provides a letter to the student identifying the reason for the change in academic status and the rationale. The academic advisor in the Office of the Registrar and the faculty advisor in the department receive an electronic copy of the letter. The letter indicates that the student will be monitored closely in an effort to best support his/her academic success, and a reminder is offered of resources available to the student, as well as a list of potential next steps if cumulative GPA continues to decline. The faculty advisor will reach out to the student to identify strategies for academic improvement.

As the student's cumulative GPA improves above the levels indicated above and is determined to be on track to maintain a cumulative GPA for successful program completion, a letter returning them to good standing is provided by the department chair.

Students on academic warning status may be changed to the University's probation status (described in the following section) if his/her cumulative GPA continues to fall.

ACADEMIC PROBATION

Notice of Probation

The dean or dean's designee sends notice of academic probation to the student's University e-mail address and via U.S. mail to the student's local mailing address. Notices will be sent no later than close of business on the Friday of the third week of the quarter. The date of the postmark on the envelope and the date stamp of the e-mail serve as the date of notice.

A notice of academic probation should include the following information:

- A statement that the student has been placed on academic probation
- The reason(s) that the student has been placed on academic probation

- A statement of the requirement that the student meet with his/her faculty advisor to develop an academic improvement plan that the student must complete in order to be removed from academic probation
- A list of the potential consequences for not meeting the requirements outlined in the academic improvement plan

Reasons for Academic Probation

A *graduate* program student may be placed on academic probation under the following circumstances:

- The student has not maintained good standing in all programs in which s/he is enrolled.
- The student's cumulative GPA falls below program standards.
- The student's GPA for a quarter falls below program standards, even though the student's cumulative GPA is above that required for graduation.
- The student earned a grade lower than the minimum required by the school or program in a required course, internship or clinical rotation.
- The student's record shows that s/he has failed a course more than once or that the student has a number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.

An *undergraduate* student may be placed on academic probation under the following circumstances:

- The student's cumulative GPA falls below 2.0.
- The student's GPA for the quarter is below that required for graduation, even though the student's cumulative GPA is above that required for graduation.
- The student earned a grade lower than the minimum required by the school or program in a required course, internship or clinical rotation.
- The student's record shows that s/he has failed a course more than once or that the student has a number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.

Probation and final probation rationale for all acupuncture and East Asian medicine (AEAM) students

An AEAM *graduate* program student may be placed on academic probation under the following circumstances:

- The student's cumulative GPA falls below program standards for three quarters.
- The student has been placed on academic warning for three consecutive quarters.
- The student earned two or more grades lower than the minimum required by the school or program in a required course (C), internship or clinical rotation (AC).
- The student's record shows that she/he has failed a course more than once or that the student has a sufficient number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.

An AEAM *doctoral* program student may be placed on academic probation under the following circumstances:

- The student's record shows that s/he has fallen below program standards (AC in all courses) for two quarters.
- The student has been placed on academic warning for two consecutive quarters.
- The student's record shows that s/he has failed to remediate a PC grade in a course within one quarter's time.
- The student's record shows that the student has a number of incompletes and/or withdrawals that the dean or dean's designee considers to be of concern.

An AEAM student placed on final probation will be required to meet with the dean or dean's designee to develop an academic improvement plan that the student must complete in order to be removed from academic probation. The academic plan may require the student to do one or more of the following:

- Earn a designated minimum grade in all courses while on probation
- Reduce the number of credits taken while on probation
- Participate in academic initiatives such as tutorials and workshops aimed at improving study approaches
- Obtain permission from the dean or dean's designee to take incompletes in or withdraw from classes
- Fulfill other requirements outlined by the school/program and/or faculty advisor

An AEAM student is generally placed on final probation for one quarter. If the dean, dean's designee and/or Student Progress Committee determine(s) that the student has not satisfied the conditions of the probation, the student will be:

- Given written notice (as outlined above) regarding circumstances for the continuation of probation
- Placed on suspension or recommended for dismissal

The dean or dean's designee will notify the student each quarter that the student remains on probation and whenever the student's academic status has changed.

Probation rationale for all Midwifery students

A midwifery student is placed on academic probation when the student's enrollment is made conditional contingent on meeting with the faculty advisor to develop an academic improvement plan that the student must complete in order to be removed from academic probation.

When a midwifery student is put on probation, only relevant faculty members (as determined by the department chair) and the Student Progress Committee (SPC) are notified; otherwise, the probation is confidential.

Time parameters and conditions of probation are established by the Student Progress Committee, guided by University requirements stated in this academic status policy and documented in a student's departmental file. The length of probation is one quarter unless otherwise specified by the Student Progress Committee. During the probationary period, the student retains full rights and responsibilities as a midwifery student, unless indicated otherwise by the conditions of probation.

Reasons for probation include, but are not limited to:

- A situation for which a warning was issued but the situation was not resolved
- Receipt of a failing grade or unacceptable evaluation in any course
- A total of more than four failures (over the duration of the program) on the first administration of core course exams
- A cumulative GPA below 3.0
- Failure to comply with midwifery requirements, rules and policies.
- Determination by the clinical education supervisor that the student is acting in an unprofessional manner either in a clinical situation or in any situation where the student is misrepresenting him/herself as a midwifery student.
- Behavior that disrupts classroom learning and hampers the educational process of the department or University.
- Failure to successfully pass any section of the Comprehensive Exam or Advanced Clinical Exam according to re-take policies.
- Failure to participate in online or onsite learning activities for a period of 14 calendar days without notification of the course instructor(s) or the department chair.

If the conditions of probation are satisfactorily resolved, probationary status is discontinued. If the conditions of probation are unresolved after the specified timeframe, the student will be placed on suspension or recommended to the Provost's office for dismissal.

Conditions during Academic Probation

A student placed on academic probation is required to meet with the associate dean or dean's designee to develop an academic improvement plan that the student must complete in order to be removed from academic probation. The academic improvement plan may require the student to do one or more of the following:

- Successfully remediate or repeat courses in which an AC was not achieved
- Earn a designated minimum grade in all courses while on probation
- Reduce the number of credits taken while on probation
- Suspend coursework in all one degree program
- Participate in academic initiatives such as tutorials and workshops aimed at improving study approaches
- Obtain permission from the faculty advisor for taking incompletes in or withdrawing from classes
- Fulfill other requirements outlined by the school/program and/or faculty advisor

Duration of Academic Probation

A student is generally placed on academic probation for one quarter, unless otherwise determined by the dean, dean's designee and/or school Student Progress Committee. If after the duration of the probation period the dean, dean's designee and/or Student Progress Committee determine(s) that the student has not satisfied the conditions of the probation, the student will be:

- Given written notice (as outlined above) regarding circumstances for the continuation of probation or reasons for not being reinstated to the status of good academic standing
- Placed on suspension (see below) or recommended for dismissal (see below)

The dean or dean's designee will notify the student each quarter that the student remains on probation and whenever the student's academic status has changed.

Appeal of Probation

A student placed on academic probation may not appeal the decision unless s/he is able to provide specific documentation demonstrating a factual error. The student must submit documentation outlining the factual error(s) and relevance to the probation decision to the dean or dean's designee within five (5) business days of the postmark date of the notice of probation or continuation of probation. The dean or dean's designee will respond to the appeal within 10 working days, and his/her decision is final and cannot be appealed.

ACADEMIC SUSPENSION

Notice of Suspension

The dean or dean's designee sends notice of academic suspension to the student's University e-mail address and via U.S. mail to the student's local mailing address. Notices will be sent no later than close of business on the Friday of the second week of the quarter. The date of the postmark on the envelope and the date stamp of the e-mail serve as the date of notice.

A notice of academic suspension should include the following information:

- A statement that the student has been placed on academic suspension
- The reason(s) that the student has been placed on academic suspension
- Terms and duration of academic suspension
- Description of appeal process

Reason for Academic Suspension

Academic suspension is used when the dean or dean's designee, based on input from the school/department Student Progress Committee, believes the student will benefit from a period of time away from his/her program(s) and that the student has sufficient opportunity to be successful upon his/her return from suspension. The terms of suspension are unique to each student and will be established by the dean or dean's designee. A suspension will last at least one quarter, and a student may be required to receive remedial academic assistance before being readmitted.

Removal from a course or clinic shift may be warranted in the case of a student's failure to adhere to instructions, procedures and/or professional expectations that may lead to the compromised safety of a patient, student or staff or faculty member. Removal from a course or clinic shift constitutes a failure of that class or shift and is not eligible for remediation. In addition, failure to adhere to such course or clinic shift expectations may result in immediate suspension or recommendation to the provost for dismissal.

Suspended students must petition the dean for reinstatement. They may be required to meet with the dean or dean's designee and must show that all terms of the suspension have been met before receiving approval to return to the University. If a student is unable to demonstrate that s/he has adequately resolved the issue(s) that led to the suspension, the student may be recommended to the provost for dismissal.

Appeal of a suspension may be made to the provost only in the event of factual error. The written appeal must be made to the provost within five (5) working days of the postmark date of the suspension notice. The appeal must specify and include the alleged documented inaccuracy and the relevance of the fact(s). The provost will respond to the appeal within 10 working days. The decision of the provost is final and cannot be appealed.

ACADEMIC DISMISSAL

Dismissal for Academic Deficiencies or Policy Violations

Each school at Bastyr University has a Student Progress Committee that follows University dismissal policy. Recommendations for dismissal are submitted to the provost for consideration. The provost makes all decisions regarding student dismissal. Except in the case of academic dishonesty (see policy (p. 4) for more information), failure to comply with University felony conviction disclosure requirements (see policy (p. 21) for more information) or a student's failure to adhere to instructions, procedures and/or professional expectations that may lead to the compromised safety of a patient, student or staff or faculty member, academic dismissal for reasons listed in the following paragraph must be preceded by at least one written warning from the school/department notifying the student of the problem area(s) and providing an adequate time period for response and/or improvement before taking further action. Academic probation is one such warning.

In the event the terms of the written warning are not met and a recommendation for dismissal is being considered by the school/department, the student will be required to meet with the Dean of Students.
A student may be dismissed from Bastyr University under the following circumstances:

- After the second consecutive quarter on probation (including summer if enrolled)
- After the third quarter on probation (including summer, if enrolled); the quarters need not be consecutive
- Failing to fulfill the conditions of the academic improvement plan for remediation or academic probation
- Failing the same class twice
- Failing two clinic shifts
- Receiving three failures in the same quarter
- Having a history of poor academic performance relevant to the appropriate department
- Violating University academic honesty policy
- Failing to comply with University felony conviction disclosure requirements
- Being removed from a course or clinic shift due to student's failure to adhere to instructions/procedures/professional expectations that may lead to the compromised safety of a patient, student or staff or faculty member

Additional rationale for dismissal of Midwifery students

The department chair or the Student Progress Committee may also recommend dismissal when a midwifery student:

- fails to comply with conditions of probation
- does not demonstrate the capacity to complete his/her program successfully
- does not demonstrate the ability to competently practice as a midwife
- fails to achieve adequate evaluations in Practicum and/or failure of significant percentage or portions of Advanced Clinical Exams. (See Practicum Handbook for details.)
- fails to pass any portion of the Advanced Clinical Exam after three attempts.
- Fails to pass any portion of the Comprehensive Written Exam after three attempts, as described in the midwifery handbook.
- Is unable to act in the role of a direct entry-level midwife, as determined by the Student Progress Committee, based on clinical evaluations
- fails to satisfactorily complete two or more didactic and /or clinical courses with a grade of 80% (B- or 2.7 GPA) or better.
- fails to satisfactorily complete the same course with a grade of 80% (B- or 2.7 GPA) or better after retaking the entire course.
- withdraws from a clinical site without prior appropriate arrangements coordinated with the preceptor and the clinical education supervisor.
- uses behavior that disrupts classroom learning and hampers the educational process of the department or University.
- fails to comply with University and/department requirements, rules and policies.
- violates the University's academic honesty policy (p. 4), including committing fraud when reporting clinical documentationThe provost or his/her designee will send the student notice of academic dismissal by e-mail to the student's University e-mail address and via certified U.S. mail, requiring confirmation of receipt, to the student's local mailing address. Except in the case of dismissal for academic dishonesty, failure to comply with University felony conviction disclosure requirements or behavior that compromises the safety of a patient, student or staff or faculty member (which may be sent any time during the academic year), notices will be sent no later than close of business on the Friday of the second week of the quarter. The date of the postmark on the envelope and the date stamp of the e-mail serve as the date of notice.

  A notice of dismissal should contain the following information:

- A statement of the decision to dismiss the student from his/her academic program
- The reason(s) for dismissal
- The student's right to appeal the decision

Student status after notice of dismissal

Unless a student elects to appeal his/her dismissal, s/he will be dropped from all classes for which s/he is registered at the time of dismissal.

If a student elects to appeal his/her dismissal, the dean or dean's designee will determine if the student will be allowed to register for classes or continue other activities during the appeal process.

Students are advised to consult with the registrar and financial aid office regarding the timing of their dismissal appeal and its implications on class registration refund and student aid policies.

Appeal of Dismissal

A student may appeal a decision for dismissal only if s/he is able to provide specific evidence demonstrating a factual error in the dismissal decision process. The written appeal must be made to the provost within five (5) working days of the date of the dismissal notice. The appeal must specify and include the alleged documented inaccuracy and the relevance of the fact(s). The provost will respond within 10 working days of receipt of the appeal and can only consider an appeal based on an error of fact. The decision of the provost is final and cannot be appealed.

ACADEMIC WITHDRAWAL

A student who finds it necessary to withdraw completely from the University should visit the Office of the Registrar for instructions regarding the withdrawal process. Failure to complete the term does not cancel the student's obligation to pay tuition and all other charges in full. For details concerning refunds, see the "Federal Refund Requirements (p. 235)" sections of the University Catalog.

The last day a student can withdraw from the University and receive "W" (withdrawal) grades is the Friday of the eighth week of the quarter. For summer quarter, the deadline to withdraw the Friday of the sixth week of the quarter. If a student withdraws between the ninth and twelfth weeks of the quarter (weeks seven and eight in summer quarter), s/he

will receive failing grades. The only exception is when the student can document a family or medical emergency; in this case the student will receive "AW" (administrative withdrawal) grades.

In a situation where a student is unable to submit paperwork to withdraw from term-based classes within the appropriate time frame, the registrar has the authority to award the student grades of "AW." This is the equivalent of administrative withdrawal of the student from all courses, and the status of the grade of "AW" will apply to all courses in the quarter.

In the case of a student who is no longer attending classes but has not notified the Office of the Registrar of such, the registrar will determine the actual date of last attendance. This date may be used to determine which refund policy applies (i.e., regular refund policy or medical emergency refund policy).

The Office of the Registrar will notify the financial aid office with the date of last attendance.

The Office of the Registrar will also notify the student of his/her change of status, grade(s), and possible refund or credit.

ADJUNCT FACULTY ACCESS TO LIBRARY ELECTRONIC RESOURCES

All adjunct faculty members can access the University Library's electronic databases and journals (e-resources) on premises at the Bastyr Libraries. Adjunct faculty must have an active University email account in order to request off-site access to the library's e-resources.

To request off-site access to e-resources, adjunct faculty members must contact the library from their University email account. Within two business days, the library will respond with a form to complete and return; access will be activated within five calendar days. If a request for off-site access is not approved, a librarian will contact the adjunct faculty member to discuss the reasons and identify other resources that may assist the faculty member in her/his scholarly pursuits.

The earliest off-site access to e-resources will be provided is week five of the quarter prior to the one in which the adjunct faculty member is scheduled to teach. Unless teaching in consecutive quarters, off-site access will be discontinued within 10 days after the quarter ends. See paragraph above for steps to reactivate access when/if the adjunct faculty member is scheduled to teach again.

Discontinuing off-site access to the library's e-resources does not impact access to University email, which is active for one year after the end of the last quarter the adjunct faculty member taught.

ADJUNCT FACULTY EMAIL

All adjunct faculty members are assigned and required to use a Bastyr University email account during the quarter(s) they are teaching. Email accounts remain active for one year from the end of the last quarter taught and are deleted within 30 days thereafter.

New adjunct faculty will be provided an account and logon information as soon as IT is officially notified but no earlier than week five of the quarter prior to the one in which they will be teaching. This will allow email access for planning and coordination with the University. Special requirements for earlier access may be accommodated on a case-by-case basis with the approval of the dean/department chair.

Adjunct faculty members who do not check their Bastyr University email during the quarters they are not teaching are required to post an auto-reply stating that they are not currently responding to emails sent to their account.

In order to maintain confidentiality of student- and patient-related communication, adjunct faculty must comply with HIPAA and FERPA regulations. (See "Family Educational Rights Privacy Act [FERPA] Compliance" and section on "Confidentiality" in the *Student Clinician Handbook Global Module* for HIPAA information.) Adjunct faculty members must use their Bastyr University email account for all communication with and pertaining to Bastyr University students and patients. In addition, Bastyr University email containing student or patient information may not be forwarded to an outside email account. Discretion must be exercised when forwarding non-student- or non-patient-related email from a Bastyr University account since such email may also contain other confidential University information.

Department program supervisors/coordinators will advise IT of all requests for new and discontinued email access.

AFFILIATE FACULTY APPOINTMENTS

The designation of affiliate faculty may be awarded by a school dean to high-yield preceptors, guest lecturers or academicians who make substantial contributions to the education of Bastyr University students in academic, research or clinical educational settings.

Affiliate appointments are awarded annually effective each September 1 and shall be reconsidered each year by the appropriate administrator of the program/department in which they are held, who will then provide a written recommendation to the dean. Affiliate faculty members are

not ranked by the Appointment and Promotion Committee (APC) nor are they considered to have faculty rank at Bastyr University. (Some preceptors may also be adjunct faculty members, providing teaching or clinical supervision services for which they are paid.)

Individuals who hold ranked faculty appointments at other institutions of higher education and contribute substantially to the educational, clinical or research activities of Bastyr University may be eligible to be awarded the title of "affiliate," preceding their regular ranked title (e.g., affiliate associate professor, if the individual is ranked as an associate professor at the primary institution). Bastyr University does not award ranked faculty appointments to individuals other than those comprising the core faculty at the University.

Individuals who are awarded either version of the affiliate faculty designation will receive a letter of appointment from the school dean.

ATTENDANCE

Course and Lab Attendance Policy

Bastyr University does not have a universal course and lab attendance policy. However, faculty members may establish attendance requirements for their course(s) or lab(s). Some state licensing boards and the Veterans Administration require 90 percent attendance. Students receiving financial assistance from the Veterans Administration or students who need to meet state licensing board requirements are responsible for notifying the faculty member of their need to document attendance.

When a student has an excused absence, the faculty member may require that the student complete an assignment to make up for the time missed. An absence is considered excused if the student has a legitimate personal emergency, a serious illness or a documented birth (midwifery program students), as long as the student calls his/her faculty member(s) or leaves a message for the faculty member(s) with Faculty Services regarding the situation (24-hour voicemail is available). Faculty may require documentation upon return from the excused absence. It is the student's responsibility to meet with the faculty member to discuss the absence and make up work upon return. Failure to meet the stated attendance requirements for the class may affect the student's final grade, and the student may be required to take the course again. In addition to possible consequences for absences, habitual tardiness may be taken into account by faculty as part of the course grade and/or may be reported to the dean of students for disciplinary action.

Students cannot register for two courses or labs that are scheduled at overlapping times. Credit can only be applied to a single course at any one given time. Students cannot attend a course without being registered for it and must attend the section of a course or lab for which they are registered. Failure to follow this policy may result in loss of course credit or a course grade of No Show (NS).

Clinic Attendance Policy

All student clinicians are required to attend at least 80 percent of each assigned quarter shift in order to receive a grade of achieved competency (AC). Holidays and emergency closures of the University clinics do not figure into the total quarter attendance. A student who does not attend at least 80 percent of the shift (two excused absences) will receive a failure grade for that shift and lose all patient contacts and hours. The entire shift would need to be taken again. Exceptional circumstances resulting in a third absence may be approved at the discretion of the supervisor. Four or more absences will result in an automatic failure for that shift. Please note that 100 percent of the required clinical hours must be completed before recommendation for graduation. Please refer to the *Student Clinician Handbook* for further details.

Religious or Spiritual Holidays

The University's policy is to attempt to accommodate the observance of religious practices. Religious absences will not count against any attendance requirement, but students are responsible for the information and material covered. Students observing such holidays are required to notify faculty during the first week of classes as well as find substitutes for clinic shifts affected. Students should follow the reschedule exam procedures in the event an exam falls on a religious holiday.

The University schedules clinical training and occasional required courses or intensives on weekends. Students with religious restrictions against attending classes on weekends need to contact their program chairs, in advance, when such conflicts occur. Efforts will be made to resolve such conflicts, but a resolution cannot be guaranteed.

Convention, Conference, Seminar and Workshop Attendance Policy

Occasionally, there may be professional conventions or conferences offered during the academic year which programs encourage their students to attend. Students who wish to attend must receive advance permission from their instructor(s) if there is an attendance requirement, exam or project due during that time. Students are responsible for the information and material missed. Students who receive permission must arrange with faculty to take missed quizzes and exams immediately upon return.

Students must also comply with clinic absence policies. Please refer to the *Student Clinician Handbook* for further details.

AUDIT ADD-DROP

Students may request a course be taken for audit upon initial registration or before the end of the second week of the quarter. Students may change their status in a course to audit through the second week of the quarter for a $10 add/drop fee (that is, after the free add/drop period has ended) and for a tuition penalty during week two. After the second week, a student may not change from a graded option to an audit option or from an audit option to a graded option.

CADAVER LABORATORY

All visits to the cadaver laboratory by unauthorized persons must be preapproved by the direct supervisor in charge of the cadaver laboratory or by a designee assigned by the direct supervisor.

Authorized persons include anatomy instructors, anatomy class teaching assistants (dissection, anatomy and physiology cadaver anatomy) during teaching, tutorial or advising sessions, students currently taking anatomy classes (when accompanied by their instructors or teaching assistants), prosectors and the laboratory manager.

To protect against unauthorized visits, the key to the cadaver lab that is stored in Faculty Services may only be given to unauthorized persons with written permission by the cadaver laboratory supervisor.

CHALLENGE EXAMINATIONS

Under exceptional circumstances, a student may challenge a course by taking a challenge examination. Challenge examinations are designed to test a student's knowledge of subjects that s/he has learned in a non-academic setting. An application to take a challenge examination must be submitted to the Office of the Registrar and approved by the student's department or program chair and the faculty responsible for subject matter content and administering the exam. Approval is contingent on the student's academic record, the nature of the request and course content being challenged.

All challenge examinations must be completed no later than one month prior to the beginning of the quarter in which the relevant course is offered. Entering students must complete challenge examinations for first quarter coursework by the end of orientation week and will need to make arrangements to comply with this requirement well in advance of the start of fall quarter.

A student is allowed only one opportunity to challenge a course. Clinic credits may not be challenged. Students may not challenge a course that has appeared on their transcripts from Bastyr University or any other institution, even if the previous grade was a withdrawal or an unsatisfactory grade. Non-matriculated students cannot challenge courses.

The student is responsible for prepayment of the cost of a challenge examination, which is 50 percent of the current tuition rate for the course. If the student fails the challenge exam, the entire fee is credited toward the tuition for the corresponding course the next time it is offered. If the student does not take the course when it is next offered, the tuition credit is forfeited.

If a student satisfactorily completes the challenge examination, s/he will receive full credit for the course. A grade of CE (Challenge) will appear on the transcript.

For students with evidence, on an official transcript from another institution, of coursework in an area of study but the competencies, level of material or age of that coursework is in question, a competency examination may be more appropriate. Please refer to the policy and procedures governing competency examinations for more information.

Procedure for Arranging a Challenge Exam

A student who wishes to take a challenge examination must complete the following steps:

- Make an appointment with a member of the advising/evaluations staff in the registrar's office to discuss the challenge exam request. The advising/evaluations staff member will, in turn, confirm the appropriateness of the request with the department/program chair.
- Complete a challenge exam request form (available from the registrar's office) and obtain all required signatures.
- Return the completed form to the registrar's office, which will prepare a challenge examination fee invoice.
- Pay the invoice and retain proof of payment.
- Make an appointment to take the test with the designated faculty member. Proof of payment must be presented before testing can be scheduled.
- Take the examination as scheduled.

The faculty member administering the exam will advise the student of his/her grade and submit the completed challenge examination form to the registrar's office.

CHILDREN IN THE CLASSROOM

One of the goals of an educational institution is to provide the most conducive learning environment possible for all students. Although the University values children and families, children in the classroom are a distraction and can be a disruption. Therefore, children are not permitted in the classroom.

In addition, students are not permitted to bring children to Bastyr University clinics, except as a patient.

Older children may utilize the student lounge or dining commons unattended, but it is the parent's responsibility to ensure that the child does not disrupt other members of the community who may also be utilizing those facilities. If disruptions occur, this privilege may be withdrawn.

Sick Children in University Facilities

Students may not bring a sick child to any University facility when the child has a contagious illness, except to a Bastyr University clinic as a patient. This is to reduce the risk of communicating such illnesses to other students, staff and faculty.

Students may be able to remotely monitor class activities while caring for a non-contagious sick child. The student must ask the instructor well in advance to see if a class may be attended remotely. Recordings of classes are not available.

COMPETENCY EXAMINATIONS

Competency examinations are available when there is evidence on a student's official transcript of coursework completed in an area of study but the competencies, level of material or accreditation of the institution granting the original credit is in question. Competency examinations are also available when the age of the coursework exceeds the guidelines in the transfer credit policy. Competency examinations are not available when the coursework in question was completed at Bastyr University.

Application to take a competency examination must be submitted to the Office of the Registrar and approved by the department/program chair and the faculty member responsible for teaching the subject matter and administering the competency examination. Approval is contingent on the student's academic record, the nature of the request and course content.

All competency examinations must be completed no later than one month prior to the beginning of the quarter in which the course is being taught. Entering students must complete competency examinations for first quarter coursework by the end of orientation week and will need to make arrangements to comply with this requirement well in advance of the start of fall quarter.

A student is allowed only one opportunity to take a competency examination for each course. Non-matriculated students are not eligible to take competency examinations.

The cost of a competency examination is listed in the tuition and fees section of the University Catalog. The competency examination fee is not refundable. If a student fails the competency examination, s/he must register and pay the full price of tuition for the course. If a student satisfactorily completes the examination, s/he will be awarded transfer or waiver of credit in accordance with the transfer credit policy located elsewhere in this catalog.

Procedure for Arranging a Competency Examination

A student who wishes to take a competency examination must complete the following steps:

- Complete a petition to transfer or waive credit for required coursework and obtain all required signatures. The petition can be obtained from the registrar's office. The advising/evaluation staff in the registrar's office will review the petition and make a recommendation to the department/program chair regarding the request for transfer or waiver of credit.
- If the request for transfer or waiver of credit requires a competency examination, complete all sections of the competency examination request form, available from the registrar's office. The form must include the catalog number of the course for which the competency exam will be administered and all required signatures.
- Submit the completed form to the registrar's office, which will prepare an invoice for the competency examination fee.
- Pay the fee and retain proof of payment.
- Make an appointment to take the competency exam with the designated faculty member. Proof of payment must be presented before testing can be scheduled.
- Take the examination as scheduled.

The faculty member administering the exam will advise the student of his/her grade and submit the completed competency examination form to the registrar's office.

COPYRIGHTED MATERIALS REPRODUCTION

When considering the educational use of copyrighted material for course packets, anthologies, classroom handouts or course reserves (both print and electronic), the policy of Bastyr University is to conform to all applicable laws, including U.S. Copyright Law (*Copyright Act of 1976, Title 17 of the United States Code*).

Employees are prohibited from making print or digital copies of copyrighted works unless the action:

- Pertains to work that has been determined to meet the criteria for fair use, or
- Is authorized by specific exemptions in the copyright law, or
- Is authorized by licenses or written permission from the copyright owner.

(See http://www.copyright.gov/title17/92chap1.html#107 for information regarding *Title 17, Sec.107* and limitations on exclusive rights and fair use.)

Limitations in the law permit the legal – or fair – use of copyrighted materials without permission from the copyright holder, under certain circumstances. These limitations, called the criteria of fair use, help determine whether a given material may be used for instructional purposes without seeking permission from the copyright holder. Assessing fair use is not clear-cut, and all four of the following factors must be considered:

- The *purpose*and character of the use, including whether it is intended for non-profit (educational) or for commercial (for profit) use
- The *nature* of the copyrighted work (published or non-published, fiction or non-fiction)
- The *amount* of the copyrighted work used in relation to the whole
- The *commercial effect* (will it significantly affect the profits of the copyright holder, as is often the case for items used in successive quarters or years)

Copyright Central, an informational and training resource on the University's intranet, MyBU, was created to assist faculty members in adhering to the U.S. Copyright Law. All core and adjunct faculty are required to complete the copyright training module from this site.

Faculty are also required to conduct and document a fair use analysis using the Fair Use Checklist, which is also on this site, in selecting materials for their courses. Issues and concerns regarding the appropriate educational use of copyrighted material not addressed by content posted at Copyright Central should be referred to the Office of the Provost.

COURSE ASSESSMENTS

Students are expected to complete academic course and clinical shift assessments online during class or clinic shift, or as directed by faculty, in weeks eight through ten of each quarter.

Three weeks prior to each assessment period, the Faculty Services Department posts information on campus and sends email notifications to remind students to complete upcoming quarterly course and shift assessments. Email reminders continue once per week for all students with pending assessments.

Faculty members receive email notifications from Faculty Services prior to the assessment start date as well as weekly emails with instructions and suggested student engagement strategies. There is no official make-up assessment period, but students may email comments at any time to their instructors, department chairs or deans to provide informal feedback. The Faculty Services Department mailbox at assessments@bastyr.edu may be used to provide anonymous input.

When assessments are completed and tabulated and grades have been submitted, the deans and department chairs are notified by Faculty Services that results for their schools/departments are available online for review. Department chairs submit a quarterly course assessment review form to the dean to confirm that all course assessments have been read and, if necessary, to propose solutions to areas of concern. The dean also uses the form to recommend resolutions to course assessment problems. Completed forms are retained in department files.

The day after grades are due, summary results of course assessments are distributed to faculty members via emailed attachments. Faculty members do not receive summaries of course assessments prior to the date that grades are due. All summaries are accessible on each faculty member's course assessment dashboard any time after release.

Weekend intensives and some other courses do not run an entire quarter. These courses will be assessed at the same time as all regular 11-week courses. Deans or department chairs wishing to have a course assessed before the official assessment period should provide Faculty Services with sufficient advance notice to prepare and post the course assessment for students to complete during class time.

CREDIT HOUR

In accordance with Northwest Commission on Colleges and Universities credit-hour policy, effective July 1, 2011, Bastyr University defines one credit hour as follows:

An amount of work that achieves intended learning and student achievement outcomes through no less than one hour of classroom or direct instruction plus a minimum of two hours of out-of-class work for each week of the quarter.

For courses that meet fewer than 11 times during the quarter, the equivalent amount of direct instruction and out-of-class work is required in order to be awarded one credit hour.

CREDIT LOAD LIMITS

Bastyr University degree program requirements are outlined within each school or department section of the *Bastyr University Catalog*. The recommended didactic curriculum for each year and track of the degree program is specified. Elective courses and clinical credits are considered additional to required didactic course credits.

Students in good academic standing may choose to enroll in additional courses to include important electives or explore special interests. However, maximum credit loads for which students may register in any given quarter are listed below by program:

Bachelor of Science (all programs)	20 credits

Master of Arts in Counseling Psychology	24 credits
Master of Science in Midwifery	30 credits
Master of Science in Nutrition (all tracks)	24 credits
Master of Science in Acupuncture	25 credits
Master of Science in Acupuncture and Oriental Medicine	25 credits
Doctor of Naturopathic Medicine	30 credits

Students enrolled in multiple programs must plan carefully so that they do not exceed the stated number of credits for the program with the highest credit limit.

In extraordinary cases, and with prior approval from the student's associate dean or department chair, a highly successful student may be allowed to exceed his/her program credit limit. The associate dean or department chair indicates approval by emailing the office of the registrar, noting the total credit load being approved. However, approved credit load increases may not exceed 10 percent above the program's stated limit.

CRIMINAL BACKGROUND CHECKS AND FELONY CONVICTION DISCLOSURE REQUIREMENTS

Felony convictions must be disclosed on the University admissions application form. However, a felony conviction does not automatically disqualify a student from being admitted to the University.

If a felony conviction is disclosed on an application for admission, the assistant vice president for student recruitment and retention or the associate director of admissions must discuss the situation with the appropriate dean before making a decision to admit a prospective student. The dean will apply the review process outlined below to determine if the felony conviction would preclude the student from completing his/her program or place Bastyr clinic or off-site patients, students, staff or faculty members at risk. The dean's decision is final.

Background Checks

Bastyr University requires national background checks for all students enrolling in clinical training programs. Background checks must be completed prior to any patient contact by students at Bastyr University clinics, an affiliate clinic, or a practicum or preceptor site.

The cost of the background check is included in the fee for related first-time clinic entry courses. While this first-time background check will be sufficient for Bastyr University clinics and most other preceptor, practicum and off-site clinical training programs, some sites may require additional checks. The cost for any additional or updated background checks is the responsibility of the student and will be assessed on a case-by-case basis. Background check documentation is kept in the Office of the Registrar and remains the property of the University.

Felony Conviction Disclosure After Matriculation

Student clinicians must immediately notify their clinical program supervisors, department chair or dean if charged with and/or convicted of a felony after background checks have been conducted. When a student discloses a conviction to his/her advisor or department chair as required, the dean will apply the review process outlined below.

Failure to Disclose a Felony Conviction

Failure to disclose a felony conviction on a University admission application (e.g., if a background check reveals a felony conviction that should have been previously disclosed) or not reporting a felony conviction to the student's program lead, department chair or dean after the background check is conducted constitute non-compliance with the disclosure requirement. Such a student will be subject to dismissal according to the review process outlined below.

Felony Conviction Review

After a student discloses a felony conviction or the University learns that the student has not disclosed a felony conviction as required, the dean will review the circumstances of the conviction and determine if the student will be allowed to enroll or finish his/her program at the University. The dean may also consider if the student has developed appropriate professional, ethical and other competencies to fulfill program requirements before making his/her determination.

During the review process, the student will be informed that the University does not assume any responsibility for the student's post-graduation licensure status or professional success should s/he be allowed to finish his/her degree at Bastyr.

After conducting a review for factual error or extenuating circumstances related to the felony conviction or non-disclosure, the dean will determine if immediate dismissal is warranted. If so, s/he will formally recommend dismissal of the student to the provost.

CURRICULUM REVIEW PROCESS

Mission Statement

The mission of the University Curriculum Review Committee (CRC) is to ensure that the curriculum of Bastyr University meets accreditation and professional guidelines and supports excellence in academic achievement.

Purpose

Bastyr University, through the University CRC, evaluates degree and certificate programs and courses against the criteria specified by the Northwest Commission on Colleges and Universities (NWCCU) with respect to credits, length, orientation and level as well as the requirements of each program's professional accrediting agency and licensing for Washington state (as appropriate).

The CRC reviews the curricula for all programs that are offered for academic credit and makes recommendations for revisions/changes to the provost, who provides final approval. Each school shall have a curriculum review committee that considers curricular changes for academic programs in that school. The school/department representative shall present all proposed revisions/changes to the University CRC after endorsement by the appropriate school committee.

All new programs and existing program revisions and changes must be evaluated by the CRC as part of the University academic review and approval process to ensure that the curriculum meets credit-hour standards, supports learning outcomes and addresses other course- or program-related faculty concerns. The CRC makes recommendations regarding proposed programs or program changes to the provost, who provides final approval.

Frequency of Meetings and Process

The CRC shall meet monthly on the second Friday of the month at noon, unless there is a need for additional meetings due to catalog or program-related deadlines or in order to have a quorum for matters that require a vote. Two meetings are required for new program proposal review. Minutes of each meeting shall be recorded by staff provided by the provost's office. Draft meeting minutes shall be approved by the voting members of the CRC and then posted on MyBU by the Office of the Provost.

Committee Membership

Two faculty members shall be elected from each school to serve as voting members of the CRC. Faculty members eligible to serve are core faculty members actively involved in teaching and who do not serve as a dean or associate dean. Whenever possible, elected faculty members should have experience working on curriculum development at the department and/or school level. CRC members serve two-year terms, with each of the two members from the school elected in alternate years (to prevent the entire committee membership from changing every two years). In addition, the University Registrar of the University shall serve as a voting member of the committee. The committee chair shall be a faculty member and will be elected each year at the September meeting by the voting members of the CRC.

Quorum

A quorum shall consist of at least one faculty member from each school plus the University Registrar or his/her designee. A school/department representative may substitute for a voting member, but a quorum must be present for a vote on any proposal. A department chair or dean may serve as a designee for a voting member in order to obtain a quorum, but must abstain from voting on proposals from his/her school/department. The assistant vice president (AVP) for recruitment and retention or an advisor from the registrar's office may serve as a voting member designee for the registrar in the case of absence.

Ex Officio Members

Deans, department chairs who are not voting members, advisors from the registrar's office, the AVP for recruitment and retention, director of Library Services and the University librarian are ex officio members of the CRC. Ex officio members are encouraged to attend meetings and participate in discussions whenever possible but shall not vote (except if serving as a designee for a voting member) nor designate a substitute meeting attendee if they are not able to attend in person.

Procedures

The sections below address CRC procedures for:

- New program review and recommendation (voting item)
- Changes to program curriculum (voting item)
- Minor changes that require CRC notification
- Minor changes that do not require CRC notification

New Program Review and Recommendation Process

The sponsor of a proposed new program must first obtain approval and funding from the provost to undertake an academic risk analysis and/or market study to determine if the proposed program is likely to be successful. New program development is primarily the responsibility of the dean and/or department chair and faculty of existing departments, although the University may seek/receive ideas for new academic programs from external sources.

The appropriate individual will complete an academic risk analysis and/or market study for any new program curriculum, working collaboratively with marketing and admissions. The academic risk analysis must be presented to the appropriate school CRC for discussion. If the school CRC endorses the proposal, the dean/chair supporting the proposal must consult with the faculty and chairs of other programs that may interface or overlap with the proposed program along with the registrar and the admissions director to consider instructional, implementation and funding concerns.

Proposals for new degree programs must be presented to the Academic Council for review, discussion and approval to advance to the Academic Leadership Council (ALC). The

ALC recommends the proposed program to the provost, who advances the program to the University CRC.

The school CRC representative and dean sign and submit course proposal forms for each new course to the University CRC for review. If the new program involves any possible crossover or overlap with any other University program, the appropriate dean/department chair must be directly consulted prior to the University CRC meeting and attend all University CRC meetings at which the proposal is discussed.

After receiving the CRC's recommendation, the provost presents the new program proposal to President's Cabinet and the Academic Affairs Committee. The Academic Affairs Committee is responsible for recommending new program proposals to the University Board of Trustees for authorization to proceed with accreditation review and implementation.

The provost is responsible for submitting the final program prospectus to NWCCU for institutional accreditation. If the new program requires professional accreditation, the dean/chair must work with the provost to coordinate submission requirements. NWCCU as well as the professional accrediting association must provide final approval prior to new program promotion, student recruitment and implementation.

Changes to Program Curriculum

New course proposals, course revisions (including courses under consideration for deletion) and changes to course credit values must be reviewed by the University CRC, which submits its recommendations to the provost.

Proposed changes shall be submitted on course proposal forms to the dean and/or chair and the school CRC for discussion prior to submission to the University CRC. The school CRC representative and the dean sign and submit the forms to the University CRC. Course proposal forms are submitted to the provost's office and chair of the University CRC at least one week prior to the next scheduled meeting date.

After the proposal forms are also signed by the CRC chair, registrar and provost, copies of the forms are forwarded to the registrar for signature and appropriate action (e.g., assignment of new course numbers, implementation into the curriculum, inclusion in the catalog, etc.). Minor changes to individual courses and substitutions that are equivalent in credit hours may be implemented and published in course syllabi and updated in the next catalog. The marketing and admissions departments are also advised by the dean or designee of any changes for inclusion in or corrections to student recruiting and marketing materials.

Minor Changes that Require CRC Notification

School CRCs are responsible for proposing changes to corequisites and prerequisites as well as individual courses that impact delivery and/or sequencing of other courses. The University CRC should be notified of these kinds of changes through submission of a course proposal form and receive clarification through attendance of the appropriate dean/department chair at the CRC meeting during which the changes are discussed. If the changes are significant (i.e., they affect all or most of the courses in a program), the changes are no longer considered minor and must be reviewed and voted on by the CRC. If the change affects the curriculum of another school/department, the appropriate dean/chair must be consulted prior to proposing the change. The dean/chair of the affected program and the registrar must be informed of the final outcome as well.

Minor Changes that Do Not Require CRC Notification

The University CRC does not need to be notified of schedule changes. Proposed changes involving the scheduling of individual courses are discussed between the dean/chair or designee and the registrar. Implementation of proposed changes is dependent on room availability and the degree of impact on other courses and programs.

Special Topics Courses

Special topics courses on selected subjects may be approved by the department chair or dean and offered on a trial basis up to two times without notification to the University CRC. For a course that has been offered as a special topics course to become part of the regular curriculum as a requirement or an elective, a course proposal form must be submitted to and reviewed by the University CRC. *Electives are not required to be offered as special topics courses before they are submitted to CRC for review.* ALC may require that the CRC review and the provost approve Interdisciplinary Studies courses prior to being offered.

Review by the University CRC and approval by the provost and accreditor(s) do not constitute budgetary approval for new programs or courses that are revised to include additional credits. To offer the newly approved course, the school/department must either substitute the new course for an already-scheduled course (with an equivalent number of credits) or request funding for additional credits during the annual budget planning process.

DEGREE AWARD DEADLINES

The awarding and posting of degrees at Bastyr University are governed by specific deadlines. These deadlines affect the actual awarding of degrees. Student participation in commencement ceremonies is governed by a separate policy. The dates for final examinations each quarter and for commencement ceremonies are published in the *Bastyr University Catalog* and the registrar's quarterly calendar.

For all bachelor's, master's and professional doctoral degrees awarded by Bastyr University:

- All coursework must be completed by the last day of the quarter for graduating students.
- Any in progress (IP), incomplete (I) or partial competency (PC) grades in coursework or clinic shifts must be replaced with passing grades no later than the last day of the quarter.
- If a student has any outstanding course or grade requirements on the last day of the quarter, his/her degree will be posted at the close of the subsequent quarter.

DEGREE AND CERTIFICATE REQUIREMENTS

To earn a degree or certificate at Bastyr University, a candidate must have completed the prescribed curriculum (refer to the specific academic program section), earned passing grades in all required courses, and satisfied the requirement for total degree or certificate. To be eligible to graduate, a master's degree or graduate-level certificate candidate in a graded program must have a minimum GPA of 3.0, and a bachelor's degree candidate must have a minimum GPA of 2.0. Students in other graduate programs and articulated bachelor/master programs must follow the degree requirements for that school or department.

A student is held to degree requirements in effect at the time of first matriculation unless legal or accreditation standards mandate a change to an existing degree or certificate program. Those degree and certificate requirements are published in the edition of the *Bastyr University Catalog* that is in effect at the time of first matriculation. In rare circumstances, a course may be deleted from the required curriculum and/or curriculum substitutions may be made at the discretion of the school or University.

A student who is readmitted after an absence of more than one calendar year may be held to the requirements in effect at the time of his/her return or may elect to graduate under degree or certificate requirements specified in a subsequent *Bastyr University Catalog* with written permission of the program dean/chair. Under no circumstances are the requirements from an earlier catalog applied.

Students in the naturopathic medicine program must complete their degrees within seven years of first matriculation. Students in the MSAOM program must complete their degrees within six years, and students in the MSA, MPH, MS Midwifery, MS Ayurveda and MS Nutrition programs must complete their degrees within five years. There is no time limit on the completion of undergraduate programs, although additional coursework may be required to ensure currency of knowledge.

Students in all degree and certificate programs must have discharged satisfactorily all financial obligations to the University (tuition, fees, library fines and all other charges), including the graduation fee for each program in which a degree or certificate is to be awarded. For students who have not met their financial obligations at the time of graduation, the earned degrees and certificates are posted to their records but diplomas and transcripts are held until the financial obligations are cleared.

DIRECTED STUDY

The intent of a directed study is to give students who are off track in their programs the opportunity, under unusual and exceptional circumstances, to complete a specific required sequential course.

A directed study may only be considered under the following circumstances:

- The student has failed a specific class and must complete coursework in order to maintain continuity in required sequential course offerings, ***and*** there is no other option available.
- An advanced standing student must complete required coursework before starting his/her program, ***and*** there is no other option available.
- A scheduling conflict exists regarding a required course that cannot otherwise be remedied.

Circumstances under which a directed study will not be considered include:

- Use of directed study as a means to complete coursework without attending regularly scheduled classes.
- The student chooses to enroll in an elective or schedule another activity that conflicts with the time during which a required course is offered.
- When a leave of absence is the best option for the student's medical or personal situation.

If the student meets one or more of the acceptable directed study criteria listed above, s/he must discuss the request for a directed study with his/her program associate dean or department chair (i.e., not the department in which the course is being offered). In addition to granting approval, the associate dean or department chair will work with the appropriate department chair or designee to identify a faculty member to teach the directed study. The University cannot guarantee that a directed study will be available to a student even when criteria under which directed study is approved are met.

The associate dean or department chair will provide the student with a form that outlines the steps the student must follow in order to comply with all enrollment and directed study requirements. Failure to follow the instructions in full may result in the directed study being canceled.

A maximum of two students may participate in a directed study, unless otherwise approved by the program associate dean or department chair. Each student pays tuition, lab fees

and other costs associated with the regular class. In addition, a student participating in a directed study must also compensate the faculty member at the standardized hourly rate stated on the directed study form. This hourly rate is divided among students taking the same directed study with the same meeting times.

E-LEARNING PORTAL ACCESS

U.S. copyright law (*Copyright Act of 1976, Title 17 of the United States Code*) and Conference on Fair Use guidelines (published by the U.S. Patent and Trademark Office) mandate that copyright-protected course materials posted on the Bastyr University e-Learning portal be password protected and restricted to students currently enrolled in the class. These materials include, but are not limited to, journal articles, single chapters from books and instructor-created PowerPoint presentations or other instructional tools that utilize copyright-protected materials.

To comply with copyright law and fair use guidelines, student access to current quarter course materials on the e-Learning portal is terminated at 5 p.m. on the Thursday following the close of finals week, the date for which is published in the *University Catalog*. Students wishing to have access to course materials must download them prior to this time.

For any distance learning courses, Bastyr University will communicate its response or evaluation to the student within approximately 14 days of the receipt of student lessons, projects or dissertations.

ELECTIVES

All Students

Program elective requirements are listed in the catalog for the year the student enrolled in his/her program.

Unless otherwise stated, elective credits may be taken from any discipline, but credit will not be granted for coursework that is deemed to be similar or foundational to the student's degree program required coursework. For example, a course in the foundations of naturopathic medicine could not be applied to the elective credit requirement for naturopathic medicine (NM) students.

Dual Degree Students

If a dual-degree student has waived a required course from one or both of his/her degree programs, that student may use coursework from one program to make up waived credits in the other program in which s/he is concurrently enrolled.

In addition, students may use core credits in their secondary academic degree or certificate program to fulfill general elective credit requirements in their primary academic degree program. Required electives from one program may not be substituted for programmatic (i.e., required discipline-specific) electives in another program.

ELECTRONIC THESES AND CAPSTONE PROJECTS

Human knowledge advances through collaborative scholarship, either directly or by intuitive leaps based on the work of others. Educational institutions worldwide strive to make their academic achievements accessible to others to promote and enrich this progress.

For this reason, effective July 1, 2012, Bastyr University requires that all students electronically file theses and capstone projects submitted to fulfill requirements for any degree conferred by the University. Students should refer to the *University Catalog* for information on program thesis and capstone project requirements.

Theses and capstone projects will be made available in full-text, open-access format in one or more electronic systems. Theses will be deposited in the ProQuest *Dissertations and Theses Database*, which is available in academic libraries worldwide. Both theses and capstone projects will be deposited in the Bastyr University Institutional Repository (IR), which is available to the University community. Time lines governing the electronic availability of the full text of theses and capstone projects will be set by the individual departments. Theses and capstone projects will be deposited directly following final departmental approval.

Copyright of electronic theses and capstone projects shall be the property of the author. However, the author must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute his/her thesis or capstone project through the appropriate electronic system and/or the University Library. Both the University's IR and the Bastyr University Library will maintain an archival electronic copy of all theses and capstone projects.

Prior to publishing a thesis or capstone project in any format, including posting it to a website, the author (i.e. matriculated student) is required to notify his/her thesis advisor in writing, or, if unavailable, the department chair or dean (in that order).

ENVIRONMENTAL SAFETY PROCEDURES

When a student concern is registered about environmental safety, the following procedure should be followed:

- The concern must be in writing along with a description of the specific remedy the student is requesting.
- The written concern should go to the health and safety officer (HSO), either directly or through the department chair.

- The HSO will decide if it is an appropriate health concern and who can best address the concern (facilities management, academics, dean of students or some other department or a combination of parties).
- If, after investigation, it is deemed not to be a legitimate concern, a written response will be provided to the student within two weeks by the HSO stating why no further action will be taken.
- If action is required, the HSO and others involved will establish the appropriate course of action, implement the plan, and report back to the student the University's intended action and a reasonable time line.
- Records of all correspondence will be maintained and distributed, if appropriate, by the HSO.

Any student concern must be reviewed in light of the University's responsibility in the following three areas:

- Course requirements established by accreditation and institutional curriculum committees
- Safety standards of relevant regulatory agencies (OSHA, WISHA)
- Documented ADA conditions requiring reasonable accommodation which the University can provide

EXAM RETENTION TIMELINE

Graded exams, if retained by the faculty member and not returned to students, will be kept for a minimum of 12 months.

EXPERIENTIAL LEARNING CREDIT

Graduate credit for experiential learning may be granted only when the learning experience takes place while the student is enrolled in a graduate program at Bastyr University. Graduate credit for experiential learning prior to the student's entrance as a graduate student to the University will not be considered. Demonstrated proficiency from an experiential learning experience may include taking a challenge or competency exam. Those exams are governed by specific policies and procedures, which may be found elsewhere in this catalog.

Undergraduate credit may be granted for prior or current experiential learning and is limited to a maximum of 15 percent of the total credits required for that student to earn a bachelor's degree. Undergraduates may also take a challenge or competency exam to demonstrate proficiency in a specific subject, according to parameters set forth in this catalog. The cost associated with taking challenge or competency exams are in the Financial Policies (p. 51) under fees.

All requests for experiential learning credit are processed through the registrar's office and evaluated by the department chair or program director as well as the faculty member responsible for teaching the subject matter for which experiential learning credit is being requested. If credit is denied for prior experiential learning, that decision is final and cannot be appealed.

FAMILY EDUCATIONAL RIGHTS PRIVACY ACT - FERPA - COMPLIANCE

Bastyr University conforms to the Family Educational Rights and Privacy Act of 1974 (FERPA), commonly known as the Buckley Amendment, which requires that the University adopt guidelines concerning the right of a student to inspect her/his educational records and the release of personally identifiable information to third parties. The act further provides that such a student has the right to a hearing in order to provide for the correction or deletion of inaccurate, misleading or otherwise inappropriate data. Students must also be informed annually of the types of educational records directly related to students that are maintained by the University that are directly related to students.

Consistent with that act, this policy on compliance with the Family Educational Rights and Privacy Act (FERPA) is established to ensure that information contained in such records is treated in a responsible manner with due regard for the personal nature of the information. Prospective and incoming students are not covered under FERPA.

For the purpose of this policy, Bastyr University has used the following definitions of terms:

Student: Any person who attends or has attended Bastyr University. Applicants for admission are not considered students.

Education records: Any record (in handwriting, print, tapes, film, electronic or other media) maintained by Bastyr University or an agent of the University that is directly related to a student, except:

- A personal record kept by a staff member, if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the creator of the record
- An employment record of an individual whose employment is not contingent upon the fact that he or she is a student, provided the record is used only in relation to the individual's employment
- Alumni records that contain information about a student after s/he is no longer in attendance at the University and which do not relate to the person as a student
- Financial records of parents
- Letters of reference that students have expressly waived their right to inspect

- Records connected with an application to attend Bastyr University or a component entity of Bastyr University if that application was denied

Directory Information: Name, address, telephone number, e-mail address, dates of attendance, major field of study, year of study, name of most recent previous school attended, participation in officially recognized activities, awards, honors, degree(s) conferred and a photograph. The University may disclose directory information without prior written consent unless notified in writing to the contrary. The University is not responsible for directory information released prior to a directory hold being placed.

School Official:

- A person employed by the University in an administrative, supervisory, academic, research or support staff position
- A person elected to the Board of Trustees of the University
- Any contractors, consultants, volunteers or other parties to whom the University has outsourced institutional services or functions, such as an attorney or auditor

Legitimate Educational Interest:

- Performance of a task that is specified in his/her position description or by a contract agreement
- Performance of a task related to a student's education
- Performance of a task related to the discipline of a student

FERPA Compliance Provisions

Annual Notification: A college or university is required by Section 99.7 of the FERPA regulations to provide students annual notification of their FERPA rights. Students will be notified electronically of their FERPA rights on an annual basis.

Disclosure of Directory Information: The University may release, without written consent, certain information identified as public or directory information, provided the following conditions are met prior to disclosure:

- that students be informed of categories designated as directory information.
- that students be given an opportunity to refuse disclosure of directory information (a directory hold) by filing a form with the registrar. Directory information is made available to school officials, even for those students who have placed a directory hold on their record.

Release of public or directory information by telephone is permissible; however, information released in this manner is restricted to categories specified above.

The University may disclose information about students without their written consent to persons in an emergency, if the knowledge of that information is necessary to protect the health or safety of the student or other persons.

Bastyr University will disclose identifying and confidential information from a student's education records only with written consent of the student, except:

- Where school officials have a legitimate educational interest in the records.
- Where certain officials of the U.S. Department of Education, the Comptroller General, and state and local authorities have requested information in connection with certain state or federally supported education programs.
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid or to enforce the terms and conditions of the aid.
- Where organizations have conducted certain studies for or on behalf of the University.
- To accrediting organizations to carry out their functions.
- To parents of an eligible student who claim the student as a dependent for income tax purposes or if prior written consent has been given by the student. Thus, it is the parents' responsibility to present evidence of dependency before a student record may be released. If such evidence is presented, the student is notified before release.
- Where it is in compliance with a judicial order or a lawfully issued subpoena.
- To appropriate parties in a health or safety emergency.
- To an alleged victim of any crime of violence regarding the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

Record of Requests for Disclosure

Bastyr University will maintain a record of requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student or the parents of an eligible student who claim the student as a dependent for income tax purposes. However, the University will not keep a record of request for disclosure made by University officials who are requesting access to education records for legitimate educational purposes.

Rights of Access

The essence of these guidelines and the Family Educational Rights and Privacy Act of 1974 is that each student has the right to inspect her/his educational records, with the

exceptions of those items listed in the education records definition above.

Student records are accessible to staff of the University whose primary job responsibilities require access to some or all of the information included in a particular file. Each student's file must contain a list of individuals who have requested or gained access to the file, excluding the student, school officials and those with written consent from the student.

On written request and presentation of appropriate identification, a student has the right to inspect and review her/his educational records in the presence of an appropriate University official. The registrar will make the necessary arrangements and notify the student of the time and place where the records may be inspected. Normally, access will be granted upon request; however, the University reserves the right to delay access for a period not exceeding 45 business days from the date of the request. When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her. While a student has the right of access as herein specified, the University reserves the right to refuse to issue an official copy of the transcript or release a diploma if the student has financial obligations to the University.

Limitations to Access of Records

Student records are the property of Bastyr University. Therefore, the University reserves the right to refuse duplication of all or part of a student's record for use by that student (with the exception of a Bastyr University transcript). Bastyr University reserves the right to refuse to issue an official transcript, diploma or copies of other education records requested if the student has an unpaid financial obligation to the University, is in arrears in student loan payments or has an unresolved disciplinary dispute. However, at no time will students be denied access to review their records in person. If an on-site visit would create an undue burden for a student (for example, in the case of a student living out of state), an unofficial copy of his/her transcript will be mailed.

Waiver of Access

Students may waive their right to inspect any file or a portion of a particular file. Individuals providing references may require that students waive their rights to review a particular letter of reference they have been asked to write. Faculty or staff members involved in advising may recommend that students waive their rights to review letters of recommendation in the belief that a waiver effectively increases the credibility and usefulness of the reference when reviewed by an admissions committee or prospective employer. The University may not, however, require that any student waive his or her right of access to a file or any part of a file (except those items noted in the education records definition).

Right to Challenge and Correction of Educational Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading or in violation of their privacy rights. The following are the procedures for the correction of records:

- Students must ask the registrar at Bastyr University, in writing, to amend a record. In so doing, students identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of their privacy rights. Students should consult the policies for appealing registrations, academic grievances and appeals of grades for applicable time limits.
- Bastyr University may comply with the request or decide not to comply. If Bastyr University decides not to comply, it will notify students of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of their rights.
- Upon request, Bastyr University will arrange for a hearing. The University will notify the student, with a reasonable amount of lead time, of the date, place and time of the hearing.
- The hearing will be conducted by a hearing officer who is a disinterested party. The hearing officer may be an official of the University. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. Students may be assisted by one or more individuals, including an attorney.
- Bastyr University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- If Bastyr University decides that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, it will notify the student that s/he has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
- The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Bastyr University discloses the contested portion of the record, it must also disclose the statement.
- If Bastyr University decides that the information is inaccurate, misleading or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.

Retention of Records

The registrar's office maintains and retains records according to the recommendations set forth by the American

Association of Collegiate Registrar's and Admissions Officers (AACRAO). In keeping with those recommendations, student records are purged upon graduation or withdrawal from Bastyr University and again, after an absence of five or more years. Please see the Office of the Registrar for more information.

Complaints

Students have the right to file complaints on non-compliance with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920.

Responsibility for the monitoring and implementation of the Family Educational Rights and Privacy Act lies with the University registrar. Questions, concerns and suggestions should be directed to Registrar, Bastyr University, 14500 Juanita Drive NE, Kenmore, WA 98028.

Types, Locations and Custodians of Educational Records

The following is a list of the types, locations and custodians of records that the University maintains on current and former students.

- Admissions records are located in the Office of the Registrar. However, there are some admissions documents that are not transferred to a student's permanent record.
- Cumulative academic records are located in the Office of the Registrar.
- Financial records are kept in the Office of Finance and the Office of Financial Aid. The Vice President of Finance and Administration and the Director of Financial Aid are the respective custodians.
- Disciplinary records are kept in the Office of Student Affairs.
- ADA (Americans with Disabilities Act) records are kept in the Office of the Registrar, and the assistant registrar is the custodian of the records.
- All other records not included above, such as minutes of faculty meetings, copies of correspondence in offices not already listed, etc., are collected by the appropriate official who can direct a student to their location. The custodians of these records are the various staff members who maintain the documents.

FINAL EXAMINATIONS

Final examinations will be given during final examinations week as published in the *Bastyr University Catalog*. Dates and times for administration of final examinations are determined according to the following criteria:

- The final examination for each course will be given on the last scheduled class day at the regularly scheduled time. For example, a class that meets Monday and Wednesday from 8:00 to 9:50 a.m. would have its final examination on Wednesday from 8:00 to 9:50 a.m.
- Instructors who wish to hold their final examinations on a day other than the last scheduled class day may do so only if the time is regularly available for that class. For example, a class that meets Monday and Wednesday from 8 to 9:50 a.m. may have its final examination on Monday from 8 to 9:50 a.m.
- Instructors may not combine multiple sections of a course for the purpose of administering a final examination because such combinations result in conflicts with students' commitments to their clinic schedules.
- Instructors who require more time for their final examinations than the regular schedule allows must work with the program chair and the registrar to schedule additional time.

The University offers an 11-week quarter with 11 contact hours for every one academic credit. Final examinations week constitutes the eleventh week of the quarter. Therefore, if an in-class or take-home final examination is not given in a particular course, that course will have regular class meeting(s) or appropriate instructional activities during final examinations week.

GRADING POLICIES

Grades are assigned based on the grading system of the department/program offering the course, rather than by the academic program in which the enrolled student is matriculated. Core courses required for an academic program will be graded according to the normal grading policy for that program.

GRADE APPEALS

The grade appeal process provides a confidential, fair and timely means for a student to appeal a grade. The intent is to promote a spirit of conciliation and mutual respect between students and faculty members.

Ultimate responsibility for integrity of grading belongs to the University as an institution. Faculty members routinely act as agents for the University in evaluating student academic performance and in assigning final grades.

The burden of proof lies with a student who is appealing a grade. However, every student has a right to know the criteria for performance evaluation applied in a course and the system of grading used by the instructor. This information must be included in the syllabus provided to students early in the quarter. The instructor has an obligation

to award grades on the basis of rational, objective evaluation of each student's performance.

Questions of judgment concerning course content, instructional methods and appropriateness of performance standards are not subject to review by this process. Questions about the application of general University policies are also beyond the scope of this process but may be addressed to the appropriate administrative department. This process does not apply to academic dismissals from the University (see separate academic policy/procedure).

A student who remediates a PC grade to an AC status may still appeal the original grade. Students must initiate grade appeals with the faculty member providing the course and follow the process as stated below.

Once the student has started the process and met the time lines, no grade will be changed until the appeal process is complete. If the student fails to initiate the appeal process within the proscribed time limits or fails to follow this sequence of instructions, the right to proceed with the appeal process is forfeited for that specific grade appeal.

Process

Students must initiate grade appeals with the program or department providing the course. The prefix designation of the course number signifies the department/program offering the course.

Step 1

When a student wants to contest a grade given by an instructor, the student must arrange an initial appointment with the instructor to permit the instructor to explain the evaluation that led to the grade and to allow the student to explain the nature of the appeal. The formal conference must take place no later than 5 p.m. on Friday of the first week of the following quarter (including summer quarter). All discussions and decisions rendered during the formal meeting will be documented by the faculty member.

Step 2

If the issue is not resolved between the student and faculty member within five working days, the next step is for the student to submit a written request to the department chair or lead faculty member of the program. If the faculty member is the chair of the department, the person handling the appeal will be selected on a case-by-case basis by the provost. The request must clearly state the student's reason(s) for appealing the grade received, clearly state the reason(s) for appealing the decision of the faculty member and include any other supporting documentation. After reviewing the documentation that chronicles the discussion and decisions reached in the initial meeting between the student and faculty member, the department chair or lead faculty member will meet with the student and faculty member to consider both perspectives and analyze the issue. The department chair or lead faculty member will render a decision regarding the appeal of grade and inform the student and faculty member in writing within five working days after the meeting. In the event that the appeal of grade comes forward the week prior to a holiday or quarter break in which classes are not in session, the issue should be resolved by the fifth day after classes resume. All discussions and decisions rendered will be documented by the department chair or lead faculty member.

Step 3

If the appeal of grade is unable to be resolved by the department chair or lead faculty member within five working days or if either the student or faculty member disagrees with the course of action proposed by the department chair or lead faculty member, an appeal may be made in writing to the dean of the appropriate school, if applicable, or to the provost within 10 working days. If no appeal is made within that time, the action proposed by the department chair or lead faculty member shall become final. The student must submit a written request to the dean of the school offering documentation that clearly states the issue and reason(s) for the appeal of grade. In turn, the faculty member must submit to the dean his/her reasons for disputing the department chair or lead faculty member decision. After also reading the documentation from the meetings between the student and faculty member and between the student and department chair or lead faculty member, the dean will meet with the student, faculty member and department chair or lead faculty member to hear each person's perspective and analyze the issue. The dean will render a decision and inform the student, faculty member and department chair or lead faculty member in writing within five working days after the meeting. In the event that this issue comes forward the week prior to a holiday or quarter break in which classes are not in session, the issue will be resolved by the fifth day after classes resume. The decision of the dean is binding and not subject to further appeal. All discussions and decisions rendered will be documented by the dean.

If the program does not have a lead department chair or lead faculty member, or if the department chair is the instructor, the student should go directly to the dean of the program.

If the instructor is the dean of the program, the student should go directly to the provost. The provost will meet with the student and the dean, document the discussion and render a decision within five working days. The decision of the provost is binding and not subject to further appeal.

Clinical Grade Appeals

Clinical grade appeals will proceed in a similar way and will follow the same time guidelines. Students will first address their concerns with the supervising clinical faculty member. If the issue is not resolved, students will then contact the department chair of the appropriate program. If the issue remains unresolved, the student is then to contact the appropriate academic clinic administrator of the school offering the course. The student must start the process and

meet the time lines, and no grade will be changed until the appeal process is complete.

GRADE CHANGES

The grades of PC, IP and I are considered temporary grades and designed to be changed (see Grading Policy.)

The grades of AC, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F are considered permanent grades and can only be changed if a faculty error was made at the time of issuance. The faculty member must submit documentation demonstrating the error to the registrar.

Students are not allowed to submit additional work after the quarter has ended with the intent to raise an A- through F grade. The option of "extra credit" work must be written into the syllabus and collected prior to the end of the quarter.

GRADUATE DEGREE PROGRAMS MACP MPH MSAS MSA MSAOM MS MIDWIFERY MSN MSNCHP MSNDPD

For the graduate degree programs, a student must maintain a cumulative GPA of 3.0 or better. Any required course in which a student receives a grade of F must be repeated.

The grading system used for graduate degree programs is identical to the undergraduate system (p. 33) except for the following: There is no grade of D+, D or D- for a graduate student, and the IP grade also applies to ongoing work on a thesis.

NATUROPATHIC MEDICINE DEGREE PROGRAM, DIETETIC INTERNSHIP AND CLINIC SHIFTS

Bastyr University provides a competency-based learning format in the classroom for students in the naturopathic medicine program, clinic courses and the dietetic internship program. A competency-based evaluation of student work and performance is structured on the premise of demonstrating competence in a well-defined set of information and/or skills.

With a competency system of grading, a student is aware of the learning objectives and core competencies for each course and clinic shift; knows how knowledge and understanding of these objectives and competencies are measured; and has the opportunity to demonstrate mastery by means of quizzes, exams, papers and/or practical application. The competencies established for each course reflect the goals and objectives of the appropriate program of study. Program and department chairs in the professional programs, in consultation with the faculty, determine the requirements and standards that students must meet in order to earn a grade of Achieved Competency, Partial Competency, Repeat Competency (NM program only) or Failure.

AC	Achieved Competency
PC	Partial Competency
RC	Repeat Competency (NM program only)
F	Failure
I	Incomplete – Personal emergency or serious illness
W	Withdrawn
AW	Administrative Withdrawn
IP	In Progress – for clinic shifts, preceptorships, clinic entry, theses, didactic courses and internships
N	No Grade
CE	Challenge Examination
NS	No Show
AU	Audit
WV	Waived

ACHIEVED COMPETENCY (AC): A grade of AC indicates the student has gained the defined knowledge, information, skills and core competencies and has met the learning objectives as defined in the syllabi. Students must attain a level of achieved competency (AC) in all courses, clinic shifts and internships. AC grades are not factored into the GPA.

PARTIAL COMPETENCY (PC): A grade of PC indicates that an aspect of the learning objectives or core competencies has not been achieved and there is need for further study to earn the required AC. Faculty determine the date by which a PC grade must be converted; however, PC grades must be converted no later than the end of the break of the subsequent quarter in which the grade was received. Students may be required to complete a PC contract with the faculty member. Upon conversion of the grade, the instructor must submit a grade change form to the registrar's office. Grades of PC that have not been converted to AC grades by the deadline revert to F grades. The course, lab, clinic shift or internship must then be repeated. PC grades do not translate into partial credit on transcripts and are not factored into the GPA.

- For non-sequential courses, the school dean or designee determines the date on which a PC grade must be converted, which must occur on or before the last weekday of the break after the subsequent quarter in which the grade was received.
- For sequential courses, PC grades must be remediated by 5 p.m. on the second Friday of the subsequent quarter. If not remediated by this deadline, the student will not be allowed to continue study in the next sequential course.

REPEAT COMPETENCY (RC):

Repeat Competency (RC) grades apply only to courses within the naturopathic medicine curriculum in which there are multiple core competencies (disciplines) within a course. An RC grade must be converted to AC in order for the student to progress within the naturopathic medicine curriculum.

AC grades are awarded to students demonstrating competency in all of the disciplines within a course. The grade of PC for a course is a temporary grade given when the student has a partial competency for one or more disciplines within a course and must take one or more remediation exam. If the student passes the remediation exam(s), then the PC converts to an AC. If a student fails all disciplines in a course, the grade for the course is F, and the entire course must be repeated.

An RC grade indicates that the student demonstrated competency in some of the disciplines within the course but must repeat and achieve competency in other disciplines in order to earn a grade of AC for the course. A student who is successful in at least one discipline receives an RC grade when s/he does not:

- meet the minimum points to be eligible to take a remediation exam for a discipline,
- successfully pass the remediation exam, or
- take the remediation exam.

While the student is in the process of repeating the discipline(s) in which competency must be demonstrated, the grade of RC will remain on the student's official transcript for that course. Once competency in all course disciplines is achieved, the professor submits a grade change form to the registrar's office.

Students who withdraw from the University with unremediated RC grades will receive a grade of F for those courses.

FAILURE (F): A grade of F indicates failure to meet the minimum level of competency for learning objectives or core competencies. A student who receives a failure in a required course, lab, clinic shift or internship must repeat that course, lab, clinic shift or internship.

WITHDRAWN (W): A withdrawal form must be completed, signed and filed in the registrar's office at least three weeks before the end of a given quarter. The W grade is transcripted for all course withdrawals after the first week of the quarter (with the exception of courses that have not yet met).

INCOMPLETE (I): A student who is doing satisfactory work in a course but cannot complete the work because of a serious illness or personal emergency may receive an I grade by filing an incomplete grade request form (approved by the instructor) with the Office of the Registrar. Incomplete grades may only be awarded in the last three weeks of the quarter (after the course withdrawal period has ended) or after at least 70 percent of the class has been completed (in the case of hybrid or courses with fewer than 11 weeks). Faculty determine the date by which an I grade must be converted; however, I grades must be converted no later than the end of the break subsequent to the quarter in which the grade was received. The deadline for classes that are part of a sequence is before the subsequent quarter starts. Students may be required to complete an I grade contract with the faculty member. Upon conversion of the grade, the instructor must submit a grade change form to the Office of the Registrar.

ADMINISTRATIVE WITHDRAWAL (AW): A student who is suffering from a serious illness or experiencing a personal emergency and is unable to withdraw from term-based classes within the appropriate time frame may be awarded an AW grade by the registrar. The AW grade is awarded for all incomplete courses in a given quarter. (See "Administrative Withdrawal" in the *Academic Policy and Procedure Manual* (p. 15)for more information.)

IN PROGRESS (IP): IP grades are indicated for didactic courses, clinic shifts, preceptorships, community practicum, clinic preparation, theses, internships and clinic entry courses in which work may extend beyond the end of a quarter. If not converted to a passing grade, IP grades may be converted to an F grade.

NO GRADE (N): N grades are assigned to indicate that a student is awarded no credit for a course but did not fail that course. N grades are administrative grades and are assigned only by the registrar. N grades are not refundable.

CHALLENGE EXAMINATION (CE): Please see "Challenge Examinations" in the *Academic Policy and Procedure Manual* (p. 18) for more information.

NO SHOW (NS): NS grades are assigned to indicate that a student did not attend class. NS grades are not refundable, and no credit is given.

AUDIT (AU): Students generally audit a course for their personal enrichment. No credit is given, and no academic grade granted. Courses taken for audit cannot serve as a prerequisite for a subsequent course.

WAIVED (WV): Courses are generally waived if a student has demonstrated competency in a particular subject matter but does not have the appropriate level of coursework from an accredited institution to allow a transfer of credit. There is no credit attached to a waived course, and a student is required to make up the corresponding credits waived with additional elective credits.

REPEAT COMPETENCY - RC - GRADES

Repeat Competency (RC) grades apply only to courses within the naturopathic medicine (NM) curriculum in which there are multiple core competencies (disciplines) within a course. An RC grade must be converted to AC (Achieved Competency) in order for the student to progress within the naturopathic medicine curriculum.

An RC grade indicates that the student demonstrated competency in some of the disciplines within the course but must repeat and achieve competency in other disciplines in order to earn a grade of AC for the course. A student who is successful in at least one discipline receives an RC grade when s/he does not:

- meet the minimum points to be eligible to take a remediation exam for a discipline,
- successfully pass the remediation exam, or
- take the remediation exam.

While the student is in the process of repeating the discipline(s) in which competency must be demonstrated, the grade of RC will remain on the student's official transcript for that course. Once competency in all course disciplines is achieved, the professor submits a grade change form to the registrar's office.

Students who withdraw from the University with unremediated RC grades will receive a grade of F for those courses.

UNDERGRADUATE DEGREE PROGRAMS

For the undergraduate degree programs, a student must maintain a 2.0 cumulative GPA in order to remain in good standing. Any required course in which a student receives a grade of F must be repeated.

The letter grading system for acupuncture and Oriental medicine,* nutrition, exercise science, herbal sciences, integrated human biology and health psychology undergraduate programs is as follows:

A	95 percent-100 percent or 4.0
A-	90 percent-94.9 percent or 3.7
B+	87 percent-89.9 percent or 3.3
B	83 percent-86.9 percent or 3.0
B-	80 percent-82.9 percent or 2.7
C+	77 percent-79.9 percent or 2.3
C	73 percent-76.9 percent or 2.0
C-*	70 percent-72.9 percent or 1.7
D+*	67 percent-69.9 percent or 1.3
D*	63 percent-66.9 percent or 1.0
D-*	60 percent-62.9 percent or 0.7
F	Below 60 percent or 0.0

AC	Achieved Competency – for clinic shifts, preceptorships, community practicum, outreach and practical courses
PC	Partial Competency – for clinic shifts, preceptorships, community practicum, outreach and practical courses
I	Incomplete – personal emergency or serious illness
W	Withdrawn – A withdrawal form must be completed, signed and filed in the registrar's office at least three weeks before the end of a given quarter. The W grade is transcripted for all course withdrawals after the first week of the quarter (with the exception of courses that have not yet met).
AW	Administrative Withdrawal
IP	In Progress – for didactic courses, clinic shifts, preceptorships, community practicum, outreach, clinic preparation, clinic entry, senior year projects and practical courses
N	No Grade
CE	Challenge Examination
NS	No Show
AU	Audit
WV	Waived

For explanation of grading terms, see above.

**It should be noted that while a C-, D+, D and D- grades are passing, some courses require a C grade for professional standards.*

GRADUATION CEREMONY PARTICIPATION

Diplomas are awarded upon satisfactory completion of all program requirements (as printed in the catalog at the time of matriculation) and meeting all financial obligations to the University. Although participation in the annual June commencement ceremony does not guarantee or constitute a confirmation of graduation status or of the actual awarding of a degree, students may participate in the annual June graduation ceremony prior to completing degree requirements subject to the following:

- Early graduation participants must be in good academic standing and have the approval of their dean and program chair two months prior to the ceremony.
- All students must have a verifiable plan to complete all didactic, clinical, internship and preceptorship requirements no later than the end of the calendar year in which the June ceremony is held.
- For thesis students, the chair of the thesis committee must certify two months prior to the ceremony that the student is on track to complete his/her thesis requirements by the end of the calendar year in which the June graduation ceremony is held.

It is the responsibility of the dean and chair of each school and department to enforce this policy regarding early participation in the annual graduation ceremony. Any exceptions must be approved by the dean and communicated to the registrar's office two months prior to the graduation ceremony in which the student will participate so that the commencement program can reflect the student's participation status.

Students who fulfill all program requirements during summer or fall quarter and who did not participate in the graduation ceremony prior to the awarding of their degrees may participate in the following graduation ceremony by notifying the dean of students of their intent at least two months prior to the June ceremony date.

INDEPENDENT STUDY

Independent study allows individual students to study areas of interest not included in the regular curriculum with the aid of an instructor or a qualified resource person. Students may take an independent study course only if they are in good academic standing. Approval of the dean (or designee) of the school in which the student is enrolled is also required. Required courses may not be taken as independent study.

One credit of independent study is expected to be the equivalent of approximately 30 hours of work within the chosen area of study. Registration forms for independent study are available from the Office of the Registrar. Deadlines for registration, payment of tuition and grading of independent study courses are the same as those for regularly scheduled courses.

LEAVE OF ABSENCE

If a student wishes to stop attending Bastyr University for a period of up to one year and intends to return to his/her current program of study, s/he must submit a leave of absence request form to the registrar. A student who stops attending classes and fails to apply for a leave of absence will be considered withdrawn from the University.

All students are required to complete an exit interview with their deans or department/ program chairs prior to taking a leave of absence. Deans or department/program chairs may set conditions to which a student must comply before s/he is allowed to return to the University. All financial aid recipients are encouraged to schedule an exit interview with a financial aid advisor to be informed of his/her rights and responsibilities during the leave period. A student on leave is still required to meet any grade remediation (e.g., PC and I grades) deadlines during his/her leave of absence.

An additional year of leave may be approved by the department chair, dean or dean's designee. The student must submit, within the initial leave period, a letter indicating reasons why a one-year extension is necessary. If a student's leave is extended beyond one year, s/he may be required to complete the graduation requirements in the catalog for the year s/he plans to return. After more than two academic years of absence, a student will be considered withdrawn and must reapply for admission to the University. Upon re-admittance, the student will be required to complete the graduation requirements for the re-entry year.

A student who does not return after his/her initial one-year absence and has not requested an extension will be considered as having withdrawn from the University. If that student wishes to return at a later date, s/he will be required to reapply for admission and may need to meet subsequent degree completion requirements. If reapplication is made, previous course content will be evaluated and may be considered incomplete or outdated according to current standards.

A student who wishes to return must submit a letter to the Office of the Registrar within the approved leave period confirming his/her intent at least 60 days prior to the start of the quarter in which a student intends to enroll. All returns from leaves of absence are contingent on obtaining approval from the student's department chair, dean or dean's designee, whose decision is final.

MAKING UP CLASSES

When classes are not held due to an official holiday recognized by the University, classes are not to meet, for any reason, on those holidays nor are make-up classes to be held to account for classes missed due to a holiday.*

When classes are cancelled due to illness of the instructor, inclement weather, power outage or other acts of God, and the instructor wishes to make up the class, the following applies:

- Make-up classes cannot be held on official University holidays.
- The instructor may reschedule class time with approval from the majority of students. Since all students may not be able to attend this make-up class, the following policy applies:
    - Exams may not be given during a make-up class.
    - Absences cannot count against any attendance requirements.
    - The instructor must provide lecture notes or appropriate learning materials to those not in attendance.

* Note:

If faculty know in advance that they must have the total number of hours that would ordinarily be available if there were no holiday(s) that information must be presented to the appropriate chairperson prior to establishing the schedule so that those hours can be rescheduled. For example, a Monday class in winter quarter that ordinarily meets two hours each week for 10 weeks ought to be scheduled for two and one-half hours each week for the eight actual class meetings to achieve the needed number of hours.

MEDICAL EMERGENCY WITHDRAWAL

When a student withdraws from the University prior to the end of the sixth week of the quarter, the usual refund policy (p. 235)applies. However, starting in the sixth week and through the eighth week of a quarter, if a student is forced to withdraw from all classes due to a medical emergency, the following policy will apply:

- The student or her/his representative must provide documentation of the nature and duration of the medical emergency to a committee consisting of the program chair, dean of students and registrar.
- The grade of "AW" will be awarded for all courses. A tuition refund of 50 percent will be given to the student. When the student re-enrolls at the University, s/he must re-register for the course/s. (There is no challenge or competency exam in lieu of original course/s.)

Should the student not re-enroll within eight quarters of the end of the last successfully completed quarter, s/he must apply for readmission.

After the final day to withdraw in any given quarter, students must submit a request for an incomplete grade if they are forced to leave due to a medical emergency.

MEDICAL MODELS

Bastyr University requires the use of paid professional medical models, or standardized patients, for all clinical skills training and practice sessions that involve the genitals, rectum or breasts. Students are prohibited from conducting such exams or procedures on other Bastyr University students. In addition, a licensed practitioner is required to remain in the room while students conduct such exams or procedures.

The hiring of medical models is coordinated through the school/department program supervisor/coordinator.

NEW CERTIFICATE PROGRAMS AT BASTYR UNIVERSITY

New certificate program development is primarily the responsibility of the school dean and/or department chair and faculty of existing departments, although the University may seek/receive ideas for new academic programs from external sources. Individuals wishing to help develop a new certificate program should first discuss his/her ideas with the dean/department chair. If the dean/department chair believes that the program is feasible, s/he will direct the individual to the provost for further discussion. Approval and funding to undertake an academic risk analysis and/or market study to determine if the proposed program is likely to be successful must be obtained in advance from the provost.

The provost meets with the University president to discuss the program before designating the appropriate individual to complete, with input from marketing and admissions, an academic risk analysis and/or market study for any new certificate program curriculum. In addition, as the proposed program progresses through the approval process, the department confers on a regular basis with marketing and admissions on the development of program promotion materials and time lines.

The academic risk analysis must be presented to the appropriate school curriculum review committee (CRC) for review. If the school CRC endorses the proposal, the dean/chair supporting the proposal must consult with the faculty and chairs of other programs that may interface or overlap with the proposed program along with the registrar and the admissions director to consider instructional, implementation and funding concerns.

Proposals for new certificate programs must be presented to Academic Council for review and discussion in order to advance to Academic Leadership Council (ALC). ALC, in turn, recommends that the provost approve advancement of the proposed program to the University CRC.

The dean, department chair or designee submits signed course proposal forms for each new course to the University CRC. If the new certificate program involves any possible crossover or overlap with any other University program, the appropriate dean/department chair must be directly consulted prior to the University CRC meeting. The school/department designee representing the new program at CRC meetings should review all requirements outlined in the Academic Policy and Procedure CRC policy (p. 21) well in advance to prevent delays in this segment of the review process.

After University CRC review, the provost presents the new certificate program proposal to President's Cabinet and the Academic Affairs Committee. The Academic Affairs Committee is responsible for recommending new program proposals to the University Board of Trustees for approval to proceed with accreditation and implementation.

The academic department is responsible for working with the appropriate University offices to complete a draft program proposal that conforms to NWCCU standards, as outlined under "Standards and Policies." The provost is responsible for submitting the final program prospectus to NWCCU for approval. If the new certificate program requires professional accreditation, the dean/chair must work with the provost to coordinate submission requirements. NWCCU as well as the professional accrediting association must provide final approval prior to active new program promotion, student recruitment and implementation.

Proposals for New Certificate Programs

Draft and final new certificate program proposals must meet NWCCU Policy A.2 standards regarding substantive changes located here.

NEW DEGREE PROGRAMS AT BASTYR UNIVERSITY

New degree program development is primarily the responsibility of the school dean and/or department chair and faculty of existing departments, although the University may seek/receive ideas for new academic programs from external sources. Individuals wishing to help develop a new degree program should first discuss his/her ideas with the dean/department chair. If the dean/department chair believes that the program is feasible, s/he will direct the individual to the provost for further discussion. Approval and funding to undertake an academic risk analysis and/or market study to determine if the proposed program is likely to be successful must be obtained in advance from the provost.

The provost meets with the University president to discuss the program before designating the appropriate individual to complete, with input from marketing and admissions, an academic risk analysis and/or market study for any new degree program curriculum. In addition, as the proposed program progresses through the approval process, the department confers on a regular basis with marketing and admissions on the development of program promotion materials and time lines.

The academic risk analysis must be presented to the appropriate school curriculum review committee for review. If the school CRC endorses the proposal, the dean/chair supporting the proposal must consult with the faculty and chairs of other programs that may interface or overlap with the proposed program along with the registrar and the admissions director to consider instructional, implementation and funding concerns.

Proposals for new degree programs must be presented to Academic Council for review and discussion in order to advance to Academic Leadership Council (ALC). ALC, in turn, recommends that the provost approve advancement of the proposed program to the University CRC.

The dean, department chair or designee submits signed course proposal forms for each new course to the University CRC. If the new degree program involves any possible crossover or overlap with any other University program, the appropriate dean/department chair must be directly consulted prior to the University CRC meeting. The school/department designee representing the new program at CRC meetings should review all requirements outlined in CRC policy (p. 21) well in advance to prevent delays in this segment of the review process.

After University CRC review, the provost presents the new degree program proposal to President's Cabinet and the Academic Affairs Committee. The Academic Affairs Committee is responsible for recommending new program proposals to the University Board of Trustees for approval to proceed with accreditation and implementation.

The academic department is responsible for working with the appropriate University offices to complete a draft program proposal that conforms to NWCCU standards, as outlined under "Standards and Policies." The provost is responsible for submitting the final program prospectus to NWCCU for approval. If the new degree program requires professional accreditation, the dean/chair must work with the provost to coordinate submission requirements. NWCCU as well as the professional accrediting association must provide final approval prior to active new program promotion, student recruitment and implementation.

Proposals for New Degree Programs

Draft and final new degree program proposals must meet NWCCU Policy A.2 standards regarding substantive changes located here.

NON-MATRICULATED STUDENT ENROLLMENT

Non-matriculated students at Bastyr University may enroll in undergraduate courses if the following conditions are met:

- There is space available in the class upon completion of the initial add/drop period for matriculated students
- Students have successfully completed prerequisites for the course at an accredited college or university and attained a C grade or better or have program/department chair permission

The registrar's office will check the prerequisites of non-matriculated students entering into undergraduate courses before registering them for the course.

PROGRAM ELIMINATION OR SIGNIFICANT CHANGES

In the event a program is eliminated or a significant change is made in the curricular requirements of a program, Bastyr University will provide advance notice to students currently enrolled in that program.

The required curriculum for an eliminated program will be offered through the prescribed graduation date of the last cohort enrolled in that program. The prescribed graduation date is the official program end date. Bastyr University is under no obligation to offer required courses for the eliminated program past the announced end date.

Once a program end date is announced, prospective or previously withdrawn students may not apply for admission to the eliminated program.

Students enrolled in a program that has been significantly changed may be responsible for additional charges related to additional courses needed to complete new curriculum requirements. However, extra time necessary to complete the revised curriculum must not exceed the maximum time allowed by the University for program completion.

RECORDING LECTURES

Bastyr University respects and supports the intellectual property rights of its faculty members. The University Intellectual Property policy is located here on MyBU, the University's intranet.

Students must obtain permission from the instructor before recording lectures or other course activities. All recordings are for personal study use only and may not be shared by copying or posting to a site available to other individuals, even if those individuals are students of the University. If given permission to record, students must delete all recordings no later than the end of the day on which grades are available for the quarter during which the recording was made.

In some cases a dean or department chair may request permission from the instructor to record lectures or other course activities.

Students protected under ADA and Title IX must register with the Tutoring and Disability office to qualify for an exception to this policy for instructors who prohibit students from recording their lectures.

REGISTRATION APPEAL TIME LIMIT

Students are responsible for regularly reviewing the information contained in their academic record for accuracy.

Appeals regarding missing or incorrect course registration information are filed by submitting a letter of appeal with supporting documentation to the registrar's office within 12 months of the end of the quarter in which the student claims there is an issue with their course registration information. Students applying for an official leave of absence or withdrawing from the University should review their academic record and submit the necessary appeal documentation prior to departure to ensure that they meet this 12-month deadline.

RETAKE AND RESCHEDULED EXAMINATIONS

Students must take exams at the regularly scheduled examination times. No exams will be given early.

AC/PC Graded Courses

Failed examinations within an AC/PC graded course may be retaken only once and only with the approval of the instructor. The examination must be completed within the time line stipulated by the department.

A – F Graded Courses

Failed examinations within an A – F graded course may not be retaken.

Rescheduled Examinations

An examination may be rescheduled and proctored only in the case of a personal emergency (for example, hospitalization or death in the family) or due to a University-recognized religious holiday (see attendance policy (p. 17)).

The student must present supporting documentation for the absence to the faculty member. The exam must be taken the day the student returns from his/her emergency absence or at the earliest possible date a proctoring situation can be scheduled. The faculty member and student will coordinate in person, by phone or via email a mutually agreeable time and place for the retake of the missed examination. The student will take the test proctored by the faculty member or designee at the scheduled time, and the faculty member will submit the grade to the registrar.

STUDENTS PERFORMING PROCEDURES ON FELLOW STUDENTS

The purpose of this policy is to provide guidance for instructors when students are practicing or performing examinations or procedures on one another. The principles of informed consent are fundamental to these activities. The stringency of standards for ensuring explicit and non-coerced informed consent increases as the invasiveness and intimacy of the procedure increases.

- In the context of learning basic clinical skills, students will be advised in course syllabi that they are thereby asked to participate in and consent to examinations and procedures performed on them by fellow students. Consent is implied unless the student notifies the instructor to the contrary.
- Instructors will explain to students how the examinations or procedures will be performed, making certain that students are not placed in situations that will violate their privacy or sense of propriety. The confidentiality, consequences and appropriate management of a diagnostic finding will also be discussed.
- Students are given the choice of whether to participate via the information outlined in the course syllabus, and there is no requirement for a student to provide a reason for his/her unwillingness to participate.
- Students will not be penalized for refusal to participate. Thus, instructors must refrain from evaluating a student's

overall performance in terms of his/her willingness to volunteer as a "patient."

- Individual academic departments are responsible for establishing the standards and requirements relevant to the learning experience for each discipline and for ensuring that faculty members include language in their course syllabi concerning consent to participate in examinations and procedures performed by other students.
- In the case of a documented refusal to participate in experiencing a particular examination or procedure that the department has established as a requirement, instructors are responsible for determining alternative methods to ensure that the student obtains the required experience. The plan must be approved by the dean or dean's designee, and any costs associated with an alternative method used to fulfill a requirement are the responsibility of the student.

If a student is opting out creates a shortage of students on which other students can perform a procedure, the opting-out student must provide a substitute, at his/her own expense, to take his/her place.

STUDENTS TEACHING

Students matriculating through any program at Bastyr University may not be hired as a faculty member to teach their fellow students within the same program. This includes advanced-standing students.

Master's students can be hired to teach students in a bachelor track within the same program. Graduate students in separate degree programs may teach if not concurrently dually enrolled.

Due to the inherent conflict of interest in being both a student and a faculty member, a student who is in an instructional role at the University may not be permitted to have some of the same privileges as adjunct faculty. Examples include attending faculty council, attending faculty program meetings or being listed in the catalog. The supervising program chair or dean will determine which rights and privileges students acting as adjunct faculty will be allowed.

TB TESTING AND HEPATITIS B IMMUNIZATIONS

These policies were enacted to protect the health and safety of employees and students who may be exposed to certain biohazards in the campus and clinic working environments.

Tuberculosis Screening

All faculty, staff and students who work or have shifts at Bastyr University clinics are required to be screened for tuberculosis (TB). BUC requires annual screening. BCNH requires screening once-upon entry and does not need to be repeated unless there is an outbreak (offsites and preceptorship locations may require additional screening). Two screening options are available: tuberculosis skin test (TST, also called PPD) or QuantiFERON blood test (QFT).

Bastyr provides one TB testing clinic each year at each location (BUC and Kenmore campus), and all are encouraged to have their screening performed in sync with these week-long clinics, called TB Weeks. Students pay $10 per test toward the cost of their TST during the TB Week clinic, or $20 per test if they make a special appointment at one of the University clinics. QFT is available at LabCorp for an approximate cost of $120 (lab will bill patient or insurance).

If a student gets a positive result on the TST or QFT, they will need to get a chest X-ray. A Bastyr physician will refer them to get the X-ray. If a chest X-ray is necessary, Bastyr University agrees to pay 50% up to $40 toward this cost. A reimbursement form should be completed and is available at the Student Services Resource Center or on MyBU. Request for reimbursement must be received within 60 days of the date of service. Questions regarding TB screening or requests for forms can be addressed to the Clinic Compliance Specialist.

Bastyr personnel are exempt from TB screening if they have documented history of past positive test (TST or QFT) and a chest X-ray within one year of hire/entry. Annual questionnaires are required at BUC.

Hepatitis B Immunizations

The following groups of people are required to provide documentation of either hepatitis B immunization series (3 doses) or immunity to hepatitis B (titer) or complete the online waiver form along with a release of liability: all students in clinical programs, all clinical faculty and all laboratory and operations assistants who are category I (those who have daily exposure to blood or body fluids) and category II (those who have occasional exposure to blood or body fluids).

Bastyr University agrees to pay 50 percent of the cost of the hepatitis B immunization series for students. A reimbursement form should be completed and is available at the Student Services Resource Center or or on MyBU. Request for reimbursement must be received within 60 days of the date of service.

Note: All students are required to pay in full the cost of testing antibody levels for any of the agents listed above, if they choose to check for individual immunity, prior to waiving or taking any immunizations.

Commencement of the immunization series (or submission of a waiver) and TB screening shall occur before the first day of work for all faculty and staff, and before ND, AOM and

clinical nutrition students begin their clinic shifts. Hepatitis immunization forms/waivers are distributed to students in one of their required clinical courses. Hepatitis immunization questions can be directed to the Blood Borne Pathogen Safety Officer.

Anyone who has elected to waive the immunization series has the option to change that election, at any time, and take the immunization series and submit documentation to the Clinic Compliance Specialist who will update their record.

TEACHING ASSISTANTS

Bastyr University has two teaching assistant (TA) designations. Both types of TAs assist with classroom or lab teaching activities under the supervision of faculty members. The designations and responsibilities for each of the two types of TAs are listed below.

Professional teaching assistants and clinical supervisor assistants

Professional teaching assistants and clinical supervisor assistants (collectively referred to as professional TAs) have earned a degree, graduated and are either licensed in their professions or have demonstrated the required expertise to assist faculty in classes, labs and/or clinical rotations. They are assigned duties commensurate with their levels of expertise in their disciplines.

Responsibilities for professional TAs may include any of the following:

- Assist with in-class, -lab and/or clinical rotation skills and techniques training
- Assist in advanced skills classes or in a class or break-out sessions where professional-level expertise is required to support the faculty member
- Provide feedback to instructor regarding skills or learning assessment Assists seminar instructor or guest lecturer during an on-site presentation
- Grade individual student assignments (excluding final examinations) if Scantron-based
- Grade non-Scantron-based student assignments only if a rubric is provided by the course's faculty member
- Post grades for individual student assignments
- Assist in teaching demonstrations, answering questions during class sessions and tutoring students individually or in small group settings (within approved work hours) Professional TAs may NOT:

- Determine student final grades
- Post final grades for a class
- Act as an academic advisor to students

Work study teaching assistants

A work study teaching assistant is a student who is enrolled at the University and hired through the Work Study Office at the request of the program supervisor/coordinator. S/he assists faculty members in course preparation, course-related activities and other clerical duties. Procedures for hiring work study teaching assistants is determined by the Office of Financial Aid.

A work study teaching assistant must:

- Successfully complete the course or possess equivalent knowledge in the subject matter for which they will become a TA
- Complete a confidentiality agreement and all other necessary work study paperwork prior to being hired as a TA
- Maintain good academic standing Responsibilities for work study TAs are limited to the following:

- Assist faculty member with course preparation such as copying course materials, collating handouts and completing other clerical duties
- Assist with labs and techniques classes
- Correct Scantron-based exams/quizzes/evaluations
- Correct exams/quizzes/evaluations for which they are provided a rubric or answer key
- Provide research support
- Conduct out-of-class course content reviews or study groups only if time spent on those activities does not exceed the total number of hours allocated for the quarterWork study TAs may NOT

- Grade exams, quizzes or essays/papers that are not Scantron-based or for which they do not utilize a rubric or answer key
- Have access to Moodle or attendance records
- Assess students in lab or technique classes, case studies, or break-out groupsFaculty members must obtain pre-approval from their department chair or designee before hiring any TA. The number of hours a TA may work during the quarter may be limited (i.e., not cover the course's total number of credit hours). In addition, any hours over the per-credit hourly limit must be approved in advance and in writing by the department chair/or designee. The supervising faculty member is responsible for managing the TA's time accordingly.

  Moodle access for a TA will be determined by the program supervisor/coordinator according to the

responsibilities assigned and may not exceed the authorized tasks listed above for each designation. Again, TAs may not post student final grades. In addition, TAs are not given access to e-CAMS, regardless of their designation or assigned responsibilities.

Prior to being given Moodle access, every TA will be required to sign the "Confidentiality of Records Agreement" before a designated department witness, generally the program supervisor/coordinator. Once this document is signed and filed within the department, the program supervisor/coordinator will request a Bastyr email address for the professional TA if she/he does not currently have one to allow Moodle access.

Program supervisors/coordinators are responsible for maintaining current TA lists for their programs and notifying both the e-Learning Specialist in Academic Support Services and the IT Help Desk of changes on a quarterly basis. If a professional TA is expected to return within an acceptable time-frame determined by Human Resources policy, the TA's logon and email address may remain in place.

THESIS CONTINUATION

Students who have not completed their thesis by the end of their last quarter of attendance at Bastyr University but who have registered for the number of theses credits required for their programs will be required to register for Thesis Continuation. Thesis Continuation is a 0.0 credit "course" which maintains the student's enrollment at Bastyr University; it carries a Thesis Continuation fee equivalent to tuition for 1 part-time credit.

Students who do not register for Thesis Continuation or fail to pay the Thesis Continuation fee are not permitted to utilize faculty time or other University resources.

The registration and payment deadlines for Thesis Continuation are the same as those published for regular registration activities.

TRANSFER OF CREDIT TO BASTYR UNIVERSITY

Transfer credit may be granted from institutions that are accredited by regional accrediting agencies recognized by the American Council on Education Commission on Recognition of Postsecondary Accreditation and from institutions accredited by the Council on Naturopathic Medical Education (CNME), Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), Accreditation Council for Education in Nutrition and Dietetics (ACEND) and Midwifery Education Accreditation Council (MEAC). Students who apply to Bastyr University with credit from schools outside of the U.S. are required to obtain international transcripts assessed by an evaluation service recognized by Bastyr University. Credits from schools outside the U.S. are evaluated according to nationally established norms.

For courses taken prior to matriculation into Bastyr University, transfer credit can only be granted within the first year of attendance.

For validation of coursework that is not transferable because the level of the material or the accreditation of the credit-granting institution is not appropriate, please refer to the policy and procedures governing competency examinations elsewhere in this manual.

For validation of knowledge of subject matter learned in non-academic settings, please refer to the policy and procedures governing challenge examinations elsewhere in this manual.

If an enrolled student wishes to complete a program requirement at another institution with the intent to transfer credit for that course to Bastyr, s/he should submit for advance approval a petition to waive, substitute or transfer credits along with a description of the course s/he wishes to complete elsewhere. Courses submitted for transfer that have not received prior approval are not guaranteed transferability.

Undergraduate Transfer Credit

Bastyr University accepts for transfer undergraduate credits earned at any regionally accredited college or university, provided the courses are similar in content and level as those taught at Bastyr University or satisfies the basic proficiency and science or general education requirements for an undergraduate degree. Undergraduate students may also transfer through the ACE Alternative Credit project up to 45 lower-division General Education credits. Transfer credit determinations are made at the time of admission to Bastyr University. Students should review the University's evaluation of their credits and, if necessary, file a petition to waive, substitute or transfer credits for any course in question before they begin their first quarter at Bastyr University.

Earned credits of any age (with a minimum grade of C or 2.00) may be transferred toward bachelor's degree completion requirements in satisfaction of basic proficiency and science or general education requirements in the following areas:
English literature or composition
Public speaking
College-level algebra *
General cell biology with lab

General chemistry (science major level with lab)
General psychology
Introductory nutrition
Microbiology
Botany

* Intermediate algebra is not considered college level, and credits taken will not transfer toward degree completion

Earned credits of any age (with a grade of D or 1.00 or better) may be transferred toward bachelor's degree completion requirements in satisfaction of general education requirements in the following areas:
Arts and humanities
Natural sciences and mathematics
Social sciences (health sciences only)

Electives

Physical education activity and skill classes are limited to three credits in transfer. Courses of a vocational-technical nature may be transferred up to a maximum of 15 quarter credits. These courses must be numbered 100 or above and must have value within the degree that the student is seeking at Bastyr University.

The maximum number of transfer credits acceptable for any undergraduate student entering Bastyr University is 135 quarter credits. No more than 90 of those credits may be from a community college, with the following exception: an additional ten credits may be accepted from a community college in the following areas if the content of the courses in question is determined to be equivalent to the required courses at Bastyr University:
Organic chemistry
Anatomy and physiology
Microbiology
Statistics
Developmental psychology, abnormal psychology, social psychology and psychology of personality

Courses taken at other accredited institutions beyond the maximum transferable credits will be waived if they satisfy degree requirements, but credit will not be granted and total degree requirements will not be reduced. The elective credit requirement will be increased by the amount so recognized.

A minimum of 45 quarter credits must be completed at Bastyr University. Students must meet all prerequisites, general education, program and elective requirements regardless of the number of credits that are accepted in transfer.

Graduate and Professional Transfer Credit

(revised 020717)

Graduate and professional students may be awarded transfer credit for coursework at the graduate level (typically numbered 500 or above) from other accredited institutions with a minimum grade of C or 2.00. Graduate and professional students wishing to transfer coursework to Bastyr University must submit a petition to waive, substitute or transfer credits for each course in question to the advising/evaluation staff in the registrar's office.

Courses satisfying any graduate program requirements customarily have requirements regarding currency and will be evaluated in that context before the student's admission to Bastyr University.

The maximum number of transfer credits acceptable for most graduate students entering Bastyr University is 20 percent of the credits required for the degree. For these students, a minimum of 80 percent of the graduate degree requirements must be completed at Bastyr University.

For students entering Bastyr University's naturopathic medicine program at the Kenmore campus from an institution accredited by CNME, the maximum number of transferable credits is 40 percent of the total credits required for the ND degree. For naturopathic medicine students at the Kenmore campus, a minimum of 60 percent of the ND degree credit requirements must be completed at Bastyr University. Students transferring from a CNME-accredited institution are still subject to transcript evaluation for course equivalency and all other transfer and program admission requirements. For other students entering the Naturopathic Medicine program or any other doctoral program at the Kenmore campus, no more than one third of the total number of credits may be accepted for transfer credit.

For students entering Bastyr University's naturopathic medicine program at the San Diego campus, the maximum number of transferable credits is 45 quarter credits according to standards established by the California Bureau of Private and Postsecondary Education (BPPE). Students transferring are subject to transcript evaluation for course equivalency and all other transfer and program admission requirements.

Students must meet all prerequisite, program and elective requirements regardless of the number of credits that are accepted in transfer. More information regarding program prerequisites and credits is available in the University's catalog; information on elective credit is located elsewhere in this manual.

UNDERGRADUATE HONORS AT GRADUATION

Undergraduate students who complete all degree requirements with a cumulative grade point average (GPA) of 3.80 or higher are eligible to be awarded honors at graduation. This policy is effective for undergraduate students graduating June 2016 or later.

Since grades for spring quarter are not available until after the commencement ceremony in June, GPAs are calculated using grades earned at Bastyr University through winter quarter of senior year. Congratulatory letters announcing honors at graduation are mailed to eligible students by the Office of the Provost at least one month prior to graduation.

Students awarded honors at graduation will be indicated in the commencement program by an (H) next to their names. Student transcripts will also reflect honors status at graduation.

GENERAL INFORMATION

INTRODUCTION

Bastyr University, located in the beautiful Pacific Northwest, approximately 15 miles from the city of Seattle, Washington, with an additional location in San Diego, California, is a progressive, accredited, nonprofit university, internationally recognized as a pioneer in natural health arts and sciences education and research. Since its inception, the University has based its educational, clinical and research programs on the following key principles:

- Treatment of the whole person
- Prevention of disease
- Teaching patients how to take responsibility for their own health
- Enhancing each individual's inherent healing ability, using natural, nontoxic therapies

Over the years the University has broadened its mission to integrate Western scientific standards with traditional natural healing methods from around the world. The University has expanded and strengthened the academic and clinical education of naturopathic medicine practitioners. It has developed unique academic degree programs in acupuncture and Oriental medicine, ayurvedic sciences, nutrition, exercise science and wellness, herbal sciences, culinary arts, midwifery, public health, integrated human biology, and counseling and health psychology, as well as specialized non-degree programs that reflect its founding philosophy.

The education of graduate natural health practitioners and highly qualified undergraduate students at Bastyr University emphasizes development of the scientific understanding of the structure and function of the human body and the disease process, balanced with a profound appreciation for, and ability to activate, the unique self-healing ability inherent in every human being. The University's educational approach is an integrated one, offering traditional didactic instruction combined with innovative and interdisciplinary problem-based learning in rigorous academic and clinical environments. The learning experience emphasizes academic excellence, the development of individual talents and mastery of critical competencies.

Students learn under the guidance of outstanding faculty. More than 90 percent of the University's health sciences core faculty members have earned terminal degrees, and many are successful private practitioners who contribute a wealth of practical experience to classroom and clinical instruction. Laboratory experiments, demonstrations, clinical experience and case-oriented instruction help students develop practical, patient-oriented skills and understanding. Student clinicians are also trained to recognize when other modes of treatment are in the best interests of the patient and to make appropriate referrals to colleagues in other health care professions.

Bastyr University is dedicated to educating individuals to meet the health and well-being needs of the 21st century. Through practice and research, Bastyr graduates will further develop ways to integrate scientific and traditional healing methods in support of the innate healing power of the individual as part of the greater human community.

VISION STATEMENT

As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community.

MISSION STATEMENT

We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.

CORE THEMES

As an accredited university, Bastyr engages in on-going self-assessment of its programs, student success, faculty, staff, physical capacity, long-term planning and resources. That process involves the development of core themes and goals that are used to characterize the University's priorities and provide the framework for continuous improvement and mission fulfillment.

As stated in its 2015 Mid-Cycle Report to the Northwest Commission on Colleges and Universities, the University's core themes and goals are:

Core Theme One: Academic Achievement

- Goals: The University offers a rigorous and relevant curriculum, has a highly qualified faculty with excellent teaching skills, and supports student success and program completion.

Core Theme 2: Research in the Natural Health Arts and Sciences

- Goals: The Bastyr University Research Institute follows a comprehensive strategic plan that articulates its growth plan over the next decade, faculty are encouraged and supported to pursue research/scholarly activity and disseminate findings, and students are encouraged to participate in research training and scholarly activity.

Core Theme 3: Clinical Training and Community Health

- Goals: All University clinical programs provide clinical training that prepares competent entry-level health professionals that offer high-quality services to the community.

Core Theme 4: Interdisciplinary Integration

- Goals: The University supports institution-wide interdisciplinary integration by strengthening faculty training, infrastructure and policies. In addition, students gain the knowledge, skills and attitudes to work collaboratively with a variety of health professionals to improve the health of patients and the human community.

These four core themes align with the Bastyr University mission statement: "We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature, and recognizing that body, mind and spirit are intrinsically inseparable, we model an *integrated approach to education, research* and *clinical service*." Education, research and clinical services constitute the foundation upon which Bastyr University stands, and the interdisciplinary integration of these three primary areas of focus describes the approach the University uses to achieve mission fulfillment.

STRATEGIC PLAN

In order to accomplish this vision of the future, the Bastyr Community and Board of Trustees offers updated institutional strategic initiatives identified in previous planning cycles. The updated institutional strategic initiatives follow measurable outcomes and selected tactics that will drive decision making and inform and guide the daily lives of all member of the Bastyr community and ensure that the University, remain sustainable for generations to come and helps to transform the health and well-being of the human community. Those updated institutional strategic initiatives are as follows:

Strategic Initiative # 1: Convene internal and external conversations that facilitate interdisciplinary integration of our program's graduates into the broader provision of general healthcare, influence health policy for and advance the general public's awareness of our graduates unique value among the growing collection of naturally-inclined providers and support the University's mission to educate future leaders in the credentialed professions that arise from world class natural health arts and sciences education.

Strategic Initiative # 2: Support academic programs that are essential to a high-quality education in the natural health arts and sciences.

Strategic Initiative # 3: Attract and retain highly qualified faculty and staff who are responsible for delivering quality education and support services; safeguarding academic freedom; administering a diverse range of educational, clinical and research initiatives; ensuring the integrity of the curricula; and maintaining the University's commitment to its mission and vision.

Strategic Initiative # 4: Attract, support and retain exceptional students representing diverse cultures, races/ethnicities, life experiences and perspectives.

Strategic Initiative # 5: Develop innovative and effective methods for teaching and research that validates whole-person health.

Strategic Initiative # 6: Expand the career opportunities for graduates through expanded career preparedness training, residency opportunities, partnerships, and applicable clinical training.

Strategic Initiative # 7: Ensure ongoing financial stability, sustainability and intentional stewardship of institutional resources.

BASTYR UNIVERSITY COMMITMENTS

The Bastyr University community of students, faculty and staff is committed to:

Academic Rigor, which includes a science-based approach to natural health and wellness with a focus on health promotion, information literacy, research skills, critical thinking and problem solving.

Effective Communication, which includes proficiency in written, oral and non-verbal communication, active listening, respectful conflict resolution, and articulate advocacy.

Respectful Behavior, which includes ethical conduct, compassion and thoughtfulness, integrity, observance of appropriate professional and interpersonal boundaries, and stewardship of a healthy planet.

Intercultural awareness, which includes an understanding of one's own and other cultures and an attitude of curiosity, openness and humility.

Social justice, which includes supporting those who are disenfranchised, marginalized or oppressed through education, direct service and advocacy for the well-being of all people.

LEGAL STRUCTURE AND FINANCIAL STANDING OF BASTYR UNIVERSITY

Bastyr University is a nonprofit, tax-exempt corporation founded for the purpose of serving as an effective leader in the improvement of the health and well-being of the human community through education, research and community health care. The Articles of Incorporation are filed in the state of Washington. The University is governed by a board of trustees that appoints the president of the University, who is ultimately responsible for all academic and administrative policies as well as institutional financial management and planning. Refer to a listing of University officers (p. 222) and members of the Board of Trustees (p. 223).

Bastyr University

- does not have a pending petition in bankruptcy
- is not operating as a debtor in possession
- has not filed a petition in bankruptcy within the last five years
- has not had a petition in bankruptcy filed against it within the last five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.)

ACCREDITATION AND RECOGNITION

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

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

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact: Northwest Commission on Colleges and Universities, 8060 165th Ave. N.E., Suite 100, Redmond, WA 98052-3981, (425) 558-4224, www.nwccu.org.

As a long-standing regionally accredited, degree-granting institution in Washington state, Bastyr University is "continuously exempt" from state authorization and review. However, any institution granted exemption from the requirements for degree authorization under WAC 250-61 may be subject to periodic review by the Washington Student Achievement Council (WSAC) to ensure that all criteria for the exemption continue to be met. More information about exempt status requirements is available from WSAC located at 917 Lakeridge Way SW, Olympia, WA 98502, (360) 753-7800 or info@wsac.wa.gov.

Bastyr University is also approved to operate as an accredited institution by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate means the University maintains compliance with California state standards. BPPE is located at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589 or at www.bppe.ca.gov. BPPE can be reached by mail at P.O. Box 980818, Sacramento, CA 95798-0818.

Bastyr University is also a member of NC-SARA (National Council for State Authorization Reciprocity Agreements). This is a multi-state consortium that manages oversight of distance education, including preceptorships and practicums, in which students may engage outside of Washington and California. Bastyr seeks approval, authorization or exemption to operate in other states as needed.

The Doctor of Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME), a specialized accrediting board recognized by the U.S. Department of Education. A copy of the current *CNME Handbook of Accreditation for Naturopathic Medical Colleges and Programs* is on reserve in the Bastyr University Library. For more information, please contact the Council on Naturopathic Medical Education, P.O. Box 178, 342 Main St., Great Barrington, MA 01230, (413) 528-8877.

The Master of Science (MS) Didactic Program in Dietetics and Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (800) 877-1600 ext. 5400, email: acend@eatright.org, website: www.eatright.org/acend.

The Master of Science in Acupuncture (MSA), the Master of Science in Acupuncture and Oriental Medicine (MSAOM), and the Doctor of Acupuncture and Oriental Medicine (DAOM) are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Dr. Eden Prairie, MN 55347, (952) 212-2434.

The Master of Science in Acupuncture and Oriental Medicine and the combination of the Master of Science in Acupuncture and the Certificate in Chinese Herbal Medicine (CCHM) are approved curriculum by the California Acupuncture Board for graduates seeking California licensure.

ACAOM has placed all Bastyr University ACAOM accredited programs under a Warning sanction effective February 25, 2017 until February 2018 for non-compliance with Commission Standards / Criteria. The institution retains accredited status during this period.

Bastyr University is approved by USCIS US Citizenship and Immigration Services to accept and enroll foreign non-immigrant students. Bastyr University's academic programs are approved by the Washington Student Achievement Council (WSAC) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

Bastyr University has received approval from the state of Washington as a recognized midwifery training facility and provides education for direct-entry midwifery students in the Master of Science in Midwifery. This program is accredited through the Midwifery Education Accreditation Council (MEAC). Graduates of the Department of Midwifery are eligible to sit for licensure in Washington and other states and apply to the Canadian bridging program for provincial registration. Graduates may sit for the North American Registry of Midwives (NARM) exam to receive the Certified Professional Midwife (CPM) credential, recognized in many states for legal practice of midwifery and reimbursement for services.

Bastyr University is approved by Washington state to offer its acupuncture and Oriental medicine programs. Individuals who complete the Master of Science in Acupuncture or Master of Science in Acupuncture and Oriental Medicine are eligible to sit for the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM) certification exams as well as various state licensing exams.

STUDENT COMPLAINT PROCESS AND DISTANCE EDUCATION

Current students are recommended to first exhaust the complaint process established by Bastyr University, as published in the University's Student Handbook. Prospective students who wish to make a complaint should contact Susan Weider, dean of students, at (425) 602-3000.

If you are a Washington resident and are unable to resolve your concern internally with Bastyr University, you may also contact the Washington State Achievement Council (WSAC). Please refer to http://www.wsac.wa.gov/protecting-education-consumers for more information.

If you are a California resident and are unable to resolve your concern internally with Bastyr University, you may also contact the Bureau for Private Postsecondary Education (BPPE) to file a complaint. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet website www.bppe.ca.gov

If you are a non-Washington or non-California resident and are unable to resolve your concern internally with Bastyr University or through the two agencies listed above (WSAC or BPPE, respectively), you may contact NC-SARA or your home state agency to file a complaint, depending on your home state's student complaint process. Please refer to a current list outlining each state's complaint process.

Active U.S. military service members, veterans and their family members may access the Department of Defense's Postsecondary Education Complaint System at http://www.militaryonesource.mil.

UNIVERSITY CENTERS

CENTER FOR HEALTH POLICY

The Bastyr University Center for Health Policy and leadership (CHPL) is a nonpartisan center dedicated to advancing the understanding of and engagement in issues related to health policy and leadership. The center encourages active participation in public affairs through solution-focused leadership, thoughtful citizen engagement and public service. The center supports an integrative and cooperative approach to health care that will ultimately improve and transform the health of the human community.

http://www.bastyr.edu/blogs/healthy-policy-leadership

CENTER FOR MIND, BODY, SPIRIT AND NATURE

The Center for Spirituality, Science and Medicine (CSSM) was created in November 2009 to support Bastyr University's commitment to multidisciplinary exploration of the deep questions at the heart of spiritual and scientific inquiry. In 2013, the name was changed to the Center for Mind, Body, Spirit and Nature (CMBSN). As an expression of Bastyr's mission and vision, CMBSN co-sponsors events, courses and activities devoted to illuminating the interfaces, connections and congruence between spirituality, science, nature and medicine. CMBSN shares resources and develops collaborative relationships with organizations and individuals who work on the frontiers of this exploration. Its primary ambition is to contribute to the cultivation of wisdom and wholeness in the practice of medicine.

THE DANIEL K. CHURCH CENTER FOR SOCIAL JUSTICE AND DIVERSITY

The Daniel K. Church Center for Social Justice and Diversity was established in 2014 to support the education of future leaders in the natural health arts and sciences by creating a welcoming and inclusive learning community, providing opportunities for developing cultural responsiveness and humility, and preparing advocates to dismantle health inequities and disparities. The center works to transform the health and well-being of the human community through its commitment to ensuring that all people have access to quality and culturally responsive health care.

CENTER FOR STUDENT RESEARCH

The University established the Center for Student Research (CSR) in 2010 as the central institutional point of contact for students who desire to do formal scientific research at Bastyr University. The CSR informs students about ongoing research projects at Bastyr and links students to appropriate faculty mentors, depending on their research interests. The Research Institute provides funding on a competitive basis

for faculty/student research projects in basic and clinical sciences as well as master's thesis projects. Encouraging the ambitions of the University's aspiring student researchers is one way Bastyr maintains its leadership role in natural health arts and sciences research.

DIVERSITY AWARENESS IN ACADEMICS

Bastyr University is dedicated to the welfare of its students and patients as well as to promoting equal opportunity and access in education and health care. The University pledges its commitment to recognizing and responding to multicultural and minority health care perspectives in all academic programs, clinical training and patient services, including curriculum development, course content and supervision. Specifically, wherever appropriate and feasible, the University considers and implements health care information and therapeutics pertaining to differences in age, race, color, religion, national origin, sex, sexual orientation, gender identification or expression, socioeconomic level, disability and physical/mental challenge.

STUDENT AFFAIRS

The division of student affairs at Bastyr University provides support and services for students to meet personal and professional goals.

The student affairs staff at Bastyr University consists of the dean of students' office, financial aid, the registrar's office, the Student Resource Center, student housing, the Counseling Center, the Tutoring and American Disability Act (ADA) Center, career and alumni services, as well as services for international and veteran students. *Student Policies and Procedures* are available online at MyBU.

AMERICANS WITH DISABILITIES ACT (ADA) SERVICES

It is the policy of Bastyr University to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs and activities of Bastyr University. Individuals with disabilities and/or would like to learn what services are available see MyBU or contact the Student Support Office directly at studentaccess@bastyr.edu for more information.

BOOKSTORE

The Bastyr University Bookstore carries a unique selection of health-related books and supplies. All textbooks and materials needed for courses taught at the University are on hand. Bastyr logo items including sweatshirts, T-shirts, hats, Frisbees, bumper stickers, water bottles and more are on sale and ready to be shipped nationwide. To find more about bookstore, please visit our page on the Bastyr website.

DEAN OF STUDENTS/VICE PRESIDENT FOR STUDENT AFFAIRS

The dean of students' office supervises student affairs and professional staff, plans and conducts orientation and commencement activities, advises student organizations, oversees the Student Resource Center, facilitates communications within and among the University's constituencies, and resolves grievances.

FINANCIAL AID

Prospective students, current students and alumni all work with the financial aid office on financial planning for their education. Students have access to a full range of state and federal financial aid programs. The financial aid office also distributes information about a wide variety of private scholarships available throughout the academic year. For more information visit our site here.

LIBRARY

Established in 1980, the Bastyr University Library system comprises a vital multimedia collection focusing on the natural health arts and sciences. The Libraries serve the Kenmore, Washington, and Bastyr Center for Natural Health campuses, in Seattle, and the California campus in San Diego.

Scholarly resources include state-of-the-art databases, e-journals, anatomy models, DVDs and a specialized print collection. Library staff, experts in medical resources and in the subject area of complementary, alternative and integrative medicine, promote intellectual curiosity by encouraging questions and inquiry. Students in all programs receive focused instruction in research-oriented classes and individual instruction tailored to their needs. The library in Kenmore features distinctive two-story high windows, creating a bright, welcoming space for studying. The California campus library, though smaller than Kenmore, offers an equivalent suite of clinical resources. Resources at Bastyr Center for Natural Health and the California Clinic are located at point-of-need.

Access and Check Out

Students access electronic resources on-and-off campus through the Bastyr University portal. The Library subscribes to a comprehensive suite of conventional and natural medicine databases. Most books, except for reserve, can be checked out for three weeks. Video and audiotapes can be checked out for one week. Resources at the Kenmore Campus are checked out via an automated system; the California campus has self-checkout.

Computer Labs

- Kenmore Campus – 16 computers with specialized and general software; two printers including one color are available for a minimal per-page charge. A secondary lab with 25 computers is available when classes are not being taught.
- California Campus – eight computers with specialized and general software and one printer.

MARKETING AND MEDIA

The Department of Marketing and Media works to increase the visibility of Bastyr University, coordinating all of the communications and public relations efforts for the University. The marketing office serves to recruit patients and students to the clinic and University and assists in producing all campus promotional materials and publications, including the website. The media and public relations office is the liaison between University representatives and members of the media and is responsible for handling proactive campaigns to gain publicity for the University. For more information call (425) 602-3107 or email to media@bastyr.edu

OFFICE OF ADMISSIONS

The Office of Admissions works with all prospective students for degree and certificate programs at the University. In addition, the admissions office coordinates campus tours, information sessions, webinars, campus visits and off-campus events to highlight the academic opportunities at the University.

REGISTRATION

The Office of the Registrar maintains student academic records, manages course scheduling, handles academic registration and evaluation, records grades, produces transcripts and grade reports, and provides academic advising and evaluation. The office also provides international and veteran student services.

Bastyr University operates on the quarter system. The University's quarter is 11 weeks long. (Summer quarter classes are generally eight weeks; summer clinic is 11 weeks.) Eleven hours of class constitute 1 credit hour, and 22 hours of lab/practicum constitute 1 credit hour.

Registration for continuing students takes place in the spring for summer and fall quarters and in the fall for winter and spring quarters. Continuing students register for courses and clinic shifts by submitting a registration form. The registration forms must be received before the Office of the Registrar will register a student for classes or clinic shifts. New students are automatically registered for their fall quarter courses, beginning in late spring and after they have paid their confirmation deposit. Nonmatriculated students may register for courses after matriculated students have been registered. Priority for courses is given to matriculated students. Students taking a course that is required for their major have preference over those taking the course as an elective. If a student has withdrawn from her/his program, s/he may take subsequent program courses only with permission from the dean of the school from which the student has withdrawn.

Students may elect to audit a course or change their status in a course from grade to audit beginning the first week of the quarter through the second week of the quarter. However, after the first week of the quarter, standard refund policies apply. After the second week, a student may not change from a graded option to an audit option or from an audit option to a graded option.

Course add/drop forms are available on MyBU. Classes may be added or dropped from a student's schedule through the add/drop period (ending the close of the first week of each quarter). After the first week of the quarter, all withdrawals will be noted with a "W" grade on the transcript (except in the case of weekend intensive classes or nontraditionally scheduled classes that have not yet begun). Assigned clinic shifts may be traded during the shift change period. Elective clinic shifts may be added during that same period. Clinic shift drops are accompanied by financial penalties. (Please see the Office of the Registrar for additional information.) Withdrawal from classes is not permitted during the final three weeks of a quarter. (See the financial policies (p. 50) section for the refund policy and federal funds requirements (p. 235) for the refund schedule.) For courses with concentrated scheduling (not evenly spaced throughout a quarter), the timing of additions or drops varies. (In no case may students drop or withdraw from a course after the course instruction has ended.) Students must check with the registrar for specific deadlines.

STUDENT BODY

Bastyr University students constitute a diverse group of learners. The average age of the 1,256 students enrolled at the University in the fall of 2016 was 30, with a range in age from 18 to 68.

The demographics across various programs are fairly similar. More than four-fifths of the students are women. Almost half of the student body is from the Pacific Northwest, and in fall 2016, all the U.S. states were represented. International students are an important part of the Bastyr community. In 2016-2017, over 80 foreign national students, representing 36 countries, were enrolled.

STUDENT PARTICIPATION

The major focus of student participation is the Bastyr University Student Council. The council determines how student activity fees are spent, appoints students to various committees, represents student interests to the administration and allied professional organizations, and

continually seeks to promote the University and meet the needs of students. The Student Council, like the University as a whole, relies upon student participation to create a more effective learning environment. The Student Council's constitution may be found online at MyBU.

The Student Council hosts numerous events during the year, including a talent show and Bastyr Community Day. The council has made significant contributions to the University, including sponsoring community events, furnishing additional study space, remodeling the movement room and sponsoring the student exercise room, providing remote viewing for classrooms, as well as providing equipment for the library and other University departments.

Each student is required to pay a $25 student council activity fee every quarter. These funds are administered by the Student Council and used to support student activities, organizations, programs and services. With these funds, events like Bastyr Community Day, expansion of the herb garden, and free or partially subsidized concerts, lectures and workshops are made available to students. The funds are also used to purchase equipment for the University for general student body use, such as additional computers for the library, a laptop with LCD projector and video equipment.

The Student Council recognizes official student organizations. For more information and a complete list of current clubs, please visit www.bastyrsc.org.

STUDENT RESOURCE CENTER (SRC)

The Student Resource Center, located in the main hallway near the dining commons on the Kenmore campus, is a central location where students can obtain information and assistance about student-related concerns, find details on the student activity schedule, and ask general questions. Students can also obtain lockers and identification cards at this center.

COUNSELING CENTER

The Bastyr University Counseling Center assists students with confidential personal and school-related counseling concerns. Short-term individual and couples counseling is provided by the center's director and staff counselors and is available throughout the academic year to students from all programs. A brochure describing the center's services is provided to new students at the beginning of each year. Informational brochures may also be obtained in the Counseling Center, rooms 54-62 in Kenmore. Counseling is also available through Bastyr Center for Natural Health.

STUDENT HOUSING

The University offers on-campus housing in Kenmore in the Student Village, which opened in summer 2010. The village consists of 11 buildings, housing 12 students each in single-suite rooms. These LEED-certified buildings are green-constructed and designed to enhance the student experience while also reducing traffic congestion. Full information, including photos, pricing and move-in dates, is available on the website or via email at housing@bastyr.edu. Off-campus postings for local apartments and home share opportunities are also available on the website and are updated often.

Students attending Bastyr University California are responsible to obtain their own housing. There is no University owned or leased housing available. The University does maintain an "off campus housing board" on the housing page of the website. Property owners in the area will intermittently post available housing on that site, so students are encouraged to review that page when seeking housing opportunities.

TUTORING SERVICES

Tutoring opportunities consist of free sessions in which faculty-approved student tutors provide help to students in most course areas of the curriculum. Small group tutoring workshops are organized when helpful. Note-taking programs are also available to students. Students can refer to tutor lists on MyBU or lists posted outside the Tutoring Office and can contact tutors directly. To find a tutor for courses not listed or for general questions about the services, please contact tutoring@bastyr.edu

TITLE IX

Bastyr University fully complies with Title IX of the Educational Amendments of 1972 which prohibits discrimination on the basis of sex in any federally funded education program or activity. Individuals with questions or concerns about sexual discrimination should contact Susan Weider, Title IX coordinator, vice president for student affairs, sweider@bastyr.edu

CAREER AND ALUMNI SERVICES

The Career and Alumni Services Office is a resource for both students and alumni, providing a variety of services to help them reach their career goals, as well as providing ongoing professional development opportunities. The office regularly sponsors informational workshops, seminars and other events related to career preparation and entrepreneurial development. It also provides individual guidance sessions for building and strengthening resumes and cover letters, preparing for job interviews, applying for residencies and internships, clarifying career goals, and developing plans and strategies to work toward employment, career and business success.

Bastyr is committed to supporting its graduates and helping them stay engaged with the University and fellow alumni. The Alumni Services Office offers a number of resources and opportunities specifically for alumni, including a highly active job board, practitioner search tool, library services and resources, alumni tuition benefit, alumni gatherings and

networking events, continued access to the University intranet, and discounts on continuing education and campus space rentals. For more information, please see alumni/resources.

INTERNATIONAL STUDENTS

The U.S. Citizenship and Immigration Service (USCIS) has approved Bastyr University to accept and enroll international, nonimmigrant students (F-1). Student I-20 forms are issued by the University upon admission. For more information, see International Students (p. 66) in the General Admissions section of this catalog or contact the admissions office. The University registrar assists currently enrolled international students with USCIS regulations.

HEALTH CARE SERVICES

Every registered student is eligible and encouraged to make use of the services at Bastyr Center for Natural Health. Students may also register their partners, spouses and dependent children for a nominal fee each quarter. A copay is due at the time of each visit, as is typical with most health plans. Lab fees, dispensary items and certain medical procedures are billed separately. Contact Bastyr Center for Natural Health for more information or to make an appointment at (206) 834-4100.

The University contracts with an outside company to provide a student injury and sickness plan at a special rate for all Bastyr students and dependents. You may receive a brochure with registration and pricing information at the Office of Student Affairs. You will enroll and do business specifically with the company, not with Bastyr. Also, Bastyr University has contracted with Firebird International Insurance group to offer a mandatory student accident and sickness plan for international students. All F-1 students must participate in this plan or provide proof of comparable coverage. Additionally, a domestic or international student participating in coursework outside of the U.S. may sign up and pay for this same coverage before traveling.

HEALTH, INJURY AND INSURANCE

Bastyr students are responsible for maintaining their health both on a daily basis and as a result of injury or illness. The Student Health Plan is a wellness plan offered through Bastyr Center for Natural Health. It is not an insurance plan, so students are encouraged to individually obtain health insurance to cover themselves while students at the University. U.S. students are not required to carry health insurance but are strongly advised to do so. The insurance requirements for international students are included in materials sent directly to international students.

The University does not carry insurance on student health or property. Bastyr is not responsible for illness, injury or other loss suffered by a student while participating in University-related activities, whether the activities occur on or off campus. Students assume the risk of illness, injury or other loss that results from participation in any on- or off-campus event, including any injury that happens during travel to or from the activities. Bastyr is not responsible for providing transportation for students to clinic shifts, internships, jobs, social events, volunteer service activities or any other off-campus activity. Students are responsible for making their own travel arrangements and for all associated costs and risks.

FINANCIAL POLICIES

2017-2018 TUITION

2017-2018[1]

Doctoral, Professional, Graduate, MS Midwifery, BSOM/MSA/MSAOM Tuition

Students taking fewer than 12 credits	$714 per credit
Students taking 12-16 credits	$8,460 per quarter
Students taking more than 16 credits	$8,460 + $338 per credit for each credit over 16
Dietetic internship	$808 per credit
Part-time certificate programs with fewer than 12 credits per quarter	$590 per credit

Undergraduate Tuition

Students taking fewer than 12 credits	$714 per credit
Students taking 12-16 credits	$8,460 per quarter
Students taking more than 16 credits	$8,460 + $406 per credit for each credit over 16

For all students

Audit	$293/credit
Audit for courses outside the region	$385/credit

[1]Due to the unique nature of summer quarter, summer rates vary from those listed above. Rates for the 2018 summer quarter have been tentatively set at $572 per credit for 1-16 credits, $338 for each credit over 16 for graduate/professional students and $406 for each credit over 16 for undergraduate students.

Tuition is increased annually to adjust for program growth and inflation. Tuition is payable on or before the first day of classes each quarter. Tuition can be paid online at www.bastyr.edu-pay-tuition by mail or in the student accounts office. A signed promissory note is required dividing the payment up equally over three months, if for any reason a payment cannot be made by the due date, or if financial aid will be disbursed after the due date. A deferment fee is assessed for late tuition payments unless a waiver is

obtained from the financial aid office or the assistant controller. Interest is charged at a rate of 1% per month on the unpaid balance. If the amount of financial aid pending does not cover the full tuition balance, the total not covered by financial aid is due on the first day of that quarter.

If an account is sent to a collection agency, all collection agency fees, reasonable attorney fees and court costs (if legal action becomes necessary) will be imposed on the student's tuition balance.

2017-2018 FEES

Add/Drop/Change Fee (after free add/drop period)	$15
Admissions Deposit: (credit toward tuition)	
Graduate/Professional Degree Programs	$300
Undergraduate, Certificate, Post-baccalaureate	$200
Dual Degree (current students adding a second degree program), Non-matriculated	$100
Advanced Standing/Transfer Evaluation Fee (Naturopathic Medicine)	$150
Advanced Standing/Transfer Evaluation Fee (Acupuncture and East Asian Medicine)	$100
Application Fees:	
Undergraduate	$60
Post-Baccalaureate, Graduate and Professional	$75
California Student Tuition Recovery Fund Fees (BUC Students only)[1]	Varies
General Fees:	
Bike Rental	$40/qtr
Challenge Exam Fee	50% of tuition
Clinic Shift Change/Drop Fee[2]	$10, $100
Competency Exam Fee	$50
Deferment Fee	$50
Diploma Replacement/Second Diploma Fee	$50
Interest	1.0% per month
E-Payment Credit Card Convenience Fee	2.75% per transaction
E-Payment by Check	No fee
International Student Accident/Sickness Plan[3]	$366/qtr or $1,464/year
Late Graduation Application Fee	$50
Late Registration Fee	$25
Locker Fee	$15 or $20/year
Nonrefundable Course Deposit[4]	Varies
NMSA Fee[5]	$60
NSF Check Fee	$28
Official Transcripts (7-10 business days)	$5
Official Transcripts (1-2 business days)	$10
Overnight Fee	$25 per transaction
Parking (main campus)	$48/qtr
Parking Citations (Vary according to infraction)	$10 - $100
Shuttle (between main campus and clinic)[6]	$1 each way
Stop Payment on Student Refund	$25 per transaction
Student Council Activity Fee	$25/qtr
Void Check	$10 per transaction

There may be additional fees.

[1]No charges due this year. For further discussion of the purpose of this fee and the related calculation of the charges, refer to the State of California's Bureau for Private Postsecondary Education website.

[2]Fee varies depending on date and shift type. Please see clinic registration staff for details.

[3]A plan may also be purchased for international student dependents.

[4]Nonrefundable course deposits are required when confirmed enrollment is essential prior to the start of a given quarter. Amount varies depending on the course.

[5]Naturopathic Medicine Student Association fee, charge to ND students only, charge on winter quarter.

[6]Discounted punch cards and monthly passes available at campus bookstore and Bastyr Center for Natural Health dispensary.

OTHER COSTS

Books and supplies cost approximately $700 to $2,500 a year, depending upon the program of study. Naturopathic medicine students are required to purchase diagnostic equipment by week one of winter quarter of their first year when enrolling in Clinical Skills Lab 2 at an estimated cost of $1,000-$1,500.

LIVING EXPENSE FUND DISBURSEMENT OF FINANCIAL AID

Bastyr University uses electronic disbursement services through NelNet to issue living expense disbursements for financial aid. Students receiving funds through financial aid for living expenses are encouraged to enroll with NelNet, providing them with appropriate bank account information in order to process electronic disbursements. A physical paper check through Nelnet is the default option for students who do not enroll in electronic disbursements. Disbursements will be sent to NelNet generally within two to four business days after the first day of the quarter.

REFUNDS

Dropping all classes by or before the end of the first week of classes entitles a student to a 100 percent tuition refund. An add/drop fee is charged after the first week has ended. Any clinic drops are accompanied by financial penalties. (See clinic registration staff in the registrar's office for more information.) Refund calculations for drops or withdrawals from classes after the first week of the quarter are found here (p. 235). For those students receiving federal financial aid, the federal calculation for the return of Title IV funds is required, and refunds will be returned on behalf of the student to the federal government. Amounts are determined by federal regulations. Students who receive state financial aid may also have funds returned to the state based on each state's refund policy.

Students with financial problems that will affect the payment of tuition and/or fees should contact the student accounts office at once to make satisfactory arrangements.

The deadline for contesting a charge on a student account is 90 days from the close of the quarter in which the charge is applied or 90 days from the actual posting, whichever is later.

Financial policies, like all policies of the University, are subject to change and revision by the management and/or Board of Trustees of the University. Notice of changes is published on MyBU.

FACILITIES

CAMPUSES

Bastyr University's primary academic and administrative facilities are located in Kenmore, Washington. The 51-acre campus adjoins Saint Edward State Park (with hiking trails leading down to Lake Washington) and includes a 186,000 square-foot building, playfields and forested areas. The campus is comprised of classrooms, research and teaching laboratories, exam rooms, an auditorium, a chapel, meeting rooms, faculty and administrative offices, and a library, bookstore and dining commons.

The Student Village, which opened in June 2010, is a LEED Platinum-certified housing complex that enables up to 132 students to reduce their carbon footprint by living on campus. Visitors are welcome to enjoy the spacious grounds, tour the herb garden, and visit neighboring Saint Edward State Park.

In 2012, the University established an additional location in San Diego, California, at which two graduate degree programs are offered: the Doctor of Naturopathic Medicine and the Master of Science in Nutrition for Wellness. The San Diego campus has a 40,000 sq. ft building, which houses our teaching clinic, dispensary and didactic areas. The facility includes teaching and research laboratories, a nutrition teaching kitchen, classrooms, study space, a fitness room and a library. Just north of downtown San Diego, the campus is conveniently located near highly ranked universities, renowned medical facilities, stunning beaches, hiking trails and coastal wilderness. The campus is within walking distance of the San Diego Coaster commuter rail service and a short drive from the University of California at San Diego, Scripps Mercy Hospital and the VA Medical Center.

BASTYR CENTER FOR NATURAL HEALTH, SEATTLE, AND BASTYR UNIVERSITY CLINIC, SAN DIEGO — THE TEACHING CLINICS OF BASTYR UNIVERSITY

The mission of Bastyr University teaching clinics is to create an extraordinary environment committed to excellence in health care and clinical education that assists and empowers individuals and the community to achieve better health and a higher quality of life .

Bastyr Center for Natural Health (Bastyr Center or BCNH) is the largest natural health clinic in the Northwest. As the first teaching clinic of Bastyr University, Bastyr Center provides patient services and student training in a professional clinical setting that emphasizes a natural approach to health care in the Fremont/Wallingford neighborhood of Seattle. Bastyr Center serves the health care needs of a diverse patient population, which includes young people, growing families and senior citizens from throughout the Puget Sound area. Bastyr Center schedules approximately 35,000 patient visits annually.

Services at Bastyr Center include naturopathic medicine, acupuncture, Chinese herbal medicine, nutrition counseling, homeopathy, mental health counseling and physical medicine. A Chinese herbal medicine dispensary and a larger natural medicine dispensary are also available. For more information about Bastyr Center for Natural Health in Seattle, please visit www.BastyrCenter.org.

Bastyr University Clinic, San Diego, was established when the University opened its additional location in 2012. The San Diego clinic was the first naturopathic teaching clinic in California and offers naturopathic primary care as well as nutrition and lifestyle counseling services. The recently expanded facility includes 17 patient examination rooms in addition to an IV infusion room, hydrotherapy room with sauna and Hubbard tank, and a physical medicine room with yoga flooring. For more information about Bastyr University Clinic, San Diego, please visit www.BastyrClinic.org.

All students in clinical programs receive training in one of the Bastyr University clinics. Clinical associate deans and clinical lead faculty members in conjunction with the chief medical officer oversee the clinical education and training of students and work closely with each program's department chair or dean to ensure quality and consistency in care.

Clinical training is modeled upon mentorship in a team care setting. The average faculty/student ratio is 1:6. Each clinic shift begins with a case preview session during which

students present to a faculty supervisor case histories for the patients they will see that day. During each patient visit, the supervisor spends time in the room with the student team and the patient. The supervisor and student team also review patient assessments and treatment recommendations. Each clinic shift concludes with students and supervisors meeting to jointly discuss selected cases.

External clinical training opportunities have been developed for most clinical programs to provide a broader educational experience for students. Bastyr faculty members supervise student clinicians at each external site.

In addition, students in most clinical programs must fulfill a preceptorship requirement in which they work with a variety of licensed, practicing health care professionals in various community and private practice settings. These placements provide students with valuable clinical experience. The combination of opportunities provided by external training sites, the preceptor experience and clinical rotations at one of the University's teaching clinics assures diversity in each student's clinical training and experience.

External Teaching Clinics

External clinical training opportunities have been developed for most clinical programs to provide a broader educational experience for students. Bastyr faculty members supervise student clinicians at each external site. Below is a partial list of current external training sites:

- Ballard NW Senior Activity Center — naturopathic students; senior citizens
- Carolyn Downs Family Medical Center — naturopathic students; chronic disease and multi-ethnic/low income
- Cascade Natural Medicine — naturopathic students; pediatrics
- Chronic Fatigue Clinic at Harborview Medical Center — acupuncture students; chronic fatigue/fibromyalgia
- Consejo Counseling and Referral Services — naturopathic students; multi-ethnic/low income
- Country Doctor Community Clinic — naturopathic students; multi-ethnic/sexual orientation, low income
- Edmonds Senior Center — naturopathic students; senior citizens
- 45th Street Homeless Youth Clinic — naturopathic students; homeless youth
- International Clinic at Harborview Medical Center — acupuncture students; U.S. immigrants
- Madison Clinic at Harborview Medical Center — acupuncture students; HIV/AIDS
- Mary's Place — naturopathic students; homeopathy; homeless and formerly homeless women and children
- Operation Samahan, Inc. — naturopathic students; indigent, low-income, uninsured and underserved individuals and families in the San Diego area
- Providence Regional Medical Center Everett — acupuncture students; cancer treatment and pain management
- Providence Mt. St. Vincent — acupuncture students; geriatric and general community patients
- Rainier Park Medical Clinic — acupuncture and naturopathic students; multi-ethnic/low income
- Shoreline/Lake Forest Park Senior Center — naturopathic students; senior citizens
- Snohomish Valley Senior Center — naturopathic students; senior citizens
- West Seattle Teen Health Center — naturopathic students; teens and staff at West Seattle High School
- YWCA — naturopathic students; homeless women

PARKING AND TRANSPORTATION

All students and employees at all Bastyr locations, including adjunct faculty and alumni, are required to register their transportation choices every year.

For more information please see Parking and Transportation under Campus Resources on MyBU.

UNIVERSITY CLOSURE

In the event of unplanned school closures for weather or community emergencies, students are required to make up missed course requirements or clinic contact hours. Should the duration of the closure be too long or too late to make up missed requirements/hours in the time allotted, the University reserves the right to extend the quarter and/or academic year to allow for additional make-up time. Please see the inclement weather policy/procedure on MyBU for more information regarding University closure.

STATE OF CALIFORNIA'S REQUIRED CATALOG DISCLOSURES

Required Disclosures for the State of California Pursuant to the California Private Postsecondary Education Act of 2009 (CEC) and Title 5, Division 7.5 of the California Code of Regulations (5, CCR), the following are the required disclosures necessarily for compliance with the requirements set forth by California law.

Bastyr University California
4106 Sorrento Valley Blvd.
San Diego, CA 92121-1407
Main Phone: (858) 246-9700

Fax: (858) 246-9710
http://www.bastyr.edu/california

The following information is for California students and may not be applicable to Washington students:

Catalog: The Bastyr University Catalog is published annually each July. The catalog serves all Washington and California programs, and this catalog spans the time period between July 1, 2017 and July 31, 2018. The annual Bastyr University Catalog is available to current and prospective students via the University's website, specifically under the Academics section.

Location and Facilities: Bastyr University currently maintains three neighboring buildings for Bastyr University California. The main building, at 4106 Sorrento Valley Blvd., serves as the business address for the University and includes classrooms, laboratories, and a large student gathering space. The Bastyr University Clinic, the teaching clinic of the University, is located in an adjacent building at 4110 Sorrento Valley Blvd. This building contains a professional medical clinic open to the public, an herbal medicine lab and a nutrition teaching kitchen. The teaching clinic also includes a Botanical Medicine Lab, a Teaching Kitchen, and a Physical Medicine Room. In the clinic storage closet, student have access to medical models including, but not limited to: pelvic models (one male, one female), 1 female pectoral model (breast exam), and 1 cardio model (listening to different heart rhythms, arrhythmias, murmurs, etc.).

The West Campus Learning Center is located at 3974 suites 200, 300/400 Sorrento Valley Blvd and houses classroom learning centers, a computer lab, a fitness room and the library. The three buildings comprise approximately 42,000 square feet. All classes and clinical education occur in these three building with the exception of coursework (often electives) that involves field work off-site or when clinical training is conducted at one of our external community health clinics (p. 109).

Accreditation Recognized by U.S. Department of Education: Bastyr University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of 162 higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington (Bastyr University California falls under NWCCU accreditation by extension of Bastyr's main campus located in Washington state).

The Doctor of Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME), a specialized accrediting agency recognized by the U.S. Department of Education.

California Approval to Operate: Bastyr University is approved to operate an accredited institution by the Bureau for Private Postsecondary Education (BPPE) in the state of California. Approval to operate means the University maintains compliance with California state standards. Any person desiring information about the requirements of this status may reach BPPE directly via its contact page.

Mission and Vision: The Bastyr University mission and vision statements are as follows:

Mission: We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.

Vision: As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community.

Educational Programs and Standard of Student Achievement: Bastyr University California currently offers two degree programs, the Doctor of Naturopathic Medicine (ND) and the Master of Science in Nutrition for Wellness (MSNW). A description, the educational or student learning outcomes, program prerequisites and abilities, required courses and their descriptions, graduation requirements including total number of credits, post-graduate licensure information (for ND program only) and any other related information for each program offered are available here for each of the following degree programs:

Doctorate of Naturopathic Medicine (p. 109)

The Naturopathic Doctorate program requires a license before practicing. An applicant for a license as a naturopathic doctor shall file with the California Naturopathic Medicine Committee a written application on a form provided by the committee that shows, to the committee's satisfaction, compliance with all of the following requirements:

(a) The applicant has not committed an act or crime that constitutes grounds for denial of a license under Section 480, and has complied with the requirements of Section 144.

(b) The applicant has received a degree in naturopathic medicine from an approved naturopathic medical school where the degree substantially meets the educational requirements in paragraph (2) of subdivision (a) of Section 3623. (Sections refer to the State of California).

An applicant for licensure shall pass the Naturopathic Physicians Licensing Examination (NPLEX) or an equivalent approved by the North American Board of Naturopathic Examiners. In the absence of an examination approved by the North American Board of Naturopathic Examiners, the committee may administer a substantially equivalent examination.

Master of Science in Nutrition for Wellness (p. 103)
This educational program is not designed to lead to positions in a profession, occupation, trade or career field requiring licensure in the State of California.

School Performance Fact Sheet: As a prospective Bastyr University California student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. The School Performance Fact Sheets are available on the Bastyr University website. Please contact your admissions advisor for more information.

Doctorate of Naturopathic Medicine Program's Performance Fact Sheet
Master of Science in Nutrition for Wellness Program's Performance Fact Sheet

Total Charges for a Period of Attendance:

Naturopathic Program from September 18, 2017 to June 19, 2021

Admissions Deposit	$250 (one time)	This $250 deposit is non-refundable and credited toward first quarter tuition
Books, Supplies and other equipment	Year One: $ 2,575 Year Two: $ 1,300 Year Three: $ 699 Year Four: $ 269	Anatomy Lab Supplies ($100); medical equipment is required the first year ($1200)
Tuition	Year One: $ 34,844 Year Two: $ 36,534 Year Three: $ 41,391 Year Four: $ 36,577	Tuition is prorated upon withdrawal. Refer to refund schedule within this agreement.
Student Tuition Recover Fund Fee:[1]	Varies (Currently $0.00 for every $1,000 rounded to the nearest $1,000)[2]	Non-Refundable. Rate determined by state of California. This fee is collected by the University and submitted in full to the state on behalf of each student.
Other Required Fees:	Student Council Fee $100/year Criminal Background Check: approximately $75 (one time) NMSA Fee: $60/year	These fees are collected by the University and submitted in full to each student body on behalf of each student.

Master of Science in Nutrition for Wellness Program from September 25, 2017 to June 22, 2019

Admissions Deposit	$250 (one time)	This $250 deposit is non-refundable and credited toward the first quarter tuition.
Books, Supplies and Other Equipment	Year One: $ 2,095 Year Two: $ 511	Equipment from books ($70); plus laptop or tablet required ($1000); chef's knife for culinary courses ($20); apron for culinary courses ($10)
Tuition:	Year One: $ 25,380 Year Two: $ 24,845	Tuition is prorated upon withdrawal. Refer to refund schedule within this agreement.
Student Tuition Recovery Fund Fee:[1]	$0.00 for every $1,000 rounded to the nearest $1,000.	Non-Refundable. Rate determined by state of California. This fee is collected by the University and submitted in full to the state on behalf of each student.
Other Required Fees:	Student Government Association Fund: Year One: $75 Year Two: $75	These fees are collected by the University and reallocated in full to the Student Government Association on behalf of each student.

For an estimated schedule of total charges for the entire program, please further review the Financial Policies Section of the catalog or request the most recent Enrollment Agreement from your program advisor.

Graduate-level Transfer Credits and Advanced Standing Status: Applicants who have completed professional doctoral programs may be considered for advanced standing status. Applicants who have attended, but not graduated from, similar graduate or professional programs may receive transfer credit for individual courses but are not considered advanced standing candidates. For transfer consideration, credits must be earned from an institution accredited by a regional accrediting agency that is recognized by the American Council on Education Commission on Recognition of Postsecondary Accreditation or from an institution accredited by CNME. Graduate and professional students must complete at least two-thirds of their credits at Bastyr University. Specific information regarding transfer and advanced standing status policies for the naturopathic medicine program is included here (p. 40).

Experiential Learning: Graduate credit for experiential learning may be granted only when the learning experience takes place while the student is enrolled in a graduate program at Bastyr University. Graduate credit for experiential

learning prior to the student's entrance as a graduate student to the University will not be considered. Demonstrated proficiency from an experiential learning experience may include taking a challenge or competency exam. Those exams are governed by specific policies and procedures, which may be found elsewhere in this catalog.

Undergraduate credit may be granted for prior or current experiential learning and is limited to a maximum of 15 percent of the total credits required for that student to earn a bachelor's degree. Undergraduates may also take a challenge or competency exam to demonstrate proficiency in a specific subject, according to parameters set forth in this catalog.

All requests for experiential learning credit are processed through the registrar's office and evaluated by the department chair or program director as well as the faculty member responsible for teaching the subject matter for which experiential learning credit is being requested. If credit is denied for prior experiential learning, that decision is final and cannot be appealed.

Transfer or Articulation Agreements: Bastyr University has not entered into any articulation or transfer agreements with any other college or university in association with the two programs offered at Bastyr University California.

International Students: To be eligible for enrollment at Bastyr University, all international student applicants must submit an application, application fee, letters of recommendation (if needed), documentation of sufficient funds, an evaluation sent from a foreign credential evaluation service, a copy of their passport and a current photograph.

International students must enroll as full-time, degree-seeking students and comply with all related immigration policies for the F-1 Student Visas (p. 66).

Federal laws require that international students maintain adequate health insurance while attending Bastyr University. All admitted F-1 students are required to purchase coverage through Bastyr University or submit a waiver form providing documentation of comparable insurance coverage valid in the United States for the duration of their study. International students are not eligible for federal student aid.

English Language Proficiency: Applicants who speak English as an additional language are required to submit official exam results outlined in the section Applicants Whose First Language is Not English (p. 65). Official transcripts from any college or university outside the United States must be translated and evaluated, course-by-course, by an independent evaluation service. There is a charge for this evaluation. The service will forward the evaluated transcript to Bastyr University at the applicant's request.

Admissions Policies: Additional Bastyr University admissions policies can be found in the General Admissions (p. 63) section of the catalog.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution: The transferability of credits you earn at Bastyr University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits or degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Bastyr University to determine if your credits or degree will transfer.

Financial Aid: Bastyr University participates in the full range of state and federal student financial aid programs. Student eligibility is determined following the state and federal regulations that apply to each particular aid program. Graduate students primarily rely on federal educational loan programs, including Federal Direct unsubsidized Stafford and Graduate PLUS loans. Students seeking financial assistance must first complete the Free Application for Federal Student Aid. More information on Bastyr University financial aid services at Bastyr University visit: Bastyr.edu/admissions/financial-aid.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.If the student has received federal student financial aid funds in excess of tuition, fees, and applicable housing charges, the student is entitled to a timely refund of the excess funds.

Mandatory Disclosures: The University distributes as required the following federal and state disclosures.

- Annual Security Report
- Annual Fire Safety Report
- Copyright Infringement Policy and Sanctions
- FERPA
- Drug Abuse and Alcohol Prevention
- Penalties for Drug Law Violations
- Student Body Diversity
- Textbook Information
- Availability of Disability Services
- Refund, Withdrawal, and R2T4 Policy
- Retention Rates
- Voter Registration Information

In addition, other required information and disclosures are available on our main website here.

Cancellation, Withdrawal and Refund Policies: Bastyr University maintains a refund schedule in keeping with federal refund requirements for students withdrawing from

school. A table outlining this refund schedule can be found here (p. 50).

Student Tuition Recovery Fund (STRF):
The following information regarding the Student Tuition Recovery Fund is disclosed to students in accordance with the California Private Postsecondary Education:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

Note: no claim can be paid to any student without a social security number or a taxpayer identification number.

In the event that an eligible student should need submit an Application for Student Tuition Recover Fund, the application can be found here. For further information or instructions contact:

Mailing address:
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical address:
Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento California, 95833

Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Licensing Fax: (916) 263-1894
Enforcement/STRF/Closed Schools Fax: (916) 263-1896
Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

Note: Effective January 1, 2015, the Student Tuition Recovery Fund (STRF) assessment rate has changed from fifty cents ($.50) per one thousand dollars ($1,000) of institutional charges to zero ($0) per one thousand dollars ($1,000). In other words, until further notice, Bastyr University California will not collect any STRF assessment fees from California students. Despite this, the Student Tuition Recovery Fund protection remains available, if needed, to eligible students.

Library: The Bastyr University Library system comprises a vital multimedia collection focusing on the natural health arts and sciences. The library serves locations in Kenmore and Seattle, Washington and San Diego, California.

Scholarly resources include state-of-the-art databases, e-journals, anatomy models, DVDs and a specialized print collection. Library staff, experts in medical resources and in the subject areas of complementary, alternative and integrative medicine, promote intellectual curiosity by encouraging questions and inquiry. Students in all programs receive focused information literacy instruction in research-oriented classes and individual sessions tailored to their needs. The California campus library offers a suite of clinical resources equivalent to all Bastyr University locations.

Students access electronic resources on-and-off campus through the Bastyr University portal. The library provides a comprehensive electronic suite of conventional and natural medicine databases, journals and medical books. Further, the library participates in DOCLINE, the NIH/National Library of Medicine's automated article request and referral system.

The DOCLINE system provides efficient document delivery service among libraries in the National Network of Libraries of Medicine (NN/LM), of which the Bastyr University is part. Using this system, Bastyr librarians can retrieve articles for students at all locations.

The California campus library utilizes a self-checkout system and a computer lab with eight workstations equipped with specialized and general software.

Retention of Student Records: Because of its nature, size and purpose, the University must gather and maintain a great deal of information about its enrolled students, much of which is of a sensitive and personal nature. Therefore, it is essential that the University have an effective student record-keeping system, which achieves an effective balance between the students' right to privacy and the University's need to use the same information in carrying out its basic educational mission. The purpose of these policies is to ensure that balance. Those persons responsible for implementation are expected to carry out their responsibilities in a sensitive manner, with responsiveness to students, openness to colleagues with a reasonable need-to-know, and firmness with inquirers lacking access privileges.

Academic and disciplinary records are kept separate. Transcripts of a student's academic record shall contain no notation of any disciplinary action except for suspension or dismissal. Special precautions shall be exercised to ensure that information from disciplinary or counseling files is not revealed to unauthorized persons. Provision shall be made for periodic review and routine destruction of inactive disciplinary records by offices maintaining such records. No records shall be kept that reflect a student's political, ideological or spiritual beliefs or associations unless such information is voluntarily disclosed by the student as part of the student's admissions application essay.

For additional information regarding student records, and the Family Educational rights and Privacy Act (FERPA), please see the FERPA section of the Department of Education.

Career Services: The Career Services Office is a resource for both students and alumni, providing a variety of services to help them reach their career goals, as well as providing ongoing professional development opportunities. The office regularly sponsors informational workshops, seminars and other events related to career preparation and entrepreneurial development. It also provides individual guidance sessions for building and strengthening resumes and cover letters, preparing for job interviews, applying for residencies and internships, clarifying career goals, and developing plans and strategies to work toward employment, career and business success. Please note, however, the Career Services Office does not offer job placement services.

Housing: Students attending Bastyr University California are responsible to obtain their own housing. There is no University owned or leased housing available. The University does maintain an "off campus housing board" on the housing page of the website. Property owners in the area will intermittently post available housing on that site, so students are encouraged to review that page when seeking housing opportunities.

According to PayScale.com, the cost of living in San Diego is similar to other major cities in California, which is approximately 30% higher than the national average. To better understand the difference in cost of living between your city and San Diego, please compare using PayScale's Cost of Living Calculator.

Housing varies widely depending on type, size and location. To identify the price of housing that meets your needs, please consult any number of online websites, like craigslist, apartments.com, or RentalHouses.com.

Student Services: The following are additional services offered to students:

Academic Advising Program

The advising program is an essential part of Bastyr University. Advisors are advocates and mentors who provide support, encouragement and guidance so that the students may develop self-confidence and good self-assessment tools useful in evaluating their academic and personal goals.

ADA (Americans with Disabilities Act)

It is the policy of Bastyr University to comply with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and state and local requirements regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs and activities of Bastyr University. In carrying out the University's policy regarding students and applicants with disabilities, we recognize that disabilities include mobility, sensory, health, psychological, and learning disabilities, and we will make efforts to provide appropriate and reasonable accommodations for these disabilities to the extent it is readily achievable to do so.

Alcohol and Illegal Drugs

Possession and consumption of alcoholic beverages are not permitted either campus or on clinic grounds, except where a state (WA or CA as appropriate) alcohol permit has been obtained and approval has been received from the man-ager of administration and facilities. As prescribed by state law, it is illegal to sell alcohol without a permit and no one under the age of 21 is permitted to consume alcohol.

Bastyr University is committed to providing an environment for teaching and learning that is not impeded by the presence of illicit drugs or alcohol. In compliance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, all students and employees of the University are notified of the following:

The unlawful possession, use and distribution of illicit drugs and alcohol on the University campuses or during University-sponsored events or activities are prohibited.

Students and employees who are found to be in violation of this prohibition may be subject to arrest and conviction under the applicable criminal laws of local municipalities, the state or the United States. Conviction can result in sanctions including probation, fines and imprisonment.

Students who are found to be in violation of this stated prohibition are subject to discipline in accordance with the student code of conduct. The University reserves the right to dismiss any student whose substance abuse continues and/or who refuses assessment and/or treatment. Confidentiality will be respected. Other sanctions may include disciplinary probation.

Students should be aware that it is dangerous to use and abuse drugs and alcohol, and that many illnesses and deaths have been medically related to the use and abuse of illicit drugs and alcohol.

The University has declared itself to be a drug and alcohol-free work and educational environment.

The University educates students in a variety of ways on the effects of the usage of alcohol and other drugs. All students in the naturopathic medicine, the acupuncture and Oriental medicine and the master's-level nutrition programs are required to take the Addictions and Disorders course. Bachelor of Science nutrition students will receive information on drug and alcohol use/abuse in required support group meetings.

Counseling, as well as information on rehabilitation and preventive education programs, can be obtained through the University's teaching clinic. The University stresses the importance of early intervention and is committed to assisting students in seeking appropriate avenues of assessment and treatment for substance abuse.

Commencement

Bastyr conducts a graduation ceremony each June. Students expecting to graduate must file a graduation application with the Office of the Registrar by the deadline published. The graduation ceremony is planned by the Office of Student Affairs.Counseling Center.

Counseling Center

The mission of the Counseling Center is to help students maintain balance in their lives by providing a confidential and caring environment that will promote the identification and resolution of emotional issues that interfere with effective spiritual, intellectual, social or physical functioning. There is personal counseling available on-campus.

Lactation Room

The Lactation room is room 223 located on the second floor of building 4106. For information and access, please contact Student Services in San Diego.

Lockers

Lockers are available for rental. Students must either renew or empty their lockers by the end of spring quarter each year.

Title IX

The Bastyr University Civil Rights Policies and the Equity Resolution Process are available on MyBU. You will also find a link there to make a report of a concern or possible violation of the policies. The Title IX Coordinator is Susan Weider, and the Deputy Coordinator is Nicole Moreno.

Tutoring

The Tutoring Center, located in room 129, organizes and offers tutoring sessions in which faculty-approved student tutors provide help to students in all course areas of the curriculum. Tutoring is provided free of charge to all currently enrolled Bastyr students.

Tutoring Options: Individual tutoring, small group tutoring, organized tutorials in anatomy, physiology, writing and other subjects and audio taping and note-taking programs.

There are several ways to find a tutor. Students can go to the Tutoring Services page on MyBU, which is located under the Student Affairs menu and make their request directly with the tutor.

Tutors are students who are eligible to participate in the Federal Work Study program, have successfully completed the class and who have been approved by the faculty. The Tutoring Office is always looking for qualified tutors to share their knowledge. If you are interested in being a tutor please email or stop by the Tutoring Office.

Faculty: The San Diego area has many universities and colleges that support a rich educational community and offer opportunities to attract experienced and competent faculty. Drawing full- and part-time faculty from these rich educational environments, Bastyr University has brought together creative teachers in a variety of disciplines with a committed group of naturopathic doctors, scientists, nutritionists and psychologists as active participants in the students' educational experience.

The University's employment standards for faculty recruitment give priority to individuals with both teaching experience and terminal degrees in the areas they teach.

Teaching is the primary obligation of the Bastyr faculty. Faculty members are strongly encouraged to continuously upgrade their skills and knowledge through active participation in continuing education and faculty development activities. Teaching effectiveness is evaluated regularly, primarily through student course assessments, peer evaluation, portfolio development and a comprehensive supervisor evaluation process. Faculty members serve on a variety of University committees and meet regularly as a faculty assembly to discuss issues of mutual importance.

The following is a list of the faculty instructing students at Bastyr University California:

Au, Lillian, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2009.
2014-

Cavaiola, Matthew, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2008.
2015-

Chen, Shanshan, MS
Assistant Professor, Nutrition and Basic Sciences, BUC
MS, University of Massachusetts, 2012.
2016-

Cicerone, Aliza, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, National College of Naturopathic Medicine, 2010.
2016-

Cornell, Jennifer, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Bastyr University, 2015.
2016-

Cowan, Erica, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Canadian College of Naturopathic Medicine, 2011.
2014-

De Armas, Joseph, ND, DC
Adjunct Faculty, Physical Medicine, BUC
ND, DC, Los Angeles College of Chiropractic, 1988.
2013-

Gruska, Janis, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, National College of Naturopathic Medicine, 1991.
2016-

Hanif, Shumalia, PhD, MSc
Assistant Professor, Basic Sciences, BUC
PhD, MSc, Kuwait University, 2007.
2015-

Hope, Cynthia, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Bastyr University, 2013.
2013-

Kasawa, John, MD
Adjunct Faculty, Naturopathic Medicine, BUC
MD, University of California, San Diego, 2000.
2014-

Kazem, Haron, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Southern California University of Health Sciences, 2015.
2016-

Khamba, Baljit, ND, MPH
Assistant Professor, Naturopathic Medicine, BUC
ND, Canadian College of Naturopathic Medicine, 2009.
2016-

Konjkavfard, Eyesun, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Canadian Memorial Chiropractic College, 2015.
2016-

Larson, C. Chad, DC, ND
Adjunct Faculty, Naturopathic Medicine, BUC
DC, ND, Southwest College of Naturopathic Medicine, 2013.
2014-

Larson, Fernanda, MS
Adjunct Faculty, Nutrition and Exercise Science, BUC
MS, Bastyr University, 1999.
2015-

Li, Jenny, MA
Adjunct Faculty, Naturopathic Medicine, BUC
MA, University of San Diego, 2017.
2017-

Lyall, Violet, MS
Adjunct Faculty, Botanical Medicine, BUC
MS, National University, 1998.
2016-

Malik, Neal, DPH, MPH
Assistant Professor, Nutrition and Exercise Science, BUC
DPH, MPH, Loma Linda University, 2011.
2015-

McNally, Ryan, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2008.
2014-

McNulty, Nikodemas, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Bastyr University, 2014.
2016-

Norton, Emma, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, University of Bridgeport, College of Naturopathic Medicine, 2003.
2015-

Odenthal, Joanne, PhD
Adjunct Faculty, Botanical Medicine, BUC
PhD, Claremont Graduate University, 1992.
2013-

Pizzorno, Joseph, ND
Adjunct Faculty, President Emeritus, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1975.
1978-

Pleiman, Stephanie R, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Bastyr University, 2010.
2017-

Poccia, Emily, ND
Adjunct Faculty, Botanical Medicine, BUC

ND, Southwest College of Naturopathic Medicine, 2014.
2015-

Portera-Perry, Lisa, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Southern California University of Health Sciences, College of Chiropractic, 1985.
2013-

Ribak, Charles, PhD
Adjunct Faculty, Basic Sciences, BUC
PhD, Boston University Graduate School, 1975.
2015-

Roth, Maya, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, University of Bridgeport, College of Naturopathic Medicine, 2007.
2015-

Rouhani, Shidfar Thomas, ND, DC
Associate Professor, Basic Sciences, BUC
ND, Southwest College of Naturopathic Medicine, 2005;
DC, University of Western States, 2013.
2013-

Sanchez, Jose A, MS
Adjunct Faculty, Nutrition and Basic Sciences, BUC
MS, San Diego State University, 2008.
2015-

Sarter, Barbara, PhD, RN
Professor, Naturopathic Medicine, BUC
PhD, RN, New York University, 1984.
2013-

Shanbhag, Vivek, ND, MD (Ayur)
Adjunct Faculty, Ayurvedic Sciences, BUC
ND, Bastyr University, MD (Ayur), 1992.
2013-

Shuttleworth, Sylvie, PhD
Associate Professor, Counseling and Health Psychology, BUC
PhD, California School of Professional Psychology, 2005.
2014-

Sims, DeJarra, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2009.
2015-

Tozer, Erinn E, PhD
Adjunct Faculty, Naturopathic Medicine, BUC
PhD, The Pennsylvania State University, 2001.
2017-

Vassighi, Nazanin, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2010.
2015-

Weeks, Tiffany, ND
Assistant Professor, Botanical Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2006.
2013-

Youngren, Christina, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2006.
2015-

Attendance Policy: Bastyr University's academic policies regarding attendance can be found here (p. 17).

Leave of Absence: If a student wishes to stop attending Bastyr University for a period of up to one year and intends to return to his/her current program of study, s/he must submit a leave of absence request form to the registrar. A student who stops attending classes and fails to apply for a leave of absence will be considered withdrawn from the University.

All students are required to complete an exit interview with their deans or department/ program chairs prior to taking a leave of absence. Deans or department/program chairs may set conditions to which a student must comply before s/he is allowed to return to the University. All financial aid recipients are encouraged to schedule an exit interview with a financial aid advisor to be informed of his/her rights and responsibilities during the leave period. A student on leave is still required to meet any grade remediation (e.g., PC and I grades) deadlines during his/her leave of absence.

An additional year of leave may be approved by the department chair, dean or dean's designee. The student must submit, within the initial leave period, a letter indicating reasons why a one-year extension is necessary. If a student's leave is extended beyond one year, s/he may be required to complete the graduation requirements in the catalog for the year s/he plans to return. After more than two academic years of absence, a student will be considered withdrawn and must reapply for admission to the University. Upon re-admittance, the student will be required to complete the graduation requirements for the re-entry year.

A student who does not return after his/her initial one-year absence and has not requested an extension will be considered as having withdrawn from the University. If that student wishes to return at a later date, s/he will be required to reapply for admission and may need to meet subsequent degree completion requirements. If reapplication is made, previous course content will be evaluated and may be considered incomplete or outdated according to current standards.

A student who wishes to return must submit a letter to the Office of the Registrar within the approved leave period confirming his/her intent at least 60 days prior to the start of the quarter in which a student intends to enroll. All returns from leaves of absence are contingent on obtaining approval from the student's department chair, dean or dean's designee, whose decision is final.

Student Probation and Dismissal: Bastyr University's academic policies regarding academic standing, probation, suspension and dismissal can be found here (p. 5).

Student Rights and Procedure for Addressing Grievances: See the *Bastyr University Student Handbook* accessible on MyBU as well as our external website: http://www.bastyr.edu/student-life/current-students

Complaints: Current students encouraged to first exhaust the complaint process established by Bastyr University, as published in the *Student Handbook* on the University's intranet MyBU. Prospective students who wish to make a complaint should contact Susan Weider, dean of students, at (425) 602-3000.

If you are a California student, you may also contact the Bureau for Private Postsecondary Education (BPPE) to file a complaint. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov.

If you are a non-California resident, you may also contact NC-SARA or your home state agency to file a complaint, depending on your home state's student complaint process. For your convenience, Bastyr University has created a current list outlining each state's complaint process.

Active U.S. military service members, veterans and their family members may access the Department of Defense's Postsecondary Education Complaint System.

BPPE Contact Information: Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
Website Address: www.bppe.ca.gov
(888) 370-7589 or by fax (916) 263-1897
(916) 431-6959 or by fax (916) 263-1897

GENERAL ADMISSIONS

DEGREE AND CERTIFICATE PROGRAMS

Bastyr University offers degree programs in naturopathic medicine, nutrition, nutrition for wellness, nutrition and clinical health psychology, acupuncture and Oriental medicine, ayurvedic sciences, midwifery, maternal child health systems, counseling psychology, public health, exercise science and wellness, health psychology with tracks in integrated wellness, premed and public health psychology, nutrition and culinary arts, nutrition and exercise science, integrated human biology, herbal sciences and public health. The University also offers certificates in holistic landscape design and Chinese herbal medicine, as well as the option to pursue a registered dietitian credential through the Didactic Program in Dietetics and Dietetic Internship. In addition, there are post-baccalaureate preparatory programs for the Naturopathic Medicine and Master of Science in Nutrition programs. Information regarding admission to specific natural health arts and sciences programs is included in the separate academic program sections.

Applicants wishing to enroll in Bastyr University's programs must complete and submit a Bastyr University admissions application along with a nonrefundable fee ($25 for certificate programs, $60 for undergraduate programs, and $75 for post-baccalaureate, graduate and professional programs*). Supplemental application materials must also be submitted for each degree and certificate program.

**Applicants who have attended an on-campus admissions event or met on campus with an admissions advisor will have their application fee waived.*

ADDING ADDITIONAL PROGRAMS

Bastyr University has a significant number of students who plan to enroll in more than one degree or certificate program. Information and application materials are available from the admissions office. See the section on Double Majors for Undergraduate Students (p. 68).

See the graduate Didactic Program in Dietetics (p. 101) section for more information about that option. See the section on the Dietetic Internship (p. 105) for information about that program.

For additional information regarding the Doctor of Naturopathic Medicine (ND) dual degree options, please see the Naturopathic Medicine Dual Degrees section.

For all other inquiries, please see your program chair or Dean or the program chair or Dean of the second program in which you are considering enrolling.

NONMATRICULATED AND NONDEGREE STUDENTS

Nonmatriculating or nondegree students are those who are not formally admitted to a degree or certificate program. For more information go to Academic Policy and Procedure Manual (p. 36).

POST-BACCALAUREATE PREPARATORY PROGRAM

Students who have earned a bachelor's degree may apply for admission to a post-baccalaureate preparatory program. These programs are designed for students who are planning to apply for any of our Master of Science in Nutrition programs or the Doctor of Naturopathic Medicine program at Bastyr University and intend to enroll in courses at the University totaling 6 or more credits per term while fulfilling prerequisite requirements.

Post-baccalaureate preparatory programs are individually designed to permit students to meet outstanding prerequisite requirements and must be completed within one year. Students enrolled in a preparatory program must meet standards of satisfactory progress and minimum standards of admissibility for the degree program in which they wish to matriculate. Bastyr University offers only a limited selection of prerequisite coursework. For detailed information, contact the admissions office.

Students enrolled in the post-baccalaureate preparatory program are eligible for financial aid. Please contact the financial aid office for an application packet or additional information.

PREREQUISITE WAIVERS

Some prerequisite course requirements may be waived based on a documented learning experience. Applicants who wish to request such a waiver must submit a completed petition to waive a prerequisite form to the admissions office.

APPLICATION PRIORITY DEADLINES

Bastyr University accepts applications on a rolling basis until all available spaces are filled. Application dates are as follows:

November 1

ND Early Decision[1]

DAOM Priority (for Winter quarter entry)

January 2

MACP Priority

February 1

ND Priority

MSMW Priority

MSN Priority

MSN Wellness Priority

MCHS Priority

MPH Priority

All Undergraduate programs

March 15

All other programs

[1]*Applicants who have three or fewer outstanding prerequisites may apply by the early decision deadline. The early decision deadline is nonbinding.*

Applications received after the dates noted above are considered on a space-available basis. Applicants who wish to apply for a quarter other than fall (or summer for MCHS or MACP applicants) should first check with the admissions office to see if they qualify to begin courses out of sequence.

Applications for the Dietetic Internship program must be postmarked by the February deadline set by the Academy of Nutrition and Dietetics.

INTERVIEWS

Interviews are required for clinical, professional and certificate programs except the Master of Science in Nutrition programs. Applicants are required to interview at the campus to which they are applying. Telephone or Skype interviews are given for MCHS applicants and may be granted in exceptional circumstances for applicants of other programs.

SELECTION FACTORS

Bastyr University is committed to providing quality education in the natural health arts and sciences. We encourage individuals from underrepresented minority groups to apply. The University supports equality of educational opportunity in admission or access to its programs and activities and, therefore, does not discriminate on the basis of race, color, national origin, marital status, gender, sexual orientation, gender identification or expression, age, religion, creed, veterans' status, or handicap.

For detailed program information, refer to the required skills and abilities section (if applicable) in the appropriate school section.

ACCEPTANCE

Following completion of the application process, a letter of acceptance is sent to those applicants selected. Those applicants who are making satisfactory progress toward the completion of their prerequisite requirements may be accepted with conditions. For these individuals, matriculation is contingent on successful completion of the requirements outstanding at the time of acceptance.

A nonrefundable deposit is due within two weeks of receipt of their acceptance notification to hold a place in the class. The deposit is credited toward tuition. Applicants have six business days from the University's receipt of their deposit in which to request return of the deposit. Following this time, deposits are nonrefundable, even if applicants decide to reapply and enroll in a subsequent year. Should an applicant decide to reapply for the following year, are admitted, and decide to enroll, a 2nd enrollment deposit is required. Upon enrollment, both deposits are credited toward tuition.

Offers of admission are made for a specific quarter of a specific year. For most degree programs, applicants are admitted only in the fall quarter.

An admissions file may be examined by the student (with the exception of confidential recommendations) only after enrollment. Files remain the property of the University, and information contained within cannot be returned to or copied for the student. Certain items submitted for admission to the University are not considered part of a student's permanent academic record. Therefore, those items are purged from the file before transferal to the registrar's office, and therefore are not available for examination by the student.

DEPOSITS

All candidates for admission who have been accepted into a program at Bastyr University are required to pay a deposit ($300 for all graduate/professional degree programs, including the articulated BS/MS program; $200 for all other degree programs, including post-baccalaureate and certificate programs; $100 for dual degree current students) to hold a place in the entering class. After receipt of the deposit it is nonrefundable after six business days. The deposit is credited toward the student's first quarter tuition (summer start excluded). Applicants should be aware that the University may, without notice and at the discretion of the admissions committee, offer to another student the place of any applicant whose deposit has not been submitted within the specified time. Additionally, scholarships may be rescinded for those students who have failed to submit their deposit within the specified time.

Accepted students who wish to take a summer course (a prerequisite, required programmatic course, or elective) must pay a separate $100 nonrefundable deposit to hold their place

in the summer class. This summer quarter deposit is credited toward the students' summer tuition. Continuing students are not required to pay a deposit for summer courses.

DEFERRAL OF ADMISSION OR APPLICATION

Applicants who have accepted their offers of admission may request a deferral of their acceptance for up to one year. The admissions office staff reviews the request and will either approve or deny the request. If denied, a one-year application deferral may be offered. If re-admitted the following year, deferred application students must pay the deposit for their program to hold their spot in the class. If students fail to make this deposit, the deferral is rescinded and the initial deposit forfeited.

GRADUATE-LEVEL TRANSFER CREDITS AND ADVANCED STANDING STATUS

Applicants who have completed professional doctoral programs may be considered for advanced standing status. Applicants who have attended, but not graduated from, similar graduate or professional programs may receive transfer credit for individual courses but are not considered advanced standing candidates. For transfer consideration, credits must be earned from an institution accredited by a regional accrediting agency that is recognized by the American Council on Education Commission on Recognition of Postsecondary Accreditation or from an institution accredited by the CNME, ACAOM or MEAC. Graduate and professional students must complete at least two-thirds of their credits at Bastyr University. Specific information regarding transfer and advanced standing status policies for the naturopathic medicine program is included here (p. 109). Specific information regarding transfer policies for AOM programs is included here (p. 121). Midwifery transfer policies are available under the midwifery master's program (p. 83).

For complete policy on transfer of credits, please refer to the Academic Policy and Procedure Manual (p. 40).

UNDERGRADUATE AND COMMUNITY COLLEGE TRANSFER CREDITS AND RESTRICTED COURSES

Bastyr University accepts undergraduate transfer credits earned at any regionally accredited college or university, provided the courses are similar in content and taught at the same level as courses within the curricula of Bastyr University. As the University is an upper-division, degree-completion institution, all undergraduates are transfer students. A maximum of 135 quarter credits or 90 semester credits may be transferred toward an undergraduate degree, and students must complete a minimum of 45 quarter credits at Bastyr to earn a University undergraduate degree. Within those transfer credit limits, up to 45 credits may be transferred through the ACE Alternative Credit project, and applied to the lower-division General Education requirement.

Ninety quarter or 60 semester credits may be transferred from a community college, with the following exception: an additional 10 credits may be accepted from a community college in the following areas if the content of the courses is determined to be equivalent to the required courses at Bastyr University: organic chemistry, biochemistry, anatomy and physiology, microbiology, botany, physics, statistics, developmental psychology, abnormal psychology, social psychology, and psychology of personality. Once a student has matriculated into Bastyr, additional credits over 90 will not be transferred from a community college. All entering undergraduate students are required to have at least a 2.50 cumulative grade point average, with a grade of C (2.0) or better in all required courses. Exceptional applicants who do not meet this minimum requirement will be reviewed on a case-by-case basis. Transfer students who hold an approved direct-transfer associate degree from a Washington state community college are given priority consideration in accordance with the Washington Inter-College Transfer and Articulation agreement. Admission to Bastyr University is competitive. All applicants are evaluated on the basis of academic records, narrative statement and applicable experience.

Undergraduate students may transfer a maximum of 3 quarter credits of physical education activity courses toward the required 180 graduation credits. A maximum of 15 vocational, technical, CLEP or military credits may be applied to the elective credit total. Non-college courses, such as remedial composition, intermediate algebra and English as a second language, are nontransferable.

APPLICANTS WHOSE FIRST LANGUAGE IS NOT ENGLISH

All applicants for whom English is a second language must present evidence of proficiency in the English language in one of the following ways:

- Official TOEFL Internet-based test (iBT) exam results with a score of 92, with a minimum speaking exam score of 26, a minimum reading exam score of 20, a minimum writing exam score of 24 and a minimum listening exam score of 22; or IELTS exam score of level 6

- Two quarters or semesters of enrollment in liberal arts courses taught in English, totaling at least 15 quarter credits (10 semester credits) of college transferable credits (not including vocational coursework or English as a second language), completed at an accredited U.S. or Canadian school, with GPA of 3.0 or greater (no single course less than a C- grade or 1.7 on a 4.00 scale). (Please note that the Admissions Committee reserves the right to request further English proficiency documentation or TOEFL results if desired.)
- AEAM applicants must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education or from an equivalent English language institution in another country. (Taken from Amendment to ACAOM standards, January 7, 2014)
- Completion of Level 6 from any ACE Language Institute in the United States within the last two years from date of expected entry into a Bastyr University program.

TOEFL scores more than two years old at the time of application will not be accepted. The Bastyr University code for the TOEFL exam is #9839. Admitted students whose first language is not English may also be required to take additional courses and/or training to improve their language skills.

INTERNATIONAL STUDENTS

To be eligible for enrollment at Bastyr University, all international student applicants must submit an application, application fee, letters of recommendation (if needed), documentation of sufficient funds, an evaluation sent from a foreign credential evaluation service, a copy of their passport and a current photograph. Applicants who speak English as a second language are required to submit official exam results outlined in the section Applicants Whose First Language Is Not English (p. 65). Official transcripts from any college or university outside the United States must be translated and evaluated, course-by-course, by an independent, N.A.C.E.S.-accredited evaluation service. There is a charge for this evaluation. The service will forward the evaluated transcript to Bastyr University at the applicant's request.

International students must enroll as full-time, degree-seeking students and comply with all related immigration policies for the F-1 student visa program.

Federal laws require that international students maintain adequate health insurance while attending Bastyr University. All admitted F-1 students are required to purchase coverage through Bastyr University or submit a waiver form providing documentation of comparable insurance coverage valid in the United States for the duration of their study. International students are not eligible for federal student aid.

F-1 STUDENT VISAS

A nonimmigrant student and his/her spouse and/or child(ren) may be admitted into the United States in the F-1 classification during their course of full-time study. This does not include those applicants who hold dual citizenship, are lawful permanent residents (or have received confirmation from the U.S. Citizenship and Immigration Service [USCIS] of an adjustment of status to Lawful Permanent Resident), have a valid business visa, or, if by blood percentage, are 50 percent or more North American Indian. However, Bastyr University requires official documentation of such status. Students with current F-1 visas transferring to Bastyr University must forward a copy of their current I-20.

DOCUMENTATION OF SUFFICIENT FUNDS

International students must provide complete and accurate documentation of sufficient funds in order to qualify for a student visa. The total of these funds must cover the cost of the first year of school, books, insurance and living expenses. International students are not eligible for U.S. federal student aid. Official bank statements as proof of liquid assets are required to document sufficient funds. A signed affidavit of support (available from the admissions office) is required if the bank statement/account proving the availability of required funds is not in the student's name. The amount required to cover expenses for the first year is dependent upon the program of study. If you have dependents who will apply for F-2 visas, the cost of living expenses for the spouse and/or child(ren) must be provided. The current cost of total expenses for each student and the cost of living per each dependent are listed on the 1-20 documentation worksheet, which is part of the application packet for international students.

FINANCIAL ASSISTANCE AND EMPLOYMENT

International students are not eligible for U.S. federal or state-funded student aid programs but may obtain private loans with a U.S. citizen or resident as a cosigner. Canadian students also have access to the Canadian federal student loan program and most provincial loans. Documentation of sufficient funding is required for F-1 students because off-campus employment is prohibited by the USCIS during the first year of study. International students are limited to no more than 20 hours a week of on-campus employment while school is in session and may work full-time during vacation periods, as long as they have maintained status and intend to register for the following term. Bastyr University has a very

limited amount of international employment money available.

FINANCIAL AID

The role of the financial aid office at Bastyr University is to assist students in obtaining the funding they need to reach their educational goals.

Bastyr University participates in the full range of state and federal student financial aid programs. Student eligibility is determined following the state and federal regulations that apply to each particular aid program.

Graduate students primarily rely on federal educational loan programs, including Federal Direct unsubsidized Stafford and Graduate PLUS loans. Employment opportunities are provided by the federal and state work-study programs.

Additional support is provided by scholarship programs administered by Bastyr University from both endowed funds and University resources.

Undergraduate students are eligible to apply for Pell grants, Federal Supplemental Educational Opportunity grants, Perkin loans and subsidized and unsubsidized Stafford loans. Washington state residents may be eligible for a Washington State Need Grant. Parents of dependent undergraduates may apply for the Parent Plus loan. Undergraduates may also receive work-study funds and scholarships, if eligible.

Private loan programs also provide a supplemental source of funding for all students. These loans require a positive credit history and/or a co-signer with good credit.

All international students are eligible for University-funded scholarships and grants as well as on-campus employment from University funds.

Financial Aid Deadlines:

There are no formal University deadlines. However, undergraduate students are encouraged to apply by April 1 in order to receive consideration for several external grant programs with early deadlines. All students are encouraged to apply for financial aid at least 90 days before the first quarter of attendance.

Detailed information on application procedures, program costs, and financial aid funding are published annually in the *Bastyr University Financial Aid Handbook*. *The Bastyr University Financial Aid Handbook* and financial aid application are located on the Bastyr website and the MyBU student portal.

Satisfactory Academic Progress for Financial Aid

Federal student aid regulations mandate that students who wish to be considered for financial aid must be making satisfactory progress in a degree or certificate program. This requirement applies to the entire period of enrollment at Bastyr University, even though students may not have received financial aid for some periods of enrollment.

Satisfactory academic progress is currently reviewed at the end of each spring quarter. It is also students' responsibility to monitor their own progress.

All students must meet the published academic standards for their individual programs. Students placed on suspension or limited suspension are not eligible for financial aid.

Undergraduate students awarded a State Need Grant must complete at least 50 percent of the credits for which they received funding for that quarter. Failure to complete the required number of credits each quarter will result in cancellation of subsequent disbursements. Satisfactory academic progress is monitored at the end of each quarter for this program.

See the student portal (MyBU) under Financial Aid menu option for the complete satisfactory academic progress policy for financial aid eligibility.

Required Return of Federal Financial Aid

The University is required to return federal Title VI funds when a student fully withdraws during the first 60 percent of any quarter. Please see the student portal (MyBU) under financial aid for the complete policy.

Required Return of State Financial Aid

The University is required to return state financial aid when a student fully withdraws during the first half of any quarter. Please see the student portal (MyBU) under financial aid for the complete policy.

Gainful Employment Compliance

As of July 1, 2012, the U.S. Department of Education requires institutions who participate in the student financial assistance programs under Title IV of the Higher Education Act of 1965, as amended, to report certain information about students enrolled in their Title IV eligible programs that lead to gainful employment in a recognized occupation. At this time, the regulations only apply to the certificate programs in Chinese Herbal Medicine and Holistic Landscape Design. The following links to our website will provide that information:

Certificate in Chinese Herbal Medicine

Certificate in Holistic Landscape Design

BASTYR UNDERGRADUATE PROGRAMS

MISSION STATEMENT FOR UNDERGRADUATE PROGRAMS

The mission of the Bastyr University bachelor's degree completion programs is to help each student build a strong foundation of basic knowledge and skills, as well as foster a greater understanding of health of body, mind and spirit.

VISION STATEMENT FOR UNDERGRADUATE PROGRAMS

Bastyr University bachelor's degree completion programs provide students with opportunities to develop competency in basic skills, such as written and verbal communication, critical thinking and the ability to work cooperatively with others. The degree completion programs also provide students with opportunities to develop competency in the fundamental theories, models, core knowledge and skills of their major field of study.

The degree completion programs uniquely emphasize the importance of holism and the natural health arts and sciences. The programs provide students with opportunities to develop a deeper understanding of the interconnections between body, mind and spirit, and learn to foster wellness in themselves and others through approaches found in the natural health arts and sciences.

UNDERGRADUATE EDUCATION AT BASTYR UNIVERSITY

As Bastyr University continues to develop undergraduate degree offerings, we strive to maintain consistency across all programs in terms of admissions requirements, shared courses, double majors and undergraduate student support. The undergraduate experience at Bastyr encompasses a range of academic programs, which are coordinated by the Undergraduate Committee. Admissions requirements, the structure of interdisciplinary courses, double majors and general policy issues affecting undergraduates are all considered by this committee. The Undergraduate Committee works closely with the admissions office to ensure that applicants who meet all basic criteria are admitted to the University and to the undergraduate program of their choice.

THE UNDERGRADUATE MAJORS

Exercise Science and Wellness (p. 92)

Health Psychology (p. 75)

Health Psychology - Premedicine (p. 77)

Health Psychology - Social Advocacy (p. 78)

Herbal Sciences (p. 107)

Integrated Human Biology (p. 73)

Nutrition (p. 91)

Nutrition and Culinary Arts (p. 95)

Nutrition and Exercise Science (p. 94)

FULL-TIME EXPECTATIONS

The undergraduate curricula are designed for full-time participants. Students may complete a program on a part-time basis but should recognize that there may be scheduling conflicts between required courses. It is the responsibility of a student who wishes to complete a program on a part-time basis to work with an advisor to arrange an appropriate schedule. Special sections will not be offered to accommodate the needs of part-time students.

DOUBLE MAJORS FOR UNDERGRADUATE STUDENTS

Bastyr University will allow students to complete two majors, provided students are in good standing at the time they wish to declare their second major. The second major cannot be declared until the second quarter of attendance. However, students may start attending courses required for the second major in their first quarter of attendance. Students must submit a declaration of double major form to the registrar's office at the time the major is declared. Students are required to have their program of study approved by the appropriate chair(s) and/or dean(s) at the time the double major is declared.

There are no predetermined schedules for the double majors. It is the student's responsibility to create appropriate schedules for double major combinations. Students must meet quarterly with the undergraduate advisor in the registrar's office for assistance in tracking the progress of the two majors.

Students are advised that declaring a double major will increase the amount of time it takes to graduate. The minimum amount of time to complete any double major is three years. If the required courses for any quarter exceed the limit on student credit loads as outlined in the Credit Load Limits (p. 20) policy, the student must obtain permission from the academic chairs of both majors.

Students earning a double major must usually complete no fewer than 220 credits. The credit requirement total for

double majors is determined by the total of the prerequisite basic proficiency, science and general education credits, the major core credits in both programs and any elective credit requirement with defined parameters for one or both majors (for example, 2 activity credits required for exercise science and wellness majors). Where duplication exists between the two majors, the student is not required to make up the credits represented by the duplication.

UNDERGRADUATE HONORS AT GRADUATION

Undergraduate students who complete all degree requirements with a cumulative grade point average (GPA) of 3.8 or higher are eligible to be awarded honors at graduation. More information may be found here (p. 41).

SCHOOL OF NATURAL HEALTH ARTS AND SCIENCES

Administrators of the School of Natural Health Arts and Sciences

Lynelle Golden, PhD, Dean
Mark R. Martzen, PhD, Chair, Basic Sciences
Debra Boutin, MS, RD, Chair, Nutrition and Exercise Science
Suzy Myers, LM, CPM, MPH, Chair, Midwifery
David Shen-Miller, PhD, Chair, Counseling and Health Psychology
Barbara Goldoftas, PhD, Program Director, Public Health
Andrea Larson, Program Coordinator, School of Natural Health Arts and Sciences
Mahshid Rowhani, Program Supervisor, Nutrition and Exercise Science
Marissa Ohoyo, Program Supervisor, Midwifery
Jennifer Segadelli, CPM, MSM, Clinical Education Supervisor, Midwifery
Eileen Newsom, Program Coordinator, Counseling and Health Psychology
Chris Vires, Manager, Laboratory Services
Annie Kennedy, Director, Simkin Center for Allied Birth Professions
Kay Hwang, Program Coordinator, Simkin Center for Allied Birth Professions
Neal Malik, DrPH, MPH, RDN, CHES, EP-C, Chair, Nutrition and Basic Sciences, California Campus

The School of Natural Health Arts and Sciences is comprised of the Department of Basic Sciences, Department of Counseling and Health Psychology, Department of Nutrition and Exercise Science, Department of Midwifery, Department of Public Health, Simkin Center for Allied Birth Professions, and Laboratory Services.

The mission of the School of Natural Health Arts and Sciences is to facilitate the development of a scientific foundation for students to investigate the individual and the natural world. We inspire students to reach their full potential in education, research and health care.

The vision of the School of Natural Health Arts and Sciences is to produce leaders in the art and science of natural health through the development of relevant and innovative programs that build on a foundation of science and integrate mind, body and spirit.

The core values of the School of Natural Health Arts and Sciences are:

- To practice critical and integrative thinking
- To honor and celebrate diversity
- To promote professional ethics and behavior
- To communicate respectfully
- To foster a lifelong quest for knowledge
- To pursue excellence

The Department of Basic Sciences offers a Bachelor of Science with a Major in Integrated Human Biology. The department also provides science curricula for most graduate and undergraduate programs. It also houses the University's Laboratory Services. The courses offered by this department emphasize the scientific knowledge required for success in each of these programs.

The Department of Counseling and Health Psychology offers a Master of Arts in Counseling Psychology and a Bachelor of Science with a Major in Health Psychology with tracks in integrated wellness, premedicine and social advocacy. The department also provides coursework and training for the Master of Science in Nutrition and Clinical Health Psychology, and counseling coursework and training for the Department of Naturopathic Medicine and the Department of Acupuncture and East Asian Medicine.

The Department of Nutrition and Exercise Science offers a Bachelor of Science degree with majors in nutrition, nutrition and exercise science, exercise science and wellness, and nutrition and culinary arts. In conjunction with the Bachelor of Science with a Major in Nutrition, the department offers a Didactic Program in Dietetics (DPD) that meets Accreditation Council for Nutrition and Dietetics (ACEND) academic requirements leading to eligibility to apply for a dietetic internship. There are four Master of Science offerings in the Department of Nutrition and Exercise Science: the Master of Science in Nutrition, the Master of Science in Nutrition with Didactic Program in Dietetics (DPD), the Master of Science in Nutrition for Wellness (California campus only), and the Master of Science in Nutrition and Clinical Health Psychology (MSN/CHP). The Dietetic Internship, based on ACEND's standards of education, is offered to provide performance requirements for entry-level dietitians through supervised practice. The department also provides coursework for students in the School of Naturopathic Medicine and the Department of Acupuncture and East Asian Medicine.

The Department of Midwifery offers a Master of Science in Midwifery and a Master of Arts in Maternal-Child Health Systems. The mission of the Department of Midwifery is to educate and inspire leaders in midwifery and maternity care systems.

The Department of Public Health offers a Master of Science in Public Health with a Specialization in Community Health Education.

DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health promotes community health and wellness through community service, research/scholarship and professional preparation in public

health and community health education. *The mission of the department is to use an integrated approach to advance social justice in health and to promote individual, family, and community health through education, community service, and research. The vision of the department is to enhance population health and reduce disparities in determinants of health and health outcomes.* The department currently offers the Master of Public Health degree with a Specialization in Community Health Education.

Master of Public Health with a Specialization in Community Health Education

The primary goal of public health is the prevention of disease and injury through community-level programs and initiatives. The goal of community health education is to promote environments and lifestyles that support the health and wellness of communities.

The goals of the MPH program are to advance public health through instruction, service, and scholarship:

Instruction

- Educate highly qualified public health professionals through a relevant curriculum, effective teaching and mentoring, and access to high-quality practice experiences.
- Educate public health professionals who are able to engage in effective cross-cultural communication and who can create initiatives to reduce disparities in health and determinants of health.

Service

- Involve students and faculty in service experiences that improve health and wellness in local communities.
- Involve MPH students and faculty in public health organizations at the county, state, and national levels.
- Provide professional development activities that emphasize social justice.

Scholarship

- Participate in public and community health research, and share the outcomes of student practice experience with the university community and community stakeholders.

The curriculum includes specialized courses and practical experience that enable students to develop competency in community health education. A social justice perspective on public health issues is integrated throughout the curriculum. Students are required to complete a practicum experience and a capstone project in community health education in order to develop the knowledge and skills to work successfully in public health and community health education settings. The program offers students the opportunity to complete programmatic electives that support specific career objectives. Graduates of the program are prepared to work as community health educators in a variety of settings including health care facilities, corporate settings, government agencies, non-governmental organizations, and colleges and universities.

GRADUATE PROGRAMS

Master of Public Health

Expected Learning Outcomes

A graduate of the MPH program will demonstrate competency in the following areas:

- Evidence-based approaches to public health
- Public health and health care systems
- Planning and management to promote health
- Policy in public health
- Inter-professional practice
- Leadership
- Systems thinking
- Assess individual and community needs for health education
- Plan health education strategies, interventions and programs
- Implement health education strategies, interventions and programs
- Conduct evaluation and research related to health education
- Administer health education strategies, interventions and programs
- Serve as a health education resource person
- Communicate and advocate for health and health education
- Apply human rights and social justice principles to public health problems to support improved quality in and accessibility to health care and health education

Admissions

For general information on the admissions process, refer to the General Admissions (p. 63) in this catalog. Information below refers only to the public health program.

Prerequisites

Students must have a bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0 in undergraduate coursework and an introductory statistics or biostatistics course. Students are also required to submit scores from the General GRE. Exceptional candidates who do not meet these requirements will be reviewed on a case-by-case basis. Qualified students will be invited to interview.

Graduation Requirements

MPH students must complete a minimum of 63 credits. This includes 43 core course credits, 6 programmatic elective credits, 5 practicum credits and 9 capstone credits. Students must complete 43 of these credits in residence at Bastyr University. Students must earn a minimum GPA of 3.0 and must complete their degree within five years following matriculation into the program.

The curriculum tables that follow list the tentative schedule of courses each quarter. Next to each course is the number of credits per course.

Year I

Fall

PH5100	Introduction to Community Health Education	4
PH5111	Biological Determinants in Public Health	4
PH5120	Seminar in Social Justice and Health 1	0.5
PH5130	Intermediate Biostatistics 1	2
PH5135	Epidemiology 1	2
		Subtotal: 12.5

Winter

PH5101	Health Education: Program Planning and Implementation	5
PH5110	Psychosocial Determinants of Public Health	4
PH5121	Seminar in Social Justice and Health 2	0.5
PH5131	Intermediate Biostatistics 2	2
PH5136	Epidemiology 2	2
		Subtotal: 13.5

Spring

PH5102	Research Methods in Health Education	3
PH5112	Environmental Determinants of Public Health	4
PH5122	Seminar in Social Justice and Health 3	0.5
		Subtotal: 7.5

Year II

Summer

PH6800	Practicum Experience in Public Health	5
		Subtotal: 5

Fall

PH6101	Evaluation of Health Education Programs	4
PH6110	Seminar in Social Justice and Health 4	0.5
PH6810	Capstone Project 1	1
		Subtotal: 5.5

Winter

PH6102	Public Health Systems Leadership and Administration	4
PH6111	Seminar in Social Justice and Health 5	0.5
PH6811	Capstone Project 2	4
		Subtotal: 8.5

Spring

PH6112	Seminar in Social Justice and Health 6	0.5
PH6812	Capstone Project 3	4
		Subtotal: 4.5

Total Requirements

Total Core Course Credits	43
Total Programmatic Elective Credits*	6
Total Practicum Credits	5
Total Capstone Credits	9
Total Requirements	63

**Programmatic Electives*

Courses will be offered on a rotating basis, and each course will not be available every year. Additional courses may become available as they are created. Courses that address public health issues offered by other departments may be taken with the approval of the MPH program director.

PH9500	Cultural Health Communication	2
PH9501	Public Health for Aging Populations	2
PH9502	Designing and Implementing Online Health Education Programs	2
PH9503	Effective Grant Proposals	2
PH9504	Current Health Issues and Interventions in the United States	2
PH9505	Current Global Health Issues and Interventions	2
PH9506	Public Health Legislative Advocacy	2

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DEPARTMENT OF BASIC SCIENCES

The Department of Basic Sciences offers a Bachelor of Science with a Major in Integrated Human Biology. The department also provides courses for most of Bastyr University's programs. The basic sciences curriculum is designed to meet the specific competencies and learning objectives within each program.

The basic sciences department's mission is to promote an optimal learning environment in which Bastyr University students can develop a strong foundation of knowledge and skills that will serve their continued development in their chosen fields of endeavor.

The basic sciences faculty encourages and expects students to advance beyond the simple learning of scientific facts and to systematically integrate the information from basic science disciplines into a unified model of human organization and

function. This educational scheme requires students to assume an active role in the learning process and encourages them to adopt this inquisitive behavior for a lifetime. Problem solving, clinical cases and examples are an integral part of the basic science curriculum. This educational process is an expression of Bastyr University's basic philosophy of a holistic approach to human behavior, health and therapeutics. The basic sciences faculty encourages students to become totally absorbed in an integrated approach to learning and understanding. Instructors are readily available to facilitate this process on an individual basis.

Bachelor of Science with a Major in Integrated Human Biology

The innovative integrated human biology program is designed to connect concepts from physiology, anatomy, cell biology, biochemistry and genetics, rather than separating the concepts into courses by discipline. This distinct approach allows students to achieve a unified understanding of the structure and function of the human body. The curriculum encourages both individual and collaborative learning and fosters the development of communication skills. The program emphasizes scientific process and research skills through inquiry-based labs and research-methods courses. Interested students will also have an opportunity to work with a faculty mentor to complete an original research project. Students may also take elective coursework in psychology, nutrition, herbal sciences and other disciplines that provide a broad perspective on human health.

The integrated human biology degree provides a firm foundation in biological science and fosters the development of critical thinking skills that are an excellent foundation for careers in medicine and research.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Bachelor of Science with a Major in Integrated Human Biology.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in specific proficiencies and general education requirements. Students may apply to the program while completing prerequisite coursework. Students who have not completed all the prerequisites may not be eligible to take some courses.

Basic Proficiency and Science Requirements	
English Literature and Composition	9 quarter credits
Precalculus	4 quarter credits
General Psychology	3 quarter credits
General Cell Biology (science-major level with labs)	4 quarter credits
General Chemistry (science-major level with labs)	8 quarter credits
Public Speaking	3 quarter credits
General Education Requirements	
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Natural Sciences	12 quarter credits
Electives	17 quarter credits
Total	**90 credits**

Total prerequisite credits must equal at least 90 quarter credits. Ten credits of organic chemistry are recommended for students planning to apply to allopathic medical schools.

The number of elective credits may vary depending upon other coursework.

Expected Learning Outcomes

- Demonstrate understanding of the scientific process and describe how scientific knowledge is developed and supported.
- Use mathematics and quantitative reasoning appropriately to describe or analyze natural phenomena.
- Demonstrate understanding of basic physical principles and apply these principles to living systems.
- Demonstrate understanding of basic principles of chemistry and apply these principles to living systems.
- Demonstrate knowledge of how biological molecules contribute to the structure and function of cells.
- Demonstrate an understanding of the link between structure and function at all levels within a living organism: molecular, microscopic and macroscopic.
- Explain how internal environments are maintained in the face of changing external environments.
- Demonstrate an understanding of the theory of evolution by natural selection.
- Demonstrate an understanding of the biological basis for human behavior.
- Demonstrate an understanding of the connection between the human organism and the biosphere as a whole.

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits

(inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 credits in residence at Bastyr University

The curriculum tables that follow list the tentative schedule of courses each quarter. Next to each course is the number of credits per course.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3139	Human Biology Seminar	2
BC3148	Research Methods in Human Biology 1	3
BC4116	Bioethics	3
		Subtotal: 14

*BC3123 will be waived for students who have previously taken 10 hours of Organic Chemistry. Students who plan to apply to allopathic medical schools should take the two-quarter organic sequence offered in summer.

Winter

BC3108	Physics 1 Lecture/Lab	5
BC3144	Integrated Biochemistry and Cell Biology	6
BC3149	Research Methods in Human Biology 2	3
		Subtotal: 14

Spring

BC3109	Physics 2 Lecture/Lab	5
BC3150	Biophysics 1	1
BC3151	Integrated Human Biology 1 Lecture/Lab	6
BC4119	Introduction to Research Proposals	2
BC9133	Biotechnology and Society	2
		Subtotal: 16

Senior Year (Year II)

Fall

BC3152	Integrated Human Biology 2 Lecture/Lab	6
BC4100	Microbiology Lecture/Lab	4
BC4108	Biophysics 2	1
	Advanced Programmatic Electives*	2
	Programmatic Electives	3
		Subtotal: 16

Winter

BC4135	Biophysics 3	1
BC4153	Integrated Human Biology 3 Lecture/Lab	6
BC4161	Advanced Cell and Molecular Biology	4
BC9134	Biology of Receptors	3
	Advanced Programmatic Electives**	2
		Subtotal: 16

Spring

BC9104	Immunology	4
BC9108	Pathophysiology	3
IS9115	Intestinal Microbiota	3
	Advanced Programmatic Electives**	4
		Subtotal: 14

3 Credits of Programmatic Electives for Winter of the Junior Year - To Be Announced

Other courses can be taken with approval of program director.

*Advanced Programmatic Electives**

BC9106	Human Biology and Toxicology	3
BC9107	Virology	3
BC9109	Advanced Musculoskeletal Anatomy with Palpation	4
BC9112	Advanced Topics in Human Biology	1
BC9119	IHB Student Research	1-5
BC9130	Special Topics in Human Biology	variable
BC9801	Internship	0-5
TR9130	Obesity and Obesity-Related Diseases	2

Other courses can be taken with approval of program director.

Requirements List

Total Requirements: BS with a Major in Integrated Human Biology

Total Core Course Credits	76
Total Programmatic Elective Credits	3
Total Advanced Programmatic Elective Credits	11
Total Requirements	90

This is the required number of lecture/lab hours, but students may take additional lab courses as advanced electives.

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Basic Science Courses within Other Departments

Basic science courses within the School of Traditional World Medicines (TWM) include Anatomy and Physiology, Organic Chemistry, Biochemistry, Microbiology, Pathology and Pharmacology. These courses serve as a foundation for an understanding of the human body and provide students with the necessary skills and competencies to pursue coursework in the School of TWM. In addition, a portion of the AEAM

Anatomy and Physiology course is taught in Bastyr's cadaver anatomy lab, giving students the unique opportunity to study anatomy in greater depth.

Basic science modules within the naturopathic medicine program provide integration across science disciplines and with clinical coursework. First-year basic science modules provide a foundation of core principles in anatomy, histology, embryology, biochemistry and physiology that are integrated in the context of body systems. Second-year modules use the systems approach to integrate the principles of pathology, immunology and infectious diseases. Pharmacology is integrated with nutrition and botanical medicine. Throughout the curriculum, science concepts are applied to clinical situations through integrated case discussions. Basic science courses within the herbal sciences program include Anatomy and Physiology, Organic Chemistry, Biochemistry, Microbiology, Pharmacology, and Disease Processes. These courses serve as a foundation for an understanding of the human body and provide students with the necessary skills and competencies to pursue coursework in their chosen field.

Basic science courses within the School of Nutrition and Exercise Science include Anatomy and Physiology, Organic Chemistry, Biochemistry, Microbiology and Disease Processes. (Anatomy/Physiology, Organic Chemistry and Biochemistry are all prerequisite courses for the master's program.)

Basic sciences courses within the clinical health psychology program include Anatomy and Physiology, Living Anatomy, Organic Chemistry, and Biochemistry.

The department also offers science courses that satisfy prerequisite requirements, including courses in General Chemistry, Organic Chemistry and Physics.

Lab Services

Laboratory Services provides laboratory set-up and support for all laboratory courses in all academic programs. Laboratory Services also trains TAs and work-study students for academic and research labs and maintains safety oversight of all laboratories.

DEPARTMENT OF COUNSELING AND HEALTH PSYCHOLOGY

The Department of Counseling and Health Psychology offers a Bachelor of Science with a Major in Health Psychology and a Master of Arts in Counseling Psychology. The department also offers a Master of Science in Nutrition and Clinical Health Psychology, in conjunction with the Department of Nutrition and Exercise Science (for details, see the description here (p. 99)), as well as providing coursework and training in counseling for the School of Naturopathic Medicine and the School of Traditional World Medicines.

The Department of Counseling and Health Psychology supports the mission of Bastyr University by providing leadership to enhance the psychological health and well-being of the human community through education, research and community mental health care. Within the study of counseling and health psychology, students apply wellness and preventive approaches to complementary health care practices.

UNDERGRADUATE PROGRAMS

Bachelor of Science with a Major in Health Psychology — Integrated Wellness

The curriculum in the health psychology program explores the integration of mind, body and spirit. The program is designed to enhance students' capabilities to blend the study of psychology with health, the healing arts, wellness and fitness. This Bachelor of Science degree also provides a solid undergraduate foundation for pursuing both professional studies and graduate degrees. Graduates are prepared to critically evaluate the scientific literature and to incorporate current research and advances in health psychology as they relate to the fundamental principles of health and healing.

The health psychology track system provides students with options that enable them to tailor their undergraduate experience to meet their needs more fully. Students in the health psychology major enroll in the integrated wellness, public health policy or premedicine track. Students in the premedicine track have the option of participating in the summer massage training program.

Expected Learning Outcomes

The Bachelor of Science with a Major in Health Psychology program follows the American Psychological Association expected learning outcomes for undergraduate education:

- Knowledge base in psychology
- Research methods
- Critical thinking skills in psychology
- Applications of psychology
- Values in psychology
- Information and technological literacy
- Communication skills oral/written
- Sociocultural and international awareness
- Personal development skills
- Career planning and development
- Understanding of the importance of the biopsychosocial model with emphasis on the topics of stress, coping,

social support, health behavior and the role of spirituality in well-being

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Bachelor of Science with a Major in Health Psychology, which has three tracks: integrated wellness, social advocacy and premedicine.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in specific proficiencies and general education requirements. Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science	
English Literature and Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Precalculus	4 quarter credits
General Biology (survey level with lab)[1]	4 quarter credits
Speech Communication or Public Speaking	3 quarter credits

[1]Integrated wellness and social advocacy tracks will accept Introduction to Biology with lab. Premedicine requires science-major level with lab.

General Education	
Natural Science and Mathematics	12 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences[2]	15 quarter credits
Electives – Integrated Wellness/Social Advocacy Tracks	25 quarter credits

[2]Psychology courses are not allowed for satisfaction of this General Education requirement.

Graduation Requirements

Upper-division BS students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, BS students must have a minimum 2.0 grade point average with a minimum of 45 credits in residence at Bastyr University.

3 quarter credits

The curriculum tables that follow list the tentative schedule of courses each quarter.

Students should note that changing tracks may jeopardize finishing their degree program in two years.

Junior Year (Year I)

Fall

PS3114	Developmental Psychology	4
PS3123	Health Psychology 1	4
PS3139	Spirituality and Health	3
PS4101	Social Psychology	4
		Subtotal: 15

Winter

PS3124	Health Psychology 2	4
PS3126	Psychology of Personality	4
PS3133	Introduction to Statistics and Epidemiology	4
PS3147	Myth Ritual and Health	3
		Subtotal: 15

Spring

PS3129	Abnormal Psychology	4
PS3131	Learning, Cognition and Behavior	4
PS3134	Research Methods in Psychology	4
		Subtotal: 12

Senior Year (Year II)

Fall

PS4102	Ethical Issues in Psychology	3
PS4106	Multicultural Psychology	3
PS4117	Experimental Psychology	4
PS4126	Research Proposal	2
		Subtotal: 10-12

PS4126 is optional.

Winter

PS4109	Human Sexuality	3
PS4112	Creating Wellness	3
PS4128	Research Project	5
PS4149	Psychology and World Religions	5
		Subtotal: 11-16

PS4128 is optional.

Spring

PS4124	Biological Psychology	5
PS4129	Research Presentation	3
PS4150	Healing: Self, Society and World	3
		Subtotal: 8-11

PS4129 is optional.

Total Requirements: BS with a Major in Health Psychology: Integrated Wellness

Total Core Course Credits	(81) 71
Total Elective Credits	(9) 19
Total Requirements	90

Students interested in graduate study in psychology should complete the Health Psychology track with the research project option.

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Bachelor of Science with a Major in Health Psychology — Premedicine

The curriculum in the health psychology program explores the integration of mind, body and spirit. The program is designed to enhance students' capabilities to blend the study of psychology with health, the healing arts, wellness and fitness. This Bachelor of Science degree also provides a solid undergraduate foundation for pursuing both professional studies and graduate degrees. Graduates are prepared to critically evaluate the scientific literature and to incorporate current research and advances in health psychology as they relate to the fundamental principles of health and healing.

The health psychology track system provides students with options that enable them to tailor their undergraduate experience to meet their needs more fully. Students in the health psychology major enroll in the integrated wellness, public health policy or premedicine track. Students in the premedicine track have the option of participating in the summer massage training program.

Expected Learning Outcomes

The Bachelor of Science with a Major in Health Psychology program follows the American Psychological Association expected learning outcomes for undergraduate education:

- Knowledge base in psychology
- Research methods
- Critical thinking skills in psychology
- Applications of psychology
- Values in psychology
- Information and technological literacy
- Communication skills oral/written
- Sociocultural and international awareness
- Personal development skills
- Career planning and development
- Understanding of the importance of the biopsychosocial model with emphasis on the topics of stress, coping, social support, health behavior and the role of spirituality in well-being

Admissions

For general information on the admissions process, please refer to the Admissions section in this catalog. The information below refers only to the Bachelor of Science with a Major in Health Psychology, which has three tracks: integrated wellness, social advocacy and premedicine.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in specific proficiencies and general education requirements. Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science

English Literature or Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Precalculus	4 quarter credits
General Cell Biology (science-major level with lab)[1]	4 quarter credits
General Chemistry (science-major level with lab)[2]	8 quarter credits
Public Speaking	3 quarter credits

[1]Integrated wellness and public health policy tracks will accept Introduction to Biology with lab. Premedicine requires science-major level with lab.

[2]These credits are required for the premedicine track only.

General Education

Natural Science	12 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences[3]	15 quarter credits
Electives – Premedicine Track[3]	17 quarter credits

[3]Psychology courses are not allowed for satisfaction of this General Education requirement.

Graduation Requirements

Upper-division BS students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, BS students must have

a minimum 2.0 grade point average with a minimum of 45 credits in residence at Bastyr University.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Students should note that changing tracks may jeopardize finishing their degree program in two years.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3161	Anatomy and Physiology 1 Lecture/Lab	3
PS3123	Health Psychology 1	4
PS3139	Spirituality and Health	3
		Subtotal: 16

Winter

BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
PS3124	Health Psychology 2	4
PS3147	Myth Ritual and Health	3
		Subtotal: 15

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
PS3134	Research Methods in Psychology	4
		Subtotal: 12

Senior Year (Year II)

Fall

PS3114	Developmental Psychology	4
PS4101	Social Psychology	4
PS4102	Ethical Issues in Psychology	3
PS4106	Multicultural Psychology	3
		Subtotal: 14

Winter

PS3126	Psychology of Personality	4
PS4109	Human Sexuality	3
PS4112	Creating Wellness	3
PS4149	Psychology and World Religions	5
		Subtotal: 15

Spring

PS3129	Abnormal Psychology	4
PS3131	Learning, Cognition and Behavior	4
PS4150	Healing: Self, Society and World	3
		Subtotal: 11

Total Requirements: BS with a major in Health Psychology: Premedicine

Total Core Course Credits	83
Total Elective Credits	7
Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Bachelor of Science with a Major in Health Psychology — Public Health Policy

The curriculum in the health psychology program explores the integration of mind, body and spirit. The program is designed to enhance students' capabilities to blend the study of psychology with health, the healing arts, wellness and fitness. This Bachelor of Science degree also provides a solid undergraduate foundation for pursuing both professional studies and graduate degrees. Graduates are prepared to critically evaluate the scientific literature and to incorporate current research and advances in health psychology as they relate to the fundamental principles of health and healing.

The health psychology track system provides students with options that enable them to tailor their undergraduate experience to meet their needs more fully. Students in the health psychology major enroll in the integrated wellness, public health policy or premedicine track. Students in the premedicine track have the option of participating in the summer massage training program.

Expected Learning Outcomes

The Bachelor of Science with a Major in Health Psychology program follows the American Psychological Association expected learning outcomes for undergraduate education:

- Knowledge base in psychology
- Research methods
- Critical thinking skills in psychology
- Applications of psychology
- Values in psychology
- Information and technological literacy
- Communication skills oral/written
- Sociocultural and international awareness
- Personal development skills
- Career planning and development
- Understanding of the importance of the biopsychosocial model with emphasis on the topics of stress, coping, social support, health behavior and the role of spirituality in well-being

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Bachelor of Science with a Major in Health Psychology, which has three tracks: integrated wellness, social advocacy and premedicine.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in specific proficiencies and general education requirements. Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science

English Literature or Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Precalculus	4 quarter credits
General Biology (survey level with lab)[1]	4 quarter credits
Public Speaking	3 quarter credits

[1]Integrated wellness and social advocacy tracks will accept Introduction to Biology with lab. Premedicine requires science-major level with lab.

General Education

Natural Science	12 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences[2]	15 quarter credits
Electives – Integrated Wellness/Social Advocacy Tracks	25 quarter credits

[2]Psychology courses are not allowed for satisfaction of this General Education requirement.

Graduation Requirements

Upper-division BS students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, BS students must have a minimum 2.0 grade point average with a minimum of 45 credits in residence at Bastyr University.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Students should note that changing tracks may jeopardize finishing their degree program in two years.

Junior Year (Year I)

Fall

PS3114	Developmental Psychology	4
PS3123	Health Psychology 1	4
PS3139	Spirituality and Health	3
PS4101	Social Psychology	4
		Subtotal: 15

Winter

PS3136	Positive Development and Social Advocacy for Infants and Children	3
PS3133	Introduction to Statistics and Epidemiology	4
PS3124	Health Psychology 2	4
PS3147	Myth Ritual and Health	3
		Subtotal: 14

Spring

PS3129	Abnormal Psychology	4
PS3131	Learning, Cognition and Behavior	4
PS3134	Research Methods in Psychology	4
PS3137	Positive Development and Social Advocacy for Adolescents and Adults	3
		Subtotal: 15

Year II

Fall

PS4134	Positive Development and Social Advocacy for Elders	3
PS4106	Multicultural Psychology	3
PS4102	Ethical Issues in Psychology	3
PS4104	Advocacy Skills for Social Justice	3
PS4126	Research Proposal	2
		Subtotal: 14

Winter

PS4801	External Practicum/Service Learning 1	3
PS4131	Non-profit Administration and Grant Writing	2
PS4149	Psychology and World Religions	5
PS4128	Research Project	5
		Subtotal: 15

Spring

PS4802	External Practicum / Service Learning 2	3
PS4124	Biological Psychology	5
PS4150	Healing: Self, Society and World	3
PS4133	Health Policy and Intervention Programs	2
PS4129	Research Presentation	3
		Subtotal: 16

Total Requirements: BS with a Major in Health Psychology: Social Advocacy

Total Core Course Credits	(90)79
Total Elective Credits	(0)11

Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

GRADUATE PROGRAMS

The Department of Counseling and Health Psychology offers a master's-level graduate program that is consistent with the overall focus and mission of the department. The Master of Arts in Counseling Psychology provides the academic part of the requirements to become a licensed mental health counselor.

Master of Arts in Counseling Psychology

The Master of Arts in Counseling Psychology prepares students for careers as counselors within the field of mental health and leads to eligibility to obtain licensure as a mental health counselor and to practice within that scope of practice. Students planning to practice in other states will need to determine whether the program meets the requirements for licensure in that state, as state scope of practice and licensing requirements vary. This two-year graduate program emphasizes a whole-person approach to wellness and healing that is grounded in the biopsychosocial model of health psychology.

Expected Learning Outcomes

The educational objectives of the Master of Arts in Counseling Psychology are focused on the education and training of our graduates. We support our graduates in becoming:

- Learners who are keenly aware of and invested in themselves as instruments, and, as such, are able to create and follow robust plans of self-care utilizing mind-body-spirit techniques and components, as well as a curiosity and openness about the recognition that graduate school is a profound growth experience and involves ongoing development and care of the self.
- Skilled in the ethical and professional practice of mental health counseling, including a thorough understanding of one's roles and responsibilities and the practice of ethical decision making.
- Competent in working across cultural differences, including the cultivation of the awareness, knowledge and skills necessary to work with those different from oneself across a wide range of social identities.
- Knowledgeable about human growth and development, including theories of both individuals and groups that support optimal development across the lifespan; and proponents of the knowledge that wellness and wholeness are about more than alleviation of pain and suffering and are deeply rooted in love, joy, self-actualization and a life truly worth living.
- Skilled in the practice of mental health counseling with both individuals and groups, including the development of the therapeutic relationship, assessment and clinical interventions, all informed by theory and research.
- Able to access and critically assess published research in counseling and psychology based on an understanding of statistics and research design.
- Qualified to pass national and state counseling exams.

Admissions

For general information on the admissions process, refer to the Admissions section (p. 63) in this catalog. Exceptional candidates who do not meet the minimum requirements will be reviewed on a case-by-case basis. Qualified applicants will be invited to campus for an interview.

Prerequisites

Entering students must have a bachelor's degree from a regionally accredited college/university with an average GPA of 3.0 or higher in their undergraduate degree and an introduction to psychology course with a 3.0 or better in the last seven years.

Admission to Clinical Training

To enroll in the Clinic Shift series, students must have successfully completed all prerequisites based on the requirements outlined and must have met the criteria for professional and ethical behavior. Students are also required to pass a national criminal background check (see the *Academic Policy and Procedure Manual* for more information) and must show proof of completion of the clinic entry checklist prior to the first scheduled clinic shift.

Graduation Requirements

MACP students must complete a minimum of 98 credits and must have a minimum 3.0 GPA. MACP students must complete their degree within five years following matriculation into the program. A graduation requirement of the MACP program is that students must complete 750 hours of supervised counseling work (including hours in counseling classes at BCNH and its satellites and external practicum sites). In addition to the didactic and clinical experience, MACP students are required to complete 10 hours of individual counseling or therapy sessions during the first year of the program and before their first counseling shift at BCNH. Counseling may occur with a private counselor of the student's choice or at the Bastyr Counseling Center. Counselors must be licensed psychologists, marriage and family therapists, or mental health counselors. Documentation of these hours is required.

Exit Exam

Successful completion of a clinical competency exit examination is a requirement for students in the second year of the MACP. This examination tests the minimal knowledge and skills required to perform mental health counseling with diverse clients. The examination does not cover the whole curriculum and cannot substitute for any part of regular course requirements. Students are eligible to schedule the exit exam if they are in good academic standing, have completed or are concurrently registered for all required (non-elective) courses by the end of the term in which they want to take the exam, and are making satisfactory progress in the practicum.

Expected Competencies

Students are required to maintain a 3.0 GPA in their graduate coursework. Bastyr graduates are qualified to provide exceptional counseling services to individuals and institutions and contribute positively to the mental health education of the community. Students are expected to stay on track with the counseling curriculum. Students who wish to go off track must have permission from the department chair.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I		
Summer		
PS5401	Mind Body Approaches to Health Psychology	3
PS5402	Fundamentals of Counseling I: Relationship and Interview	4.5
		Subtotal: 7.5
Fall		
PS5102	Biopsychosocial Approaches and Complementary and Alternative Medicine	4
PS5126	Lifespan Development	4.5
PS5127	Professional Orientation, Ethical and Law Proseminar	4.5
		Subtotal: 13
Winter		
PS5106	Statistics	4
PS5128	Multiculturalism, Diversity and Social Justice	4.5
PS5403	Fundamentals of Counseling 2: Theory and Practice	4.5
PS5800	Clinical Preparation	0.5
		Subtotal: 13.5
Spring		
PS5303	Psychopathology	4.5
PS5304	Trauma Counseling	4.5
PS5410	Theory and Practice of Group Counseling	4.5
PS5803	Clinic Experience 1	2
		Subtotal: 15.5
Year II		
Summer		
PS6304	Substance/Chemical Addictions	4.5
PS6312	Counseling Chronic and Terminal Illness	3
PS6804	Clinic Experience 2	2
		Subtotal: 9.5
Fall		
PS6112	Family Systems	4
PS6205	Theory and Practice of Counseling Assessment	4.5
PS6805	Practicum and Practicum Seminar 1	3
		Subtotal: 11.5
Winter		
PS6103	Research Methods and Program Evaluation	4.5
PS6114	Career Counseling	4.5
PS6806	Practicum and Practicum Seminar 2	3
		Subtotal: 12.0
Spring		
PS6115	Psychology of Human Sexuality	3
PS6333	Psychopharmacology	4.5
PS6807	Practicum and Practicum Seminar 2	3
PS6000	Exit Exam	
		Subtotal: 10.5

Total Requirements: Master of Arts in Counseling Psychology (MACP)

Total Core Course Credits	79.5
Clinic/Intern Totals	13.5
Total Requirements	93.0

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DEPARTMENT OF MIDWIFERY

The Department of Midwifery offers two degree programs: The Master of Science in Midwifery (MSMW), a three-year direct-entry clinical training program leading to licensure and certification and a Master of Arts in Maternal-Child Health Systems (MA MCHS), a one-year specialized graduate curriculum for experienced midwives and other qualified maternal-child health professionals who seek training in education, policy work or research, that encourages innovation in maternal-child health care systems.

MISSION STATEMENT

The mission of the Department of Midwifery is to educate and inspire leaders in midwifery and maternal health systems.

ANTI-RACIST GOAL

A learning environment free from institutionalized racism, dedicated to social justice to a culturally versatile approach to maternal health care provision, and to attaining an equity-centered maternal-child health system.

EQUITY STATEMENT

The Bastyr Department of Midwifery recognizes that systemic inequity results in poor pregnancy and birth outcomes, including higher rates of preterm birth, low birth weight, and deaths of mothers and babies, in addition to many other adverse health outcomes. Individuals, families and communities experience discrimination and systemic oppression based on race, ethnicity, economic status, formal education, ability, religion, age, sexual orientation, gender identity, language, citizenship status and other identities.

We also recognize that midwives have always been an integral part of the fabric of the human community. We believe in the strength of the community midwife model and believe that midwives from the community are most often the best maternity care providers for the community. Regrettably, the midwifery profession as it stands in the U.S. today does not adequately serve the whole human community.

To that end, the Bastyr Department of Midwifery affirms our responsibility to all families to participate in the ongoing work of creating an inclusive learning environment where students feel welcomed, represented, supported and safe; where midwifery students learn to care for all families in a way that is culturally affirming and respectful; where maternal-child health systems students learn the leadership skills necessary to transform the existing health system and where our commitment to social justice is woven into every facet of our program.

We demonstrate these commitments by engaging in anti-racism training for all faculty and staff in the Department of Midwifery and committing to the ongoing, lifelong work of dismantling racism in the personal, institutional and systemic realms. Our students also receive in-depth coursework to prepare them to engage in anti-racism work, and they build upon this further through an examination of their own cultural beliefs and values in learning to serve effectively across social differences. We continue to integrate and teach the histories of midwives from many cultures and communities. Our students receive training in health disparities and in the social determinants of health and in the current structure of our maternal health systems. We strive to provide a learning environment that is gender-inclusive by providing faculty development resources and curriculum content that aims to teach about the interplay between sexual identity, gender identity, pregnancy and birth.

We commit to this work through ongoing examination of our institutional practices for equity in recruitment of students, admissions and hiring of faculty. We seek to remain accountable to marginalized communities through involvement in equitable curriculum development, content, delivery and assessment of learning outcomes of our graduates. We work to support organizations led by underrepresented groups in our community with our time and financial resources. Our mission is to educate and inspire leaders in midwifery and maternal health systems, and we do this within a social justice framework.

We also adhere to the relevant non-discrimination and harassment policies of Bastyr University.

GRADUATE PROGRAMS

Master of Arts in Maternal-Child Health Systems

Program Summary

The Master of Arts in Maternal-Child Health Systems is an accredited, stand-alone degree program offered primarily online, with two short residencies of two-three days, taking place at the beginning and end of the program at Bastyr's Kenmore, Washington, campus. This program takes four quarters (one year) to complete.

The program prepares trained midwives, doulas, childbirth educators, lactation consultants and other maternal-child health care providers with the knowledge and skills to expand expertise in maternal-child health beyond personal service delivery. Students build on earlier education and practical experience, develop leadership skills, and acquire a systems-based perspective to promote a more humanistic, holistic, rights-based and equitable leadership in maternal and infant care.

Expected Learning Outcomes

Graduates of the MA in Maternal-Child Health Systems will be able to:

- Integrate ethics, human rights and social justice principles into all aspects of maternal and child health systems.
- Analyze and apply data to determine trends, create best practice models and implement the most effective components of holistic MCH care.
- Develop, implement and evaluate practice models and delivery systems to improve MCH care.

- Evaluate policy issues regarding women's health and maternal-child health within a variety of jurisdictions and organizations.
- Demonstrate effective communication and leadership skills to enhance multidisciplinary team function and promote positive change in health care systems.
- Evaluate and use informatics systems and other technology to improve the quality and safety in maternity care.

Admissions

For general information on the admissions process, refer to the Admissions (p. 63) section in this catalog. Exceptional candidates who do not meet the minimum requirements will be reviewed on a case-by-case basis. Qualified applicants will be invited to campus for an interview.

Prerequisites

- Applicants should have a bachelor's degree or equivalent number of credits (180 quarter credits) from an accredited university with a GPA of 3.0 or higher. Exceptional applicants without a bachelor's degree will be considered on a case-by-case basis.
- Applicants must also have appropriate training (with appropriate certification when available) and documentation of a minimum of two (2) full-time years of practical experience as a midwife, doula, childbirth educator or lactation specialist. Other credentialed MCH professionals such as perinatal nurses, public health specialists, social workers, health care financial experts, psychologists and physicians seeking leadership training consistent with humanistic, rights-based maternal-infant care will also be eligible.
- Admitted students must have access to a laptop computer with high speed Internet, a webcam and a headset.

Course Prerequisites

Prerequisite courses (with grades of 3.0 or higher in each course) include:

- A basic statistics or biostatistics course within the past five years
- English composition and writing
- A public speaking course or equivalent academic or professional experience with public speaking, as determined by the University's admissions process

The curriculum tables that follow list the tentative schedule of courses each quarter

Summer

MW6120	Professional Focus A: Power and Privilege	2
MW6125	Research Design, Evaluation and Application in MCH Systems 1	6
MW6121	Professional Focus B: Utilizing Health Data	2
MW6128	Independent Project 1: Ideas and Context Review	1
		Subtotal: 11

Fall

MW6126	Research Design, Evaluation and Application in MCH Systems 2	3
MW6133	Maternal-Child Health Systems	4
MW6122	Professional Focus C: Programs and Models for MCH Systems	2
MW6129	Independent Project 2: Proposal and IRB Application	3
		Subtotal: 12

Winter

MW6127	Research Design, Evaluation and Application in MCH Systems 3	2
MW6134	Adult Education, Communication and Learning Principles	4
MW6123	Professional Focus D: Integrative Culture and Social Justice in MCH Systems	2
MW6130	Independent Project 3: Implementation	4
		Subtotal: 12

Spring

MW6135	Management Principles for Innovation in MCH Systems	4
MW6124	Professional Focus E: Leadership in Maternal-Child Health	2
MW6131	Independent Project 4: Finish Implementation, Analysis, Presentation	4
		Subtotal: 10

Subtotal: 45

Total Requirements

Total Core Course Credits	45

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Master of Science in Midwifery

The Master of Science in Midwifery is available to students who already hold a bachelor's degree from a regionally accredited college/university and who complete the program prerequisites prior to entering the program. An option is

available to students who have completed at least two years at the undergraduate level (60 semester or 90 quarter credits), including the basic science and proficiency prerequisites and general education requirements as well.

Program Overview

Bastyr's three-year, direct-entry midwifery program trains students in all aspects of midwifery practice, preparing them to offer safe, high-quality maternity care.

The rigorous, proven curriculum makes use of state-of-the art technologies and a well-qualified, approved network of clinical training sites. The curriculum meets all of the core competencies and skills as identified by the Midwifery Education Accreditation Council (MEAC) and the North American Registry of Midwives (NARM).

Studies in related fields, such as epidemiology, nutrition, pharmacology, genetics, embryology, counseling and education, as well as social justice and professional issues, build skills necessary for the practice of culturally versatile, competent midwifery in our increasingly complex health care environment.

The department welcomes students who have previous midwifery training or practicing midwives who have not attended a formal midwifery educational program and/or want to earn a degree. All students in the program must meet the transfer credit requirements and complete at least two-thirds of the program and all of the Practicum while enrolled at Bastyr.

Graduates qualify to take the examination for national certification as a certified professional midwife (CPM), and, depending on regional requirements, may apply for licensure or provincial registration.

Expected Learning Outcomes

The Department of Midwifery educates midwives with the knowledge, skills and abilities to conform to national and international standards of midwifery competence and to:

1. Practice autonomously in a variety of settings, with a primary focus in home and birth center locations.
2. Provide maternity care, in alignment with the Midwives Model of Care™ that promotes birth as a healthy and normal physiologic process.
3. Function within the health care system, consulting and referring appropriately.
4. Qualify for licensure or registration in a variety of jurisdictions, including certification by the North American Registry of Midwives (NARM).
5. Promote midwifery through state, provincial and national professional organizations, political process, research activities and policy development.
6. Work in partnership with the clients they serve in a way that promotes personal responsibility, validates knowledge and experience, and encourages lifelong learning.
7. Be racially and culturally aware providers who can act as agents for equity and justice in their work and life.
8. Be critical thinkers who can integrate evidence-informed practice and ethical, professional and legal issues into their care of clients.

Midwifery Licensure

Prospective and current students should contact the states in which they wish to practice by referencing the University's listing of professional programs and state licensing/certification agencies for their programs athttp://bastyr.edu/sites/default/files/images/pdfs/accreditation/State-by-State%20Professional%20Licensure%20Final%20Dec16.pdf

Direct-entry midwifery is regulated in more than 29 states through licensure, certification and registration, with additional states engaged in legislative efforts.The most current information regarding the legal status of direct-entry midwifery can be found here: http://narm.org/pdffiles/Statechart.pdf

Graduates of our program are eligible to take the North American Registry of Midwives (NARM) exam for registration as a certified professional midwife (CPM). Although the CPM is a national certification, licensure of the practice of midwifery (as with most professions) occurs on a state-by-state basis. In the states that license direct-entry midwives, the CPM credential or the NARM exam is part of the licensure process.

Required Abilities and Skills for Midwifery Program Admission

The Department of Midwifery welcomes applicants who are differently abled. Applicants will have the opportunity to discuss the impact that their limitations may have on both their ability to successfully complete the midwifery program at Bastyr and their ability to practice midwifery after graduation.

The Americans with Disabilities Act (ADA) is designed to protect persons with disabilities from discrimination. It recommends that the essential functions necessary for performing the proposed job or schooling be fully described so that the candidate can determine if he or she can perform these functions.

The following is a list of the essential functions of a midwife and a midwifery student in our program:

Observation

A midwifery applicant should be able to:

- Use objective reflective skills to perform preceptor/clinical site evaluation for suitability of learning environment and clinical skills opportunities.

- Observe/visually assess a patient accurately at a distance and close at hand.

Communication

A midwifery applicant should be able to:

- Speak to, hear and understand clients and their families.
- Perceive non-verbal cues and describe changes in mood or emotion.
- Communicate sensitively and effectively with clients using verbal, non-verbal and written methods regarding clinical issues.
- Communicate verbally and in writing with classmates, instructors, staff, preceptors and professional colleagues.

Motor

A midwifery applicant should be able to:

- Perform general clinical skills for conducting a complete physical examination, including pelvic assessments.
- Perform fine motor skills such as suturing, starting IVs, injecting and performing venipuncture.
- Lift and reposition clients.
- Correctly administer medications.
- Execute motor skills necessary in emergency treatment, such as resuscitation and control of hemorrhage.

Intellectual-Conceptual, Integrative and Quantitative Abilities

A midwifery applicant should be able to:

- Read, understand/interpret and apply technical and scientific material.
- Memorize facts and test successfully for them.
- Solve complex problems by synthesizing knowledge obtained from books, classes and clinical experiences.
- Write coherent essays.
- Research topics relevant to midwifery practice and present findings.
- Develop and exercise clinical judgment and decision-making skills.

Behavioral and Social Attributes

A midwifery applicant should be able to:

- Maintain one's own mental and physical health.
- Function effectively under stress.
- Display flexibility in the face of uncertainty.
- Demonstrate compassion, maturity, integrity, motivation and interest.
- Not use illegal or legal medications, alcohol or other drugs that may impair judgment.
- Be available to the preceptor(s) at all times of the day or night for work as a midwifery student, while in a clinical site.
- Work long and irregular hours, sometimes with little break, or for days at a time.

The ADA allows employers, schools or adjunct clinical faculty to ask if applicants can perform these essential functions. They can ask applicants to describe or demonstrate how they will perform an essential function. They can also test applicants for aptitude, physical agility, intelligence and specific skills.

Bastyr and department of midwifery staff are available to help applicants, students and preceptors propose reasonable accommodations for those with disabilities.

Blended Learning Model

One of the most exciting aspects of the program is its blended curriculum. This hybrid delivery system allows students to remain in their communities and commute to the Bastyr campus three times each quarter. Each cohort of students (determined by year of entry) attends the same onsite weeks together, which allows for the face-to-face learning experience that is vital to midwifery training and allows students to build strong relationships with classmates and faculty.

When not physically on campus, students use the Internet classroom to correspond with classmates and instructors, engage in discussions, turn in homework and take tests.

Midwifery Curriculum

The midwifery program addresses both the art and science of midwifery by integrating theory with clinical experience. The Midwifery Care courses are the foundation of the program. All courses build skills necessary for the practice of midwifery through the use of case questions, skills-practice labs, role-playing, discussion, student presentations and research projects. Clinical skills and judgment are honed during Practicum with practicing midwives. The midwifery curriculum is enhanced by studies in related fields such as epidemiology, nutrition, pharmacology, genetics, embryology, counseling and education. Professional Issues are woven throughout the curriculum including courses addressing midwifery history, racism and culture, law and ethics, advocacy and health policy, and tools for starting a practice. In year two, students elect either an independent master's project under the guidance of a faculty committee or take a specialized clinical tack in Botanical Medicine for Midwifery Care for equivalent credits.

Clinical Experience

The Department of Midwifery places all students in qualified clinical training sites. The program replicates the age-old apprenticeship model in which students work, side-by-side with experienced preceptors who are licensed midwives and

other professionals in the community, to gain skills and integrate the knowledge learned in the classroom. At least two years of clinical training are required, with a minimum of two clinical sites in North America. Optimal training sites include homebirth settings, birth centers, clinics and hospitals.

Department staff work closely with each student to arrange these clinical placements. Students must live within a one-hour commute of a qualified preceptor site. They may be required to relocate temporarily in order to meet graduation requirements if the community in which they reside does not have adequate clinical training opportunities. Personal flexibility and the support of family members are essential to manage possible separation and economic challenges.

In quarter two, prior to being placed in an approved clinical site, students are required to complete a non-credit-bearing course titled Introduction to Practicum, which includes an introduction to clinical tracking and the requirements necessary for the midwifery program's clinical placements, as well as an orientation designed to prepare students to work effectively in a midwifery clinical preceptorship.

The clinical Practicum begins in the third quarter of the program. Students typically begin Practicum slowly, primarily observing for the first few months. Basic clinical skills, such as performing blood draws, IVs, physical and pelvic exams, pap smears, etc., are taught first in the classroom. Additionally, students will be required to complete an approved neonatal resuscitation course as well as obtain training in adult CPR, have an annual TB test, demonstrated immunity or be vaccinated for hepatitis B, chicken pox/varicella, MMR, pertussis, and annual influenza, as well as pass a criminal background check conducted by the University for which a fee is charged. Students returning from a leave of absence will be required to have their clinical skills assessed and may need remedial skills training before becoming eligible for a Practicum assignment.

Students may obtain their clinical experience in gynecology/family planning clinics, prenatal/postpartum clinics, homebirth settings, birth centers and hospitals in North America. (See Graduation Requirements below for specifics about clinical training requirements.) Students may work with licensed midwives, certified professional midwives, certified nurse-midwives, nurse practitioners, naturopathic doctors, physician assistants or physicians. Preceptors must be practicing legally for at least three years and serve a large enough obstetrical/gynecological population to adequately instruct, supervise and evaluate students' clinical training. The Department of Midwifery screens and approves all potential clinical preceptors before students are placed in clinical training sites.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Department of Midwifery's Master of Science in Midwifery degree.

Prerequisites

Applicants without a bachelor's must have a minimum cumulative GPA of 2.75 to be considered for admission. A grade of C or better is also required in all basic proficiency courses. Students may apply to the program while completing prerequisite coursework, but all prerequisites must be completed prior to enrollment in the program.

For Applicants With a Bachelor's Degree in Any Field[1]

General Psychology	3 quarter credits
Introductory Nutrition	4 quarter credits
General Chemistry (allied-health-major level with lab)	4 quarter credits
Microbiology	4 quarter credits
Anatomy and Physiology series	8 quarter credits
College Algebra or Statistics	4 quarter credits
Labor Support Course/Doula Training (DONA or toLabor approved)	not a college course
Childbirth Educator Training (ICEA or Lamaze approved)	not a college course

[1] *From a regionally accredited college/university*

For Applicants Without a Bachelor's Degree

Basic Science and Proficiency Prerequisites

English Literature or Composition	9 quarter credits
General Psychology	3 quarter credits
Public Speaking	3 quarter credits
Introductory Nutrition	3 quarter credits
General Chemistry (allied-health-major level with lab)	4 quarter credits
Microbiology	4 quarter credits
Anatomy & Physiology Series	8 quarter credits
College Algebra or Precalculus or Statistics	4 quarter credits
Labor Support Course/Doula Training (DONA or ALACE approved)	not a college course
Childbirth Educator Training (ICEA or Lamaze approved)	not a college course

General Education Requirements

Social Sciences	15 quarter credits
Arts and Humanities	15 quarter credits
Natural Sciences	4 quarter credits
Electives	17 quarter credits[1]

[1]The number of elective credits may vary depending on the exact number of quarter credits earned in the other prerequisite categories. Total prerequisite credits must equal at least 90 quarter credits.

Applicants without a bachelor's degree, please visit the Bastyr University undergraduate admissions page for information about transfer credits at www.bastyr.edu/admissions/transfer-students/undergraduate-transfer-info.

Graduation Requirements

Graduates must demonstrate proficiency in the midwifery program Core Competencies as shown by:

- Satisfactory completion of all didactic and clinical courses with a grade of 80 percent (B- or 2.7 GPA) or better. (Some non-core courses may be passed with a grade of 75 percent or better.)
- Satisfactory completion and presentation of a master's project, which will be electronically deposited in a publicly available (open access) repository (see Policy/Procedure #11-C55), or completion of all Botanical Medicine for Midwifery Care courses.
- Satisfactory completion of all sections of the comprehensive written and clinical exams in the last year of the program.
- Completion of 40 hours of community service for the University or the profession of midwifery.
- Demonstration of the qualities of a professional midwife as determined by the Student Progress Committee.

Graduates must also meet the following minimum clinical requirements:

- Participation in 60 births[1], including at least the following:
  - 30 births in which the student functions in the role of primary midwife under supervision
  - 20 births in which the student is actively involved in the client's care
  - 10 births in which the student is observing
  - 30 births in an out-of-hospital setting
  - 25 births in the U.S. or the student's country of origin

[1]An additional 40 births (total of 100 births) are required for Washington state licensure.

Participation in a minimum of 1,500 hours of clinical work, including at least the following:

- 400 hours of intrapartum experience
- 800 hours of clinic time in prenatal, postpartum and gynecological care
- Participation in 720 client contacts, including at least:
  - 300 prenatal exams
  - 100 postpartum visits
  - 50 newborn exams
  - 50 follow-up newborn exams
  - 50 gynecological exams

Completion of at least 15 Continuity of Care contacts as the primary midwife under supervision as follows:

- Five Full Continuity of Care contacts that include:
  - At least five prenatal visits (spanning two trimesters)
  - The birth
  - The newborn exam
  - At least two postpartum visits
- 10 other Continuity of Care contacts that include:
  - At least two prenatal visits
  - The birth
  - The newborn exam
  - At least one postpartum visit

Note: Continuity of Care requirements are different for registration as a midwife in Canada. Students planning to apply for Canadian registration should know the requirements and be documenting these births appropriately.

Clinical training for at least two years at a minimum of two clinical sites in the U.S. or the student's home country is required. All clinical training is supervised by preceptors who are approved by the Department of Midwifery, and include the following:

- At least two preceptorships in which the clinical faculty member is a midwife
- One site for at least six months and 15 births (involved and supervised primary) in a home or birth center setting
- One site for at least three months and 10 births (observed and involved)
- Satisfactory completion of all levels of clinical evaluation with a minimum of two Advanced Clinical Skills Evaluations with the majority of skills assessed as mastered
-

The curriculum tables that follow list the tentative schedule of courses each quarter

MSMW YEAR I

MSMW Year I- Orientation begins online approximately six weeks before the onset of the quarter, with the intention of building group cohesion and introducing students to the program and University.

Fall

	Orientation	
MW3101	Midwifery Care 1: Intro to Midwifery	3
MW3104	Introduction to Epidemiology for Midwives	3
MW3302	Midwifery Care Health Assessment	4
MW3311	Perinatal Nutrition 1: Pre-Conception and Prenatal	2
MW4108	Professional Issues Seminar: Power and Privilege in Midwifery	1.5
MW4305	Gynecology	3.5
		Subtotal: 17

Winter

MW4100	Genetics and Embryology	2
MW4302	Midwifery Care 2: Pregnancy and Prenatal Care	4
MW4310	Pharmacology and Treatments	1.5
MW4313	Counseling for the Childbearing Year 1	1
MW4315	Introduction to CAM Use in Midwifery	2
MW4319	Clinical Skills 1	1
MW5101	Master's Project 1/Botanical Medicine for Midwifery Care: Choosing a Track	0.5
		Subtotal: 12

Spring

MW4107	Professional Issues Seminar: Social Difference and Implications in Midwifery Practice	2
MW4303	Midwifery Care 3: Advanced Pregnancy and Prenatal Care	4
MW4314	Counseling for the Childbearing Year 2	1
MW4322	Clinical Skills 2	1
MW4331	Clinical Seminar 1	1
MW4810	Midwifery Practicum	variable to maximum of 8.5
MW5106	Survey of Research Methods	2
		Subtotal: 13.5

MW4810: In this quarter standard registration is 2.5 credits

Summer

MW4810	Midwifery Practicum	variable to maximum of 8.5
		Subtotal: 6

MW4810: In this quarter standard registration is 6 credits

MSMW YEAR II -Master's Project Track

Fall

MW4102	Professional Issues Seminar: Midwifery History, Politics and Activism	2
MW4332	Clinical Seminar 2	1
MW5110	Master's Project 2	1.5
MW5304	Midwifery Care 4: Labor and Birth	6
MW5315	Counseling for the Childbearing Year 3	1.5
MW5810	Midwifery Practicum	variable to maximum of 7.5
MW4324	Clinical Skills 3	1
		Subtotal: 17.5

MW5810: In this quarter standard registration is 4.5 credits

Winter

MW4307	Breastfeeding and Lactation Education	2
MW4333	Clinical Seminar 3	1
MW5111	Master's Project 3	2
MW5114	Professional Issues Seminar: Health Care Systems and Health Policy	2
MW5308	Midwifery Care 5: Postpartum and Newborn Care	5
MW5316	Counseling for the Childbearing Year 4: Postpartum	1.5
MW5324	Clinical Skills 4	0.5
MW5810	Midwifery Practicum	variable to maximum of 7.5
		Subtotal: 17

MW5810: In this quarter standard registration is 3 credits

Spring

MW4105	Professional Issues Seminar: Midwifery Legal, Ethical and Professional Framework	2
MW5112	Master's Project 4	2
MW5309	Midwifery Care 6: Challenges in Practice	4
MW5326	Clinical Skills 5	1
MW5334	Clinical Seminar 4	1
MW6810	Midwifery Practicum	variable to

		maximum of 33.5
		Subtotal: 14

MW6810: In this quarter standard registration is 4 credits

Summer

MW6110	Master's Project 5	2
MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 8

MW6810: In this quarter standard registration is 6 credits

MSMW YEAR II - Botanical Medicine in Midwifery Care Track

Fall

MW4102	Professional Issues Seminar: Midwifery History, Politics and Activism	2
MW4332	Clinical Seminar 2	1
MW5121	Botanicals 1- Foundations	2
MW5304	Midwifery Care 4: Labor and Birth	6
MW5315	Counseling for the Childbearing Year 3	1.5
MW5810	Midwifery Practicum	variable to maximum of 7.5
MW4324	Clinical Skills 3	1
		Subtotal: 18

MW5810: In this quarter standard registration is 4.5 credits

Winter

MW4307	Breastfeeding and Lactation Education	2
MW4333	Clinical Seminar 3	1
MW5114	Professional Issues Seminar: Health Care Systems and Health Policy	2
MW5122	Botanicals 2: Postpartum	2
MW5308	Midwifery Care 5: Postpartum and Newborn Care	5
MW5316	Counseling for the Childbearing Year 4: Postpartum	1.5
MW5324	Clinical Skills 4	0.5
MW5810	Midwifery Practicum	variable to maximum of 7.5
		Subtotal: 17

MW5810: In this quarter standard registration is 3 credits

Spring

MW4105	Professional Issues Seminar: Midwifery Legal, Ethical and Professional Framework	2
MW5123	Botanicals 3: Pregnancy	2
MW5309	Midwifery Care 6: Challenges in Practice	4
MW5334	Clinical Seminar 4	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
MW5326	Clinical Skills 5	1
		Subtotal: 14

MW6810: In this quarter standard registration is 4 credits

Summer

MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 6

MW6810: In this quarter standard registration is 6 credits

MSMW YEAR III- Master's Project Track

Fall

MW6111	Master's Project 6	2
MW6307	Midwifery Care 7: Synthesis and Application	2
MW6335	Clinical Seminar 5	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 11

MW6810: In this quarter standard registration is 6 credits

Winter

MW6112	Master's Project 7	1
MW6336	Clinical Seminar 6	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 11

MW6810: In this quarter standard registration is 9 credits

Spring

MW6115	Professional Issues Seminar: The Business of Midwifery	2.5
MW6337	Clinical Seminar 7	1
MW6810	Midwifery Practicum	variable to

		maximum of 33.5
		Subtotal: 12

MW6810: In this quarter standard registration is 8.5 credits

MSMW YEAR III - Botanical Medicine in Midwifery Track

Fall

MW5124	Botanicals 4: Labor	1
MW6307	Midwifery Care 7: Synthesis and Application	2
MW6335	Clinical Seminar 5	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 10

MW6810: In this quarter standard registration is 6 credits

Winter

MW5125	Botanicals 5: Holistic Gynecologic Health	2
MW6336	Clinical Seminar 6	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
		Subtotal: 12

MW6810: In this quarter standard registration is 9 credits

Spring

MW6115	Professional Issues Seminar: The Business of Midwifery	2.5
MW6337	Clinical Seminar 7	1
MW6810	Midwifery Practicum	variable to maximum of 33.5
MW5126	Botanicals 6: Project	1.5
		Subtotal: 13.5

MW6810: In this quarter standard registration is 8.5 credits

Total Requirements

Total Core Course Credits	89.5
Total Practicum Hours	49.5
Total Requirements	139

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DEPARTMENT OF NUTRITION AND EXERCISE SCIENCE

The mission of Bastyr University's Department of Nutrition and Exercise Science is to promote well-being through food and activity that nourish and sustain the individual, the community and the earth. The department's vision is to be the leader in advancing a holistic view of nutrition and exercise through excellence in education, research and clinical practice.

The Department of Nutrition and Exercise Science prepares graduates to critically evaluate scientific literature and to incorporate current research and advances in nutrition and exercise science. The Nutrition program within the Department of Nutrition and Exercise Science is unique in its emphasis on whole foods and multicultural, political and ecological dimensions of food. These aspects of nutrition, blended with biochemistry and physiology, reflect the University's natural health sciences philosophy.

The concept of food as medicine and the concept of diet as a critical component in healing are fundamental to natural therapeutics, optimal health and whole-person healing. The Exercise Science and Wellness program approaches health and wellness from a holistic perspective unique to Bastyr University. This focus on overall wellness, combined with the science behind it, provides students with a broad education in health and wellness from a preventative viewpoint.

The Department of Nutrition and Exercise Science offers Bachelor of Science degrees with Majors in Nutrition, Exercise Science and Wellness, Nutrition and Culinary Arts, and Nutrition and Exercise Science.

There are three Master of Science offerings in the Department of Nutrition and Exercise Science at the Kenmore campus: the Master of Science in Nutrition, the Master of Science in Nutrition with Didactic Program in Dietetics (DPD) and the Master of Science in Nutrition and Clinical Health Psychology (CHP). There is one Master of Science offering at the San Diego campus: the Master of Science in Nutrition for Wellness.

In addition, the Dietetic Internship based on the Academy of Nutrition and Dietetics' standards of education is offered to provide performance requirements for entry-level dietitians through supervised practice.
For information about each of these programs, refer to the following pages:

Bachelor of Science with a Major in Exercise Science and Wellness (p. 92)
Bachelor of Science with a Major in Nutrition (p. 91)
Bachelor of Science with a Major in Nutrition and Culinary Arts (p. 95)
Bachelor of Science with a Major in Nutrition and Exercise Science (p. 94)
Master of Science in Nutrition (p. 97)

Master of Science in Nutrition and Clinical Health Psychology (p. 99)
Master of Science in Nutrition for Wellness (MSNW) in California only (p. 103)
Master of Science in Nutrition with Didactic Program in Dietetics (MSN/DPD) (p. 101)
Dietetic Internship (p. 105)

Required Abilities/Skills for Nutrition/Exercise Science Program Students

A nutrition and/or exercise science student must be able to demonstrate appropriate communication skills; intellectual-conceptual, integrative and quantitative abilities, and behavioral and social maturity. A student should be able to perform in a reasonably independent manner.

Communication: A student must be able to communicate effectively and sensitively with others, including with patients if the student is in a clinical program and with preceptors in a practicum or internship. Ability to communicate respectfully and thoughtfully, even in situations of disagreement or stress, is important. Communication includes not only speech but also reading and writing. The student must be able to communicate effectively and efficiently in both oral and written form, and through non-verbal means.

Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, which is a critical skill for nutritionists or exercise scientists in both clinical and research settings, requires all of these intellectual abilities.

Behavioral and Social Attributes: A student must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the academic and clinical program, and the development of mature, sensitive and effective relationships with others. A student must be able to tolerate physically taxing workloads and to function effectively under stress. The student must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in clinical, practicum and research problems the student may face. Compassion, a caring attitude, interpersonal skills, professional boundaries, emotional maturity and initiative are all qualities that are assessed during the admissions and education processes.

UNDERGRADUATE PROGRAMS

The Department of Nutrition and Exercise Science offers four bachelor's level undergraduate programs that are consistent with the overall focus and mission of the department.

After initial selection of a degree program, students must receive approval from the chair of the department in order to change programs.

Bachelor of Science with a Major in Nutrition

The Bachelor of Science with a Major in Nutrition prepares students for positions such as dietetic technicians and nutrition educators, under the supervision of health care professionals, or for graduate work in related health science fields.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and interpret media and research findings about food and nutrition using an evidence-based approach.
- Communicate food and nutrition information in both written and oral formats in a clear, cohesive and accurate manner.
- Describe food and nutrition needs for healthy people using a whole-food and whole-person perspective.
- Create a food-related intervention for disease prevention that integrates mind, body and spirit aspects of wellness.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Nutrition undergraduate program.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in all basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in the basic proficiency, science and general education categories. Surplus credits not used to satisfy basic proficiency or science requirements may be applied to the appropriate general education requirements.

Note: Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science Requirements	
English Literature and Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Statistics	4 quarter credits
General Chemistry I & II(science-major level with lab)	8 quarter credits
General Cell Biology (science-major level with lab)	4 quarter credits
Introductory Nutrition[1]	5 quarter credits
Public Speaking	3 quarter credits

[1]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

General Education Requirements

Natural Science	8 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Electives	16 quarter credits

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 quarter credits in residence at Bastyr University.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3161	Anatomy and Physiology 1 Lecture/Lab	3
TR4103	Whole Foods Production	3
TR4118	Cultural Perspectives on Foods	2
		Subtotal: 14

Winter

BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
TR3105	Introduction to the Scientific Method	1
TR3111	Nutrition Throughout Life	3
TR3115	Introduction to Food Science	2
		Subtotal: 14

TR3105 is also offered spring quarter, online course.

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
EX3105	Physical Activity and Wellness	2
TR3120	Experimental Foods Lecture and Lab	5
		Subtotal: 15

Senior Year (Year II)

Fall

PS3601	Psychology of Nourishment	3
TR4107	Advanced Nutrition Principles 1	4
TR4805	Nutrition Education Practicum	2
		Subtotal: 9

TR4805 may be taken in any quarter except summer during year two.

Winter

TR4100	Introduction to Research Methods	3
TR4108	Advanced Nutrition Principles 2	2
TR4113	Nutritional Supplements and Herbs	3
TR4205	Nutrition Analysis and Assessment	3
		Subtotal: 11

Spring

TR4117	Nutrition, Physical Activity and Disease	5
TR4126	Community Nutrition/Nutrition Education	5
TR4140	Ecological Aspects of Nutrition	2
		Subtotal: 12

Elective Requirements

Subtotal: 15

Of the 15 elective credits required, students must take a minimum of 6 elective credits in nutrition program courses.

Total Requirements

Total Core Course Credits	75
Total Elective Credits	15
Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Bachelor of Science with a Major in Exercise Science and Wellness

The Exercise Science and Wellness program provides a strong foundation in traditional exercise physiology, supplemented by study in nutritional, mental and emotional aspects of wellness. One of the primary goals of the program is to prepare graduates to sit for the certification examinations of the American College of Sports Medicine and the National Strength and Conditioning Association. This preparation is accomplished through the rigorous scientific study and subsequent application of physiological changes and adaptations that occur during various modes of physical activity in clinical, preventative and performance settings, and culminates in a one-quarter internship experience.

A graduate of the Exercise Science and Wellness major may develop a career as cardiac/pulmonary rehabilitation physiologist, exercise physiologist, group exercise

coordinator, exercise specialist, corporate wellness manager, strength and conditioning coach or personal trainer.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and interpret media and research findings about exercise using an evidence-based approach.
- Communicate physical activity and fitness information in both written and oral formats in a clear, cohesive and accurate manner.
- Describe physical activity needs for healthy people using a whole-person perspective.
- Develop a physical activity and exercise prescription to meet the needs of an individual while considering fitness, performance and disease prevention goals.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Exercise Science and Wellness undergraduate program.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in all basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in the basic proficiency, science and general education categories. Surplus credits not used to satisfy basic proficiency or science requirements may be applied to the appropriate general education requirements.

Note: Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science Requirements

English Literature and Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Statistics	4 quarter credits
General Chemistry I & II (science-major level with lab)	8 quarter credits
General Cell Biology (science-major level with lab)	4 quarter credits
Introductory Nutrition[1]	5 quarter credits
Public Speaking	3 quarter credits

[1]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

General Education Requirements

Natural Science	8 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Electives[1]	16 quarter credits

[1]The number of elective credits may vary depending upon the exact number of quarter credits earned in the other prerequisite categories. Total prerequisite credits must equal at least 90 quarter credits

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 quarter credits in residence at Bastyr University.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3161	Anatomy and Physiology 1 Lecture/Lab	3
EX3105	Physical Activity and Wellness	2
		Subtotal: 11

Winter

BC3113	Living Anatomy	3
BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
TR4100	Introduction to Research Methods	3
		Subtotal: 14

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
EX4105	Business Principles in Health Promotion	2
EX4115	Motor Learning and Development	3
		Subtotal: 13

Senior Year (Year II)

Fall

EX4100	Physiology of Exercise	5
EX4107	Sports Nutrition	5
EX4119	Principles of Resistance Training	3
EX4140	Community Health Promotion	2
		Subtotal: 15

Winter

EX4103	Biomechanics Lecture/Lab	3
EX4123	Exercise Prescription and Testing	5
EX4133	Exercise Prescription for Special Populations	2
PS3145	Psychology of Sports and Exercise	3
PS4112	Creating Wellness	3
		Subtotal: 16

Spring

EX4810	Internship-Exercise Science and Wellness	12
		Subtotal: 12

Elective and Activity Requirements

	Activity Credits	2
	General Electives	7
		Subtotal: 9

General elective courses may be from any program or department. There is also a graduation requirement of Advanced First Aid and CPR.

Activity Credits-Two one-credit activity courses are required (e.g. tai chi, aerobics, yoga, tennis, etc.).
Subtotal: 9

Total Requirements

Total Core Course Credits	81
Total Elective and Activity Credits	9
Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Bachelor of Science with a Major in Nutrition and Exercise Science

A graduate of the Bachelor of Science degree with a Major in Nutrition and Exercise Science may develop a career in community health and fitness or community nutrition, as a strength and conditioning coach or as a personal trainer. This degree also prepares students for graduate work in related health science fields.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and interpret media and research findings about food, nutrition and exercise using an evidence-based approach.
- Communicate food, nutrition and exercise information in both written and oral formats in a clear, cohesive and accurate manner.
- Describe food, nutrition, and physical activity needs for healthy people using a whole-food, whole-person perspective.
- Create a food-related intervention and a physical activity intervention for disease prevention that integrates mind, body and spirit aspects of wellness.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Nutrition and Exercise Science undergraduate program.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in all basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in the basic proficiency, science and general education categories. Surplus credits not used to satisfy basic proficiency or science requirements may be applied to the appropriate general education requirements.

Note: Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science Requirements

English Literature and Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Statistics	4 quarter credits
General Chemistry I & II (science-major level with lab)	8 quarter credits
General Cell Biology (science-major level with lab)	4 quarter credits
Introductory Nutrition[1]	5 quarter credits

[1]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

General Education Requirements

Natural Science	8 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Public Speaking	3 quarter credits
Electives[1]	16 quarter credits

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits

(inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 quarter credits in residence at Bastyr University.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3161	Anatomy and Physiology 1 Lecture/Lab	3
EX3105	Physical Activity and Wellness	2
TR4118	Cultural Perspectives on Foods	2
		Subtotal: 13

Winter

BC3113	Living Anatomy	3
BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
TR3105	Introduction to the Scientific Method	1
TR3111	Nutrition Throughout Life	3
		Subtotal: 15

TR3105 is also offered in spring, online course.

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
EX4105	Business Principles in Health Promotion	2
EX4115	Motor Learning and Development	3
TR4103	Whole Foods Production	3
		Subtotal: 16

Senior Year (Year II)

Fall

EX4100	Physiology of Exercise	5
EX4107	Sports Nutrition	5
EX4119	Principles of Resistance Training	3
TR4107	Advanced Nutrition Principles 1	4
		Subtotal: 17

Winter

EX4103	Biomechanics Lecture/Lab	3
EX4124	Exercise Science Laboratory Techniques	2
PS3145	Psychology of Sports and Exercise	3
TR4100	Introduction to Research Methods	3
TR4108	Advanced Nutrition Principles 2	2
		Subtotal: 13

Spring

EX4800	Exercise/Nutrition Practicum	2
TR4117	Nutrition, Physical Activity and Disease	5
TR4126	Community Nutrition/Nutrition Education	5
		Subtotal: 12

Elective and Activity Requirements

	Activity Credits	1
	General Electives	3
		Subtotal: 4

General elective courses may be from any program or department. There is also a graduation requirement of Advanced First Aid and CPR.

One one-credit activity course is required (e.g. tai chi, aerobics, yoga, tennis, etc.).
Subtotal: 4

Total Requirements

Total Core Course Credits	86
Total Elective Credits	4
Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Bachelor of Science with a Major in Nutrition and Culinary Arts

The Bachelor of Science degree with a Major in Nutrition and Culinary Arts is designed to provide rigorous training in nutrition science while applying whole-food principles to the preparation of nourishing food. Graduates of this program may have enhanced career opportunities in areas requiring both nutrition and culinary skills.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and interpret media and research findings about food and nutrition using an evidence-based approach.
- Communicate food, culinary and nutrition information in both written and oral formats in a clear, cohesive and accurate manner.
- Describe food and nutrition needs for healthy people using a whole-food and whole-person perspective.
- Identify where food originates and what policies and processes affect food before it reaches the consumer.
- Demonstrate a repertoire of culinary skills needed to develop original recipes, plan balanced whole-food-based menus and prepare food that supports well-being.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the Nutrition and Culinary Arts undergraduate program.

SPECIAL NOTE: Students wishing to pursue graduate studies are encouraged to talk to their admissions advisor to take BC3123 in fall quarter, BC4117 in winter quarter and BC4140 in spring quarter in place of the chemistry sequence in this program.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in all basic proficiency and science requirement courses. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in the basic proficiency, science and general education categories. Surplus credits not used to satisfy basic proficiency or science requirements may be applied to the appropriate general education requirements.

Note: Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science Requirements	
English Literature or Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Statistics	4 quarter credits
General Chemistry (survey level with lab)	4 quarter credits
General Cell Biology (science-major level with lab)	4 quarter credits
Introductory Nutrition[1]	5 quarter credits
Public Speaking	3 quarter credits

[1]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

General Education Requirements	
Natural Science	12 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Electives	16 quarter credits

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 quarter credits in residence at Bastyr University. Students must achieve a "C" grade or higher in each of the culinary arts courses.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Junior Year (Year I)

Fall

BC3161	Anatomy and Physiology 1 Lecture/Lab	3
TR3109	Chef's Pantry	2
TR4103	Whole Foods Production	3
TR4118	Cultural Perspectives on Foods	2
		Subtotal: 10

Culinary students wishing to pursue graduate school should take BC3123 Organic Chemistry for Life Sciences in fall quarter.

Winter

BC3100	Survey of Organic Chemistry	4
BC3162	Anatomy and Physiology 2 Lecture/Lab	3
TR3105	Introduction to the Scientific Method	1
TR3111	Nutrition Throughout Life	3
TR3115	Introduction to Food Science	2
TR3123	Culinary Skills 1: Soups and Seasonings with Intuition	3
		Subtotal: 16

Culinary students wishing to pursue graduate school should take BC4117 Biochemistry for Life Sciences 1 in winter quarter.

Spring

BC3104	Biochemistry	4
BC3163	Anatomy and Physiology 3 Lecture/Lab	4
TR3120	Experimental Foods Lecture and Lab	5
TR3124	Culinary Skills 2: Suppers and Desserts with Originality	3
		Subtotal: 16

Culinary students wishing to pursue graduate school should take BC4140 Biochemistry for Life Sciences 2 in spring quarter.

Senior Year (Year II)

Fall

EX3105	Physical Activity and Wellness	2
TR3141	Therapeutic Cooking: Maintaining Health	2
TR4107	Advanced Nutrition Principles 1	4
TR4132	Quantity Food Production	3
TR4820	Culinary Practicum	4
		Subtotal: 15

Winter

TR3142	Therapeutic Cooking:Illness and Recovery	2

TR3152	Cooking Demonstration	2
TR4100	Introduction to Research Methods	3
TR4108	Advanced Nutrition Principles 2	2
TR4205	Nutrition Analysis and Assessment	3
		Subtotal: 12

Spring

TR3153	Writing about Food and Health	2
TR3163	The Business of Cooking	3
TR4117	Nutrition, Physical Activity and Disease	5
TR4123	Culinary Skills 3: Appetizers and Entrees with Beauty	2
TR4140	Ecological Aspects of Nutrition	2
		Subtotal: 14

Elective Requirements

	General Electives	4
	Nutrition Electives	3
		Subtotal: 7

Of the 7 elective credits required, students must take a minimum of three (3) elective credits in nutrition program courses.
Subtotal: 7

Total Requirements

Total Core Course Credits	83
Total Elective Credits	7
Total Requirements	90

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

GRADUATE PROGRAMS

The Department of Nutrition and Exercise Science offers three master's level graduate programs at the Kenmore campus and one at the San Diego campus that are consistent with the overall focus and mission of the department. The first option at the Kenmore campus is the Master of Science in Nutrition (MSN), which culminates in a research thesis. The second option is the Master of Science in Nutrition and Clinical Health Psychology (MSN/CHP), which combines training in nutrition and clinical health psychology. The third option is the Master of Science in Nutrition with the Didactic Program in Dietetics (MSN/DPD). This option provides the academic part of the requirements to become a registered dietitian nutritionist. At Bastyr University California, the Master of Science in Nutrition for Wellness (MSNW) prepares students to create and deliver effective nutrition programs to support wellness.

The MSN/DPD at Bastyr University is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400, email: acend@eatright.org, a specialized accrediting body recognized by the U.S. Department of Education.

After initial selection of a degree program, a student must receive approval from the chair of the department in order to change programs.

Master of Science in Nutrition

The purpose of the Master of Science in Nutrition is to provide students with a solid overview of nutritional science, theory and research in preparation for future doctoral study or for employment in research and development, public policy, or the prevention and wellness field. Graduates with this degree are eligible in some states for certification as nutritionists with a limited scope of practice. Training in critically evaluating and conducting nutrition-related research is emphasized.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and apply scientific evidence pertaining to issues in human nutrition in states of health and of disease.
- Demonstrate competence in executing the components of the scientific method and in independent scholarship in human nutrition.
- Communicate the influences of culture, environment and policy on food choice, human nutrition and metabolism.

Admissions

For general information on the admissions process, refer to the Admissions section (p. 63) in this catalog. Information below refers only to the graduate Nutrition program.

Prerequisites

Entering students must have a bachelor's degree from a regionally accredited college/university and a minimum GPA of 3.0 in their undergraduate degree. Priority consideration will be given to applicants with a 3.0 GPA in nutrition prerequisites, a 3.25 cumulative GPA in all prerequisites and a 3.25 cumulative GPA in science prerequisites, with a B or better in Human Physiology, Organic Chemistry, Biochemistry and Microbiology. Exceptional candidates who do not meet these priority standards will be reviewed on a case-by-case basis.

Human Physiology (upper level)[1]	1 course
Chemistry (science major level)[2]	2 courses

Organic Chemistry (science major level)[2]	1 course
Biochemistry[3]	1 course
Introductory Nutrition[4]	1 course
College Algebra or Statistics	1 course
Microbiology	1 course

[1]A full anatomy and physiology series will meet this requirement.

[2]A minimum of one chemistry course must include an in-person lab

[3]The biochemistry course(s) must be upper-level and must cover intermediary metabolism.

[4]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

Note: Science courses must have been taken within seven years of program start.

Graduation Requirements

MSN students must complete a minimum of 78 credits. All MSN students must have a minimum 3.0 GPA with a minimum of 52 credits in residence. MSN students must complete their degree within five years following matriculation into the program. A research thesis is required for graduation, which will be electronically deposited in a publicly available (open access) repository. (See Policy/Procedure #11-C55.)

Thesis Credit and Continuation Policy

Students must be registered for at least 1 credit each quarter (except summer quarter) in order to continue in the program. If a student completes the credit requirements for the degree but requires more time to complete the thesis, that student will have two options.

Option 1 – The student can register for Thesis Continuation. Thesis Continuation is a 0 credit "course" that maintains the student's enrollment at Bastyr University. The fee for Thesis Continuation is equivalent to the tuition for 1 credit. The registration and payment deadlines for Thesis Continuation are the same as those published for regular registration activities. Students who do not register for Thesis Continuation or fail to pay the fee are not permitted to utilize faculty time or other University resources.

Option 2 – The student can apply for a leave of absence from the University until is ready to complete and present the thesis. Students may consult with the Office of the Registrar or see *Student Policies and Procedures* for details about applying for a leave of absence. Students on a leave of absence are not permitted to utilize faculty time or other University resources. When the student is ready to complete and present the thesis, they will need to register for Thesis Continuation.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I

Fall

TR5100	Biostatistics	4
TR5104	Research Methods in Health Sciences	3
TR5120	Advanced Nutrition: Macronutrients	5
TR5136	Nutrition in the Life Cycle	3
		Subtotal: 15

TR5136 is a hybrid/online course.

Winter

BC5118	Disease Processes 1	3
TR5101	Whole Foods Production	3
TR5124	Advanced Nutrition: Micronutrients	5
TR5133	Developing the Research Question	1
TR5320	Nutrition Assessment and Therapy 1	5
		Subtotal: 17

Spring

BC5132	Disease Processes 2	2
TR5128	Applied Research Skills	3
TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics and Microbiome	3
TR5321	Nutrition Assessment and Therapy 2	5
		Subtotal: 13

Year II

Fall

TR5115	Food Science	5
TR6111	Contemporary Nutrition: Global and Ecological Issues	2
TR6114	Thesis	variable to 4
TR6116	Thesis Seminar	1
		Subtotal: 12

Winter

TR5132	Applied Statistical Analysis	2
TR6122	Contemporary Nutrition: Community and Culture	3
TR6114	Thesis	variable to 4
TR6116	Thesis Seminar	1
		Subtotal: 10

Spring

TR6133	Contemporary Nutrition: Public Health	3
TR6114	Thesis	variable to 4
TR6116	Thesis Seminar	1
		Subtotal: 8

Electives

General Electives	3

Required Elective Credits 3 (nutrition program course credits)

TR6114 credits may vary. Students may register for Thesis as early as summer quarter of the first year and in any quarter in which the student receives thesis advising. Twelve (12) thesis credits are required to graduate. One (1) thesis credit must be earned in the quarter in which the degree is to be received. If all thesis credits have been earned, then Thesis Continuation TR6199 is required in the final quarter.

TR6116 should be taken in the same quarter as thesis credits.

Total Requirements

Total Core Course Credits	75
Total Elective Credits	3
Total Requirements	78

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Master of Science in Nutrition and Clinical Health Psychology

The Master of Science in Nutrition and Clinical Health Psychology (MSN/CHP) was developed to respond to the need for an integrated program that provides opportunities to ultimately obtain licensure as a mental health counselor and to practice as a certified nutritionist within that scope of practice specified in the state of Washington. Students planning to practice in other states will need to determine whether the program meets the requirements for licensure in that state, as state scope of practice and licensing requirements vary. Prospective and current students should contact the states in which they wish to practice by referencing the University's listing of professional programs and state licensing/certification agencies for their programs at Professional Licensing/Certification Agencies by State or District.

This three-year graduate program provides interdisciplinary education in nutrition and clinical health psychology for students who want a fully integrated mind-body approach to human health.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate a solid theoretical foundation in counseling and health psychology.
- Provide culturally appropriate nutrition and mental health assessment and individualized intervention strategies.
- Effectively utilize a breadth of counseling and health behavior change skills for individuals and groups.
- Develop the capacity for receiving and integrating feedback, ongoing self-reflection, continuous professional learning and self-care.
- Display ethical and professional behaviors in all aspects of counseling practice, case management and interdisciplinary collaboration of care.

Admissions

For general information on the admissions process, refer to the Admissions section (p. 63) in this catalog. Information below refers only to the MSN/CHP program.

Prerequisites

Entering students must have a bachelor's degree from a regionally accredited college/university with a minimum cumulative GPA of 3.0 in their undergraduate degree. Priority consideration will be given to applicants with a 3.0 GPA in nutrition prerequisites, a 3.25 cumulative GPA in all prerequisites and a 3.25 cumulative GPA in science prerequisites, with a B or better in Human Physiology, Organic Chemistry, Biochemistry and Microbiology. Exceptional candidates who do not meet these priority standards will be reviewed on a case-by-case basis.

Human Physiology (upper level)[1]	1 course	Chemistry (science-major level)	2 courses
		Organic Chemistry (science-major level)[2]	1 course
		Biochemistry[3]	1 course
		Introductory Nutrition[4]	1 course
		Abnormal Psychology	1 course
		Developmental Psychology	1 course
		College Algebra or Statistics	1 course
		Microbiology	1 course

[1]A full anatomy and physiology series will meet the physiology prerequisite requirements.

[2]A minimum of one chemistry course must include an in-person lab

[3]The biochemistry course must be upper-level and must cover intermediary metabolism.

[4]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

Note: Science and psychology courses must have been taken within seven years of program start.

Admission to Clinical Training

In order to enroll in the Clinic Shift series, students must have successfully completed all prerequisites, based on the clinic track outlined below and under course descriptions for Clinic Nutrition Practicum, and must have met the criteria for professional behavior and attitudes. Students are also required to pass a national criminal background check (see "Felony Disclosure and Background Checks" in the *Academic Policy and Procedure Manual* for more information) and must show proof of completion of the clinic entry checklist prior to the first scheduled clinic shift.

Graduation Requirements

MSN/CHP students must complete a minimum of 118 credits and must have a minimum 3.0 GPA with a minimum of 79 credits in residence. MSN/CHP students must complete their degree within six years following matriculation into the program. A graduation requirement of the MSN/CHP program is that students must complete 600 hours of supervised counseling (including hours in counseling classes at BCNH and its satellites and external practicum sites), of which 100 hours need to be in nutrition counseling.

In addition to the didactic and clinical experience, MSN/CHP students are required to complete 10 hours of individual counseling or therapy sessions during the first year of the program and before their first counseling shift at BCNH. Documentation of these hours is required.

Exit Exam

Successful completion of a clinical competency exit examination is a requirement for students in the third year of the MSN/CHP. This examination tests the minimal knowledge and skills required to perform nutritional and mental health counseling with diverse clients. The examination does not cover the whole curriculum and cannot substitute for any part of regular course requirements. Students are eligible to take the exit exam if they are in good academic standing; have completed or are concurrently registered for all required (non-elective) courses by the end of the term in which the exam is scheduled; and are making satisfactory progress in the practicum.

Expected Competencies

Students are required to maintain a 3.0 GPA in their graduate coursework. Bastyr graduates are qualified to provide exceptional counseling services to individuals and institutions and contribute positively to the nutritional and mental health education of the community.

Students are expected to stay on track with the counseling curriculum. Students who wish to go off track must have permission from the director of clinical training.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I

Fall

PS5301	Fundamentals of Counseling: Basic Skills	3
TR5100	Biostatistics	4
TR5104	Research Methods in Health Sciences	3
TR5120	Advanced Nutrition: Macronutrients	5
TR5136	Nutrition in the Life Cycle	3
		Subtotal: 18

TR5136 is a hybrid/online course.

Winter

BC5118	Disease Processes 1	3
PS5113	Theories of Counseling and Psychotherapy	3
TR5101	Whole Foods Production	3
TR5124	Advanced Nutrition: Micronutrients	5
TR5320	Nutrition Assessment and Therapy 1	5
		Subtotal: 19

Spring

BC5132	Disease Processes 2	2
PS5202	Psychopathology and Biomedical Conditiions	3
PS6315	Counseling Adults 1: Assessment and Treatment	3
TR5321	Nutrition Assessment and Therapy 2	5
TR5803	Nutrition Clinic Entry	1
		Subtotal: 14

Year II

Fall

PS5110	Fundamentals of Counseling: Group Dynamics	3
PS7801	Clinic Shift 1: Nutrition/Clinical Health Psychology	2
PS6310	Nutrition and Pharmacology in Mental Health	3
TR5115	Food Science	5
TR6111	Contemporary Nutrition: Global and Ecological Issues	2
		Subtotal: 15

Winter

PS5115	Fundamentals of Counseling: Systems, Families, Couples	4
PS6105	Diversity and Multicultural Issues in Health Psychology	3

PS7802	Clinic Shift 2: Nutrition/Clinical Health Psychology	2
TR6100	Nutritional Supplementation	4
		Subtotal: 13

Spring

PS6130	Psychological Testing	3
PS6323	Assessment and Treatment of Children/Adolescents in Health Psych	3
PS7105	Alcohol and Substance Abuse	2
PS7803	Clinic Shift 3: Nutrition/Clinical Health Psychology	2
TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics and Microbiome	3
		Subtotal: 13

Year III

Fall

PS6317	Counseling Adults 2: Assessment and Treatment	3
PS7101	Professional, Ethical and Legal Issues in Psychology	3
PS7805	MSN/CHP Practicum 1	2
PS7811	Practicum Seminar 1: Nutrition/Clinical Health Psychology	1
		Subtotal: 9

Winter

PS6207	Counseling for Eating Disorders	2
PS7115	Developing and Evaluating Counseling Programs	3
PS7806	MSN/CHP Practicum 2	2
PS7812	Practicum Seminar 2: Nutrition/Clinical Health Psychology	1
		Subtotal: 8

Spring

PS7103	Mind-Body Techniques for Stress Reduction	3
PS7129	Career Counseling	3
PS7807	MSN/CHP Practicum 3	2
PS7813	Practicum Seminar 3: Nutrition/Clinical Health Psychology	1
	Clinical Competency Exam	
		Subtotal: 9

Total Requirements

Total Core Course Credits	103
Clinic/Practicum Totals	15
Total Requirements	118

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Master of Science in Nutrition with Didactic Program in Dietetics

The purpose of the Master of Science in Nutrition with Didactic Program in Dietetics (MSN/DPD) is to train students who are primarily interested in becoming registered dietitian nutritionists (RDNs). The program's mission is to prepare graduate students for supervised practice leading to eligibility for the CDR credentialing exam to become RDNs who will be agents of change in bringing the perspective of whole foods, environmental awareness of food choices, and integrative medicine into their dietetic and nutrition-related practices. The MSN/DPD program at Bastyr University is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The knowledge requirements outlined by ACEND are over and above the requirements for a master's in nutrition as outlined by the University and prepare dietetic students to be eligible to apply for a dietetic internship accredited by ACEND, and subsequently, to be eligible to sit for the registration examination for dietitians.

Student Learning Outcomes

The MSN/DPD program curriculum is designed to meet all Core Knowledge Requirements for Registered Dietitian Nutritionists (KRDNs) as required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and prepares students for success in dietetic internships/supervised practice programs.

Admissions

For general information on the admissions process, refer to the Admissions section (p. 63) in this catalog. Information below refers only to the MSN/DPD program.

Prerequisites

Entering students must have a bachelor's degree from a regionally accredited college/university and a minimum GPA of 3.0 in their undergraduate degree. Priority consideration will be given to applicants with a 3.0 GPA in nutrition prerequisites, a 3.25 cumulative GPA in all prerequisites and a 3.25 cumulative GPA in science prerequisites, with a B or better in Human Physiology, Organic Chemistry, Biochemistry and Microbiology. Exceptional candidates who do not meet these priority standards will be reviewed on a case-by-case basis.

Human Physiology (upper level)[1]	1 course
Chemistry (science major level)[2]	2 courses
Organic Chemistry (science major level)[2]	1 course

Biochemistry[3]	1 course
Introductory Nutrition[4]	1 course
General Psychology	1 course
College Algebra or Statistics	1 course
Microbiology	1 course

[1]A full anatomy and physiology series will meet this requirement.

[2]A minimum of one chemistry course must include an in-person lab.

[3]The biochemistry course must be upper-level and must cover intermediary metabolism.

[4]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

Note: Science courses must have been taken within seven years of program start.

It is highly recommended that all students receive a B or better in all major prerequisite classes to be most competitive for accredited dietetic internships. Students must maintain a GPA of 3.0 or higher to remain in the program.

Admission to Clinical Training

In order to enroll in the Clinic Nutrition Practicums (TR6811 and TR6812), students must have successfully completed all prerequisites based on the clinic track outline below and must have met the criteria for behavior and attitudes as outlined in the *Nutrition Student Clinician Handbook*. Students are also required to pass a national criminal background check (see "Felony Disclosure and Background Checks" in the *Academic Policy and Procedure Manual* for more information) and must show proof of completion of the clinic entry checklist prior to the first scheduled clinic shift.

Graduation Requirements

MSN/DPD students must complete a minimum of 78 credits. All MSN/DPD students must have a minimum 3.0 GPA with a minimum of 52 credits in residence. MSN/DPD students must complete their degree within five years following matriculation into the program. MSN/DPD students are recommended to meet with the DPD director for academic advising each quarter prior to registration to discuss academic progress. A total of 300 hours of approved paid and/or volunteer nutrition-related work is required to graduate from the MSN/DPD. The following is a breakdown of those hours:

- Total of 100 hours clinical nutrition (in-patient, ambulatory care, and/or long-term care direct patient contact)
- Total of 100 hours food service management
- Total of 100 hours community nutrition

Leadership in the area of dietetics by participating in the Bastyr University Student Nutrition Association (SNA) is strongly encouraged, and becoming a student member of the Academy of Nutrition and Dietetics is required.

Once coursework for the MSN/DPD and the 300 volunteer and/or paid required hours are completed, signed and verified by the DPD director, the student is eligible to sit for the DPD exit exam. A pass rate of at least 75 percent on the DPD exit exam and completion of all learning outcome self-tracking questionnaires are required to receive the verification statement that will enable the student to be eligible to complete an accredited dietetic internship. Completion of the DPD program does not guarantee acceptance into a dietetic internship. All other policies and procedures related to the MSN/DPD program are located on MyBU under the Department of Nutrition and Exercise Science.

Accreditation

The Master of Science in Nutrition with Didactic Program in Dietetics (MSN/DPD) at Bastyr University is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400, email: acend@eatright.org website: www.eatright.org/acend a specialized accrediting body recognized by the U.S. Department of Education. Program outcomes data are available upon request from the program director.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I

Fall

TR5100	Biostatistics	4
TR5104	Research Methods in Health Sciences	3
TR5120	Advanced Nutrition: Macronutrients	5
TR5136	Nutrition in the Life Cycle	3
		Subtotal: 15

TR5136 is a hybrid/online course.

Winter

BC5118	Disease Processes 1	3
TR5124	Advanced Nutrition: Micronutrients	5
TR5138	Counseling Skills for RDNs Lecture/Lab	4
TR5320	Nutrition Assessment and Therapy 1	5
		Subtotal: 17

Spring

BC5132	Disease Processes 2	2
TR5101	Whole Foods Production	3

TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics and Microbiome	3
TR5321	Nutrition Assessment and Therapy 2	5
TR5803	Nutrition Clinic Entry	1
		Subtotal: 14

Year II

Fall

RD6105	Introduction to Dietetics	1
RD6130	Food Safety and the Principles of Quantity Food Production	2
TR5115	Food Science	5
TR6111	Contemporary Nutrition: Global and Ecological Issues	2
TR6811	Clinic Nutrition Practicum 1	2
		Subtotal: 12

Winter

RD6135	Food Service Management Skills	2
TR3142	Therapeutic Cooking:Illness and Recovery	2
TR6100	Nutritional Supplementation	4
TR6122	Contemporary Nutrition: Community and Culture	3
		Subtotal: 11

TR6122 is a hybrid/on-line course.

Spring

RD6141	Food Service Capstone	1
RD6403	Medical Nutrition Therapy	3
TR6133	Contemporary Nutrition: Public Health	3
TR6812	Clinic Nutrition Practicum 2	2
		Subtotal: 9

TR6811 Clinic Nutrition Practicum 1, and subsequently TR6812 Clinic Nutrition Practicum 2, will be assigned after prerequisites are completed any time after spring of year 1. Each practicum is a total of 44 hours during each quarter. In addition, a total of 8 hours are required during the interim period. See the *Student Clinical Handbook* for details.

Total Requirements

Total Core Course Credits	74
Clinic Totals	4
Total Requirements	78

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Master of Science in Nutrition for Wellness — California Campus Only

The purpose of the Master of Science in Nutrition for Wellness (MSNW) is to prepare students to offer science-based nutrition information to groups and to communicate effective nutrition messages in a variety of media. Graduates will attain the knowledge and skills to use nutrition education platforms as a route to wellness in settings such as corporate wellness programs, grocery stores, schools, public health organizations and senior living organizations.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Critically evaluate and apply scientific evidence to issues related to human nutrition for disease prevention and wellness.
- Create accurate and effective routes for communicating whole-food and nutrition information to the lay public.
- Develop food and nutrition education programs for disease prevention that integrate mind, body and spirit aspects of wellness.

Admissions

For general information on the admissions process, refer to the Admissions section (p. 63) in this catalog. Information below refers only to the Nutrition for Wellness graduate program.

Prerequisites

Entering students must have a bachelor's degree from a regionally accredited college/university and a minimum GPA of 3.0 in their undergraduate degree. Priority consideration will be given to applicants with a 3.0 GPA in nutrition prerequisites, a 3.25 cumulative GPA in all prerequisites and a 3.25 cumulative GPA in science prerequisites, with a B or better in Human Physiology, Organic Chemistry, Biochemistry. Exceptional candidates who do not meet these priority standards will be reviewed on a case-by-case basis.

Human Physiology (upper level)[1]	1 course
Chemistry (science-major level)[2]	2 courses
Organic Chemistry (science-major level)[2]	1 course
Biochemistry[3]	1 course
Introductory Nutrition[4]	1 course
College Algebra or Statistics	1 course
General Psychology	1 course

[1]A full anatomy and physiology series will meet the physiology prerequisite requirements.

[2]A minimum of one chemistry course must include an in-person lab.

[3]The biochemistry course must be upper-level and must cover intermediary metabolism.

[4]The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

Note: Science and psychology courses must have been taken within seven years of program start.

Graduation Requirements

MSNW students must complete a minimum of 78 credits and must have a minimum 3.0 GPA with a minimum of 52 credits in residence. MSNW students must complete their degree within five years following matriculation into the program. Students must successfully complete TR6121 Nutrition Program Capstone and Presentation in order to graduate from the program.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I

Fall

TR5100	Biostatistics	4
TR5104	Research Methods in Health Sciences	3
TR5120	Advanced Nutrition: Macronutrients	5
TR5136	Nutrition in the Life Cycle	3
	Subtotal: 15	

TR5120 (p. 216) is a hybrid/online course.

Winter

BC5130	Disease Prevention	3
PS5111	Fundamentals of Motivation and Behavior Change	3
TR5101	Whole Foods Production	3
TR5124	Advanced Nutrition: Micronutrients	5
	Subtotal: 14	

TR5124 is a hybrid/online course.

Spring

EX6101	Physical Activity for Health	3
TR5105	Nutrition Analysis and Assessment	3
TR5109	Writing About Food and Nutrition	3
TR5110	Food in Disease Prevention and Management	2
TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics and Microbiome	3
	Subtotal: 14	

Year II

Fall

TR3141	Therapeutic Cooking: Maintaining Health	2
TR3152	Cooking Demonstration	2
TR5115	Food Science	5
TR6111	Contemporary Nutrition: Global and Ecological Issues	2
	Subtotal: 11	

Winter

TR3142	Therapeutic Cooking:Illness and Recovery	2
TR6100	Nutritional Supplementation	4
TR6108	Developing and Evaluating Nutrition Education Programs	3
TR6120	Nutrition Program Capstone Seminar	1
TR6122	Contemporary Nutrition: Community and Culture	3
	Subtotal: 13	

TR6100 is a hybrid/online course.

Spring

TR6109	Food and Nutrition in Health Systems	2
TR6118	Leadership and Business Management	3
TR6121	Nutrition Program Capstone and Presentation	3
TR6133	Contemporary Nutrition: Public Health	3
	Subtotal: 11	

Total Requirements

Total Core Course Credits	78
Total Elective Credits	0
Total Requirements	78

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DIETETIC INTERNSHIP

The philosophy of the Bastyr University Dietetic Internship is to effectively deliver an internship that meets the accreditation standards set by the Academy of Nutrition and Dietetics (the Academy) while supporting the mission statement of the Department of Nutrition and Exercise Science.

The mission of the Bastyr University Dietetic Internship is to educate future leaders in the dietetic profession by preparing entry-level registered dietitian nutritionists who will integrate whole foods, environmental nutrition and complementary medicine perspectives into their nutrition practice.

The program is designed to meet the eligibility requirements and accreditation standards for dietetic internship programs as defined by the Academy, with the intention that those who successfully complete the program will have met the performance requirements for entry-level dietitian nutritionists through supervised practice. The internship

provides an interactive set of educational experiences in which participants perform the Nutrition Care Process in a variety of settings, demonstrate professional skills, perform continuous self-assessment and develop collaborative relationships to achieve desired outcomes. The program includes didactic coursework via seminars, group projects and individual self-enrichment experiences.

Interns gain experience in medical nutrition therapy, community nutrition and food service administration. Interns develop insight into the unique nutritional needs of populations from all stages of the life cycle and in various degrees of health through rotation sites that include acute care and outpatient clinics, WIC programs and food service departments.

The Bastyr University Dietetic Internship has a concentration in natural medicine and whole-food nutrition. Interns have the opportunity to practice with clinicians in the naturopathic medicine program and in the acupuncture and East Asian medicine program at the University's teaching clinic, Bastyr Center for Natural Health. Interns create whole-food menus and consider the environmental impacts of food choices.

The internship is a full-time program (minimum of 40 hours per week) meeting the requirements for 1,200 minimum supervised practice hours. The program also includes didactic hours, enrichment hours, and hours for orientation and evaluation, as well as vacation and holidays.

Interns are required to register for 15 graduate credits, which may be applied toward the elective requirements of the Master of Science in Nutrition degree at Bastyr University upon acceptance into the master's program. The graduate course content is structured to complement the supervised practice component of the internship. The internship graduate courses follow, listed in the order taken:

Dietetic Internship

Admission Requirements for Dietetic Internship

Applicants must have a minimum of a bachelor's degree in nutrition, dietetics or an equivalent program from an accredited educational institution. A strong background in science and high academic performance are essential. A GPA of 3.0 or higher is required for acceptance into the program.

It is highly recommended that students have paid or volunteer experience in all three areas of clinical nutrition, community nutrition and food service administration.

All applicants must complete an internship application via the Dietetic Internship Centralized Application Services (DICAS) system. This centralized application platform includes a personal statement, three letters of recommendation (one reference related to work experience and two references related to academic performance), all official transcripts, and a DPD Verification Statement or Declaration of Intent. (https://portal.dicas.org/) Required supplemental application materials include completion of a Bastyr University dietetic internship application and nonrefundable $75 application fee.

All application materials must be received by the February application deadline date established by the Academy of Nutrition and Dietetics. Interns begin the program in September and complete the program in June of the next calendar year. Applicants are informed of acceptance through the designated computer matching system, D&D Digital.

Student Learning Outcomes

Upon completion of this program, students will be able to:

- Meet eligibility requirements to write the registration examination to become a registered dietitian nutritionist (RDN).
- Demonstrate all the competencies required to practice as a competent entry-level dietitian nutritionist (RDN).
- Provide exceptional nutrition and dietetic practice to individuals and institutions that effectively supports integrated health care, incorporating whole foods, complementary medicine perspectives and environmental considerations into nutrition care and protocols.

Expected Competencies

Interns are required to pass all internship graduate courses with a grade of achieved competency (AC) and must have demonstrated competency in all learning outcomes. (The achieved-competency-based grading system is explained in the Grading Policy, Naturopathic Medicine and Dietetic Internship section in this catalog.) Graduates of the program meet eligibility requirements to write the registration examination to become a registered dietitian nutritionist (RDN). Bastyr internship graduates are qualified to provide exceptional nutrition and dietetic services to individuals and institutions and contribute positively to the nutrition awareness and health education of the community.

Upon achieving the RDN credential, graduates are responsible for contacting the Department of Health or other governing agency for the state(s) in which they practice, as each state may have unique requirements for attaining either licensure or certification in order to practice nutrition services. Prospective and current students should contact the states in which they wish to practice by referencing the University's listing of professional programs and state licensing/certification agencies for their programs at Professional Licensing/Certification Agencies by State or District.

Accreditation Status

The Bastyr University Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL, 60606-6995, (800) 877-1600, ext. 5400, email: acend@eatright.org, website: www.eatright.org/acend,

a specialized accrediting body recognized by the U.S. Department of Education.

Additional program information, including goals and objectives measured to assess program effectiveness, costs to interns and the program content, may be found at www.Bastyr.edu/Academics/Areas-Study/Study-Nutrition/Nutrition-Dietetic-Internship. Program policies and procedures are made available to accepted applicants in the annually revised *Bastyr University Dietetic Internship Handbook*. Program outcomes data are available upon request.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Fall

DI5100	Introduction to the Practice of Dietetics	1
DI5101	Community Nutrition	1
DI5801	Community Practicum	2
DI5103	Food Service Administration	1

Winter

DI5104	Medical Nutrition Therapy	1
DI5814	Food Service Practicum	4

Spring

DI5820	Medical Nutrition Therapy Practicum	5

DI5801, DI5814, DI5820 are incorporated into the supervised practice experience.

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.
Subtotal: 15

SCHOOL OF NATUROPATHIC MEDICINE

Administrators of the School of Naturopathic Medicine

Arianna Staruch, ND, Interim Dean
Jennifer Johnson, ND, Associate Dean, Naturopathic Clinical Education
Cynthia Hope, ND, Interim Associate Dean, California Campus
Emma Norton, ND, Associate Dean Naturopathic Clinical Education, California Campus
Sheila Kingsbury, ND, RH (AHG), Chair, Botanical Medicine
Dean Neary, ND, Chair, Physical Medicine
Gary Garcia, MD, Director, Community and Post Graduate Medicine
Kristine Arena, Program Supervisor
Chrissy Atkins, Program Coordinator, Botanical Medicine
Holly Minch, Administrative Assistant
Caitlin Gilson, MA, Program Director, Certificate in Holistic Landscape Design
Katie Vincent, Supervisor, Bastyr University Gardens
Lindsay Warshaw, Assistant Supervisor, Bastyr University Gardens
Crystal Hamby, Lab Coordinator, Practicum Coordinator, Botanical Medicine
Ana Ogard, Program Supervisor, California Campus
Emily Hartman-Fiedler, Administrative Assistant, California Campus

Programs offered

Doctor of Naturopathic Medicine (p. 110)

Bachelor of Science with a Major in Herbal Sciences (p. 107)

Certificate in Holistic Landscape Design (p. 118)

UNDERGRADUATE PROGRAMS

Bachelor of Science with a Major in Herbal Sciences

Botanical Medicine Department Mission

We inspire students and colleagues to carry forward the traditions and enrich the knowledge of botanical medicine with integrity.

Botanical Medicine Department Vision

We facilitate learning about plants and plant-centered medicine, guiding students to apply this knowledge toward growing, harvesting, manufacturing and clinical practice. The inclusive range of knowledge runs from traditional wisdom to contemporary scientific information, emphasizing critical and creative thought and discovery.

The Bachelor of Science with a Major in Herbal Sciences is designed to provide a thorough, scientifically rigorous and inspiring exploration of herbalism and its applications. The curriculum of the herbal sciences major does not include the diagnosis and treatment of disease, but rather introduces the student to concepts of disease prevention and health maintenance using medicinal herbs. The curriculum addresses economic, historical and sociopolitical perspectives regarding herbal sciences. Additionally, issues related to herbal product manufacturing and quality assurance/quality control introduce the analytical aspects of herbs and herbal products. This program offers a substantial breadth of perspectives and approaches in the herbal sciences.

The program is based upon scientific inquiry in the herbal sciences. Students take courses in Anatomy and Physiology, Organic Chemistry, Biochemistry and Botany during the first year of this program. Beginning in the first year, and heavily concentrated in the second year, are courses exploring various aspects of the herbal sciences. Introduction to Herbal Sciences, Herbal Medicine History and Traditions, and Herbal Preparations lay a foundation in the junior year. In Research Methods for Herbal Sciences, students learn to interpret scientific literature on medicinal herbs. In Ethnobotany and Northwest Herbs, the door opens to the connection between people and plants in indigenous cultures, old and new. The senior year includes Pharmacognosy, Pharmacology and Herb/Drug Interactions, and the Materia Medica series, deepening the knowledge base. First Aid for Herbalists lends hands-on experiences, as well as the Plant ID and Horticulture series which runs through both years of the program. In additional courses, students become familiar with environmental, economic and political issues surrounding the herbal sciences. There are electives available that cover a wide array of topics including diverse field courses.

Additionally, students are required to complete an 88-hour practicum with herbal manufacturers, herb growers, wildcrafters, practitioners or researchers. Upon completion of this program, each student is uniquely qualified to enter the herbal industry, enter a clinically based program or pursue further education in a related field.

Admissions

For general information on the admissions process, please refer to the Admissions section (p. 63)in this catalog. The information below refers only to the herbal sciences program.

Prerequisites

Entering undergraduates must have at least a 2.50 cumulative GPA with a grade of C or better in all basic proficiency and science requirement courses. Prior to enrolling, students

must have completed 90 quarter credits (60 semester credits), including a minimum number of credits in the basic proficiency, science and general education categories.

Note: Students may apply to the program while completing prerequisite coursework.

Basic Proficiency and Science Requirements	
English Literature or Composition	9 quarter credits
General Psychology	3 quarter credits
College Algebra or Precalculus	4 quarter credits
General Chemistry (science-major level with lab)	8 quarter credits
General Cell Biology (science-major level with lab)	4 quarter credits
Botany	3 quarter credits
Public Speaking	3 quarter credits
General Education Requirements	
Natural Science	8 quarter credits
Arts and Humanities	15 quarter credits
Social Sciences	15 quarter credits
Electives	18 quarter credits

Basic Sciences Curriculum within Herbal Sciences

Basic science courses within the herbal sciences program include Anatomy and Physiology, Organic Chemistry, Biochemistry, Microbiology, Pharmacology, and Disease Processes. These courses serve as a foundation for an understanding of the human body and provide students with the necessary skills and competency to pursue coursework in their chosen field.

The basic sciences faculty encourages and expects students to advance beyond the simple learning of scientific facts and to integrate systematically the information from basic science disciplines into a unified model of human organization and function. Problem solving, clinical cases and examples are an integral part of the basic science curriculum.

Graduation Requirements

Upper-division Bachelor of Science students enrolled at Bastyr University must complete a minimum of 180 credits (inclusive of credits transferred into Bastyr). To graduate, Bachelor of Science students must have a minimum 2.0 grade point average with a minimum of 45 credits in residence at Bastyr University.

Expected Learning Outcomes

Following are the learning objectives for students in the herbal sciences program:

- Identify most commonly used medicinal plants utilizing botanical, organoleptic and analytical methods of identification; and identify their medicinal indications and actions.
- Convey understanding of current political issues and trends pertaining to the herbal industry as well as the history of traditional use of herbs in medicine.
- Produce commonly used herbal preparations and discuss their potential in medicinal applications.
- Analyze herbal products using knowledge of pharmacognosy and Quality Assurance Quality Control (QAQC) test methods, and apply this analysis to potential research applications.
- Develop sound foundations in the sciences that prepare the student for science-based industry or graduate-level study, such as ethnobotany, pharmacology, pharmacognosy, clinical graduate work, research, herbal product development and QAQC, bulk herb supplier, or herbal agriculture.
- Exhibit knowledge of safety parameters for use of medicinal plants.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Junior Year (Year I)

Fall

BC3123	Organic Chemistry for Life Sciences Lecture/Lab	6
BC3161	Anatomy and Physiology 1 Lecture/Lab	3
BO3107	Botany 1	2
BO3108	Introduction to Herbal Sciences	3
BO3109	Plant Identification and Horticulture 1	1
		Subtotal: 15

Winter

BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
BO3115	Herbal Medicine History and Traditions	2
BO3116	Botany 2	2
BO3119	Plant Identification and Horticulture 2	1
BO4102	Research Methods for Herbal Science	2
		Subtotal: 15

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
BO3114	Herbal Preparations	3
BO3125	Ethnobotany and Northwest Herbs	3
BO3126	Plant Identification and Horticulture 3	1

		Subtotal: 15

Senior Year (Year II)

Fall

BC4114	Disease Processes	4
BO4111	First Aid for Herbalists	2
BO4119	Pharmacognosy for Herbal Sciences	2
BO4122	Test Methods for Botanical Authentication	2
BO4145	Materia Medica 1 for Herbal Sciences	4
BO4148	Plant Identification and Horticulture 4	1
		Subtotal: 15

Winter

BO4100	Herbs and Food	3
BO4113	Pharmacology and Herb/Drug Interaction	3
BO4121	QAQC Quality Assurance/Quality Control	3
BO4146	Materia Medica 2 for Herbal Sciences	4
BO4149	Plant Identification and Horticulture 5	1
		Subtotal: 14

Spring

BO4147	Materia Medica 3 for Herbal Sciences	4
BO4150	Herbal Science Research Applications	1
BO4151	Plant Identification and Horticulture 6	1
BO4152	Business and Law for Herbal Sciences	1
BO4802	Herbal Sciences Practicum	2
		Subtotal: 9

Total Requirements

Total Core Course Credits	83
Total Elective Credits †	7
Total Requirements	90

†Four elective credits must be in Botanical Medicine field classes.

Curriculum and course changes in the 2017-2018 Bastyr University Catalog *are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.*

Botanical medicine department electives include: Appalachia Field Course*, Botanical Studies in Costa Rica*, Cascade Herb Experience, Clinical Formulations and Applications of Botanical Medicine, Clinical Pharmacognosy, Flower Essences, Food and Medicinal Mushrooms, Foundations of Aromatic Medicine, Herbal Medicine in Italy*, Herbal Medicine throughout Oregon, Herbal Medicine Making for All**, Herbs and Ayurvedic Medicine, Introduction to Biodynamic Agriculture, Introduction to Gemmotherapy, Island Herb Experience, New England Botanical Intensive*, Plant Identification and Medicinal Field Botany, Plants in Ceremony, Organic Gardening, and Southwest Herbal Experience*.

Certificate of Holistic Landscape Design courses that can be taken as electives for other programs: Biointensive IPM and Plant Management, Horticultural Business Practices, Horticultural Research and Grant Writing, Mycology, Organic Greenhouse and Nursery Management, Organic Seed Production, and Soil Ecology.

**These field courses generally run every other year.*

***Not available as an elective for Herbal Sciences students due to content being covered in core program courses.*

GRADUATE PROGRAMS

DOCTOR OF NATUROPATHIC MEDICINE

The School of Naturopathic Medicine offers a Doctorate in Naturopathic Medicine, a Bachelor of Science with a Major in Herbal Sciences and a Certificate in Holistic Landscape Design. The departments in the School of Naturopathic Medicine include botanical medicine, homeopathy, physical medicine, clinical sciences, clinical education, and community and post-graduate medicine.

Naturopathic medicine is a distinct profession of primary health care, emphasizing prevention, treatment and the promotion of optimal health through the use of therapeutic methods and modalities that encourage the self-healing process, the *vis medicatrix naturae*.

Mission

We educate future naturopathic physicians who care for the health and well-being of their communities and advance our profession.

Vision

The School of Naturopathic Medicine will be a leading academic center for inspired and scholarly learning in the cultivation of naturopathic doctors. It will accomplish this through education, research, professional leadership, and community and clinical services that bridge the worlds of science, nature and spirit.

Definition and Description of Naturopathic Medicine

The U.S. Department of Labor defines naturopathic physicians as doctors who "diagnose, treat and help prevent diseases using a system of practice that is based on the natural healing capacity of individuals. May use physiological, psychological or mechanical methods. May also use natural medicines, prescription or legend drugs, foods, herbs, or other natural remedies."

Most naturopathic physicians provide natural medicine primary care through office-based, private practice. Many receive additional training in disciplines or modalities such as acupuncture and East Asian medicine.

Naturopathic diagnosis and therapeutics are supported by scientific research drawn from peer-reviewed journals from many disciplines, including naturopathic medicine, conventional medicine, European complementary medicine, clinical nutrition, phytotherapy, pharmacognosy, homeopathy, psychology and spirituality. Information technology and new concepts in clinical outcomes assessment are particularly well-suited to evaluating the effectiveness of naturopathic treatment protocols and are being used in research, both at naturopathic medical schools and in the offices of practicing physicians. Clinical research into natural therapies has become an increasingly important focus for naturopathic physicians.

Principles of Naturopathic Medicine

The underpinnings of naturopathic medical practice are embodied in six principles:

1. First Do No Harm – *primum non nocere*
2. The Healing Power of Nature – *vis medicatrix naturae*
3. Discover and Treat the Cause, Not Just the Effect – *tolle causam*
4. Treat the Whole Person – *tolle totum*
5. The Physician Is a Teacher – *docere*
6. Prevention Is the Best "Cure" – *praevenire*

Scope of Practice

Naturopathic medicine is defined by principles, rather than by methods or modalities. Diagnostic and therapeutic methods are diverse. The current scope of practice for a naturopathic physician varies by jurisdiction. However, the accredited naturopathic programs all train primary care physicians who diagnose, treat and manage patients with acute and chronic medical conditions and diagnoses. This may include, but is not limited to: nutritional science, natural hygiene, botanical medicine, naturopathic physical medicine, homeopathy, counseling, spirituality, minor office procedures, and methods of laboratory and clinical diagnosis. The scope of practice is defined by state or provincial statute. The curriculum at Bastyr University matches the requirements listed by the Washington State Department of Health. Students have the responsibility to become informed on licensure and scope of practice in the legal jurisdiction in which they choose to practice.

Legal Status of Naturopathic Medicine

Naturopathic physicians are licensed or registered as health care providers in Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Utah, Vermont, Washington, and the U.S. territories of Puerto Rico and the Virgin Islands. Legal provisions allow the practice of naturopathic medicine in several other states. Efforts to gain licensure elsewhere are currently underway. Forty-two states and territories in the United States have professional associations for naturopathic medicine. Naturopathic medicine is regulated in the following Canadian provinces: Alberta, British Columbia, Manitoba, Ontario and Saskatchewan. The Naturopathic Doctors Act of 2008 grants title protection for naturopathic doctors in Nova Scotia. There are 11 provincial and territorial professional associations.

Naturopathic Medicine Licensure Requirements

All states and provinces with naturopathic medicine licensure laws require completion of a residential program of at least four years and 4,100 hours of study from a college or university recognized by the Council on Naturopathic Medical Education (CNME). Bastyr University's doctoral program in naturopathic medicine is accredited by CNME, and a copy of the CNME Handbook of Accreditation is available in the Bastyr Library and online at www.cnme.org.

To qualify for a license, applicants must satisfactorily pass the Naturopathic Physicians Licensing Examinations (NPLEX), which include basic sciences, diagnostic and therapeutic subjects, and clinical sciences. Applicants must also satisfy all licensing requirements for the state or province in which they wish to practice. Students are responsible for contacting the department of health or other governing agency for information regarding requirements for the state in which they are seeking licensure.

Professional Organizations

The American Association of Naturopathic Physicians, based in Washington, D.C., represents the interests of the profession of naturopathic medicine in the U.S. The Canadian Association of Naturopathic Doctors is the professional association in Canada. Contact the appropriate national association for further information.

- American Association of Naturopathic Physicians, 4435 Wisconsin Ave. NW, Suite 403, Washington, D.C., 20016, www.naturopathic.org, (202) 237-8150
- Canadian Association of Naturopathic Doctors, 20 Holly St., Suite 200, Toronto, Ontario, Canada M4S 3B1, www.cand.ca, (416) 496-8633

NATUROPATHIC MEDICINE PROGRAM ADMISSIONS

For general information on the admissions process, please refer to the Admissions section (p. 63) in this catalog. The information below refers only to the naturopathic medicine program.

Naturopathic Medicine Prerequisites

In selecting applicants for admission, the Bastyr University naturopathic medicine program seeks those qualities of motivation, intellect and character essential to becoming a physician. Applicants are considered on the basis of academic

performance, maturity and demonstrated humanitarian qualities. Work and/or volunteer experience in health care, coupled with a concrete exposure to the field of natural medicine (especially shadowing or interviewing a practicing naturopathic physician) is strongly recommended. Applications without evidence of concrete exposure to the field are considered weak. The following coursework is the minimum required preparation for the study of naturopathic medicine. Applicants may apply with coursework still in progress, but prerequisites must be completed prior to matriculation.

Please note: If in doubt about a specific prerequisite, contact an admissions advisor before taking the course.

The admissions office may require a course description or course syllabus to verify content. Descriptions may be emailed, faxed or sent by regular mail.

Overall Preparation

Completion of a bachelor's degree from a regionally accredited college/university is required. No specific major is advised. In addition to a strong preparation in the sciences, a broad background in the humanities and liberal arts is encouraged. Prerequisite coursework is used to determine a student's preparation for the naturopathic program. No credit is given for prerequisite coursework earning a C- or lower. Students submitting prerequisite coursework with grades of P (passing) may be required to submit additional information to demonstrate their competency in that subject.

Prerequisite Coursework

College-level Algebra	1 course
Must include a minimum of either two sequential courses in organic chemistry or one course in organic chemistry and one course in biochemistry. The chemistry sequence should include an introduction to biological molecules. (The standard prerequisite for science-major level organic chemistry is one year of general chemistry.) Appropriate lab work required.	At least 4 courses
Must cover concepts in cellular biology and genetics. Appropriate lab work required. Individual courses in the biological sciences may count if the above competencies are met, i.e., anatomy, physiology, microbiology and botany.	2 semesters or 3 quarters
Course must be algebra-based; calculus-based is also accepted. Lab is not required.	1 college-level course
*Intro to General Psych or Developmental/Lifespan Psych	1 course

Strongly Recommended Courses

Though not required for admission, the faculty recommends that students complete biochemistry, anatomy and physiology coursework in addition to the prerequisite requirements. These courses will substantially enhance students' ability to master the naturopathic course material.

Other Suggested Courses

Biomedical ethics, philosophy of science, medical terminology, public speaking and English composition.

Age of Course

Required chemistry and biology courses not taken within seven years of matriculation into the program are subject to review by the admissions committee. Additional coursework may be required.

Credit by Examination

Applicants may submit AP, IB and CLEP scores for prerequisite consideration for math, psychology and physics (there is no CLEP exam for physics). Students who have had prior AP coursework in chemistry and biology may submit AP scores for biology or chemistry exams. Students must submit either the original score received directly from the testing center, or a copy of their high school or college transcripts showing the score results. Since so few high school or college transcripts show score results, it may be most expedient to automatically request test scores be sent from the testing center. Decisions regarding credit are assessed on a case-by-case basis. The admissions committee reviews test scores within the context of an applicant's academic history. All equivalency decisions made by the admissions committee are final.

Required Abilities/Skills for Naturopathic Medicine Program Admission

Bastyr University is committed to providing equal opportunities for differently abled people. The following policy has been adapted from the American Association of Medical Colleges guidelines to ensure that prospective students have the physical and mental capacities to perform the required duties of a naturopathic physician:

A candidate for the naturopathic medicine degree must be able to demonstrate appropriate observational and communication skills, motor function, intellectual-conceptual, integrative and quantitative abilities, and behavioral and social maturity. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation.

Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to microbiologic cultures and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand.

Observation necessitates the functional use of the sense of vision and somatic sensation. These are enhanced by the functional use of the sense of smell.

Communication: A candidate must be able to speak, hear and observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate must be able to communicate effectively and efficiently in English in oral and written form with all members of the health care team.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should have the manual dexterity to be able to perform diagnostic and therapeutic procedures such as blood draw, urinalysis, read electrocardiograms (ECGs) and X-rays, and be able to reposition a patient.

A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment required of physicians are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways and the suturing of simple wounds. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, a critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of her/his 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. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and educational processes.

Admissions Criteria

The admissions committee of the naturopathic medicine program determines the processes and procedures that guide the selection of candidates for the naturopathic program. The committee reviews undergraduate and graduate (if applicable) academic records and performance in the required prerequisite courses. The personal statement, references, resumes and in-person interviews are also evaluated for evidence of the abilities and skills required of naturopathic physicians. The interview also explores the candidate's awareness of the practice of naturopathic medicine. Bastyr University's naturopathic medicine program is academically challenging. While no minimum GPA is specified, the mean GPA for entering students in the last five years has exceeded 3.3 for both overall GPA and prerequisite course GPA.

Interviews

Qualified applicants who submit complete applications and meet the prerequisites may be invited to interview. Applicants are expected to interview at the campus to which they apply, either in Kenmore or San Diego. A limited number of exceptions are made to accommodate special circumstances.

TRANSFER AND ADVANCED STANDING STUDENTS ADMISSIONS

Transfer Students

Bastyr University accepts transfer students from naturopathic, medical, osteopathic and chiropractic schools, and other accredited professional programs, on a space-available basis. For transfer consideration, credits must be earned from an institution accredited by a regional accrediting agency or from an institution accredited by the Council on Naturopathic Medical Education (CNME). Transfer students are considered for admission in accordance with the following general guidelines:

- Applicants must meet the same entrance requirements as candidates for the first-year class.
- Applicants who wish to transfer credits from prior coursework must demonstrate satisfactory completion of courses that are equivalent in content and quality to courses given at the University. Satisfactory completion equals a grade of achieved competency, a C or above, or a 2.0 or above.
- Applicants must provide an official transcript from the college or program from which the transfer is being requested; the transcript should demonstrate that they are leaving in good academic standing. They should be prepared to submit additional documentation to support a thorough evaluation.
- Transfer applicants must submit a $150 transfer evaluation fee.
- Transfer applicants from another CNME approved Naturopathic medical program may transfer to the

Kenmore campus up to 40% of the total number of credits required for graduation from the Bastyr University naturopathic medical program in addition to completing of most or all of their clinical work at Bastyr University.The transfer of credit to the San Diego campus is limited by rules set by the California Bureau for Postsecondary Education (BPPE), so that no more than 45 credits may be transferred to Bastyr University, San Diego.

- Transfer applicants who can demonstrate passing of the NPLEX-1 exam may be able to transfer all of the first and second year basic science classes at once without providing syllabi.

Advanced Standing Status Based on Prior Medical Education

Applicants who graduated from accredited chiropractic, medical or osteopathic colleges may be eligible for advanced standing in the Bastyr University naturopathic medicine program. Up to one third or 100 credits may be transferred to the Kenmore campus; students must complete at least two-thirds of the program and do all of their clinical work at Bastyr University. The transfer of credit to the San Diego campus is limited by rules set by the BPPE, so that no more than 45 credits may be transferred to Bastyr University, San Diego.

In those instances where the maximum number of advanced standing transfer credits is granted, it will take a minimum of three years (11 quarters) to complete the program. Placement depends upon the amount of coursework completed in the original program, similarity of the course content and credits, age of the courses and performance in these courses. A student must provide documentation that shows the competencies of the Bastyr University course have been met. Course waivers and/or credit transfers are considered only for those courses in which applicants demonstrate a grade of achieved competence, a C or above, or a 2.0 or above. An exam to determine competency may also be required. Advanced standing applicants must complete all of the course and credit requirements in effect at the time of their enrollment in the Bastyr University naturopathic medicine program. Final waiver and/or transfer credit decisions rest with the dean of the school in which the curriculum is taught.

Advanced standing is determined on a case-by-case basis and depends on the type of degree program completed, the courses taken and the number of years in practice.

Applicants who are eligible for advanced standing must submit a $150 advanced standing evaluation fee.

Applicants who can demonstrate successful completion of the USMLE Step 1 exam, or equivalent osteopathic exam, within the past seven years may have all the first and second year basic science credits transferred at once, without providing individual course syllabi. However the non-basic science credits are not transferable. Decisions will be made on a case-by-case basis for those who passed board exams more than seven years ago.

Applicants must submit a catalog of course descriptions for the years they attended their professional program and should be prepared to submit additional documentation to support a thorough evaluation. Additionally, advanced standing students should submit a copy of their medical license and a copy of their medical board exam scores/certificates (if applicable). If an advanced standing student is found to be deficient in some area(s) of study, s/he may be required to complete additional courses at Bastyr University. For more information on advanced standing status admission policies and procedures, contact the admissions office.

NATUROPATHIC MEDICINE DUAL DEGREES

There are a number of degree options that allow students in the naturopathic medicine program to earn a second degree. Students in good standing wishing to pursue a dual degree should realize that adding a second program will extend the time you spend in your original program by a year or more. Most of the dual-degree programs enable graduating with the ND and a master's degree in a total of five years, if the student stays on track. Students must also maintain good standing in all programs while pursuing multiple degrees. The midwifery degree option is a minimum of six years.

Currently the following programs may be considered: Acupuncture and East Asian Medicine, Ayurvedic Sciences, Counseling and Health Psychology, Midwifery and Public Health. For additional information regarding the dual degrees, please contact the admissions department. A formal application to the individual programs through the admissions department must be completed.

Students with advanced medical training, e.g., DC, DO or MD, must successfully complete the first year of study in their original program before acceptance into a second program.

Naturopathic Medicine Program Curriculum

Program Outcomes

A naturopathic medicine graduate of Bastyr University's School of Naturopathic Medicine will:

- Demonstrate an appropriate level of knowledge in both basic biomedical and clinical sciences.
- Demonstrate the ability to apply clinical skills in the care of patients to the standards of a primary care naturopathic physician as defined by the profession.
- Demonstrate the ability to apply the philosophy and principles of naturopathic medicine in the care of patients.

- Demonstrate a commitment to the highest levels of ethics and professionalism by behaving with honesty and integrity in all interactions with patients, their families, other health care professionals, and others they interact with in the course of their professional career.
- Demonstrate an ability to apply evidence-informed practice efficiently and effectively in patient-care settings.

Integrated Curriculum Design

The naturopathic medicine program at Bastyr University is taught in a systems-based approach designed to provide integration across scientific disciplines and between biomedical and clinical sciences. This approach fosters the development of critical clinical reasoning through an active learning environment. Naturopathic medical students are expected to be able to preview learning materials and gain a basic understanding before coming to class to apply the information (the "flipped classroom"). The integrated curriculum also takes advantage of hybrid learning in which online educational technology is paired with face-to-face learning, to provide the student with flexible learning time and varied methods of instruction to support different types of learners.

Students entering this program should be comfortable with computer technologies and programs. It is strongly advised that students have a personal computing device with Internet access and the common word processing and associated programs in order to fully participate in hybrid learning.

Basic Sciences

Basic and biomedical science modules within the naturopathic medicine program provide integration across science disciplines and with clinical coursework. First-year basic science modules provide a foundation of core principles in anatomy, histology, embryology, biochemistry and physiology that are integrated in the context of body systems. Second-year modules use the systems approach to integrate the principles of pathology, immunology and infectious diseases. Throughout the curriculum, science concepts are applied to clinical situations through integrated case discussions.

The basic science faculty encourages and expects students to advance beyond the simple learning of scientific facts and to integrate systematically the information from basic science disciplines into a unified model of human organization and function. This educational scheme requires students to assume an active role in the learning process and encourages them to adopt this inquisitive behavior for a lifetime. Problem solving, clinical cases and examples are an integral part of the basic science curriculum. This educational process is an expression of Bastyr University's basic philosophy of a holistic approach to human behavior, health and therapeutics. The basic science faculty encourages students to become totally absorbed in an integrated approach to learning and understanding. Instructors are readily available to facilitate this process on an individual basis.

The department also offers science courses that satisfy prerequisite requirements, including courses in General Chemistry and Organic Chemistry.

Behavioral Medicine

By definition, naturopathic medicine is a comprehensive, whole-person, integrative form of medicine which recognizes the behavioral, socio/cultural/political, cognitive, and emotional factors in health. The emerging field of behavioral medicine views health and illness through an interdisciplinary lens that integrates biomedical, psychosocial and behavioral sciences. The behavioral medicine curriculum within the naturopathic medicine program provides training in the development of the patient-physician therapeutic alliance, understanding of the biological basis of lifestyle change and behavior, the psychosocial factors of chronic disease, the socio-cultural determinants of health, and psychophysiology and mind-body medicine, all within the context of a primary care naturopathic physician. Courses in Behavioral Medicine are offered in conjunction with the Department of Counseling and Health Psychology.

Botanical Medicine

Botanical medicine is a core modality for naturopathic physicians to use in optimizing the health and well-being of their patients. Medicinal plants have been used as food and medicine by all peoples on all continents. The importance of plants to humans has been recorded in cave paintings 60,000 years old. A contemporary renaissance in herbal medicine weds traditional use and wisdom with modern analytical methodologies for optimal medical applications for today. Empirical knowledge of plant therapeutics is based on Western and holistic thought, rather than reductionist paradigms, and is linked with contemporary scientific knowledge.

The core curriculum in botanical medicine for naturopathic medical students covers fundamental plant identification and nomenclature, pharmacognosy, therapeutic actions, extraction principles, dosage considerations, contraindications, toxicology, herb-drug interactions, clinical applications, and treatment regimens. Clinical therapeutics draw from traditional uses, naturopathic formulae and use, and from international scientific and clinical research, as well as advances in phytotherapy. Herbal medicine making is incorporated into the third-year systems modules, which focus on treatment. Completion of the required curriculum, along with the required clinical experience, prepares the student for effective and safe clinical utilization of preventive and therapeutic botanicals.

A variety of botanical medicine elective and special topic courses are offered to students in the naturopathic medicine program and other programs, along with independent study options.

The Bastyr University Gardens are managed by the botanical medicine department, with support from the University and donations. The gardens are maintained primarily by the garden supervisor, assistant supervisors and work-study students. The botanical medicine department continues to build an herbarium, although the vast University of Washington herbarium is used as one of Bastyr's teaching venues. The department supports a botanical medicine lab to expand class experience and provide a space for students to continue exploring their work and passion for herbs.

Homeopathic Medicine

Homeopathic medicine is a gentle non-toxic therapy that is one of the naturopathic medicine modalities. Homeopathic medicines stimulate a person's inherent healing mechanisms. The entire range of mental, emotional and physical symptoms is considered with each patient and the remedy is then chosen that addresses the complex pattern of the patient, while emphasizing the uniqueness of the individual.

The homeopathic curriculum at Bastyr University includes the basic principles and philosophy of homeopathy, materia medica of commonly used homeopathic medicines, use of the homeopathic repertory, taking a homeopathic case and homeopathic case analysis. Practical therapeutics for common medical conditions are incorporated into the systems modules in the third year, focused on treatment.

Physical Medicine

Physical medicine is an integral part of naturopathic medicine. It includes various modalities, such as hydrotherapy, osseous and soft-tissue manipulation, sports medicine and therapeutic exercise. The course of study and clinical training in physical medicine enable students to develop a solid foundation for entry into the practice of naturopathic medicine. The curriculum offers sufficient hours in manipulation to satisfy the state of Washington's licensing requirement as a naturopathic physician.

The physical medicine curriculum begins by teaching students the art of touch and palpation, introduction to basic Swedish massage techniques and soft-tissue manipulation, and then progresses to osseous manipulation.

Summer Massage Intensive

Bastyr University and Bellevue Massage School Center for Healing Arts offer students a summer massage training program that allows them to apply coursework taken at Bastyr University toward the state requirements for massage licensure. This course cannot be audited.

Students interested in further information may meet with their academic advisor in the registrar's office or with their department's program supervisor to discuss program availability and the course prerequisites.

Electives Requirements

Students in the naturopathic medicine program are required to complete 8 elective credits (included in the 300.5 credit totals) during their course of study. Up to 3 of these credits may be satisfied by independent study. It is recommended that elective credits be spread out over the length of the student's program. Courses designated as elective and special topics may fulfill this 8-credit requirement, as well as additional clinic shifts during the student's clinical training. A maximum of 3 elective credits from any one discipline may be used to satisfy the naturopathic medicine program elective requirement. The rule of a 3-credit maximum does not apply to elective credits being taken to satisfy waived credits. Elective credits covering waived course credits may be from any discipline. A student may take elective credits from any program/department.

Clinical Sciences

Clinical sciences provide training in the knowledge, skills and attitudes necessary to become a competent naturopathic physician. Systems-based modules use case-based teaching to help students use critical clinical thinking to understand human disease, promote health, and prevent and treat illness. Evidence-informed practice and the naturopathic principles, therapeutic order and fundamentals of health are all part of the identification and management of disease and the obstacles to cure. This includes the traditional "ologies" (pulmonology, gastroenterology, neurology, etc.) as well as diet and nutrient therapy, botanical medicine formulation, clinical pharmacology, diagnostic testing and imaging, and problem-focused physical exam skills.

Clinical Entrance Prerequisites

Naturopathic medicine students must complete and achieve competency in all required classes prior to entering clinical training. Questions about didactic prerequisites for clinical ND training should be addressed to the registrar's office on campus. Students must also have completed TB screening, received a hepatitis B vaccination or signed a waiver, have a current CPR card, and submit to a national criminal background check. The criminal background check will be conducted prior to enrolling in clinical shifts. For more information, see "Felony Conviction Disclosure and Background Checks" in the *Academic Policy and Procedure Manual.*

Clinic Requirements

Students in the four-year program begin clinical training in their first year. Clinical training begins with observation, in which the student follows supervisors through their rotations. The next year clinical training builds to active observation, with clinical skills demonstrated by the student and evaluated by the supervisor. The training supports students to gradually and continually develop and expand their clinical skills and competence throughout their roles as early, intermediate and experienced student clinicians.

Students are required to successfully complete a minimum of 1,210 hours of clinical training.

Graduation Requirements

The curriculum of the naturopathic medicine program requires completion of 300.5 credits for graduation. This includes 240.5 core course credits, 8 elective credits and 52 clinical credits. Students must achieve competency (grade of AC) in all 300.5 credits required in the curriculum. Students must complete all required clinical competencies in order to graduate. Students must complete at least two-thirds of their credits in residence at Bastyr University.

Naturopathic Medicine Extended Program Tracks

Students who are accepted into the program and decide not to complete the program in four years must choose one of the following approved options:

- Extended Track-Option - Preclinical Option
- Extended Track - Clinical Option

At the time of enrollment, naturopathic medicine students are registered for the four-year track. Students in their preclinical training who wish to change to an extended track must complete the ND change of status form (available in the registrar's office) and then meet with their registrar advisor, room 249. Changes may affect financial aid packages as well as the sequencing of courses. This five-year track extends the first two years of preclinical training into three years. As long as a student remains on an approved program track, there should be no course scheduling conflicts. Students must remain on track in order to graduate on time. Students may not register off track or ahead of track without approval from the associate academic dean.

The curriculum tables that follow list the tentative schedule of courses each quarter.

Year I

Fall

BC5142	Fundamentals of Research Design	2
BC5150	Integrated Structure and Function Lecture/Lab	8.5
BC5151	Integrated Musculoskeletal Lecture/Lab	6.5
BC5122L	Gross Human Anatomy 1 Lab	1
BP5400	Therapeutic Alliance 1	1
NM5140	Constitutional Assessment	2
NM5141	Naturopathic Theory and Practice 1	2
SN5100	Clinical Skills Lab 1	1
SN5103	Integrated Case Studies 1	1
NM5820	Clinic Observation 1	1

Subtotal: 26.0

BC5142 is offered summer, winter in Kenmore, Washington; fall and winter in San Diego, California

NM5140 is offered summer both in Kenmore and San Diego

NM5820 is offered also in winter or spring

Winter

BC5123L	Gross Human Anatomy 2 Lab	1
BC5146	Physiology Lab 1	1.5
BC5152	Integrated Cardiovascular and Immune Systems	5.5
BC5153	Integrated Respiratory System	4.5
BC5154	Integrated Digestive System	4.5
BP5401	Therapeutic Alliance 2	1
NM5142	Naturopathic Theory and Practice 2	2
PM5314	Physical Medicine 1	1
PM5314L	Physical Medicine Lab 1	1
SN5101	Clinical Skills Lab 2	1
SN5104	Integrated Case Studies 2	1

Subtotal: 24

Spring

BC5124L	Gross Human Anatomy 3 Lab	1
BC5147	Physiology Lab 2	1
BC5155	Integrated Endocrine System and Metabolism	4.5
BC5156	Integrated Renal and Reproductive Systems	4
BC5157	Integrated Nervous System	7
BP5402	Fundamentals of Behavioral Medicine	2.5
NM5143	Naturopathic Theory and Practice 3	2
PM5316	Physical Medicine 2	1
PM5316L	Physical Medicine Lab 2	0.5
SN5102	Clinical Skills Lab 3	1
SN5105	Integrated Case Studies 3	1

Subtotal: 25.5

Year II

Fall

BC6107	Integrated Pathology, Immunology and Infectious Diseases 1	8
BO6305	Botanical Medicine Lab	1
BP6300	Behavioral Medicine Theories & Interventions 1	2.5
HO6305	Homeopathy 1	1.5
NM6110	Naturopathic Theory and Practice 4	0.5
NM6310	Naturopathic Clinical Diagnosis 1	4
NM6315	Physical Exam Diagnosis Lab 1	1
NM6320	Clinical Diagnosis Lab 1	1
PM6305	Physical Medicine 3	2
SN6100	Integrated Case Studies 4	0.5
SN6300	Integrated Therapeutics 1	3
NM6810	Clinic Observation 2*	2

Subtotal: 27.0

NM6810 is also offered in summer.

Winter

BC6108	Integrated Pathology, Immunology and Infectious Diseases 2	7
BP6200	Psychopathology	2
HO6306	Homeopathy 2	2
NM6111	Naturopathic Theory and Practice 5	0.5
NM6311	Naturopathic Clinical Diagnosis 2	4
NM6316	Physical Exam Diagnosis Lab 2	1
NM6321	Clinical Diagnosis Lab 2	1
PM6306	Physical Medicine 4	3
SN6101	Integrated Case Studies 5	0.5
SN6303	Integrated Therapeutics 2	3
TR6312	Nutrition Principles 1: Assessment, Education and Macronutrients	3
		Subtotal: 27.0

Spring

BC6109	Integrated Pathology, Immunology and Infectious Diseases 3	6
BP6301	Behavioral Medicine Theories & Interventions 2	2
HO6307	Homeopathy 3	2
NM6112	Naturopathic Theory and Practice 6	0.5
NM6312	Naturopathic Clinical Diagnosis 3	4
NM6317	Physical Exam Diagnosis Lab 3	1
NM6322	Clinical Diagnosis Lab 3	1
NM6325	Fundamentals of Radiology and Diagnostic Imaging	2
NM6820	Clinic Entrance Assessment	
PM6310	Physical Medicine 5	2
SN6102	Integrated Case Studies 6	0.5
SN6304	Integrated Therapeutics 3	3
TR6313	Nutrition Principles 2: Micronutrients	2.5
		Subtotal: 26.5

Year III

Summer

BO7305	Botanical Medicine Formulation Lab 1	1
NM7111	Coding and Billing	1
NM7326	Medical Procedures 1 Lecture/Lab	2
NM7332	Clinical Pharmacology 1	0.5
NM7342	Musculoskeletal System and Orthopedics	4
PM7309	Physical Medicine 6	2
	Clinic Rotation (1)	2
		Subtotal: 12.5

Fall

BO7306	Botanical Medicine Formulation Lab 2	1
BP7300	Naturopathic Approaches to Addictions	2
HO7300	Homeopathy 4	1.5
NM7317	Endocrine System	4.5
NM7318	Nervous System and Mental Health	5
NM7333	Clinical Pharmacology 2	0.5
NM7346	Maternity and Pediatrics	4.5
PM7311	Physical Medicine 7	2
SN7300	Advanced Case Studies 1	0.5
NM8801	Preceptorship 1	1
	Clinic Rotation (1)	2
		Subtotal: 24.5

Winter

BO7307	Botanical Medicine Formulation Lab 3	1
HO7301	Homeopathy 5	1
NM7142	Critical Evaluation of the Medical Literature	2
NM7323	Cardiovascular System	5
NM7324	Respiratory System	3
NM7330	Healing Systems	1
NM7334	Clinical Pharmacology 3	0.5
NM7337	Digestive System	4
NM7338	Environmental Medicine	1.5
SN7301	Advanced Case Studies 2	0.5
	Clinic Rotation (1 or 2)	2-4
		Subtotal: 21.5-23.5

NM7142 is also offered spring quarter.

Spring

BO7308	Botanical Medicine Formulation Lab 4	1
NM7113	Jurisprudence	1
NM7331	Renal System	2.5
NM7335	Clinical Pharmacology 4	0.5
NM7343	Male Reproductive and Urology	2
NM7344	Female Reproductive and Urology	4
NM7345	Eye, Ear, Nose and Throat	3
SN7302	Advanced Case Studies 3	0.5
	Clinic Rotation (1 or 2)	2-4
		Subtotal: 16.5-18.5

Year IV

Summer

BO8301	Botanical Medicine Formulation Lab 5	1
NM8301	Clinical Pharmacology 5	0.5
NM8305	Integumentary System	3
NM8310	Medical Procedures 2 Lecture/Lab	2
SN8300	Advanced Case Studies 4	0.5
	Clinic Rotation (4)	8
		Subtotal: 15.0

Fall

NM8100	Advanced Medical Ethics	0.5
NM8105	Advanced Business Practices 1	2

NM8316	Advanced Topics in Public Health	1
NM8317	Advanced Topics in Geriatric Medicine	2
NM8815	Grand Rounds 1	1
NM8802	Preceptorship 2	1
	Clinic Rotation (4)	8
		Subtotal: 15.5

Winter

NM8106	Advanced Business Practices 2	0.5
NM8311	Rheumatologic Disorders	2
NM8318	Advanced Topics in Clinical Ecology	1
NM8319	Advanced Topics in Oncology	2.5
NM8816	Grand Rounds 2	1
	Clinic Rotation (4)	8
		Subtotal: 15.0

Spring

NM8817	Grand Rounds 3	1
NM8803	Preceptorship 3	1
	Clinic Rotation (4)	8
		Subtotal: 10

Summary of Clinic Requirements

NM5820	Clinic Observation 1	1
NM6810	Clinic Observation 2*	2
NM7820-7829	Patient Care Rotations 1-10	20
NM8801-8803	Preceptorship 1-3	3
NM8830-8837	Patient Care Rotations 11-18	16
NM8844	Interim Patient Care	2
PM7801-7802	Physical Medicine 1-2	4
PM8801-8802	Physical Medicine 3-4	4
		Subtotal: 52

NM7820-29, NM8830-37, PM7801-2, PM8801-2: Quarterly shift assignments are based on availability.

Elective Requirements

	Elective & Special Topics	8
		Subtotal: 8

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.
Subtotal: 60

Total Requirements

	Credits	Clock hours
Total Core Course Credits	240.5	3019.5
Total Elective Credits	8	88
Total Clinic Credits	52	1210
Total Requirements	300.5	4317.50

CERTIFICATE PROGRAMS

Certificate in Holistic Landscape Design

Mission: *The Certificate in Holistic Landscape Design program allows students to build upon their knowledge of medicinal and edible plants and apply this knowledge to building sustainable landscape solutions that benefit the earth and the human community.*

The courses in the Certificate in Holistic Landscape Design program are offered on evenings and weekends. The program instructs students on permaculture concepts and cultivation of medicinal and edible plants. Students who complete the program will be able to develop sustainable landscapes that benefit the environment and provide utilitarian resources for the community as a whole.

Prerequisites

Applicants must have a minimum 2.75 cumulative GPA. Prior to enrolling, students must have completed 90 quarter credits (60 semester credits) of college-level coursework.

In order to be prepared for the concepts covered in the holistic landscape design program, coursework in the following areas is strongly recommended:

- Biology – basic biological concepts desired, covering cell and plant biology, no labs required
- Introduction to Botany – basic plant morphology and physiology, classification, plant evolution, and ecology, no labs required
- Chemistry – survey-level to cover general inorganic and organic concepts, no labs required
- Public Speaking coursework or experience
- General Education material to round out the 90 college credits, including some Humanities, English, Natural Sciences and Social Sciences

Expected Learning Outcomes

Following are the learning objectives for students in the holistic landscape design program:

- Ability to create a landscape design that enhances the natural landscape and reflects the health of all of the beings that utilize it, as well as the health of the planet

- Apply sustainable landscape measures creatively, designing for biodiversity, therapeutic utility and aesthetics
- Integrate permaculture techniques and principles for sustainably modifying land and implementing designs
- Understand importance and elements of soil science and how to utilize this knowledge in horticultural methods
- Enhance knowledge of practices that support seasonal and sustainable cultivation of food and medicinal plants
- Practice therapeutic plant propagation and cultivation from native and analogue climates for landscape design as well as nursery or market production

The curriculum tables that follow list the tentative schedule of courses each quarter.

YEAR I

Fall

BO4123	Soil Ecology	1
BO4127	Mycology	1
BO4131	Permaculture 1	3
BO4141	Medicinal and Edible Plants in the Landscape 1	1
		Subtotal: 6

Winter

BO4132	Permaculture 2	3
BO4135	Organic Greenhouse and Nursery Management	1
BO4137	Horticulture Research and Grant Writing	1
BO4142	Medicinal and Edible Plants in the Landscape 2	1
		Subtotal: 6

Spring

BO4133	Permaculture 3	3
BO4143	Medicinal and Edible Plants in the Landscape 3	1
BO4809	Holistic Landscape Design Internship	1
		Subtotal: 5

Summer

BO4134	Organic Seed Production	1
BO4138	Biointensive IPM and Plant Health	2
BO4139	Permaculture in a Global Context	1
BO4144	Horticultural Business Practices	1
BO4810	Holistic Landscape Design Practicum	1
		Subtotal: 6

Total Requirements

Total Core Course Credits	23
Total Elective Credits	3
Total Requirements	26

Curriculum and course changes in the 2017-2018 Bastyr University Catalog *are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.*

Botanical medicine department electives include: Appalachia Field Course*, Botanical Studies in Costa Rica*, Cascade Herb Experience, Clinical Formulations and Applications of Botanical Medicine, Clinical Pharmacognosy, Flower Essences, Food and Medicinal Mushrooms, Foundations of Aromatic Medicine, Herbal Medicine in Italy*, Herbal Medicine throughout Oregon, Herbal Medicine Making for All, Herbs and Ayurvedic Medicine, Introduction to Biodynamic Agriculture, Introduction to Gemmotherapy, Island Herb Experience, New England Botanical Intensive*, Plant Identification and Medicinal Field Botany, Plants in Ceremony, Organic Gardening, and Southwest Herbal Experience*.

**These field courses generally run every other year.*

SCHOOL OF TRADITIONAL WORLD MEDICINES

Administrators of Traditional World Medicines
Lynelle Golden, PhD, Dean
Angie Jordan, MBA Program Supervisor
Lisa Petersburg, Administrative Assistant III

Overview

Bastyr University recognizes many traditional and indigenous approaches to health and well-being that have existed for centuries, including acupuncture and East Asian medicine and ayurvedic sciences.

Bastyr University is charting a path toward expanding education in other international healing sciences that have been fulfilling humankind's medical and wellness needs for millennia. As different world medicines gain popularity in America, the University is uniquely positioned to teach a variety of respected, time-honored healing traditions. In keeping with Bastyr's mission to transform the well-being of the human community, the school expands existing awareness of how wellness is achieved and maintained while preparing its students to deliver truly comprehensive health care.

- Master of Science in Acupuncture and Oriental Medicine (MSAOM) (p. 124)
- Master of Science in Ayurvedic Sciences (MSAS) (p. 131)
- Doctorate in Acupuncture and Oriental Medicine (p. 126)

DEPARTMENT OF ACUPUNCTURE AND EAST ASIAN MEDICINE

Overview

East Asian medicine has ancient roots that are deeply tied to Chinese philosophy and culture, and which are an essential part of the present study of acupuncture. Chinese medicine is a coherent and independent system of thought and practice that has been developed over two thousand years. Grounded in ancient texts, Traditional Chinese Medicine has experienced a continuous process of critical thinking and development due to extensive refinement through clinical observation. The resultant perception of health and illness, the methods of diagnosis, therapeutics and techniques differ greatly from those of biomedicine. However, patient outcomes are often nothing less than remarkable.

Fortified with rigorous didactic and clinical training, our students graduate as highly qualified practitioners. They are trained in safe and effective care of patients and skilled in both traditional Chinese medicine modalities and Western health care disciplines. Bastyr's community of students, faculty and staff will nurture your passion for East Asian medicine and challenge you to think beyond the borders of your own discipline.

Mission

The mission of the acupuncture and East Asian medicine programs at Bastyr University is to prepare highly competent healthcare professionals. This is accomplished through rigorous training in traditional Chinese medicine with a foundation in biomedical sciences and collaboration with other healthcare providers. The program is committed to producing graduates who are respected among their peers, provide effective patient care, dedicated to service in their community, and engaged in lifelong learning in their field.

Expected Learning Outcomes

The Department of Acupuncture and East Asian Medicine trains graduates to be the following:

1. Safe and effective in the care of patients by demonstrating in-depth ability in the following areas:
    a. Knowledge of traditional Chinese medicine diagnostic strategies and their application to individual cases
    b. Skill in the traditional methods of assessing patients, including observation, interviewing and palpation
    c. Competence in selecting the appropriate treatment modalities and plans for a patient, utilizing acupuncture, tui na, Chinese herbs (relevant to the MSAOM), and lifestyle counseling, Chinese dietary therapy and exercise
    d. Skill in the application of acupuncture techniques in an appropriate and safe fashion for each patient
2. Able to integrate Eastern and Western paradigms of medicine for the purposes of informing the practice of traditional Chinese medicine, communicating with other health care professionals and patients, and making appropriate medical referrals when necessary
3. Professional in their approach to setting up and maintaining a private practice, collaborating with other health care professionals, working in an integrated health care setting, and providing leadership within the acupuncture and East Asian medicine field
4. Capable of accessing research and critically assessing its value, as well as being able to evaluate articles and other published material in the field in order to inform practice, continue lifelong education and advance the profession
5. Able to provide health promotion and disease prevention measures based on traditional Chinese medicine theory (such as tai chi, qigong and Chinese dietary therapy) to support the well-being of others and themselves
6. Qualified to pass national and state acupuncture and/or herbal exams

Recognition and Licensure of Acupuncture and Oriental Medicine

The Master of Science in Acupuncture and Oriental Medicine (MSAOM) degree program at Bastyr University is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), 8941 Aztec Dr., Eden Prairie, MN 55347, (952) 212-2434. Bastyr University is accredited by the Northwest Commission on Colleges and Universities, (425) 558-4224, and thus, all degree offerings are accredited and eligible for Title IV funds.

ACAOM has placed all Bastyr University ACAOM accredited programs under a Warning sanction effective February 25, 2017 until February 2018 for non-compliance with Commission Standards / Criteria. The institution retains accredited status during this period.

The Master of Science program is approved by the Washington State Department of Health. Graduates of Bastyr University's MSAOM program are eligible to apply for licensure in acupuncture in Washington state, as well as in most other states offering similar licensure. Applications for licensing in Washington can be obtained by contacting the Washington State Department of Health, Professional Licensing - East Asian Medicine Practitioner, P.O. Box 1099, Olympia, WA 98507-1099, (360) 236-4700. Applications for licensing in California can be obtained by contacting the Department of Consumer Affairs, Acupuncture Board, 1747 N. Market Blvd, Suite 180, Sacramento, CA 95834, (916) 515-5200.

Currently, acupuncture is recognized in 44 states and the District of Columbia. The actual requirements for licensure can vary from state to state, with the majority of states requiring the successful completion of the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) exam. If a student is interested in licensure in a state other than Washington or California, it is imperative for the student to know the licensing requirements of that particular state in order to ensure that there are no outstanding academic requirements at the time of graduation.

Applicants must also satisfy all licensing requirements for the state or province in which they wish to practice. Students are responsible for contacting the department of health or other governing state agency for information regarding requirements for the state in which they are seeking licensure.

GRADUATE PROGRAMS

Acupuncture and Oriental Medicine M.S.

The MSAOM provides the didactic and clinical training necessary for eligibility for the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM) exam, which is the basis for licensing in most states. It also includes training in Chinese herbal medicine and an introduction to Chinese medical language. The MSAOM program is a three-calendar-year course of study.

Acupuncture and Oriental Medicine Doctorate

The Doctor of Acupuncture and Oriental Medicine (DAOM) program is a post-graduate, clinical doctorate that uses a weekend, intensive format designed to accommodate licensed practitioners who wish to complete their doctoral degree while maintaining their practices. The DAOM is a two-calendar-year-hybrid course of study.

ACUPUNCTURE AND EAST ASIAN MEDICINE ADMISSIONS

For general information on the admissions process, please refer to the Admissions section in this catalog. The information below refers only to the acupuncture and East Asian medicine programs.

It is strongly recommended that applicants receive acupuncture and/or a traditional Chinese medicine treatment prior to applying to the program. Additionally, applicants will benefit from reading about and researching the field of East Asian medicine via the mainstream press and Internet.

Prerequisites for MSAOM

Entering students must have a bachelor's degree from a regionally accredited college/university and must have completed the following courses or their equivalent:

Intermediate Algebra	1 course
General Chemistry (allied health-level with lab)[1,2]	1 course
General Biology (allied health-level with lab)[2]	1 course
General Psychology	1 course
General Physics	1 course

Note: All students must complete a CPR-C level course or equivalent prior to entering clinic.

[1]Survey-level class that covers inorganic chemistry and includes a lab component. Intended for students in allied-health majors.

[2]Science classes must have been taken within seven years of entering the program. If not, additional coursework may be required after the admissions committee review.

Corequisites for the MSAOM Program

OM3111, BC3135, BC3136 and BC4104 are corequisite courses to the MSA program. The MSA curriculum has been designed so students missing one or more of these may take them after matriculating at Bastyr University. Previously completed coursework from other accredited institutions may satisfy these corequisites.

Required Abilities/Skills for Acupuncture and East Asian Medicine Program Admission

A candidate for the acupuncture and East Asian medicine degree must be able to demonstrate appropriate observational and communication skills, motor function, intellectual-conceptual, integrative and quantitative abilities, and behavioral and social maturity. A candidate should be able to perform in a reasonably independent manner.

Observation: A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. These are enhanced by the functional use of the sense of smell.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients, such as CPR, application of pressure to stop bleeding and opening obstructed airways. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

Observation and motor skills must be in coordination with each other in order to safely practice many of the diagnostic and clinical techniques specific to East Asian medicine. A combination of observation and motor skills is required for acquiring diagnostic information from patients, as well as for the clinical portion of the training, which includes the safe insertion and manipulation of acupuncture needles, cupping, moxibustion, etc.

Communication: A candidate should 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 candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. Students whose first language is not English must satisfy the Department of Acupuncture and East Asian Medicine's English language competency requirement as described in that General Admissions section.

Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, which is a critical skill for health care practitioners, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of her/his 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. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.

Age of Course

Required chemistry and biology courses not taken within seven years of matriculation into the program are subject to review by the admissions committee. Additional coursework may be required.

Transfers

Students who wish to transfer from other acupuncture and East Asian medicine programs are accepted on a space-available basis and must meet the same entrance requirements at the class level they seek to enter. Transfer credit is evaluated on an individual basis following completion of the application process. Transfer applicants must submit a $100 transfer evaluation fee.

Applicants must provide an official transcript from the college or program from which the transfer is being requested, demonstrating that they are leaving in good academic standing.

Applicants must submit syllabi for the courses they completed in their acupuncture program and should be prepared to submit additional documentation to support a thorough evaluation. If a transfer student is found to be deficient in some area(s) of study, s/he may be required to complete additional courses at Bastyr University. For more information on the transfer admission policies and procedures, contact the admissions office.

Acupuncture and East Asian Medicine Curriculum

Didactic Training

Basic Sciences Curriculum within Acupuncture and Oriental Medicine

Basic science courses within acupuncture and Oriental medicine include Anatomy and Physiology, Organic Chemistry, Biochemistry, Microbiology, Pathology, and Pharmacology. These courses serve as a foundation for an understanding of the human body and provide students with the necessary skills and competency to pursue coursework in the MSAOM degree program. In addition, a portion of the Anatomy and Physiology course is taught in Bastyr's cadaver anatomy lab, thus giving students the unique opportunity to study anatomy in greater depth.

The basic sciences faculty encourages and expects students to advance beyond the simple learning of scientific facts and to integrate systematically the information from basic science disciplines into a unified model of human organization and function. This educational scheme requires students to assume an active role in the learning process and encourages them to adopt this inquisitive behavior for a lifetime. Problem solving, clinical cases and examples are an integral part of the basic science curriculum. This educational process is an expression of Bastyr University's basic philosophy of a holistic approach to human behavior, health and therapeutics. The basic sciences faculty encourages students to pursue an integrated approach to learning and understanding. Instructors are readily available to facilitate this process on an individual basis.

The department also offers General Chemistry in a summer intensive format, which is a prerequisite requirement for the MSAOM degree program.

Counseling and Health Psychology Curriculum within Acupuncture and East Asian Medicine

The counseling and health psychology curriculum trains students in understanding and effecting change in the emotional, mental and spiritual dimensions of human functioning.

Students in acupuncture and East Asian medicine MS programs are required to take the following:

- PS5205 Patient Communications - 3 credits
- PS6100 Motivational Interviewing - 2 credits

For additional counseling and health psychology courses available as electives to matriculated students, please see the Counseling and Health Psychology course listings (p. 198) in this catalog or the current quarterly schedule of classes.

Electives

The Department of Acupuncture and East Asian Medicine continually develops and adds to its special topics and elective course curriculum. These courses are included in the course description section of the catalog.

The MSAOM requires completion of 5 elective credits. For dual-degree (ND/MSAOM) students, please see the dual-degree program requirements (p. 113) described in the School of Naturopathic Medicine section.

Case/Herbal Studies in China

Students in good academic standing may apply for advanced studies in China. Currently, Shanghai University of Traditional Chinese Medicine is the main site for Bastyr herbal clinical experiences. For more information and an application, see the AEAM China Studies link on MyBU. The clinic in China is a 4-credit experience to be applied toward MSAOM clinic requirements and/or elective credit. These credits may not be audited.

The herbal studies course primarily focuses on Chinese herbal medicine for clinical applications. By analyzing complicated clinical conditions, students get a deeper understanding of Chinese medicine herbal theory, differentiation of clinical patterns and the making of proper TCM diagnosis. This course includes discussion of various treatment approaches, including Chinese herbal formulas, herbal modifications to the main herbal formula, clear cooking instructions and dietary recommendations.

Clinical Training

Clinic

The core of the program's clinical training takes place at Bastyr Center for Natural Health, the University's teaching clinic. Bastyr Center is a comprehensive, multidisciplinary clinic providing quality training for students in all of the University's programs. Within the acupuncture and Oriental medicine clinic, students receive clinical training in acupuncture and Chinese herbs in addition to other modalities relevant to the scope of practice in Washington state. Students also have the opportunity to train at several community medical sites that provide clinical experience in working with diverse populations.

The clinical training program begins in the first year and is comprised of three observation rotations, one preceptorship, and 16 student clinician rotations. The three observation rotations can be completed in any of the five quarters preceding clinician status. All observation hours, rotation hours and interim observation hours must be completed prior to starting as a student clinician, in spring of the second year. The preceptorship shift may be performed in either the observation or clinician phase of training. A minimum of one observation rotation must be completed in order to do a preceptorship.

Eligibility requirements for student clinician status are as follows: successfully complete all curriculum requirements up through the end of the fifth quarter and be in good academic standing; take and pass the CCAOM Clean Needle Technique exam; have a current CPR card and current TB screening; and pass the comprehensive Clinic Entry exam in the quarter preceding starting as a student clinician, usually in the fifth quarter of the program. Students in the MSAOM program program take two Chinese herbal clinical rotations and two Chinese herbal dispensary labs in the latter portion of their program. On a space-available basis, students are welcome to take additional clinic rotations for elective credit. However, elective rotations cannot be used to make up missing hours in core rotations due to prior or future absences.

For admission to clinical training at Bastyr Center for Natural Health, a student must complete and achieve competency in all required classes prior to entering clinical training. Questions about didactic prerequisites for clinical training

should be addressed to the registrar's office on campus. Students must also:

- Complete a TB screening
- Have received a hepatitis B vaccination or signed a waiver
- Complete current CPR for health care provider certification
- Complete successful passage of the clinic entry written and practical exam
- Have certification in Clean Needle Technique
- Submit to a national criminal background check

The criminal background check will be conducted prior to enrolling in clinical shifts. For more information, see the "Felony Conviction Disclosure and Background Checks" in the *Academic Policy and Procedure Manual*, in the Student Policies and Procedures section of MyBU.

External Clinic Rotations

The opportunity to be placed at one of the external clinics offered through Bastyr University is contingent on the student's ability to provide documentation of a vaccination history. If this documentation is unavailable or out of date, students will need to update their vaccinations at either local health centers or through their personal physicians. The community clinic rotations are outstanding clinical experiences in working with underserved and special patient populations, including developing skills working with medical translators. Students who are unable to provide vaccine documentation will NOT be eligible for this rotation, and clinical training may be restricted to the Bastyr student clinic. Students are also required to submit to a national criminal background check. For more information, see Felony Conviction Disclosure (p. 21) and Background Checks (p. 21) in the *Academic Policy and Procedure Manual* (p. 4).

AEAM External Clinical Training Sites:

- Providence Regional Medical Center Everett – cancer treatment and pain management
- Providence Mt. St. Vincent – geriatric and general community patients
- Rainier Park Medical Clinic – multi-ethnic/low income patients
- Highpoint Neighborcare Health – family health and general community patients

Master of Science in Acupuncture and Oriental Medicine

The curriculum tables that follow list the tentative schedule of courses each quarter.

MSAOM Year I

Fall

BC3134	Living Anatomy for AOM	4
OM3111	Survey of Organic and Biochemistry	4
OM4109	Meridians and Points 1	3
OM4118	TCM Fundamentals	4
OM4315	TCM Bodywork: Tui Na	1
OM4406	Qi Gong	1
OM4800	Clinic Entry	2
OM5121	Medical Chinese 1	1
		Subtotal: 20

OM3111: Corequisite course to the MSAOM program. The MSAOM curriculum has been designed so students missing one or more of these may take them after matriculating at Bastyr University. Previously completed coursework from other accredited institutions may satisfy these corequisites.

Winter

BC3135	Anatomy and Physiology 1 Lecture/Lab (AOM)	5
OM4110	Meridians and Points 2	3
OM4211	TCM Diagnosis 1	3
OM4221	TCM Pathology 1	3
OM4413	TCM Techniques 1	1.5
OM4803	Clinical Observation 1	2
OM5442	Tai Chi	1
		Subtotal: 18.5

BC3135: Corequisite course to the MSAOM program. The MSAOM curriculum has been designed so students missing one or more of these may take them after matriculating at Bastyr University. Previously completed coursework from other accredited institutions may satisfy these corequisites.

OM4803 can be taken in any of the five quarters preceding clinician status.

Spring

BC3136	Anatomy and Physiology 2 Lecture/Lab (AOM)	4
BC4105	Introduction to Western Pathology (AOM)	3
OM4111	Meridians and Points 3	3
OM4212	TCM Diagnosis 2	3
OM4222	TCM Pathology 2	3
OM4804	Clinical Observation 2	2
OM5432	TCM Techniques 2	1.5
		Subtotal: 19.5

BC3136: Corequisite course to the MSAOM program. The MSAOM curriculum has been designed so students missing one or more of these may take them after matriculating at Bastyr University. Previously completed coursework from other accredited institutions may satisfy these corequisites.

OM4804 can be taken in any of the five quarters preceding clinician status.

Summer

CH6110	Chinese Herb Dispensary Lab 1	2
CH6421	Chinese Materia Medica 1	4
OM5122	Medical Chinese 2	1

Subtotal: 7

CH6110 may be taken any quarter in the program after spring year one.

MSAOM Year II

Fall

BC4104	Microbiology	3
CH6422	Chinese Materia Medica 2	4
OM5123	Medical Chinese 3	2
OM5321	Survey of Western Clinical Sciences 1	3
OM5414	Acupuncture Therapeutics 1	2
OM5415	Acupuncture Therapeutics 2	2
OM5439	TCM Techniques 3	1.5
OM5803	Clinical Observation 3	2

Subtotal: 19.5

BC4104: Corequisite course to the MSAOM program. The MSAOM curriculum has been designed so students missing one or more of these may take them after matriculating at Bastyr University. Previously completed coursework from other accredited institutions may satisfy these corequisites.

OM5803 can be taken in any of the five quarters preceding clinician status.

Winter

CH6423	Chinese Materia Medica 3	4
OM4130	Pharmacology Overview for AOM	4
OM4806	AOM Preceptor Observation	2
OM5124	Medical Chinese 4	2
OM5322	Survey of Western Clinical Sciences 2	3
OM5416	Acupuncture Therapeutics 3	2
OM5417	Acupuncture Therapeutics 4	2
OM5438	TCM Advanced Techniques Lab	1

Subtotal: 20

OM4806 can be taken during observation or clinician phase, once OM4803 is completed.

Spring

CH6431	CHM Formulations 1	4
OM5300	Auricular Therapy	2
OM5303	Public Health Issues in AOM	3
OM5324	Survey of Western Clinical Sciences 3	3
OM5418	Acupuncture Therapeutics 5	2
OM5419	Acupuncture Therapeutics 6	2
OM5813-5815	AOM Clinic 1-3	6

Subtotal: 22

Summer

CH6105	Chinese Herb Preparations	1
CH6432	CHM Formulations 2	4
PS5205	Patient Communications	3
OM5816-5818	AOM Clinic 4-6	6

Subtotal: 14

MSAOM Year III

Fall

CH6408	Chinese Herbal Therapeutics 1	4
OM5405	TCM Whole Foods Nutrition	2
OM6110	TCM Medical Classics	2
OM6417	Acupuncture Therapeutics 7	2
PS6100	Motivational Interviewing	2
TR6105	Nutrition and Dietary Systems	3
OM6827-6829	AOM Clinic 7-9	6

Subtotal: 21

Winter

CH6104	Pharmacology of CHM and Drug Interactions	2
CH6409	Chinese Herbal Therapeutics 2	4
OM4101	History of Medicine	2
OM6111	Practice Management 1	2
OM6310	Case Review	2
OM6314	Clinical Theater	1
OM6830-6832	AOM Clinic 10-12	6

Subtotal: 19

Spring

BC5140	Research Methods in AOM	3
CH6111	Chinese Herb Dispensary Lab 2	2
CH6410	Chinese Herbal Therapeutics 3	4
CH6803-6804	Chinese Herbal Medicine Clinic 1-2	4
OM5819	AEAM Interim Clinic	1.5
OM6105	Jurisprudence/Ethics	1
OM6112	Practice Management 2	1
OM6833-6834	AOM Clinic 13-14	4

Subtotal: 20.5

CH6111 may be taken any quarter in the program after spring year one.

OM5819 AOM Interim Clinic. Students are required to complete a total of 36 interim clinic hours (usually students staff the shifts they were assigned to in the quarter just ended). Students register and pay for this shift in their last quarter of attendance.

CH6803-6804 Chinese Herbal Medicine Clinic 1-2 may be taken any quarter during the third year.

Summer

CH6411	Chinese Herbal Therapeutics 4	4
OM6835	AOM Clinic 15	2
OM6836	AOM Clinic 16	2
		Subtotal: 8

All students who plan to study in China must take the 1-credit required elective Clinic Entry for China in summer quarter of year three, just preceding their China rotation. This course may be counted toward the 5 required elective credits.

Total Requirements

Total Core Course Credits	145.5
Total Prerequisites/Corequisities	16
Total Elective Credits	5
Total Clinic Credits	47.5
Total Requirements	214

Curriculum and course changes in the 2017-2018 Bastyr University Catalog *are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.*

Graduation Requirements

Academic Status and Graduation Requirements

	Minimum Grade	Minimum GPA	Total Quarter Credits	Total Elective Credits	Total Quarter Credits in Residence	Student Clinician Rotations
MSAOM	C	3.0	214	5	134.5	16+2 CHM +2 dispensary labs

Students earning the MSAOM must complete their degree requirements within six years. Students must complete at least two-thirds of their credits in residence at Bastyr University.

Students entering the master's program as graduate students must maintain a minimum of a 3.0 GPA to be in good academic standing. A grade of D+, D, D- or F indicates failure to meet the minimum level of competency for learning objectives or core competencies. A student who receives a failure in a required course, lab, clinic shift or internship must repeat that course, lab, clinic or internship. Academic sanctions occur when the quarterly or cumulative GPA drops below the minimum level or when a student receives PC, D or F grades. Students with a quarterly GPA below the minimum will be placed on academic warning status. Students who receive a PC, D or F in any one quarter, regardless of GPA, may be placed on probation status. Academic tutoring and support are available to assist students to return to good academic standing.

In order to receive a license to practice acupuncture in the majority of states, a student must earn either an MSA or MSAOM degree, pass the NCCAOM licensing exam and meet any additional state requirements. Several states require Chinese herbal medicine training for licensure (e.g., California, Florida, New Mexico and Texas).

Electives/Special Topics: The MSAOM program requires a total of 5 elective/special topics credits. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

Doctor of Acupuncture and Oriental Medicine

Mission

The mission of the Doctor of Acupuncture and Oriental Medicine program is to develop the knowledge and skills of highly qualified practitioners in the specialty area of advanced pain management. The program accomplishes this through rigorous training in Traditional Chinese Medicine and biomedical concepts and by emphasizing an integrative model of care delivery. The program graduates leaders prepared for lifelong learning and achievement in clinical practice, education and scholarship.

Expected Learning Outcomes

Graduates of the DAOM program's clinical doctorate will have the skills to:

- Develop an advanced TCM diagnosis and treatment plan including all applicable modalities within the scope of practice, commensurate with the status of patients' health
- Demonstrate an understanding of fundamental, advanced pain treatment protocols in order to inform TCM care
- Discuss treatment planning issues as part of an integrated medical team
- Demonstrate an ability to participate as part of a clinical supervisory team educating master's students in acupuncture and TCM
- Conduct research demonstrating and refining skills in study design and comprehension

Program at a Glance

The Doctor of Acupuncture and Oriental Medicine (DAOM) program is a post-graduate, clinical doctorate that uses a weekend, intensive format designed to accommodate licensed practitioners who wish to complete their doctoral degree while maintaining their practices.

Prerequisites: The minimum prerequisite for the Doctor of Acupuncture and Oriental Medicine (DAOM) degree is a master's degree (or its equivalent) in acupuncture or acupuncture and Oriental medicine from an ACAOM-candidate or ACAOM-accredited program. Applicants must also be licensed in Washington State or in
Program Length: 1,223.5 hours / 8 quarters
Credits: 69 quarter credits
Didactic Hours: 561.5
Clinical Hours: 651.5
Specialty: Traditional Chinese Medicine (TCM) Pain Management
Language of Instruction: All classes are taught in English.
Schedule: Modular-based. One three-day weekend a month, Friday through Sunday, plus one Monday each month (to be assigned). The schedule is projected for the third weekend of each month.
Financial Aid: Federal financial aid and limited Bastyr Scholarships are available to DAOM Students.
Location: Bastyr Center for Natural Health in Seattle, WA with preceptorship/externship opportunities nationwide and in China.

Program of Study

The Doctor of Oriental Medicine (DAOM) is a post-graduate (post Master's), clinical doctoral program where students gain substantial clinical expertise, research competency, and greatly strengthened knowledge of acupuncture medicine. The DAOM program is dedicated to developing the knowledge and skills of qualified practitioners in the specialty of advanced pain relief and management.

The DAOM curriculum is delivered by a combination of Bastyr University's expert faculty and internationally recognized, guest faculty whose knowledge and experience deeply enriches student learning. The Doctorate of Acupuncture and Oriental Medicine program uses a weekend-intensive format that gives students the option of living and working elsewhere while completing the degree. Classes and a portion of the clinical training take place over one three-day weekend (Friday-Sunday) and one Monday per month for two years.

Bastyr's DAOM students develop advanced clinical skills by combining theory and practice in hands-on internships, clinical theater, case discussions, preceptorships and a capstone research project. They also have the opportunity to participate in a China externship near the end of their studies.

Students experience rigorous training in traditional Chinese medicine and biomedical concepts in an integrative model of care delivery. Areas of study include advanced Chinese medical classics, research literacy and skills, advanced clinical skills, and specialty training modules in the relief and management of acute and chronic pain.

Skills in clinical supervision and teaching are developed and supported through instruction and practice at the Bastyr Center for Natural Health. Integrated pain management takes place during Grand Rounds with the UW Medical School Pain Management Clinic at Harborview Hospital in Seattle, WA. Patients of the Pain Management Clinic are treated in their hospital rooms at Harborview from whichever service they are being seen. One of the primary foci is not only relief of pain but the reduction of pharmaceutical medications, especially opiates.

In addition to training at Harborview and the Bastyr Center for Natural Health, knowledge and skills are expanded through varied practical applications such as Clinical Theater, where you observe visiting and local experts practice what they teach, preceptorships, private practice, clinical case histories, and a month-long China externship. Each student is appointed a mentor from whom they learn and apply research skills as they engage with their mentor and other colleagues when working on their doctoral capstone project.

Credentialing

- Must be licensed as an acupuncturist in Washington or one's home state
- Must complete and pass a national background check
- Must complete TB screening
- Hepatitis B immunization (series of 3) or waiver is required
- Completion of HIPAA, BBP, and BCNH safety trainings
- All DAOM program students are required to have current CPR/AED (Cardiopulmonary resuscitation/ automated external defibrillator), AHA-approved for healthcare professionals, training certification
- Must have passed the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) Clean Needle Technique Exam (CNT)

The curriculum tables that follow list the tentative schedule of courses each quarter.

DAOM Year I

Winter

AM7100	Clinic Entry for Clinicians and Supervisors	0.75
AM7103	Pharmacology of Pain Management	1
AM7108	Introduction to Case Study Writing	0.25
AM7111	Neurobiology of Pain	1
AM7200	Physical Exam	2
AM7300	Trigger and Motor Points	1
AM7809	Clinical Supervision	0.5
AM7810	Grand Rounds	0.5
		Subtotal: 7.00

Spring

AM7112	Biostatistics	3
AM7113	Research Methods	1
AM7114	Applied Research Skills	2

AM7115	Reading Research 1	0.5
AM7205	Orthopedic and Neurological Assessment	1.5
AM7312	Laser and Electro-Acupuncture	1.5
AM7811	Grand Rounds	0.5
AM7814	Clinical Case Discussions	0.25
AM7817	Internship 1	0.5
		Subtotal: 10.75

Summer

AM7116	Reading Research 2	0.5
AM7118	Chinese Classics and Pain	1.5
AM7119	Chinese Classics Discussion	0.5
AM7206	Laboratory	1
AM7207	Imaging I	0.5
AM7309	Orthopedics andSports Acupuncture I Upper Body	1.5
AM7313	Clinical Theater	0.125
AM7812	Grand Rounds	0.5
AM7815	Clinical Case Discussions	0.25
AM7818	Internship 2	0.5
		Subtotal: 6.875

Fall

AM7117	Reading Research 3	0.5
AM7120	Capstone Development 1	0.5
AM7208	Imaging II	0.5
AM7310	Orthopedics and Sports Acupuncture II Lower Body	1.5
AM7311	Master Tung's Points/ Bleeding Techniques	1.5
AM7314	Clinical Theater	0.125
AM7315	Clinical Theater	0.125
AM7316	Auricular Acupuncture and Other Microsystems	1.5
AM7402	Bleeding Techniques	0.5
AM7405	Scalp Acupuncture	0.5
AM7813	Grand Rounds	0.5
AM7816	Clinical Case Discussions	0.25
AM7819	Internship 3	0.5
AM7820	Clinical Applications 1	0.25
		Subtotal: 8.750

DAOM Year II

Winter

AM8107	Capstone Development 2	0.5
AM8303	Advanced Tuina for Pain	1
AM8321	Clinical Theater	0.125
AM8401	Structural Integration and Pain Relief	2
AM8403	Urogenital System	0.5
AM8404	Digestive System	0.5
AM8405	Gynecological System	0.5
AM8406	Vascular System	0.5
AM8812	Internship 4	0.5
AM8816	Grand Rounds	0.5
AM8820	Clinical Case Discussions	0.25
AM8823	Clinical Applications 2	0.25
		Subtotal: 7.125

Spring

AM8104	Psychological and Emotional Aspects of Pain	0.5
AM8105	Exercise Physiology	0.75
AM8108	Capstone Development 3	0.5
AM8304	Thai Massage Techniques for Pain	1.25
AM8305	Qigong and Pain Relief	0.75
AM8316	Arithitis and Rheumatology	0.75
AM8317	Balance Method	0.75
AM8813	Internship 5	0.5
AM8817	Grand Rounds	0.5
AM8821	Clinical Case Discussions	0.25
AM8322	Clinical Theater	0.125
AM8824	Clinical Applications 3	0.25
		Subtotal: 6.875

Summer

AM8109	Capstone Development 4	0.5
AM8306	Japanese Acupuncture Techniques for Pain	1.5
AM8318	Oncology and Autoimmune Conditions	2
AM8323	Clinical Theater	0.125
AM8814	Internship 6	0.5
AM8818	Grand Rounds	0.5
AM8826	China Externship	8
		Subtotal: 13.125

Fall

AM8106	Recent Research	1
AM8110	Capstone Presentation	1
AM8319	Pediatrics and Gerontology	2
AM8320	Chinese Herbs for External Application	0.5
AM8402	Nutrition, Botanicals & Supplements	2
AM8815	Internship 7	0.5
AM8819	Grand Rounds	0.5
AM8822	Clinical Case Discussions	0.25
AM8825	Clinical Applications 4	0.25
AM8827	Preceptorship	0.5
		Subtotal: 8.50

Total Requirements

Total Didactic and Laboratory credit/hours	43.25 / 500.5
Total Clinic credit/hours	19.25 / 651.5
Total Online hybrid credit/hours	6.50 / 71.5
Total Course Credits/ hours	69.0 / 1223.5

Curriculum and course changes in the 2017-2018 Bastyr University Catalog *are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.*

Graduation Requirements

Evaluation of didactic and clinical competency achievement for each course in the program is conducted on-line via Bastyr's Moodle system. The evaluative tool is at the discretion of each instructor and could include an exam, a homework assignment, a relevant case history, etc. This is estimated to be accomplished in one hour/credit and will be assessed each quarter on a scale of AC/PC/F/I. All Incompletes (I) must be completed by the end of the following quarter.

The student is responsible for writing four (4) case histories relating to pain management from their own private practice, from their internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two (2) formal integrative case studies relating to pain management from their own private practice or from the internship at BCNH or other BU-affiliated facility, using Rubric II.

Successful completion of the degree program requires a capstone thesis project pertinent to the area of specialty. The capstone project is an experiential project in which students apply what they've learned throughout the doctoral program and examine a specific idea. A variety of forms are possible including: clinical research, either a clinical trial or outcome study; laboratory in vitro research, case study or case series; retrospective clinical case review; meta-analysis; literature review; translation study; or a scholarly academic study. The Bastyr Capstone Manual defines the citation and format style.

ATTENDANCE

Attendance is required for all courses and clinic rotations. Courses missed, for any reason, without prior notice may be made up through the University's Directed Study Policy, which can be seen at Academic-Catalog/Academic-Policy-and-Procedure-Manual/Direct Study (p. 24) .

DEPARTMENT OF AYURVEDIC SCIENCES

Overview

Based on 5,000-year-old medical traditions of India, ayurvedic practices predate written records and were handed down via oral tradition. Ayurveda combines the Sanskrit words for life (ayur) and science or knowledge (veda) and translates into "the science of life." Ayurvedic medicine is a complete system of medical therapies that focuses on preventive and rejuvenative therapies to balance body, mind and soul. Ayurveda includes a variety of complementary and alternative medicine (CAM) modalities such as nutritional counseling, herbal medicine, massage therapy and other forms of bodywork, internal cleansing and immune system support. Ayurveda may also be described as the original natural medicine. However, ayurveda is different from other CAM modalities since it employs an entire system of unique diagnostic, preventive and disease management tools and practices.

Expected Learning Outcomes

Graduates of the ayurvedic sciences master's program will have the skills to:

- Assess an individual's prakruti (balanced state) and vikruti (imbalanced state).
- Advise preventive measures using dietary and lifestyle recommendations based on ayurvedic principles of the prakruti/vikruti paradigm.
- Do a complete clinical assessment using ayurvedic methods including pulse diagnosis to determine patient's current imbalances.
- Manage and treat disease using ayurvedic principles including diet, lifestyle, therapeutic herbs and formulations, ayurvedic cleansing and detoxification (panchakarma), yoga therapy, and other measures to achieve balance at physical, psychological and spiritual levels.
- Understand ayurvedic principles of disease etiology and pathogenesis to effectively treat as well as manage disease.
- Understand and integrate Western anatomy, physiology and pathology to be effectively functioning as an

integrated medical specialist and participate in patient management as a team member.

Admissions

Ayurvedic Sciences Admissions

For general information on the admissions process, please refer to the Admissions (p. 63) section of this catalog. The information below refers only to the master's program in ayurvedic sciences. Applicants are encouraged to research ayurvedic medicine principles and practices via the mainstream press and Internet, and should also familiarize themselves with the program materials provided on the University's website.

Prerequisites - MS in Ayurvedic Sciences

Bastyr's ayurveda program is the first accredited degree of its kind in the United States. The program is open to anyone with a bachelor's degree and is particularly well-suited for yoga practitioners, nutritional counselors, licensed massage therapists, health coaches and other health care practitioners who want to offer another means for their patients and clients to achieve physical, mental, emotional, spiritual and social health.

These courses or their equivalent are required prior to the start of the program:

General Biology (allied-health level, no lab)	1 course
General Chemistry (allied-health level, no lab)	1 course
Introduction to Psychology (or higher)	1 course
Anatomy and Physiology (allied-health level, no lab)	2 courses

Other Recommended Courses:

- Public Speaking
- English Composition

Age Of Course

Required chemistry and biology courses not taken within seven years of matriculation into the program are subject to review by the admissions committee. Additional coursework may be required.

Transfer Credit and Advanced Standing

Transfer credit is granted for a Bastyr required course only for coursework completed at an accredited institution recognized by the American Council on Education Commission on Recognition of Postsecondary Accreditation. Transfer credit grants credit for the Bastyr course and eliminates the need for the student to take that course. A petition to transfer may be requested by students who, at another accredited institution of higher education, have satisfactorily completed coursework that is the same in terms of content, level and credit as a specific Bastyr course, and meets or exceeds the academic objectives and competencies of a required course in Bastyr's programs. Transfer credit will generally not be granted for classes that are part of another earned degree or for classes that are taught at a different academic level. For courses taken prior to matriculation into Bastyr, transfer credit can only be granted within the first year of attendance.

Students who apply to Bastyr University with credit from institutions outside the U.S. are required to have international transcripts evaluated by an independent evaluation service. The evaluation report must be issued by an NACES (National Association of Credential Evaluation Services) accredited evaluation service. Credits from schools outside the U.S. are evaluated according to nationally established norms.

Competency examinations are available when there is evidence on a student's official transcript of coursework completed in an area of study, but the competencies, level of material or accreditation of the institution granting the original credit is in question. Competency examinations are also available when the age of the coursework exceeds the guidelines in the transfer credit policy. Competency examinations are not available when the coursework in question was completed at Bastyr University. If a student satisfactorily completes the exam, the student will be awarded transfer or waiver credit in accordance with the transfer credit policy. For more information, please see "Competency Examinations" in the *Academic Policy and Procedure Manual* accessible on MyBU.

Required Abilities/Skills For Ayurvedic Sciences Master's Program Admission

A candidate for the Master of Science in Ayurvedic Sciences degree program must be able to demonstrate appropriate observational and communication skills, motor function, intellectual-conceptual, integrative and quantitative abilities, and behavioral and social maturity. A candidate should be able to perform in a reasonably independent manner.

Observation: A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. These are enhanced by the functional use of the sense of smell.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients, such as CPR, application of pressure to stop bleeding and opening obstructed airways. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch and vision.

Observation and motor skills must be in coordination with each other in order to safely practice many of the diagnostic and clinical techniques specific to ayurvedic practices. A combination of observation and motor skills are required for

acquiring diagnostic information from patients as well as for the clinical portion of the training.

Communication: A candidate should 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 candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, which is a critical skill for health care practitioners, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes: A candidate must possess the emotional health required for full utilization of her/his 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. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.

Curriculum

Didactic Training

Electives

The MSAS requires completion of 8 elective credits. Elective choices could include Bastyr courses in nutrition, psychology and botanicals as well as additional ayurvedic courses in subjects such as Vedic Astrology, Vedic Vastu and additional yoga therapy work. If not enrolled in the Master of Science in Ayurvedic Sciences program, students must be in good academic standing and meet prerequisite requirements to take courses within the MSAS curriculum for elective credit.

India Internship

MSAS students have the option of completing their final three clinical rotations in India. Students travel to India to work as interns with experienced ayurvedic clinicians in ayurvedic clinics and hospitals. Students have the opportunity to learn by observing, assisting and discussing with expert clinicians. They practice the art and science of history taking and constitution questionnaire evaluation, as well as practice the skills of physical observation and physical examination. They practice how to use the above skills for effective evaluation of constitution and imbalance and put together a comprehensive individualized ayurvedic treatment plan. Every student intern is under the guidance of a clinical supervisor who supervises individual cases, monitors progress and assures completion of all required hours and reporting.

Clinical Training

The program concentrates on training clinically oriented ayurvedic practitioners. The core of this training takes place at Bastyr Center for Natural Health, the University's teaching clinic. Bastyr Center is a comprehensive, multidisciplinary clinic providing quality training for students in all of the University's programs.

The clinical training program begins in the first year when students complete observation shifts at local preceptor sites with seasoned ayurvedic practitioners. Students begin clinical rotations at Bastyr Center for Natural Health in the summer quarter of their first year, under the supervision of expert faculty. Students are required to complete a total of 9 clinical rotations.

Students are also trained to understand modern research methodology and conduct research from an ayurvedic perspective.

Master of Science in Ayurvedic Sciences

As the popularity of ayurveda grows, it becomes more necessary to have highly qualified practitioners trained by accredited institutions that offer a rigorous academic and clinical curriculum, mirroring the education that ayurvedic doctors receive in India. This will ensure that practitioners in this country are qualified to provide the complete ayurvedic medical system. Bastyr University has developed the first regionally accredited master's degree program in ayurvedic sciences in the U.S.

The master's in ayurvedic sciences prepares the graduate to complement her/his health care professional skills with ayurvedic healing system modalities for physical, mental, emotional, spiritual and social health. The training allows graduates to apply the ayurvedic healing framework when considering disease and its management. It also allows graduates to utilize ayurvedic preventive tools in terms of lifestyle, nutrition and body work.

The curriculum tables that follow list the tentative schedule of courses each quarter.

MSAS YEAR 1

Fall

AY5103	Language of Ayurveda I	2
AY5116	Overview of Western Medical Science	2
AY5120	Ayurvedic Foundation I	3

AY5204	Ayurvedic Assessment Lab I	2
AY5411	Ayurvedic Therapies I	2
AY5803	Ayurvedic Clinic Entry	1
		Subtotal: 12

Winter

AY5104	Language of Ayurveda II	2
AY5113	Ayurvedic Nutrition 1	2
AY5121	Ayurvedic Foundation II	3
AY5205	Ayurvedic Assessment Lab II	2
AY5412	Ayurvedic Therapies II	2
AY5804	Ayurvedic Clinical Observation I	1
		Subtotal: 12

Spring

AY5122	Ayurvedic Foundation III	3
AY5206	Ayurvedic Nutrition Lab	1
AY5302	Ayurvedic Assessment Lab III	2
AY5414	Ayurvedic Herbology I – lecture only	3
AY5805	Ayurvedic Clinical Observation II	1
		Subtotal: 10

Summer

AY5117	Ayurvedic Systemic Pathology I	3
AY5118	Professional Ethics	1
AY5303	Grand Rounds I	1
AY5413	Ayurvedic Therapies III	2
AY5806	Ayurvedic Clinic I	2
		Subtotal: 9

MSAS YEAR 2

Fall

AY6103	Ayurvedic Systemic Pathology II	3
AY6113	Ayurvedic Nutrition II – lecture only	2
AY6407	Ayurvedic Herbology II	3
AY6412	Ayurvedic Therapeutics Lab I	1
AY6800	Ayurvedic Clinic II	2
		Subtotal: 11

Winter

AY6104	Ayurvedic Systemic Pathology III	3
AY6109	Language of Ayurveda III	2
AY6408	Ayurvedic Herbology III	3
AY6413	Ayurvedic Therapeutics Lab II	1
AY6811	Ayurvedic Clinic III	2
		Subtotal: 11

Spring

AY6110	Language of Ayurveda IV	2
AY6114	Ayurvedic Business Development	1
AY6115	Fundamentals of Ayurvedic Research	1
AY6116	Ayurvedic Research Methodologies	2
AY6302	Grand Rounds II	1
AY6414	Ayurvedic Herbology Lab	2
AY6812	Ayurvedic Clinic IV	2
		Subtotal: 11

Summer

AY6813	Ayurvedic Clinic V	2
AY6814	Ayurvedic Clinic VI	2
		Subtotal: 4

MSAS YEAR 3

Fall

AY6815	*Ayurvedic Clinic VII	2
AY6816	*Ayurvedic Clinic VIII	2
AY6817	*Ayurvedic Clinic IX	2
		Subtotal: 6

*MSAS students have the option of completing their final three clinical rotations in India. The India internship is offered during quarter break between second year summer quarter and subsequent fall quarter.

Elective Requirements

	Elective & Special Topics	8
		Subtotal: 8

The MSAS program requires a total of eight credits of program specific electives. These credits include additional ayurvedic courses such as Vedic astrology, Vedic Vastu and additional yoga therapy work.
Subtotal: 14

Total Requirements

Total Core Course Credits	63
Total Elective Credits	8
Total Clinic Credits	23
Total Requirements	94

Curriculum and course changes in the 2017-2018 Bastyr University Catalog are applicable to students entering during the 2017-2018 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Academic Status and Graduation Requirements

Students must maintain a minimum of a 3.0 GPA to be in good academic standing and complete a minimum of 94[1] credits at Bastyr University. Academic sanctions occur when the quarterly or cumulative GPA drops below the minimum level or when a student receives PC, D or F grades. Students with a quarterly GPA below the minimum will be placed on academic warning status. Students who receive a PC, D or F in any one quarter, regardless of GPA, may be placed on probation status. Academic tutoring and support are available to assist students to return to good academic standing.

[1]Credits do not include prerequisites/corequisites.

COURSES

Curriculum and course changes in the 2016-2017 *Bastyr University Catalog* are applicable to students entering during the 2016-2017 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

Course Numbering Sequence Key

The first digit indicates the year/level at which the course is offered:

1xxx Freshman prerequisite courses

2xxx Sophomore prerequisite courses

3xxx Junior BS Program

4xxx Senior BS Program

5xxx-8xxx Graduate and Professional level courses

9xxx Electives (undergraduate and graduate)

The second digit indicates the type of course:

x1xx General course

x2xx Diagnostic courses

x3xx Diagnostic/therapeutic courses

x4xx Therapeutic courses

x5xx Special topics courses

x8xx Clinic and clinical courses

x9xx Independent study

Note: In the following descriptions, commonly used abbreviations in reference to Bastyr programs include the following: ayurvedic sciences (AY), acupuncture and Oriental medicine (AOM), midwifery/natural childbirth (MW), naturopathic medicine (ND) and nutrition

Program, Department and Course Designation Codes:

AM - ACUPUNCTURE MEDICINE

Kathleen Lumiere, DAOM, Program Director

AM 7100 - Clinic Entry for Clinicians and Supervisors (0.75)

This course covers clinic requirements, procedures and protocols, as well as clinic philosophy and standards of practice. Case management skills and charting skills using electronic health records prepare students for their clinic experience. Topics covered include front office procedures, emergency procedures, confidentiality and HIPPA, necessary immunizations, safety training, special needs of different patient groups, dispensary, ethics and coding procedures for current procedural codes including CPT and ICD-10 diagnoses. Familiarity with Bastyr Center for Natural Health from the perspective of the patient and preparation for becoming a clinician are the key aspects of this course. The Supervisor portion of the course focuses on the Supervisor Handbook's policies and procedures regarding the supervision of Master's-level students.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7103 - Pharmacology of Pain Management (1)

The course examines the pharmacology of pain management using prescription drugs including pharmacotherapy, adverse effects, and toxicology. Included are Discussions of analgesics such as non-steroid anti-inflammatories from various categories including paracetamol, opioids and opiate-like drugs, corticosteroids, and drugs, which relieve pain due to single causes or specific pain syndromes, not classified as analgesics.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7108 - Introduction to Case Study Writing (0.25)

In this course, students develop case study writing skills using cases from their own clinical practice or patients seen at Bastyr Center for Natural Health (BCNH). Different case study writing styles are discussed and Rubric I and II are defined.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7111 - Neurobiology of Pain (1)

In this course, the mechanisms, physiology, and pathology of pain are investigated. The course examines the way in which pain signals are coded and processed in the nervous system and focuses on the study of inflammation, neuronal plasticity development, nociceptors, molecular identity, signaling mechanisms, and ionic channels that are involved in the generation, modulation and propagation of action potential in all types of excitable cells.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7112 - Biostatistics (3)

This course is an introduction to the key concepts of biostatistics. The course emphasizes understanding statistical methods and interpreting key statistics used in health sciences research. This is a hybrid course.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7113 - Research Methods (1)

This course covers major research methodologies used in the health sciences including epidemiological and experimental methods. Emphasis is on design and interpretation of

research studies. Judicious selection of a capstone topic is part of the course.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7114 - Applied Research Skills (2)

This course emphasizes the development of skills required to plan and execute research studies. Scientific writing, literature reviewing skills, developing hypothesis, and ethics in research are covered. A research proposal with a literature review of the capstone topic is generated as part of the course.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7115 - Reading Research 1 (0.5)

This course gives students tools and practice in selecting, analyzing and evaluating research using biostatistical principles.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7116 - Reading Research 2 (0.5)

This course gives students tools and practice in selecting, analyzing and evaluating research using biostatistical principles.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7117 - Reading Research 3 (0.5)

This course gives students tools and practice in selecting, analyzing and evaluating research using biostatistical principles.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7118 - Chinese Classics and Pain (1.5)

This course delves into the roots of pain management within TCM through the four classics of the Huang Di Nei Jing, the Shang Han Lun, the Jin Gui Yao Lue, and the Wen Bing Xue. Students are guided through a close analysis of selected readings from these works, focusing on aspects of particular relevance to the clinical treatment of pain.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7119 - Chinese Classics Discussion (0.5)

This online course builds on concepts brought forth in Chinese Classics and Pain. Students read and discuss passages selected by themselves or the faculty administrating the site. Skills in textual analysis are refined, and understanding of the historical roots of the medicine deepened. This course also hones students' ability to communicate about reading in writing.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7120 - Capstone Development 1 (0.5)

Students establish a capstone committee and work with their faculty mentor, committee chair and other members via extra-curricular teleconference, Moodle forums, and/or email in order to execute and complete their capstones. This does not include the actual composition of the capstone which depends on the scope of the topic.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7200 - Physical Exam (2)

This course uses lecture and hands-on formats to provide students with a deeper understanding of Western physical medicine skills. The class emphasizes the comprehensive physical exam.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7205 - Orthopedic and Neurological Assessment (1.5)

This course introduces students to imaging procedures such as diagnostic ultrasound, x-ray, computerized tomography, magnetic resonance imaging, nuclear medicine, and fluoroscopy. This is a hybrid course.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7206 - Laboratory (1)

This course introduces laboratory screening, diagnostic, and monitoring tests useful for the identification of clinical disorders and disease states. The class emphasizes tests useful for diagnosing and evaluating patients' states of health in acupuncture practice. Basic chemistry, immunochemistry, hematology, cytology, microbiology, endocrine, and molecular testing are featured.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7207 - Imaging I (0.5)

This course introduces students to imaging procedures such as diagnostic ultrasound, x-ray, computerized tomography, magnetic resonance imaging, nuclear medicine, and fluoroscopy. Emphasis is placed on reading and interpreting the radiologist reports.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7208 - Imaging II (0.5)

This course continues teaching students about imaging procedures such as diagnostic ultrasound, x-ray, computerized tomography, magnetic resonance imaging,

nuclear medicine, and fluoroscopy. Emphasis is placed on reading and interpreting the radiologist reports.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7300 - Trigger and Motor Points (1)

This course provides students with practical skills and necessary theory for the safe use of motor points and trigger points. Topics include the stories of discovery of these important muscular phenomena, their precise definitions, physiology, pathological appearances, and idiosyncratic mapping. The course provides guidelines for locating these types of points and identifying the clinical conditions of which they are commonly a part. This involves discussion of the TCM diagnostic parameters of excess and deficiency relevant to motor points in muscular hypo-function and trigger points in persistent pain patterns. Electro-acupuncture, manual stimulation and adjunctive soft tissue techniques are practiced.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7309 - Orthopedics andSports Acupuncture I Upper Body (1.5)

Orthopedics and Sports Acupuncture I focuses on diagnosis and treatment of the shoulder and the upper extremities utilizing "anatomically significant points". The class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7310 - Orthopedics and Sports Acupuncture II Lower Body (1.5)

Orthopedics and Sports Acupuncture II focuses on diagnosis and treatment of the pelvis, back and lower extremities utilizing "anatomically significant points". The class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7311 - Master Tung's Points/ Bleeding Techniques (1.5)

This course focuses on the Chinese medical tradition of Master Tung's special points and bleeding techniques. Students are taught effective points for pain, and techniques to stimulate them. The class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7312 - Laser and Electro-Acupuncture (1.5)

This course uses primary source material in the form of peer-reviewed research, textbooks, and clinical experience to teach highly effective, modern acupuncture tools for the treatment of pain. The biophysical mechanisms of how these tools work is explored as well as the mechanisms for acupuncture needles and polarity therapies.

Prerequisite: Admission into DAOM program .

AM 7313 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7314 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7315 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7316 - Auricular Acupuncture and Other Microsystems (1.5)

Auricular is one several commonly utilized microsystems in acupuncture. This course refines doctoral students' knowledge of auricular applications for pain, as well as teaches landmarks and applications of other microsystems. The class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program .

AM 7402 - Bleeding Techniques (0.5)

This course teaches advanced techniques in the oversease Chinese tradition of releaving pain through safe, sterile, and minimal bleeding procedures on acupuncture points and channels.

AM 7405 - Scalp Acupuncture (0.5)

This course solidifies and expands doctoral students' knowledge of scalp acupuncture, particularly useful for pain and neurological deficits.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7809 - Clinical Supervision (0.5)

This course provides students with the opportunity to practice supervision and teaching skills working by with students in the master's program as Supervisor Assistants. All students are under the supervision of the Clinical faculty member assigned to the session.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7810 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 7811 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 7812 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 7813 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 7814 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case

Histories relating to Pain Management from their own private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7815 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case Histories relating to Pain Management from their own private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7816 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case Histories relating to Pain Management from their own private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7817 - Internship 1 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7818 - Internship 2 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7819 - Internship 3 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 7820 - Clinical Applications 1 (0.25)

This course ensures that students apply and integrate what they are learning from the DAOM program into clinical practice. In 22 hours of private practice over four quarters, students track application of various program principles to the treatment of pain. This can be the source of a student's required case studies. Students provide documentation of patients, conditions, and hours worked, as well as an evaluation of their own experience. This course includes Bastyr faculty guidance and administrative support.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8104 - Psychological and Emotional Aspects of Pain (0.5)

This course addresses the techniques for working with the diverse and significant effects of psycho-emotional aspects on the experience of pain and healing from a Chinese medicine perspective.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8105 - Exercise Physiology (0.75)

This course on Exercise Physiology is focused on the effect of exercise on pathology, and the mechanisms by which exercise can reduce or reverse disease progression and the effects of injury, disease, and disability. Attention is paid to overuse injuries as well as the effects of lack of exercise in contributing to pain, fatigue, and exhaustion. The physiology of specific exercises and activities in the treatment of pain and injury is also discussed.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8106 - Recent Research (1)

This course delves into the large body of recent research in pain management with an emphasis on pain relief and Chinese medicine or related modalities. Students gather and understand scientific evidence for the treatment of pain using forms of medicine studied in this program. In addition to peer reviewed literature, papers not yet published, such as those presented at the annual International Society for Acupuncture Research are discussed.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8107 - Capstone Development 2 (0.5)

Students establish a capstone committee and work with their faculty mentor, committee chair and other members via extra-curricular teleconference, Moodle forums, and/or email in order to execute and complete their capstones. This does not include the actual composition of the capstone which depends on the scope of the topic.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8108 - Capstone Development 3 (0.5)

Students establish a capstone committee and work with their faculty mentor, committee chair and other members via extra-curricular teleconference, Moodle forums, and/or email in order to execute and complete their capstones. This does not include the actual composition of the capstone which depends on the scope of the topic.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8109 - Capstone Development 4 (0.5)

Students establish a capstone committee and work with their faculty mentor, committee chair and other members via extra-curricular teleconference, Moodle forums, and/or email in order to execute and complete their capstones. This does not include the actual composition of the capstone which depends on the scope of the topic.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8110 - Capstone Presentation (1)

Students present capstone projects to their peers and faculty members during the last quarter of the program.

Prerequisite: AM8109. Corequisite: NULL.

AM 8303 - Advanced Tuina for Pain (1)

This course substantially builds on the basic theory and practice of tuina in Chinese medicine. Methods include hand techniques for the massage of soft tissues, i.e. muscles and tendons, acupressure techniques to affect the flow of qi and blood in the meridians, and manipulation techniques to realign bones.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8304 - Thai Massage Techniques for Pain (1.25)

Thai Massage Techniques for Pain teaches students to combine acupressure, Indian Ayurvedic principles and assisted yoga postures for treatment.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8305 - Qigong and Pain Relief (0.75)

This course enables students to learn exercises that address both the root cause and branch manifestations of pain. The emphasis is on qigong that can be taught to patients such as Tendon Changing and Marrow Washing.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8306 - Japanese Acupuncture Techniques for Pain (1.5)

This weekend module covers a range of palpation techniques and diverse treatment approaches with a focus on their application to painful conditions. Manaka, hara diagnosis, channel and pulse palpation, and direct moxabustion are some of the topics discussed and practiced.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8316 - Arithitis and Rheumatology (0.75)

This course provides in-depth study of arthritis, rheumatism, and other disorders of the joints, muscles, and ligaments from both a TCM and biomedical perspective.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8317 - Balance Method (0.75)

Students learn The Balance Method and ways to use specific meridian relationships involving organ specification, yin or yang designation, anatomical location, time on the Chinese clock (circadian progression), and association with the hand or foot. This course has both a lecture and a lab component.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8318 - Oncology and Autoimmune Conditions (2)

Various neuropathies, bone pain, and digestive pain are a few symptoms common to cancer and its treatment. Autoimmune conditions also have numerous pain presentations. In this course students learn about the pathophysiology of such pain and various methods of ameliorating it.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8319 - Pediatrics and Gerontology (2)

In this course the particular needs of populations uniquely vulnerable to pain are addressed in terms of fitting TCM diagnoses and treatments. A wide range of applicable methods are employed, from acupuncture to tuina.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8320 - Chinese Herbs for External Application (0.5)

This course discusses the various Chinese medicine liniments, oils, plasters, and compresses used topically in treating pain conditions.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8321 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8322 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8323 - Clinical Theater (0.125)

Clinical Theater is designed to be connected with specialty classes. Two or three patients with disorders pertaining to the module topic are seen in a theater class setting. Students participate in the interview and diagnosis process, and treatment plan with faculty members. After the patient has been treated by faculty, there is a review discussion that synthesizes the didactic class information, faculty's clinical experience, and pertinent literature reviews or evidence. Clinic Theater occurs throughout the program. These courses provide opportunities to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. Patients with conditions being studied in the concurrent quarter are given priority to participate when possible.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8401 - Structural Integration and Pain Relief (2)

This class employs previously learned Orthopedic Assessment to learn and practice physical medicine techniques strongly influenced by both meridian therapy and Rolfing. The class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8402 - Nutrition, Botanicals & Supplements (2)

In this module, the role of TCM dietary therapy is investigated, as well as western nutrition, inflammation and pain. The broad categories of herbs and supplements that may be of particular use are brought forward, as well as specific formulas and aids. Students learn how to identify and prescribe food, herbs, and supplements in keeping with patients' TCM diagnoses for painful conditions.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8403 - Urogenital System (0.5)

This didactic course investigates pain focused in the Urological system and Chinese medicine treatment approaches ranging from acupuncture to herbs.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8404 - Digestive System (0.5)

This didactic course investigates pain focused in the Digestive system and Chinese medicine treatment approaches ranging from acupuncture to herbs.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8405 - Gynecological System (0.5)

This didactic course investigates pain focused in the Gynecological system and Chinese medicine treatment approaches ranging from acupuncture to herbs.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8406 - Vascular System (0.5)

This didactic course investigates pain focused in the Vascular system and Chinese medicine treatment approaches ranging from acupuncture to herbs.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8812 - Internship 4 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8813 - Internship 5 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8814 - Internship 6 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8815 - Internship 7 (0.5)

Internships occur as rotations at the Bastyr Center for Natural Health, affiliated clinics and specialty clinics. Students work with patients under the supervision of a faculty member.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8816 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 8817 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 8818 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 8819 - Grand Rounds (0.5)

Grand Rounds are conducted in conjunction with the University of Washington Medical School's Pain Management Clinic at Harborview Hospital in Seattle. Students attend formal grand round Discussions with Residents from UW regarding 7-10 patients each session. Students visit the patients from various services at the hospital with the Resident while they administer the biomedical treatment plan. Students from the DAOM program are invited to ask questions, palpate pulses and conduct appropriate TCM observations to assess whether the patient is a candidate for acupuncture treatment. They define a TCM Diagnosis and Treatment Plan. Selected patients receive acupuncture treatment during Bastyr's regular, weekly Pain Management rotation.

Prerequisite: Admission into DAOM program and credentialing at Harborview Hospital. Corequisite: NULL.

AM 8820 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case Histories relating to Pain Management from their own

private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8821 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case Histories relating to Pain Management from their own private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8822 - Clinical Case Discussions (0.25)

Student-written Case Histories/Studies are presented nearly every module. Discussion, critique, and suggestions from the professor and fellow students are featured. The actual writing of the requirements of this course occurs between modules. The student is responsible for writing four Case Histories relating to Pain Management from their own private practice, from their Internship at BCNH, or other BU-affiliated facility, using Rubric I. In addition, the student is required to write two Formal Integrative Case Studies relating to Pain Management from their own private practice or from the Internship at BCNH or other BU-affiliated facility, using Rubric II.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8823 - Clinical Applications 2 (0.25)

This course ensures that students apply and integrate what they are learning from the DAOM program into clinical practice. In 22 hours of private practice over four quarters, students track application of various program principles to the treatment of pain. This can be the source of a student's required case studies. Students provide documentation of patients, conditions, and hours worked, as well as an evaluation of their own experience. This course includes Bastyr faculty guidance and administrative support.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8824 - Clinical Applications 3 (0.25)

This course ensures that students apply and integrate what they are learning from the DAOM program into clinical practice. In 22 hours of private practice over four quarters, students track application of various program principles to the treatment of pain. This can be the source of a student's required case studies. Students provide documentation of patients, conditions, and hours worked, as well as an evaluation of their own experience. This course includes Bastyr faculty guidance and administrative support.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8825 - Clinical Applications 4 (0.25)

This course ensures that students apply and integrate what they are learning from the DAOM program into clinical practice. In 22 hours of private practice over four quarters, students track application of various program principles to the treatment of pain. This can be the source of a student's required case studies. Students provide documentation of patients, conditions, and hours worked, as well as an evaluation of their own experience. This course includes Bastyr faculty guidance and administrative support.

Prerequisite: Admission into DAOM program .

AM 8826 - China Externship (8)

This intensive, largely observational, advanced clinical training takes place over the course of a month in approved facilities in China (primarily at various hospitals affiliated with Shanghai University of TCM), under the guidance of a Bastyr faculty member, Chinese practitioners, and translators. Tuition at Shanghai University of TCM is included, but airfare, lodging, and meals are not. Booking assistance and group rates are available through Bastyr.

Prerequisite: Admission into DAOM program. Corequisite: NULL.

AM 8827 - Preceptorship (0.5)

Students submit a proposal for approval before the start of the preceptorship. This aspect of training has the student engage to follow (shadow) as many as five separate practitioners of their choice (such as MD, DO, DC, ND, PT or NP), who may be outside the disciplines of Chinese Medicine but who must specialize in pain relief. Students track patients and hours as they would on an observation shift at BCNH, and on completion turn in evaluations of themselves, the practitioners, and the practitioners' evaluation of them.

Prerequisite: Admission into DAOM program .

AY: AYURVEDIC SCIENCES

Dhaval Dhru, MD, Department Chair

AY 5103 - Language of Ayurveda I (2)

This series provides basic training in the language of ayurveda using Romanization of the Sanskrit characters. This series assists students in recognizing ayurvedic concepts in both written and oral forms, correctly pronouncing ayurvedic terminology, becoming skilled in the use of basic ayurvedic writings that condense vast amounts of medical information into concise phrases called sutras or slokas. I - Introduction. The first course in this series introduces the Sanskrit alphabet in its original script, its representation in Romanized characters (transliteration), and its proper pronunciation. It also covers vocabulary of foundational ayurvedic concepts including anatomy and physiology. Students are introduced to foundational sutras of ayurveda and simple grammar, helpful in reading and understanding the ayurvedic sutras and terminology.

Prerequisite: Admission into the MSAS program.

AY 5104 - Language of Ayurveda II (2)

This series provides basic training in the language of ayurveda using Romanization of the Sanskrit characters. This series assists students in recognizing ayurvedic concepts in both written and oral forms, correctly pronouncing ayurvedic terminology, becoming skilled in the use of basic ayurvedic writings that condense vast amounts of medical information into concise phrases called sutras or slokas. II - Key Ayurvedic Sutras for Pathogenesis stages 0-3. The second course in the series covers the content and use of the key ayurvedic sutras and corresponding concepts that describe how to support health, as well as recognition of the signs and symptoms of health and imbalance with emphasis on the first three stages of pathogenesis.

Prerequisite: AY5104.

AY 5113 - Ayurvedic Nutrition 1 (2)

This series provides an understanding of nutrition from the ayurvedic perspective and develops the necessary skills, competency and confidence in using ayurvedic nutrition to maintain or regain a healthy balance in body, mind and soul. This series will cover the use of food, spices, preparation methods, qualities, routines, rituals and fasting to restore balance for conditions as far as pathogenesis stage 3 for populations age 5 and older, including pre-/post-natal women. Theory Analysis. This course provides understanding and analysis of agni (digestive fire) and ama (toxins) and how the tastes, elements and qualities of food and spices affect the doshas (vikruti (bodily humors (imbalance thereof)), dhatus (tissues), srotamsi (channels), manas (mind) and malas (waste).

AY 5116 - Overview of Western Medical Science (2)

This course provides an overview of medical history, medical terminology and the structure (titles/fields within the medical profession) of the medical system. Students learn what each scope of practice and competency covers, including how ayurveda fits into that structure. This course covers the history and evolution of allopathic medicine from the 1600s to present, including the influence of pharmaceutical solutions and the paradigm shift resulting in the focus on disease stages of pathogenesis at the expense of the earlier stages.

Prerequisite: Admission into the MSAS program.

AY 5117 - Ayurvedic Systemic Pathology I (3)

This series provides essential knowledge about the ayurvedic wisdom of the structure of disease, the ability to analyze the extent of pathogenesis and the causative factors, and the ability to develop appropriate solutions that provide a pathway to maintain or regain health and rejuvenation. This first course in the series provides in-depth coverage of nidana (diagnosis) and samprapti (pathogenesis), causative factors in disease, and the ayurvedic pathogenesis model with emphasis on stages 4-6 as it is applied to root-cause analysis involving prakruti/vikruti (state of balance/imbalance), agni (digestive fire), ama (toxins), gunas (qualities, attributes), and gross and subtle realms. Students gain understanding and insight of the qualities of the different stages of samprapti and corresponding solution pathways.

Prerequisite: AY5122.

AY 5118 - Professional Ethics (1)

This course addresses professional ethics and responsibility to the public good and the profession. The course emphasizes business skills including public speaking, professional presentation and time management, as well as establishing clear delineation of what is within and beyond current scope of practice, and when to refer out or work with other health professionals.

Prerequisite: Admission into the MSAS program.

AY 5120 - Ayurvedic Foundation I (3)

This series provides essential knowledge about the ayurvedic wisdom of health, the development of disease, the ability to determine causative factors and extent of pathogenesis, the ability to formulate appropriate solutions that provide a pathway to maintain or regain health and rejuvenation. I - Theory and Understanding. This first course in the series covers the areas of ayurvedic history, premise, philosophy, psychology, terminology and structural concepts, agni (digestive fire), dhatu (tissue), mala (waste), srotamsi (channels).

Prerequisite: Admission into the MSAS program; elective for students admitted to Bastyr University.

AY 5121 - Ayurvedic Foundation II (3)

This series provides essential knowledge about the ayurvedic wisdom of health, the development of disease, the ability to determine causative factors and extent of pathogenesis, the ability to formulate appropriate solutions that provide a pathway to maintain or regain health and rejuvenation. This second course in the series looks at nidana (diagnosis) and samprapti (pathogenesis), the causative factors in disease, the ayurvedic pathogenesis model with emphasis on stages 1-3, root-cause analysis, gross and subtle realms, and marma (pathways to the internal pharmacy).

Prerequisite: AY5120.

AY 5122 - Ayurvedic Foundation III (3)

This series provides essential knowledge about the ayurvedic wisdom of health, the development of disease, the ability to determine causative factors and extent of pathogenesis, the ability to formulate appropriate solutions that provide a pathway to maintain or regain health and rejuvenation. The third and final course in the series focuses on developing solution pathways for health maintenance and regaining balance from as far as stage 3 of the ayurvedic pathogenesis model. This course addresses the use and restrictions of ayurvedic chikitsa (treatment) and provides an overview of the types of solutions for later stages of pathogenesis.

Prerequisite: AY5121.

AY 5204 - Ayurvedic Assessment Lab I (2)

This lab series applies the knowledge gained in the Ayurvedic Foundations series. Students develop the necessary skills, competency and confidence with assessment as they deepen their understanding of the early stages of pathogenesis. Theory and Understanding: The first lab in this series is an introduction to using trividha pariksha (a three-fold diagnostic method of questioning, observation and palpation). Students learn the practices of darshana (observation) of ayurveda in people, groups and environment and an introduction to patient interactions; prashna (questioning) and sparshana (palpation or touch). Developing the skill and competency to assess prakruti/vikruti (state of balance/imbalance), condition of agni (digestive fire), malas (waste), dhatus (tissue) and manas (mind). This course addresses the use of vital signs, blood pressure and a Western medicine concept of pulse, as well as learning to incorporate a daily practice of pulse evaluation.

Prerequisite: Admission into the MSAS program or permission of the instructor.

AY 5205 - Ayurvedic Assessment Lab II (2)

This lab series applies the knowledge gained in the Ayurvedic Foundations series. Students develop the necessary skills, competency and confidence with assessment as they deepen their understanding of the early stages of pathogenesis. Analysis: The second in this lab series promotes an understanding of the use of ashtavidha (eight-fold) and dashividha pariksha (ten-fold evaluation). Students develop skill and competency in using trividha pariksha (three-fold evaluation) including determining the state of dosha (bodily humor), subdosha (subtype of bodily humor), upadhatu (secondary tissue) and srotas (channel). This course includes an introduction to health history and analysis of case studies including pre- and postnatal scenarios within the first three stages of ayurvedic pathogenesis. This course covers the delineation of what is within and beyond the scope of practice at the current level of study, and when to utilize integrative medicine and refer patients to other medical professionals.

Prerequisite: AY5120 and AY5204.

AY 5206 - Ayurvedic Nutrition Lab (1)

This course builds upon the ayurvedic nutrition class and prepares students to experience and develop skill in how to prepare ayurvedic nutrition strategies.

Prerequisite: AY5120 and AY5113.

AY 5302 - Ayurvedic Assessment Lab III (2)

This lab series applies the knowledge gained in the Ayurvedic Foundations series. Students develop the necessary skills, competency and confidence with assessment as they deepen their understanding of the early stages of pathogenesis. Application of Solution Pathways. In the third lab in this series students observe, analyze and prepare recommendations for patients seen and present findings in front of the class as well as in small groups, with one student in each group setting serving as the lead to interact with a particular patient. Development of the skills and competencies needed to conduct follow-up assessments for select patients is emphasized, including patients or case studies for pre- and post-natal scenarios within the first three stages of ayurvedic pathogenesis. Students discuss when to utilize integrative medicine and refer patients to other medical professionals.

Prerequisite: AY5205.

AY 5303 - Grand Rounds I (1)

The focus of this course is the presentation of clinical cases, conditions and management from the perspective of ayurvedic pathogenesis (focus 0-3) including integration with the Western medical paradigm. This course includes an evolving presentation of clinical cases of increasing complexity and conditions from the ayurvedic perspective of different stages of samprapti (pathogenesis) and management.

Prerequisite: AY5120.

AY 5411 - Ayurvedic Therapies I (2)

This series provides basic understanding and training in ayurvedic therapies used to maintain health and regain

balance from as far as stage 3 of the ayurvedic pathogenesis model, and determining when to utilize integrative medicine and refer patients to other medical professionals. This series also provides insights into marma (pressure points) therapy and more advanced ayurvedic therapies such as ayurvedic yoga therapy and the allied sciences of medical vastu (architectural energetic science) and medical jyotish (astrology). The first course in this series focuses on lifestyles, daily routines, tanmatras (subtle elements), five senses therapies, breathing exercises, simple meditations and mindfulness, yamas (code of conduct), and niyamas (rules).

Prerequisite: Admission into the MSAS program; elective for students admitted to Bastyr University.

AY 5412 - Ayurvedic Therapies II (2)

This series provides basic understanding and training in ayurvedic therapies used to maintain health and regain balance from as far as stage 3 of the ayurvedic pathogenesis model, and determining when to utilize integrative medicine and refer patients to other medical professionals. This series also provides insights into marma (pressure points) therapy and more advanced ayurvedic therapies such as ayurvedic yoga therapy and the allied sciences of medical vastu (architectural energetic science) and medical jyotish (astrology). The second course in this series focuses on ayurvedic yoga therapy - an introduction to and experience of yoga as ayurvedic therapy and further training using gunas (qualities or attributes), tanmatras (subtle elements), senses, breathing, meditation and mindfulness.

Prerequisite: AY5411.

AY 5413 - Ayurvedic Therapies III (2)

This series provides basic understanding and training in ayurvedic therapies used to maintain health and regain balance from as far as stage 3 of the ayurvedic pathogenesis model, and determining when to utilize integrative medicine and refer patients to other medical professionals. This series also provides insights into marma (pressure points) therapy and more advanced ayurvedic therapies such as ayurvedic yoga therapy and the allied sciences of medical vastu (architectural energetic science) and medical jyotish (astrology). The third course in this series focuses on applications of ayurvedic therapies as solution pathways using marma therapy (pathways to the internal pharmacy) and an overview of medical vastu (architectural energetic science), medical jyotish (astrology), and bhruhana (tonification) and langhana (reduction, creating lightness) as therapies.

Prerequisite: AY5412.

AY 5414 - Ayurvedic Herbology I – lecture only (3)

This course covers the identification and use of ayurvedic herbs, the formulation and preparation of ayurvedic herbal preparations (mixtures, tinctures, ointments, poultices, etc.), and discusses interactions with common pharmaceuticals and common medical and dental procedures.

Prerequisite: Admission into MSAS program, AY5120.

AY 5803 - Ayurvedic Clinic Entry (1)

This course prepares students for clinic experience covering Bastyr Center for Natural Health (BCNH) clinical procedures and protocols, philosophy and standards of practice. This course also covers charting, case management skills, and how to prepare to get the most out of case preview and review sessions where clinical cases are discussed. Special topics include confidentiality (HIPAA), special needs of different patient groups, dispensary, basic ethics, and library support. This course provides familiarity with BCNH from the perspective of the patient and preparation for becoming a student clinician.

Prerequisite: Admission into MSAS program.

AY 5804 - Ayurvedic Clinical Observation I (1)

Clinic observation shifts prepare students for their future role as student clinician. Students observe clinical skills, patient interaction/etiquette, and therapeutics of ayurvedic medicine as practiced by a higher-level student or faculty clinician under faculty supervision. Students learn appropriate interactive skills with supervisors and other student clinicians.

Prerequisite: Admission into MSAS; successful completion of AY5803.

AY 5805 - Ayurvedic Clinical Observation II (1)

Clinic observation shifts prepare students for their future role as student clinician. Students observe clinical skills, patient interaction/etiquette, and therapeutics of ayurvedic medicine as practiced by a higher-level student or faculty clinician under faculty supervision. Students learn appropriate interactive skills with supervisors and other student clinicians.

Prerequisite: Admission into MSAS program, AY5803, AY5804.

AY 5806 - Ayurvedic Clinic I (2)

Clinic observation shifts prepare students for their future role as student clinician. Students observe clinical skills, patient interaction/etiquette, and therapeutics of ayurvedic medicine as practiced by a higher-level student or faculty clinician under faculty supervision. Students learn appropriate interactive skills with supervisors and other student clinicians.

Prerequisite: Admission into MSAS; successful completion of previous quarter courses, clinic entry course, clinic observation shifts.

AY 6103 - Ayurvedic Systemic Pathology II (3)

This series provides essential knowledge about the ayurvedic wisdom of the structure of disease, the ability to analyze the extent of pathogenesis and the causative factors, and the ability to develop appropriate solutions that provide a

pathway to maintain or regain health and rejuvenation. This course covers the application of disease analysis and development of appropriate approaches to disease resolution and management following the structure of ayurvedic systemic pathology.

Prerequisite: AY5117.

AY 6104 - Ayurvedic Systemic Pathology III (3)

This series provides essential knowledge about the ayurvedic wisdom of the structure of disease, the ability to analyze the extent of pathogenesis and the causative factors, and the ability to develop appropriate solutions that provide a pathway to maintain or regain health and rejuvenation. This course provides a continued in-depth look at the disease states within ayurvedic pathology, the development of solution pathways for regaining balance from the later stages of the ayurvedic pathogenesis model, and the use of rejuvenation therapies.

Prerequisite: AY6103.

AY 6109 - Language of Ayurveda III (2)

This series provides entry into the content and use of the advanced ayurvedic sutras (ayurvedic writings that condense vast amounts of medical information into concise phrases) in the original language of ayurveda using the Sanskrit characters. Students develop the ability to read and write in Sanskrit and learn simple grammar for the purpose of deeper understanding and use of the ayurvedic sutras in both written and oral forms. This series also provides an introduction to the vast collection of classic texts from which the sutras come. This course develops the ability to read and write the Sanskrit alphabet in its original script and refines proper pronunciation. The course also covers the content and use of advanced ayurvedic sutras that describe how to recognize the later stages of ayurvedic systemic pathology and how to regain health. Additionally, this course covers applicable grammar helpful in reading and understanding the ayurvedic sutras and corresponding terminology.

Prerequisite: AY5104.

AY 6110 - Language of Ayurveda IV (2)

This series provides entry into the content and use of the advanced ayurvedic sutras (ayurvedic writings that condense vast amounts of medical information into concise phrases) in the original language of ayurveda using the Sanskrit characters. Students develop the ability to read and write in Sanskrit and learn simple grammar for the purpose of deeper understanding and use of the ayurvedic sutras in both written and oral forms. This series also provides an introduction to the vast collection of classic texts from which the sutras come. This course continues covering the content and use of key advanced ayurvedic sutras that describe how to recognize the later stages of ayurvedic systemic pathology and how to regain health. The course also includes an introduction to the classic texts of ayurveda.

Prerequisite: AY6109.

AY 6113 - Ayurvedic Nutrition II – lecture only (2)

This series provides an understanding of nutrition from the ayurvedic perspective and develops the necessary skills, competency and confidence in using ayurvedic nutrition to maintain or regain a healthy balance in body, mind and soul. This series covers the use of food, spices, preparation methods, qualities, routines, rituals and fasting to restore balance for conditions as far as pathogenesis stage 3 for populations age 5 and older, including pre-/post-natal women. This course instructs students in the use of foods, spices, churnas (powders), teas, preparation methods, routines, rituals, and fasting as pathways to restore balance from as far as stage 3 of pathogenesis, based on agni (digestive fire) and ama (toxins), prakruti/vikruti (balance/imbalance), the seasons and environmental conditions. This course addresses ayurvedic nutrition for pre-/post-natal conditions as far as stage 3 of pathogenesis.

Prerequisite: AY5113.

AY 6114 - Ayurvedic Business Development (1)

This course covers responsibility to the public and the profession. Students gain business success skills including best business practices, networking, preparation for employment, marketing strategies, marketing materials, and media. This course discusses working as part of a team of health professionals versus on your own, delineation of what is currently within and beyond scope of practice, and where and when to refer out or work with other health professionals.

Prerequisite: Admission to MSAS program.

AY 6115 - Fundamentals of Ayurvedic Research (1)

This course provides students with a background in Western medical research terminology, outcome research, and methods of collection and interpretation of data. The course highlights the challenges in conducting various types of ayurvedic research, which requires a different way of assessing data points. Individuality of therapies and length of treatment with ayurvedic therapies require different interpretation and presentation of data. These are presented in contrast to the presentation of current matter science and how it displays its research findings.

Prerequisite: Admission to MSAS program.

AY 6116 - Ayurvedic Research Methodologies (2)

This course develops the ability to conduct professional research in ayurveda and incorporate appropriate representation of case studies. Students also develop the ability to write professional-level articles, contribute to professional conferences and present case studies.

Prerequisite: Admission to MSAS program.

AY 6302 - Grand Rounds II (1)

The focus of this course is the presentation of clinical cases, conditions and management from the perspective of ayurvedic pathogenesis (focus 0-3) including integration with the Western medical paradigm. This course includes an evolving presentation of clinical cases of increasing complexity and conditions from the ayurvedic perspective of different stages of samprapti (pathogenesis) and management. Grand Rounds II-III also covers developing ayurvedic presentations and evaluating ayurvedic research.

Prerequisite: Admission to MSAS program, AY5120.

AY 6405 - Rejuvenative Therapies (Rasayana) (2)

This course covers rejuvenation and revitalization therapies. Students explore indications, importance and different aspects of these therapies, including the role of these therapies as preventative measures.

Prerequisite: Admission into MSAS program.

AY 6407 - Ayurvedic Herbology II (3)

This series develops the skills and competency to safely recommend predesigned herbal medicines, minerals and other natural substances for internal or external use with consideration of the matra (dose), anupana (vehicle) and ausadha kala (timing) for the purpose of balancing agni (digestive fire), eliminating ama (toxins) while supporting the malas (waste) and protecting and building ojas (vitality), and treating disease. Students develop the skill and competency to prescribe, compound, dispense, and administer herbal medicines, minerals, or other natural substances. Students learn how herbs may also be used for treating specific diseases affecting any dhatu (tissue), upadhatu (secondary tissue), malas (waste) or srotas (channels) in any stage of the disease pathology, including disease pathologies in pre-/post-natal women. This course covers indications and contraindications, interactions with common pharmaceuticals and interactions with common medical and dental procedures. The first course in this series provides an overview of beneficial herbs and minerals that correspond to the structure of disease categories presented in ayurvedic systemic pathology. This course covers the nature, qualities, and actions of herbs, anupan (drink after taking medicine), timing, agni (digestive fire), combination of herbs, and commercially available mixtures.

Prerequisite: AY5414.

AY 6408 - Ayurvedic Herbology III (3)

This series develops the skills and competency to safely recommend predesigned herbal medicines, minerals and other natural substances for internal or external use with consideration of the matra (dose), anupana (vehicle) and ausadha kala (timing) for the purpose of balancing agni (digestive fire), eliminating ama (toxins) while supporting the malas (waste) and protecting and building ojas (vitality), and treating disease. Students develop the skill and competency to prescribe, compound, dispense, and administer herbal medicines, minerals, or other natural substances. Students learn how herbs may also be used for treating specific diseases affecting any dhatu (tissue), upadhatu (secondary tissue), malas (waste) or srotas (channels) in any stage of the disease pathology, including disease pathologies in pre-/post-natal women. This course covers indications and contraindications, interactions with common pharmaceuticals and interactions with common medical and dental procedures. The second course in this series provides a deeper understanding of herbs and minerals used for ayurvedic systemic pathologies, single herbs, multi-herb combinations, interactions, anupan (drink after taking medicine), timing, and agni (digestive fire). Students develop the skill and competency to safely design and recommend herbal medicines, minerals and other natural substances for internal or external use with consideration of the matra (dose), anupana (vehicle) and ausadha kala (timing) for the purpose of balancing agni, eliminating ama (toxins) while supporting the malas (waste) and protecting and building ojas (vitality), and treating disease.

Prerequisite: AY6407.

AY 6412 - Ayurvedic Therapeutics Lab I (1)

This series provides training, skill development, and competency in developing and using all ayurvedic therapies covered in the Ayurvedic Therapies series to help regain balance from any stage of the ayurvedic pathogenesis model. Inherent are discussions on when to work with a patient and/or refer out to other medical professionals. This course teaches students to extend ayurvedic-level therapies for application to specific disease states: lifestyles, pranayama (breathing therapies), meditation, marma pressure point) therapy, shamana chikista (palliation therapy) and brimhana (tonification) therapies. Developing skill in using shodhana chikitsa (cleansing therapy), purva karma (preparatory action), pradhaana karma (primary action), pashcaat karma (follow-up action) and rasaayana (rejuvenation).

Prerequisite: AY5122.

AY 6413 - Ayurvedic Therapeutics Lab II (1)

This series provides training, skill development, and competency in developing and using all ayurvedic therapies covered in the Ayurvedic Therapies series to help regain balance from any stage of the ayurvedic pathogenesis model. Inherent are discussions on when to work with a patient and/or refer out to other medical professionals. This course emphasizes achieving competency in selecting specific treatments and how to define the appropriate parameters for effective treatment (duration, frequency, application methodology, temperature, composition, qualities of application, stand alone or parallel treatments). Students learn to recognize the signs and symptoms of a treatment that is proceeding in a beneficial manner and when an individual is having an adverse reaction or harmful experience. This

course teaches students how to modify treatments accordingly to support the highest efficacy of the treatment.

Prerequisite: AY6412.

AY 6414 - Ayurvedic Herbology Lab (2)

This lab develops skills and competencies in making custom herbal formulations and preparations such as ointments, tinctures, pastes, drakshas (grape wine), asavas (wine), etc. for pathogenesis stages 4-6. Ingredients include the use of herbs, minerals or other natural substances for internal or external use with consideration of matra (dose), anupana (vehicle) and ausadha kala (timing).

Prerequisite: AY6408.

AY 6800 - Ayurvedic Clinic II (2)

Ayurvedic clinic shifts involve students in provision of patient care under the supervision of qualified faculty. These shifts emphasize achieving competency in clinical skills and therapeutics of ayurvedic medicine. These shifts focus on Samprapti (pathogenesis) stages 0-3, enhancing the student's ability to accurately and efficiently analyze the patient's situation and the ability to develop and incorporate solution pathways for optimal health using diet, lifestyle, marma (pressure points) and herbs and spices as medicine.

Prerequisite: AY5806.

AY 6811 - Ayurvedic Clinic III (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6800.

AY 6812 - Ayurvedic Clinic IV (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6800.

AY 6813 - Ayurvedic Clinic V (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6812.

AY 6814 - Ayurvedic Clinic VI (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6813.

AY 6815 - *Ayurvedic Clinic VII (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6813.

AY 6816 - *Ayurvedic Clinic VIII (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6813.

AY 6817 - *Ayurvedic Clinic IX (2)

The ayurvedic clinic shifts are designed to enhance the student's ability to accurately and efficiently analyze the patient's situation and disease state and to develop and incorporate solution pathways for optimal health using all ayurvedic understanding and skills obtained to date. With

each clinic rotation, students acquire additional skills and competencies for implementation into the clinic setting. Ayurvedic clinic shifts include inherent discussions about working with other health professionals when necessary and/or beneficial to the patient.

Prerequisite: AY6814.

AY 9504 - Ayurvedic Yoga Therapy (2)

This course provides a basic understanding of the use of different types of yoga as therapy to regain and maintain health with focus on stages 0-3 of pathogenesis. It includes how to analyze the abilities and challenges a patient has in terms of yogasana (yoga poses) in the physical, mental and emotional realms, and how to co-develop yogasana routines with the patient to empower the ability to regain and maintain balance within the reality of the patient's life and daily schedule. Inherent in this course is the use of yamas (regulations) and niyamas (rules), gunas (qualities/attributes), tanmatras (subtle elements), senses, breathing, meditation, and mindfulness.

Prerequisite: None.

AY 9505 - Ayurvedic Yoga Therapy II (2)

This course provides an understanding of the use of different types of yoga as therapy to regain and maintain health with focus on stages 4-6 of pathogenesis. It includes how to analyze the abilities and challenges a patient has in terms of yogasana (yoga poses) in the physical, mental and emotional realms and how to co-develop yogasana routines with the patient to empower the ability to regain and maintain balance within the reality of the patient'sr life and daily schedule. Inherent in this course is the use of yamas (regulations) and niyamas (rules), gunas (qualities/attributes), tanmatras (subtle elements), senses, breathing, meditation, mindfulness.

Prerequisite: None.

AY 9506 - Ayurvedic Jyotish I (Medical Astrology) (2)

This course provides a thorough introduction to the elements that comprise a jyotish (astrology) chart and what it can reveal from the standpoint of ayurvedic causative or contributing factors. This course covers grahas (planets), rasis (astrological signs), bhavas (houses), rulers and influencers of the bhavas, lagna (ascendant) and lagna lord (ruler of the ascendant), nakshashtras (constellations), mahadashas (phases) and bhuktis (timing) and their influence on dosha (bodily humor), gunas (attributes/qualities), timing and what information this can provide in an ayurvedic medical context. Also covered is the importance of considering the general meanings and significations of these various aspects within the context of the uniqueness of a particular chart and what the owner of the chart has done in life to enhance strengths or exacerbate challenges to one's own health and well-being.

Prerequisite: None.

AY 9507 - Ayurvedic Jyotish II (Medical Astrology) (2)

This course provides an entry-level ability to analyze the elements of a jyotish (astrology) chart from the standpoint of ayurvedic causative factors and how to apply the analysis toward beneficial recommendations for the patient. Examples of combinations of grahas (planets), rasis (astrological signs), bhavas (houses), rulers and influencers of the bhavas, lagna (ascendant), nakshashtras (constellations), mahadashas (phases) and bhuktis (timing) and their influence on dosha (bodily humor), gunas (attributes/qualities), are explored within a medical context. Consideration is given to the general meanings and significance of these various aspects within the context of the uniqueness of a particular chart and what the owner of the chart has done in life to enhance strengths or exacerbate challenges to one's health and well-being.

Prerequisite: None.

AY 9508 - Ayurvedic Vastu (2)

This course provides a thorough introduction to the elements that comprise vastu shastra (the science of the environment) and how they can affect the health and balance of an individual whether the person is aware of this impact or not. Also discussed is how one's environment or changes in one's environment can have relatively immediate effects on the person's health and sense of well-being.

Prerequisite: None.

AY 9509 - Ayurvedic Vastu II (2)

This course provides an entry-level ability to analyze the elements that comprise vastu shastra (the science of the environment) from the standpoint of ayurvedic causative factors and how to apply the analysis toward beneficial recommendations for the patient. Discussion of analysis and recommendations are presented within the context of ideal scenarios and what to do when a person's reality does not support the ideal, developing realistic recommendations that can bring some benefit to the health and well-being of the patient.

Prerequisite: None.

AY 9511 - India Clinic Rotation

Students travel to India to work as interns with experienced ayurvedic clinicians in ayurvedic clinics and hospitals. Students have the opportunity to learn by observing, assisting and discussing with expert clinicians.

They practice the art and science of history taking and constitution questionnaire evaluation, as well as practice the skills of physical observation and physical examination. They practice how to use these information for effective evaluation of constitution and imbalance and put together a comprehensive individualized treatment plan. Every student intern is under the guidance of a clinical supervisor who supervises individual cases, monitors progress and assures completion of all required hours and reporting.

Prerequisite: AY6813.

BC: BASIC SCIENCES

Mark Martzen, PhD, Department Chair

BC 2115 - General Chemistry 1 Intensive Lecture (5)

This four-week summer quarter course is the first part of an eight-week intensive series held in two parts. The fundamental laws and basic concepts of modern chemistry as applied to the structure and behavior of matter/energy are presented. Topics include measurements and dimensional analysis; atoms, molecules and ions; mixtures; quantitative relationships; thermochemistry; the periodic table; chemical bonding; gases, liquids and solids; rates of reactions; equilibrium; acids and bases; solubility; and oxidation/reduction.

Prerequisite: Passing grade in college-level introduction to chemistry course.

BC 2116 - General Chemistry 1 Intensive Lab (1)

The course is designed as a practical application of the theories learned in the BC2115 lecture. Experiments include techniques of volumetric measurements and titration, stoichiometric application, chemical reaction and qualitative analysis. The experiments performed by students will vary in degree of difficulty and become more challenging as the quarter progresses, as well as requiring students to increase their degree of independence.

Prerequisite: None. Corequisite: BC2115.

BC 2117 - General Chemistry 2 Intensive Lecture (5)

This four-week summer quarter course is the second part of an eight-week intensive series held in two parts. The fundamental laws and basic concepts of modern chemistry as applied to the structure and behavior of matter/energy are presented. Topics include measurements and dimensional analysis; atoms, molecules and ions; mixtures; quantitative relationships; thermochemistry; the periodic table; chemical bonding; gases, liquids and solids; rates of reactions; equilibrium; acids and bases; solubility; and oxidation/reduction.

Prerequisite: BC2115.

BC 2118 - General Chemistry 2 Intensive Lab (1)

The course is designed as a practical application of the theories learned in the BC2117 lecture. Experiments include techniques of volumetric measurements and titration, stoichiometric application, chemical reaction and qualitative analysis. The experiments performed by students will vary in degree of difficulty and become more challenging as the quarter progresses, as well as requiring students to increase their degree of independence.

Prerequisite: BC2116. Corequisite: BC2117.

BC 2120 - Introduction to Cel Biology Lecture/Lab (6)

This is a major-level cell biology course including genetics. Students examine chemical and cellular, concepts common to all living things as they pertain to life's maintenance, perpetuation and evolution.

Prerequisite: None.

BC 3100 - Survey of Organic Chemistry (4)

This survey course examines the types of bonding, functional groups, and physical properties of saturated and unsaturated hydrocarbons, alcohols, phenols, thiols, ethers, aldehydes, ketones, carboxylic acids, amines and amides.

Prerequisite: BC2115 or equivalent.

BC 3104 - Biochemistry (4)

This course provides an overview of basic human metabolism. Topics include carbohydrate, protein and fat metabolic pathways, with integration into overall anabolic and catabolic metabolic processes.

Prerequisite: BC3100.

BC 3108 - Physics 1 Lecture/Lab (5)

This class is the first in a sequence of physics courses designed for biology majors. Students are required to learn and apply the laws of motion and the relationship between work and energy. Specific applications to human biology are emphasized. The lab component emphasizes scientific inquiry.

Prerequisite: Admission to IHB program or permission of instructor.

BC 3109 - Physics 2 Lecture/Lab (5)

This class is the second in a sequence of physics courses designed for biology majors. Students investigate the property of fluids, thermodynamics, and electricity and magnetism. Specific applications to human biology are emphasized. The lab component emphasizes scientific inquiry and data analysis.

Prerequisite: BC3108.

BC 3113 - Living Anatomy (3)

Required for exercise science students. This course emphasizes musculoskeletal anatomy through lecture and palpation. The focus is to lay a strong foundation of the muscles, bones and joints necessary for understanding biomechanics. Weekly lecture and palpation are reinforced by a required rotation in the cadaver anatomy laboratory. This course is a prerequisite for the massage intensive course and is offered winter quarter only.

Prerequisite: None.

BC 3115 - Organic Chemistry Intensive 1 Lecture (4)

This is a four-week intensive summer course. This course along with Organic Chemistry 2 is intended to satisfy the organic chemistry prerequisites for the naturopathic medicine program. This course offers a systematic study of the physical properties, electronic structures, modes of bonding and patterns of reactivity seen in alkanes, alkenes, alcohols, thiols, ketones, aldehydes, esters, ethers, phosphoesters, thioesters, amines, amides, carboxylic acids and aromatic compounds.

Prerequisite: At least a C in BC2115 and BC2117 or equivalent college-level courses elsewhere.

BC 3116 - Organic Chemistry Intensive 1 Lab (1)

This course is designed as a practical application of the theories learned in the BC3115 lecture. Students learn basic organic chemistry laboratory safety and techniques, as well as how to write detailed formal lab reports

Prerequisite: At least a C in BC2117 and BC2118 or equivalent college-level courses elsewhere. Corequisite: BC3115.

BC 3123 - Organic Chemistry for Life Sciences Lecture/Lab (6)

Offered in the fall, this course is intended to satisfy the organic chemistry prerequisite for BC4117. This course offers a survey of the chemistry and reactivity of organic compounds with an emphasis on those molecules of biological importance. Approximately 20 percent of lectures are taught using online exercises.

Prerequisite: At least a C in either BC2117 and BC2118 or an equivalent college-level chemistry course with lab.

BC 3125 - Organic Chemistry Intensive 2 Lecture (4)

This is a four-week intensive summer course. This course along with Organic Chemistry 1 is intended to satisfy the organic chemistry prerequisites for the naturopathic medicine program. Structure and function of proteins, lipids, carbohydrates and nucleic acids are also included.

Prerequisite: Grade of C or better in BC3115.

BC 3126 - Organic Chemistry Intensive 2 Lab (1)

This course is designed as a practical application of the theories learned in the BC3125 lecture. Students learn basic organic chemistry laboratory safety and techniques, as well as how to write detailed formal lab reports.

Prerequisite: A grade of C or better in BC3116. Corequisite: BC3125.

BC 3134 - Living Anatomy for AOM (4)

This three-course sequence for AOM students presents an integrated approach to the study of the normal human body. The anatomy and physiology of each major organ system and their interrelationships are approached in a lecture/ laboratory format. Prosected cadavers are used for lab demonstrations. Western anatomy and acupuncture energetic anatomy are bridged in this course that emphasizes musculoskeletal anatomy through lecture, palpation and the study of cadavers. Anatomical connections to acupuncture point location are reinforced in both surface anatomy and in the required weekly cadaver laboratory. Offered fall quarter.

Prerequisite: Admission into AOM program.

BC 3135 - Anatomy and Physiology 1 Lecture/Lab (AOM) (5)

This three-course sequence for AOM students presents an integrated approach to the study of the normal human body. The anatomy and physiology of each major organ system and their interrelationships are approached in a lecture/ laboratory format. Prosected cadavers are used for lab demonstrations. Topics covered in this course include cellular anatomy and physiology, and the integumentary, nervous, muscular and endocrine systems.

Prerequisite: BC3134 or permission of basic sciences department.

BC 3136 - Anatomy and Physiology 2 Lecture/Lab (AOM) (4)

This three-course sequence for AOM students presents an integrated approach to the study of the normal human body. The anatomy and physiology of each major organ system and their interrelationships are approached in a lecture/ laboratory format. Prosected cadavers are used for lab demonstrations. Topics covered in this course include blood, lymphatic, immune, cardiovascular, respiratory, digestive, urinary and reproductive systems.

Prerequisite: BC3135 or permission of basic sciences department.

BC 3139 - Human Biology Seminar (2)

This course assesses the baseline learning skills of students and then addresses areas of concern in problem solving, writing, study strategies and prerequisite knowledge. Students are introduced to the goals of the human biology program and to resources available to achieve these goals.

Prerequisite: Admission into integrated human biology major.

BC 3144 - Integrated Biochemistry and Cell Biology (6)

This course is an introduction to the basic principles of biochemistry, cellular and molecular biology, and genetics relevant to human cells. Topics include cell chemistry, molecular genetics, energy metabolism and cell homeostasis. General themes or models are introduced as a foundation for integration of concepts. Foundational concepts continue to be integrated throughout Integrated Human Biology 1-3. The lab component introduces students to relevant techniques in biochemistry and molecular biology and emphasizes scientific inquiry.

Prerequisite: Admission into integrated human biology major or naturopathic medicine-post baccalaureate.

BC 3148 - Research Methods in Human Biology 1 (3)

This course provides an overview of the fundamentals of the scientific method and research design. Students develop the skills needed to locate, evaluate and utilize published scientific research. Students become familiar with qualitative and quantitative research methods and the principles of effective experimental design.

Prerequisite: Admission into integrated human biology major.

BC 3149 - Research Methods in Human Biology 2 (3)

This course builds upon Research Methods in Human Biology 1. Students learn when to use basic quantitative biostatistical methods. The importance of statistical methods in effective experimental design is emphasized.

Prerequisite: BC3148.

BC 3150 - Biophysics 1 (1)

This course provides the application of conceptual and quantitative principles of physics to biological processes that are studied in tissues, and the integumentary, endocrine and nervous systems. Students use physical principles to solve biological problems.

Prerequisite: None. Corequisite: BC3151 or permission of the instructor.

BC 3151 - Integrated Human Biology 1 Lecture/Lab (6)

This course includes an introduction to basic concepts necessary to understand structure and function at the higher organizational levels. Basic principles of anatomy, physiology, biochemistry, and cell and developmental biology are integrated to provide an understanding of tissues, the integumentary system, and the basic functions of endocrine and neural control systems. General themes or models are used to facilitate integration of concepts. The lab component emphasizes scientific inquiry and examines histology, anatomy, biochemistry and physiology of the systems examined.

Prerequisite: BC3144.

BC 3152 - Integrated Human Biology 2 Lecture/Lab (6)

This course is a continuation of Integrated Human Biology 1. Basic principles of anatomy, physiology, biochemistry, and cell and developmental biology are integrated to provide an understanding of the skeletal and muscular systems, blood, and the immune and cardiovascular systems. General themes or models are used to facilitate integration of concepts. The lab component emphasizes scientific inquiry and examines histology, anatomy, physiology and biochemistry of the systems. Prosected cadavers are used for anatomical study.

Prerequisite: BC3151.

BC 3161 - Anatomy and Physiology 1 Lecture/Lab (3)

This three-course sequence presents an integrated approach to the study of the normal human body. The anatomy, histology and physiology of each major organ system and their interrelationships are approached in a lecture/laboratory format. This sequence is designed for students enrolled in the nutrition, herbal sciences, exercise science, and psychology and human biology programs. Prosected cadavers are used for lab demonstrations. This course covers basic cell structure and function, histology, and the anatomy and physiology of the integumentary, skeletal and nervous systems.

Prerequisite: General chemistry and general biology with labs.

BC 3162 - Anatomy and Physiology 2 Lecture/Lab (3)

This three-course sequence presents an integrated approach to the study of the normal human body. The anatomy, histology and physiology of each major organ system and their interrelationships are approached in a lecture/laboratory format. This sequence is designed for students enrolled in the nutrition, herbal sciences, exercise science, and psychology and human biology programs. Prosected cadavers are used for lab demonstrations. Topics covered in this course include the anatomy and physiology of the muscular, endocrine, cardiovascular and immune systems, and blood.

Prerequisite: BC3161.

BC 3163 - Anatomy and Physiology 3 Lecture/Lab (4)

This three-course sequence presents an integrated approach to the study of the normal human body. The anatomy, histology and physiology of each major organ system and their interrelationships are approached in a lecture/laboratory format. This sequence is designed for students enrolled in the nutrition, herbal sciences, exercise science, and psychology and human biology programs. Prosected cadavers are used for lab demonstrations. Topics covered in this course include the anatomy and physiology of the digestive, respiratory, urinary and reproductive systems.

Prerequisite: BC3162.

BC 3901-3903; 4901-4903; 5901-5903 - Independent Study (variable credit)

These courses provide an opportunity for undergraduate students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person, the student may explore a field of study that is of personal interest and value.

Prerequisite: Permission of the department chair.

BC 3901-3903; 4901-4903; 5901-5903 - Independent Study (variable credit)

These courses provide an opportunity for undergraduate students to study areas of interest that are not included in the

regular curriculum. With the aid of a selected resource person, the student may explore a field of study that is of personal interest and value.

Prerequisite: Permission of the department chair.

BC 4100 - Microbiology Lecture/Lab (4)

This course introduces the diversity of microorganisms, including bacteria, fungi, algae, protozoans and infectious particles. The beneficial and detrimental effects of these microorganisms are explored, including human pathogens, biotechnology, food production and bioterrorism. The lab provides exposure to the standard microbiological tools used in clinical laboratories: sterile technique, pure culture, staining, selection of selective and differential media, biochemical tests, isolation of organisms from samples, antibiotic susceptibility, and identification of unknowns.

Prerequisite: None. Corequisite: BC3152.

BC 4104 - Microbiology (3)

This course explores the world of microorganisms and human health. Pathogens associated with human illness are emphasized, including bacteria, fungi, viruses, parasites and prions.

Prerequisite: BC3136 or BC3162.

BC 4105 - Introduction to Western Pathology (AOM) (3)

This course explores the inflammatory process, cell injury and repair, basic immunopathology, cancer, and blood, hemodynamic and cardiovascular disorders.

Prerequisite: BC3135 or BC3162 and OM3111.

BC 4108 - Biophysics 2 (1)

This course provides the application of conceptual and quantitative principles of physics to biological processes that are studied in the skeletal, muscular and cardiovascular systems. Students use physical principles to solve biological problems.

Prerequisite: BC3150. Corequisite: BC3152.

BC 4114 - Disease Processes (4)

This course is designed for nutrition and herbal science students and is an introduction to pathology. The inflammatory process, basic immunopathology, diabetes, cancer, anemias and the most common and clinically relevant disease processes of the cardiovascular and gastrointestinal systems are covered.

Prerequisite: BC3163 and BC4140.

BC 4115 - Pharmacology Overview for Herbal Sciences (3)

This course teaches the basics of how the commonly used pharmaceutical drugs work. It emphasizes the mechanisms of actions, the adverse effects and the common therapeutic guidelines for drug treatment. Where appropriate, botanical mechanisms of action are discussed and possible areas of drug-herb interactions are noted.

Prerequisite: BC3163 and BC4140.

BC 4116 - Bioethics (3)

This course provides an opportunity for students to think critically about difficult ethical problems that emerge from scientific research and the application of medical technology to human biology. Discussions and assignments focus on personal decision making and public policy relevant to biomedical issues.

Prerequisite: Admission into the integrated human biology or permission of the instructor.

BC 4117 - Biochemistry for Life Sciences 1 Lecture/Lab (5)

Biochemistry of fuel metabolism, carbohydrates and lipids. This course is taught for undergraduates in herbal science, nutrition and health psychology (premedicine track). This course is offered in both winter and summer.

Prerequisite: A grade of C- in BC3123 or one quarter of college-level organic chemistry with laboratory; and a grade of at least a C in one quarter of college-level biology with laboratory is also required.

BC 4119 - Introduction to Research Proposals (2)

Students work with a mentor to write a research proposal. Students who are working with human subjects also submit the proposal to the Institutional Review Board (IRB) for approval.

Prerequisite: BC3152, BC3108 and BC3149.

BC 4135 - Biophysics 3 (1)

This course provides the application of conceptual and quantitative principles of physics to biological processes that are studied in the respiratory, renal and reproductive systems. Students use physical principles to solve biological problems.

Prerequisite: BC4108. Corequisite: BC4153.

BC 4140 - Biochemistry for Life Sciences 2 (4)

Topics include eicosanoids, cholesterol metabolism, amino acid metabolism and nucleotide metabolism. This course is taught for undergraduates in herbal science, nutrition and health psychology (premedicine track).

Prerequisite: BC4117.

BC 4141 - Human Physiology Lecture/Lab (5)

Students examine the functioning and interrelationships of the organ systems of the human body. Topics include homeostasis, feedback mechanisms, and the function and relationship of the following organ systems: integumentary, nervous, endocrine, circulatory and digestive.

Prerequisite: None.

BC 4153 - Integrated Human Biology 3 Lecture/Lab (6)

This course is a continuation of Integrated Human Biology 2. Basic principles of anatomy, physiology, biochemistry, and cell and developmental biology are integrated to provide an understanding of the renal, respiratory, digestive and reproductive systems. General themes or models are used to facilitate integration of concepts. The lab component emphasizes scientific inquiry and examines histology, anatomy, physiology and biochemistry of the systems. Prosected cadavers are used for anatomical study.

Prerequisite: BC3152.

BC 4161 - Advanced Cell and Molecular Biology (4)

This course evaluates cellular function and genetic concepts from an experimental perspective. Emphasis is placed on the functional relationships between cellular structures, molecular genetics and biosynthetic functions with application to experimental data from human cells.

Prerequisite: BC3144. Corequisite: BC4153.

BC 5118 - Disease Processes 1 (3)

This course is designed for nutrition master's students and is an introduction to pathology. Included are the inflammatory process, cell repair and basic immunology.

Prerequisite: Admission into master in nutrition program.

BC 5122L - Gross Human Anatomy 1 Lab (1)

Students have the opportunity to locate anatomical structures with hands-on dissection. This allows students to visualize anatomy three-dimensionally and is invaluable when performing examinations in a clinical setting. Fall quarter involves students dissecting the lower and upper extremities with faculty supervision.

Prerequisite: Admission into naturopathic medicine program. Corequisite: BC5151.

BC 5123L - Gross Human Anatomy 2 Lab (1)

Students have the opportunity to locate anatomical structures with hands-on dissection. This allows students to visualize anatomy three-dimensionally and is invaluable when performing examinations in a clinical setting. In winter quarter, students dissect regions of the neck, thoracic cavity and abdominal cavity that support the cardiovascular, respiratory and digestive systems. Regional anatomy is also covered as we dissect the anterior neck, thorax and abdominal regions of the body.

Prerequisite: BC5122. Corequisite: BC5152, BC5153 and BC5154.

BC 5124L - Gross Human Anatomy 3 Lab (1)

Students have the opportunity to locate anatomical structures with hands-on dissection. This allows students to visualize anatomy three-dimensionally and is invaluable when performing examinations in a clinical setting. In the first half of spring quarter, students dissect the deep back, spinal cord, skull and cranial fossae to best support the nervous system. The peripheral cranial and spinal nerves are dissected and their distribution explored and reviewed. The special senses are also covered. In the second half of the quarter, students dissect the anatomy to support the renal and reproductive system.

Prerequisite: BC5123. Corequisite: BC5155, BC5156 and BC5157.

BC 5130 - Disease Prevention (3)

This course is an introduction to pathology with a focus on inflammatory processes, cell repair and basic immunology. Students take a systematic approach at exploring the most common disease processes so as to identify strategies for disease prevention.

Prerequisite: Admission into the MSN program.

BC 5132 - Disease Processes 2 (2)

This course is designed for nutrition master's students. It is a continuation of BC5118. This course is a systematic approach to pathology in which selected organ systems are explored with an emphasis on the most common and clinically relevant disease processes.

Prerequisite: BC5118.

BC 5140 - Research Methods in AOM (3)

This course provides an introduction to basic concepts of scientific methods, statistics, epidemiology and research methodology. Also explored are the state of AOM research and its interface with the research world. Emphasis is placed on gaining an understanding of how to read and evaluate AOM/medical published research articles. Students also practice applied research skills and use of the library and Internet.

Prerequisite: Admission into acupuncture - master or acupuncture and Oriental medicine - master or Oriental medicine - bachelor.

BC 5142 - Fundamentals of Research Design (2)

This course provides the student with the basic knowledge needed to evaluate the quality, internal validity and external validity of published research literature. This includes epidemiology, the basic principles of biostatistics, an introduction to searching medical literature databases, retrieving and interpreting relevant research information, ethics training for human clinical trials, and examination of various clinical trail designs. The course is the foundation for Critical Evaluation of the Medical Literature (NM7142) in which students learn how to evaluate medical literature to achieve an evidence-based medical practice.

Prerequisite: Admission into naturopathic medicine program or permission of instructor.

BC 5146 - Physiology Lab 1 (1.5)

This module includes application of functional concepts for the cardiovascular, respiratory and digestive systems.

Prerequisite: None. Corequisite: BC5152, BC5153 and BC5154.

BC 5147 - Physiology Lab 2 (1)

This module includes application of functional concepts for the endocrine, renal and reproductive systems.

Prerequisite: None. Corequisite: BC5155, BC5156 and BC5157.

BC 5150 - Integrated Structure and Function Lecture/Lab (8.5)

This module begins by encouraging students to establish a learning community to support their success in the naturopathic medicine curriculum. Students are required to build a framework of core principles in histology, embryology and biochemistry. Students build a foundation of the structure and function of cells and tissues in order to predict the cellular response and adaptation to challenges. The module integrates concepts from cellular metabolism, molecular genetics, embryology and histology. The module also addresses the structure and function of the integumentary system. Lab addresses the histology of tissues and skin. Concepts in naturopathic philosophy are applied from the concurrent Naturopathic Theory and Practice 1 module, as appropriate. Lecture is taught in a hybrid-online format.

Prerequisite: Admission into naturopathic medicine program.

BC 5151 - Integrated Musculoskeletal Lecture/Lab (6.5)

This module requires students to apply core concepts to the basic structure and function of the nervous and endocrine system. It also includes the anatomy, biochemistry, histology, and physiology of the muscular and skeletal systems. Students integrate structure-function relationships of the musculoskeletal system in order to predict responses and adaptations to challenges. This module includes detailed anatomy of the limbs. Lab includes application of functional concepts. Scientific concepts for the musculoskeletal system are applied to the development of clinical skills in the Clinical Skills 1 module that is offered concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: Admission into naturopathic medicine program.

BC 5152 - Integrated Cardiovascular and Immune Systems (5.5)

This module includes the anatomy, embryology, biochemistry, histology and physiology of the cardiovascular system and blood. Students integrate the structure-function relationships of the cardiovascular system and blood in order to predict responses and adaptations to challenges. The module also includes an overview of the lymphatic system and immunity. Scientific concepts for the cardiovascular system are applied in the Clinical Skills 2 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 5153 - Integrated Respiratory System (4.5)

This module includes the anatomy, embryology, biochemistry, histology and physiology of the respiratory system. Students integrate the structure-function relationships of the respiratory system in order to predict responses and adaptations to challenges. Scientific concepts for the respiratory system are applied in the Clinical Skills 2 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 5154 - Integrated Digestive System (4.5)

This module includes the anatomy, embryology, biochemistry, histology and physiology of the digestive system. Students integrate the structure-function relationships of the digestive system in order to predict responses and adaptations to challenges. Scientific concepts for the digestive system are applied in the Clinical Skills 2 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 5155 - Integrated Endocrine System and Metabolism (4.5)

This module includes the anatomy, embryology, biochemistry, histology and physiology of the endocrine system with an emphasis on metabolic control. Students apply concepts of endocrine control to make predictions regarding changes in growth metabolism that influence the function of all organ systems. Scientific concepts for the endocrine system and metabolism are applied in the Clinical Skills 3 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 5156 - Integrated Renal and Reproductive Systems (4)

This module includes the anatomy, embryology, biochemistry, histology and physiology of the renal and reproductive systems. Students integrate the structure-function relationships of these systems in order to predict responses and adaptations to challenges. Scientific concepts for the renal and reproductive systems are applied in the Clinical Skills 3 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 5157 - Integrated Nervous System (7)

This module includes the detailed anatomy, embryology and physiology of the brain, spinal cord and spinal nerves. Students integrate structure-function relationships for both

the somatic motor and autonomic divisions of the peripheral nervous system. Students also address the integrative functions of the cerebral cortex and sensory and motor pathways required to predict sensory and motor deficits that occur with specific lesions. Lab includes work with sectioned brains and applications of functional concepts. Scientific concepts for the nervous system are applied to the development of clinical skills, including testing of somatic reflexes in the Clinical Skills 3 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC5150 or permission of basic sciences chair.

BC 6100 - Pharmacology of CHM and Drug Interactions (2)

This course provides an overview of the active constituents found in commonly used Chinese herbs and their potential interactions with pharmaceuticals. It also details the in vitro, in vivo and clinical trial evidence for efficacy.

Prerequisite: OM3111.

BC 6107 - Integrated Pathology, Immunology and Infectious Diseases 1 (8)

This course includes the histology, physiology and pathology of the immune system, an introduction to infectious diseases, and core principles of pathology. Principles of pathology and immunology are applied in the context of cancer and other immune-related diseases. Pathology, infectious diseases, and applications of immunology to the blood, skin, and musculoskeletal system are included. Scientific concepts are applied to the development of diagnostic skills in the Naturopathic Clinical Diagnosis 1 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: Completion of all first year integrated systems modules. Corequisite: NM6310.

BC 6108 - Integrated Pathology, Immunology and Infectious Diseases 2 (7)

This course includes the pathology and infectious diseases and applications of immunology to the cardiovascular, respiratory and digestive systems. Scientific concepts are applied to the development of diagnostic skills in the Naturopathic Clinical Diagnosis 3 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC6107. Corequisite: NM6311.

BC 6109 - Integrated Pathology, Immunology and Infectious Diseases 3 (6)

This course includes the pathology, infectious diseases and applications of immunology to the renal, reproductive, endocrine and nervous systems. Scientific concepts are applied to the development of diagnostic skills in the Naturopathic Clinical Diagnosis 2 module that is taken concurrently. Lecture is taught in a hybrid-online format.

Prerequisite: BC6108. Corequisite: NM6312.

BC 9104 - Immunology (4)

This course explores the normal mechanisms by which the immune system protects against disease-causing agents. The focus is on the basic concepts of human immunity, including nonspecific and specific host defenses.

Prerequisite: BC3152 or permission of instructor.

BC 9105 - Laboratory Research Methods (2)

This laboratory course is designed to enable students to learn basic experimental techniques used in preclinical biomedical research studies.

Prerequisite: One year of biology or equivalent (to be assessed and approved by instructor) and one year of chemistry or equivalent. Students must take the bloodborne pathogen safety training prior to start of class. Contact the safety coordinator for upcoming dates.

BC 9106 - Human Biology and Toxicology (3)

This course introduces the biochemical, cellular and physiologic responses of human tissues to toxic doses of chemicals and radiation.

Prerequisite: BC3152 or permission of instructor.

BC 9107 - Virology (3)

This course introduces the molecular biology of animal viruses and examines virus-host relationships, including viral pathogenesis. Unusual infectious agents including viroids and prions are also studied.

Prerequisite: BC4100 or BC4104.

BC 9108 - Pathophysiology (3)

This course assesses the biological basis for disease. The course focuses on the mechanisms by which disruption of normal homeostatic mechanisms results in the development of many common disease states.

Prerequisite: BC4153.

BC 9109 - Advanced Musculoskeletal Anatomy with Palpation (4)

This course builds on the foundational musculoskeletal anatomy in Integrated Human Biology 2 and includes more detailed anatomy of bones, muscles and joints. The course allows students to learn palpation skills, build a foundation for biomechanics, and gain additional experience in the cadaver lab. The course is required for integrated human biology students who want to enroll in the summer massage intensive.

Prerequisite: BC3152.

BC 9112 - Advanced Topics in Human Biology (1)

This is a seminar course with a focus on current topics related to human biology. Students read and discuss current research papers.

Prerequisite: BC4153 or permission of the instructor.

BC 9114 - Natural Products (2)

This course covers the mechanism of action, constituent compositions, classification and the biosynthetic pathways of relevant constituents in natural products (secondary metabolites of plants, fungi or marine organisms). Methods of standardization and quantification as well as the chemical ecology of natural products are discussed.

Prerequisite: BC3123 or equivalent.

BC 9117 - Advanced Lab Research Methods (2)

This two-credit laboratory course is for individuals who have completed the basic Laboratory Research course. In this course, with appropriate guidance from the instructor, the goal is for the student to design and carry a small research project to completion.

Prerequisite: BC9105 or permission of instructor. Students must take the bloodborne pathogen safety training prior to start of class. Contact the safety coordinator for upcoming dates.

BC 9119 - IHB Student Research (1-5 credits)

Students complete an original research project under the supervision of a previously approved faculty mentor or external advisor. The research proposal for the project is completed in the Introduction to Research Proposals course. Students are then required to present the results of the study to the Bastyr community. May be repeated with permission of departmental committee.

Prerequisite: None.

BC 9130 - Special Topics in Human Biology (variable credit)

These courses are offered as required and address specialized areas and new developments in human biology. Courses are not necessarily offered each year.

Prerequisite: BC3151 or permission of instructor.

BC 9133 - Biotechnology and Society (2)

This course introduces the history of molecular biology and explores current topics in biotechnology. Students learn the scientific foundation of techniques used in biotechnology and consider their impact from different stakeholder perspectives. Public perception of biotechnology is examined through assignments and class discussion.

Prerequisite: BC3144 or permission of instructor.

BC 9134 - Biology of Receptors (3)

This course examines each of the major receptor types in humans with respect to their functions and regulation at the molecular, cellular and whole body levels. Since many receptors are also drug targets, basic concepts of pharmacology are introduced. The primary goal is to develop students' knowledge of physiological regulation in humans at the molecular level.

Prerequisite: BC3136 or BC3144. Corequisite: BC3136 or BC3144.

BO: BOTANICAL MEDICINE/HERBAL SCIENCES

Sheila Kingsbury, ND, RH (AHG), Department Chair

BO 2101 - Introduction to Botany (3)

In introducing students to plant science, this course encompasses the study of plants from the molecular to the ecosystem level. Topics include cellular biology, morphology, physiology, classification and evolutionary relationships, life cycles, and introductory ecology. The course emphasizes the importance of plants and their products in the life of the planet and the interdependence of all living things.

Prerequisite: College-level biology.

BO 3107 - Botany 1 (2)

This course expands upon basic concepts of botany as they relate to the herbal sciences. It explores plants as a kingdom with unparalleled importance for the rest of planetary life and presents important concepts from botanical disciplines including plant identification, plant physiology, economic botany, ethnobotany, ecology and plant genetics.

Prerequisite: BO2101 or equivalent.

BO 3108 - Introduction to Herbal Sciences (3)

As the beginning of the herbal sciences foundational course work, Introduction to Herbal Sciences introduces students to diverse aspects of herbalism including current sociopolitical and legal trends, ethics, sustainable plant conservation, herbal terminology and preparations, manufacturing and retail site visits, and forest, field and garden herb walks.

Prerequisite: Admission into herbal sciences program or permission from department chair.

BO 3109 - Plant Identification and Horticulture 1 (1)

This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: Admission into herbal sciences —bachelor or permission from department chair.

BO 3114 - Herbal Preparations (3)

This course presents the pharmacy of herbal medicine where the focus is on preparations from plants to products. This is a medicine-making lab. Students participate hands-on in the

making of preparations for internal and topical use, including infusions and decoctions, tinctures and other extracts, creams and ointments, compresses, poultices, suppositories, and more. Local plant identification and harvesting techniques and practices are incorporated.

Prerequisite: BO3108.

BO 3115 - Herbal Medicine History and Traditions (2)

World herbalism is the focus of this course, introducing students to diverse cultures of herbal practices. Systems to be studied include Native American, shamanic, ayurvedic, TCM, physiomedical and eclectic, Unani, and Tibetan. The energetic aspects of herbs including quantum physics, doctrine of signature and plant spirit medicine are explored.

Prerequisite: BO3108 or permission from department chair.

BO 3116 - Botany 2 (2)

This course deepens the botanical knowledge of students by presenting selected topics in advanced botany. The course presents plant development and classic and modern methods of plant propagation. Students explore plant constituents in depth including the classes of plant hormones and plant toxins and their roles in plants and humans, as well as the various groups of secondary plant substances that generate unique plant colors, spices, fragrances and medicine.

Prerequisite: BO3107.

BO 3119 - Plant Identification and Horticulture 2 (1)

Plant Identification and Horticulture 2 is a continuation of the study of plant identification and medicinal plant cultivation through the plants' life cycles. This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: Admission into herbal sciences program and BO3109. Corequisite: BO3115.

BO 3125 - Ethnobotany and Northwest Herbs (3)

This course is designed to introduce the basis of ethnographic methodology. The class explores the world and different cultures, people's past and present use of plants, food, medicine, shelter, clothing, etc. Various regions are discussed and contrasted from anthropological and historic perspectives. Indigenous guests are invited to represent their ways of life. This is a field and lab course focusing on the plants of the Pacific Northwest. This class focuses on plant recognition and identification, botany, ethnobotany, and medicinal application of the plants found in the outdoor classroom of the Bastyr University campus. The class is primarily an outdoor field class, exploring all the new growth of the spring season, with some lab sessions to work with preparations of the plants being studied.

Prerequisite: None.

BO 3126 - Plant Identification and Horticulture 3 (1)

Plant Identification and Horticulture 3 is a continuation of the study of plant identification and medicinal plant cultivation through the plants' life cycles. This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: BO3119.

BO 4100 - Herbs and Food (3)

This course surveys diverse topics regarding herbs and food, with attention to the cultural and dietary evolution of herbal usage, herbal sources of primary nutrients, and the role of digestion, emphasizing herbal influences. Students gain an understanding of how to grow, harvest and utilize herbs to best obtain and maintain the highest nutrient availability.

Prerequisite: BO4145 or permission of department chair.

BO 4102 - Research Methods for Herbal Science (2)

This course is an introduction to research methods. Included are the basic concepts of scientific methods, epidemiology and research methodology. Students practice applied research skills such as use of the library and Internet and evaluation of research literature.

Prerequisite: BC3123, BC3161, BO3107, and BO3108.

BO 4111 - First Aid for Herbalists (2)

This class covers a wide range of first aid situations including safety protocols, acute-care scenarios, pain remedies, materia medica, infections, allergies, preparing a first aid kit, commonly found first aid plants, injuries and wounds, burns, food and water sickness, animal bites and stings, and other first aid circumstances.

Prerequisite: BO3114.

BO 4113 - Pharmacology and Herb/Drug Interaction (3)

This course teaches the basics of pharmacology and emphasizes the mechanisms of actions, the adverse effects, the potential herb/drug interactions, and the common therapeutic guidelines for drug treatment.

Prerequisite: BC3163 and BC4140.

BO 4119 - Pharmacognosy for Herbal Sciences (2)

This course looks at the chemistry of secondary metabolites in medicinal plants, algae and fungi. This chemical knowledge is then used to construct an understanding of real-world

applicability in areas such as extraction techniques, medicinal activities, and nutritional aspects in an active-learning environment.

Prerequisite: BC4140, BO3116, and BO3114.

BO 4121 - QAQC Quality Assurance/Quality Control (3)

This course combines analytical rigor of quality control with the whole-system aspects of quality assurance in an industry context. Students experience quality assurance practice in a problem-based format relating to the herbal industry. They explore QA as an attitude, a way of working, which not only improves businesses but the way people work and live. The lab emphasizes the practice of QC procedures and protocols through a comparison of herbal products using analytical equipment and methodology including GC, HPLC, spectrophotometry and microbiology.

Prerequisite: BO4122 and BO4145.

BO 4122 - Test Methods for Botanical Authentication (2)

This course develops the ability of the student to identify and evaluate the authenticity and quality of raw herbal material. Organoleptic skills, involving the senses of sight, touch, smell and taste, are explored along with microscopic identification and interpretation of assay and spec sheets. Chromatographic analysis is introduced.

Prerequisite: BO3114, BO3126, and BC4140.

BO 4123 - Soil Ecology (1)

This course focuses on the interaction of the soil-food-web, the diversity of soil organisms (bacteria protozoa, fungi, animals, plants) in natural and managed ecosystems; roles in primary metabolism; nutrient cycling; decomposition and reclamation; responses to environmental change. Students explore soil-testing methods and soil-building techniques including cover crops, mulching, composting, vermiculture and use of compost teas.

Prerequisite: None.

BO 4127 - Mycology (1)

This course focuses on the ecological role of mushrooms in building and maintaining an edible landscape. An overview of mushroom cultivation techniques is provided. Students learn about mycoremediation and mycofiltration and how mushrooms can be used to transform toxic wastes into less harmful substances, augmenting environmental degradation.

Prerequisite: None.

BO 4131 - Permaculture 1 (3)

This course introduces the concept of permaculture design and its role in integrating sustainable, regenerative systems into any landscape. Students learn to understand how the core set of permaculture design principles and ethics guides every step of the design process – bringing natural patterns into design, utilizing ecological principles, connecting design elements with function and utilizing natural sources of energy as it flows through a design site. A lab component explores elements of practical design including pattern recognition, reading the landscape, flow diagrams, zone and sector analysis, data collecting, basic drafting skills, as well as mapping and design exercises. Practicum design teams are discussed and assembled.

Prerequisite: Admission into holistic landscape design program or permission of the program chair.

BO 4132 - Permaculture 2 (3)

This course focuses on how energy flows through natural systems, creating bio-geographical climate types and global weather patterns. Students learn about analogue climates, renewable energy systems, appropriate technology and permaculture design strategies specific to various climate types. Students explore the ways that water management and agroforestry are crucial to climate stabilization. Emphasis is on permaculture strategies for water management in rural or urban systems – water movement (swales), water retention (ponds, cisterns), purification and wastewater management (grey-water systems). A lab component introduces keyline systems and earthworks, practical ways of assessing slope in the landscape and techniques for trapping and storing energy on site. Winter tree pruning and grafting techniques are also introduced.

Prerequisite: BO4131 and admission into holistic landscape design program.

BO 4133 - Permaculture 3 (3)

This course focuses on land use systems for achieving self-reliance by integrating cultivated ecosystems, permaculture design techniques and agroforestry practices. Topics include establishing and maintaining medicinal and edible food forests – perennial and annual polycultures clustered amongst tree crops; animals and insects in permaculture systems, wildlife management and agroforestry practices including windbreaks, hedgerows and alleycropping, silvopasture, riparian buffers and forest farming. A lab component explores practical elements of plant guild assembly, orchard design and forest management as well as animal husbandry and beekeeping.

Prerequisite: BO4132 and admission into holistic landscape design program.

BO 4134 - Organic Seed Production (1)

Collecting seed from superior plant stock has been practiced for thousands of years resulting in higher yields and bio-regionally adapted plants. This course provides an overview of seed physiology and explores the importance of seed banks, as well as participatory plant breeding projects. Students learn the processes of preserving valuable genetic material — seed harvesting, seed cleaning/extraction, storage, viability and record keeping. Students discuss seed types, isolation distances, and practical breeding techniques.

Prerequisite: None.

BO 4135 - Organic Greenhouse and Nursery Management (1)

This course provides an overview of important techniques to insure plant health from seed to market. Through hands-on experience, students learn about plant propagation techniques, plant selection, potting media for various plant types and ways to balance the elements of soil, air, light, moisture and heat in the greenhouse. Ideas for establishing and maintaining a small-scale landscape or market nursery are explored through site visits and guest instructors.

Prerequisite: None.

BO 4137 - Horticulture Research and Grant Writing (1)

This course reviews how to pursue and participate in horticultural research and how techniques learned throughout this program can be applied in research studies. Grant writing basics are also taught with a focus on how to apply for grant funding for horticulture research or permaculture projects.

Prerequisite: None.

BO 4138 - Biointensive IPM and Plant Health (2)

This class explores the principles and applications of Biointensive Integrated Pest Management (IPM), which integrates ecologic and economic factors into agricultural system design and management. The primary goal of biointensive IPM is to provide guidelines and options for effectively managing pests and beneficial organisms in an ecological context and address public concerns about environmental quality and food safety. Signs and symptoms of plant deficiencies and diseases are examined and treated with appropriate organic inputs in order to restore balance to the soil, shifting the disease state.

Prerequisite: None.

BO 4139 - Permaculture in a Global Context (1)

This course explores social permaculture and the invisible structures that either support or degrade human settlements. This course helps students understand ways in which permaculture principles and ethics can be utilized to cultivate sustainable communities and cooperative economies. Students explore design models and strategies for developing broad-scale urban and village systems, ways to retrofit existing urban environments, and design strategies for circumventing natural disasters. Students discuss the dynamics of cultivating community — including consensus building, community wellness, food security, grafting community knowledge and resources, community-scale industry, cooperative legal systems for businesses and communities, as well as land access strategies, land restoration and earthworks.

Prerequisite: BO4133 and admission into holistic landscape design program.

BO 4141 - Medicinal and Edible Plants in the Landscape 1 (1)

This course explores the many attributes of a wide variety of medicinal and edible plants that add beauty and utility in cultivated landscapes. Propagation, cultivation, environmental tolerances and harvesting methods are discussed with an additional emphasis on the therapeutic properties of the plants. Emphasis is on deciduous and evergreen trees.

Prerequisite: Admission into holistic landscape design program.

BO 4142 - Medicinal and Edible Plants in the Landscape 2 (1)

This course explores the many attributes of a wide variety of medicinal and edible plants that add beauty and utility in cultivated landscapes. Propagation, cultivation, environmental tolerances and harvesting methods are discussed with an additional emphasis on the therapeutic properties of the plants. Emphasis is on shrubs and woody perennials.

Prerequisite: BO4141.

BO 4143 - Medicinal and Edible Plants in the Landscape 3 (1)

This course explores the many attributes of a wide variety of medicinal and edible plants that add beauty and utility in cultivated landscapes. Propagation, cultivation, environmental tolerances and harvesting methods are discussed with an additional emphasis on the therapeutic properties of the plants. Emphasis is on herbaceous annuals and perennials.

Prerequisite: BO4142.

BO 4144 - Horticultural Business Practices (1)

This course explores the niches available for permaculture landscape designers that have a medicinal and edible plant focus. A guest panel of local horticultural business owners including herbalists, permaculturists and horticulturists share their experiences and expertise. Learn about local HLD practicum sites through site visits and presentations. Discover business models for growing and harvesting medicinal plants, establishing a medicinal plant nursery or creating value-added products. An introduction to business practices essential for operating and managing a successful horticultural business is also covered.

Prerequisite: None.

BO 4145 - Materia Medica 1 for Herbal Sciences (4)

This course is the introduction to the Materia Medica series, taught with a foundation in plant taxonomy and pharmacognosy. The plant family structure acts as a mapping for learning nomenclature, energetics, folklore, chemical constituents, medicinal applications, pharmacy, toxicology and safety factors of chosen botanicals. Key actions of the

herbs are explored based on several world herbal models, and the science and art of formulating are developed.

Prerequisite: BC3163, BC4140, and BO3114. Corequisite: BO4148.

BO 4146 - Materia Medica 2 for Herbal Sciences (4)

Materia Medica 2 is a continuation of the study of materia medica with an emphasis on a different set of botanical families through lecture, lab and experimentation. The plant family structure acts as a mapping for learning nomenclature, energetics, folklore, chemical constituents, medicinal applications, pharmacy, toxicology and safety factors of chosen botanicals. Key actions of the herbs are explored based on several world herbal models, and the science and art of formulating are developed.

Prerequisite: BO4145. Corequisite: BO4149.

BO 4147 - Materia Medica 3 for Herbal Sciences (4)

Materia Medica 3 is a continuation of the study of materia medica with an emphasis on a different set of botanical families through lecture, lab and experimentation. The plant family structure acts as a mapping for learning nomenclature, energetics, folklore, chemical constituents, medicinal applications, pharmacy, toxicology and safety factors of chosen botanicals. Key actions of the herbs are explored based on several world herbal models, and the science and art of formulating are developed.

Prerequisite: BO4146. Corequisite: BO4151.

BO 4148 - Plant Identification and Horticulture 4 (1)

Plant Identification and Horticulture 4 is a continuation of the study of plant identification and medicinal plant cultivation through the plants' life cycles. This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: BO3126. Corequisite: BO4145.

BO 4149 - Plant Identification and Horticulture 5 (1)

Plant Identification and Horticulture 5 is a continuation of the study of plant identification and medicinal plant cultivation through the plants' life cycles.This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: BO4148. Corequisite: BO4146.

BO 4150 - Herbal Science Research Applications (1)

This is the final course in a series of research and analytical testing methods courses designed for the herbal sciences program. This course allows the application of the knowledge previously gained by giving students the chance to propose a QAQC testing project and to complete it and present the results to their peers.

Prerequisite: BO4121.

BO 4151 - Plant Identification and Horticulture 6 (1)

Plant Identification and Horticulture 6 is a continuation of the study of plant identification and medicinal plant cultivation through the plants' life cycles. This course teaches plant identification and medicinal plant cultivation and is spread over two years so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, climate impact, plant cultivation techniques, herbarium sampling and harvesting are also covered – including propagation of various types, greenhouse techniques, wildcrafting and soil preparation.

Prerequisite: BO4149. Corequisite: BO4147.

BO 4152 - Business and Law for Herbal Sciences (1)

This course covers basic business practices including licensing and business plans as well as the legal requirements pertaining to clinical herbalists and the herbal industry.

Prerequisite: BO4146.

BO 4802 - Herbal Sciences Practicum (2)

This course introduces students to the practical application of herbal knowledge. Possible practicum sites include herbal product manufacturers, growers and wildcrafters, herbal researchers, practitioners, and educators. Evaluation is based on successful completion of hours, self-evaluation, site evaluation of the student and a brief presentation to the cohort.

Prerequisite: BO4146 or permission of department chair.

BO 4809 - Holistic Landscape Design Internship (1)

Within this course, students explore their professional goals through an internship of their choosing. Students work with their advisor to identify appropriate internship sites and further hone their professional skills by working in the field under an approved site supervisor. In class students prepare for and reflect on their internship experience.

BO 4810 - Holistic Landscape Design Practicum (1)

This course provides the opportunity to design and implement a hands-on design project that demonstrates and integrates elements of permaculture design with other tools and concepts gained from the holistic landscape design (HLD) curriculum. Students work in teams to design and develop a practical, sustainable and bountiful permaculture

landscape design that reflects an understanding of the site and the needs of the client. Teams are expected to analyze and assess the site, establish goals and timelines for the project, and create base maps and overlays as well as estimated budgets and expenses. Team design concepts and proposal drawings are presented for instructor feedback.

Prerequisite: BO4133.

BO 6305 - Botanical Medicine Lab (1)

This course teaches students botanical terminology and the basics of pharmacognosy. Students are trained in organoleptic and other assessment tools pertaining to quality of plants and plant products. Students are taken from fresh plant harvest to production and storage of herbal products and learn the variety of medicine-making techniques used in industry as well as in smaller clinic settings.

Prerequisite: BC5156.

BO 6901-6903; 7901-7903; 8901-8903 - Independent Study (variable credit)

A student may contract with a botanical medicine faculty member or approved faculty or professional to do an in-depth study in an area not covered in the Bastyr curriculum, or to participate in a botanical medicine research project. The independent study may include preapproved botanical medicine research projects or studies in traditional herbal medicine

Prerequisite: 6305 and permission of the department chair.

BO 6901-6903; 7901-7903; 8901-8903 - Independent Study (variable credit)

A student may contract with a botanical medicine faculty member or approved faculty or professional to do an in-depth study in an area not covered in the Bastyr curriculum, or to participate in a botanical medicine research project. The independent study may include preapproved botanical medicine research projects or studies in traditional herbal medicine

Prerequisite: BO6305 and permission of the department chair.

BO 7305 - Botanical Medicine Formulation Lab 1 (1)

This lab course follows the initial Integrated Therapeutics series. Students, having been introduced to the majority of the Western herbal medicines, now learn how to formulate and create those medicines for cases structured to match the year-three modules. This course teaches formulation skills and case-based medicine making for musculoskeletal conditions.

Prerequisite: SN6304. Corequisite: NM7342 or permission of chair of Botanical Medicine department.

BO 7306 - Botanical Medicine Formulation Lab 2 (1)

This course is a continuation in the series of advanced botanical medicine formulation and case-based medicine making. This course focuses on the nervous and endocrine system, and mental health conditions.

Prerequisite: BO7305. Corequisite: NM7317, NM7318 and NM7346 .

BO 7307 - Botanical Medicine Formulation Lab 3 (1)

This course is a continuation in the series of advanced botanical medicine formulation and case-based medicine making. This course focuses on the gastrointestinal, cardiac, hematological and respiratory conditions.

Prerequisite: BO7306. Corequisite: NM7337, NM7323 and NM7324 .

BO 7308 - Botanical Medicine Formulation Lab 4 (1)

This course is a continuation in the series of advanced botanical medicine formulation and case-based medicine making. This course focuses on female and male reproductive and urological conditions.

Prerequisite: BO7307. Corequisite: NM7331, NM7343 and NM7344 .

BO 8301 - Botanical Medicine Formulation Lab 5 (1)

This course is a continuation in the series of advanced botanical medicine formulation and case-based medicine making. This course focuses on advanced case topics.

Prerequisite: BO7308. Corequisite: NM8305 .

BO 9100 - Herbal Medicine Making for All (1)

This course is an introduction to herbal medicine making and applications that involve hands on learning in the herbs lab. The class introduces home remedies in the form of tinctures, teas, infused oils, salves, creams, poultices, hydrosols, steams and bath salts.

Prerequisite: None.

BO 9103 - Introduction to Biodynamic Agriculture (2)

This course explores the comprehensive and cosmological methods behind the biodynamic farming movement inspired by Rudolf Steiner. A lab component includes the preparation and use of various biodynamic foliar sprays, compost preparations, and associated practices that contribute to soil health and stimulate plant vitality while enhancing the overall nutritional quality of food crops. An overview of requirements for biodynamic certification and ongoing research demonstrating the ecological benefits of biodynamic agriculture are provided.

Prerequisite: None. Corequisite: NULL.

BO 9104 - Organic Gardening (1)

The goal of this class is to give students the knowledge and skills necessary to design and implement a perennial or annual organic garden. Topics explored include soil fertility, garden cultivation, transplanting and direct seeding, irrigation principles, composting, pest and weed management, soil testing, and social and environmental issues in agriculture.

Prerequisite: None.

BO 9107 - Food and Medicinal Mushrooms (2)

This course teaches beginning mushroom recognition and identification in the woods through mushroom hunting expeditions in St. Edward Park. Class discussions overview the botany, chemistry and pharmacodynamics of key genus and species as well as medicinal actions and applications. Open to the public.

Prerequisite: None.

BO 9112 - Plants in Ceremony: An Exploration of Yourself (2)

This course is a three-day exploration of the state of spirit and soul through plants, as they are incorporated into ceremony and prayer. The class takes each individual and the group into sacred space where the deep level of healing that is needed to do healing work can take place, opening pathways to access that realm for ourselves and for our patients. Plant spirits, drums, rattles, traditional songs, and the use of herbs both internally and externally are all tools for growth and change. This course is only for those individuals who are willing to explore at this level of spirit and soul.

Prerequisite: None.

BO 9115 - Herbs and Ayurvedic Medicine (2)

This course engages the student in a "process-centered" approach to ayurvedic botanical medicine, focusing on therapeutic objectives and herbal actions. The class discusses case strategy and the role of individual ayurvedic herbs, ayurvedic polyherb formulas and herb actions from the ayurvedic perspective. Each section of materia medica includes an ayurvedic overview of the system/function, ayurvedic energetics, A&P review, ayurvedic pathology and herbal properties used in treatment of that system. Open to the public.

Prerequisite: None.

BO 9116 - Cascade Herb Experience (2)

This three-day herbal medicine field course is designed to introduce students to the abundant variety of native plant species in the North Cascades of Central Washington. The weekend includes plant identification, constituents and their effects on the human body, sustainable harvesting methods, and medicine making. The camping experience includes several field sojourns to explore various habitats and ecosystems, processing the plant material into herbal remedies in the campground, and group meals. Student must be able to hike moderate distances at varying terrains and climates, and carry their own equipment. Students are also required to provide their own camping gear. The activity fee covers tent camping fees and food. Transportation is not included; carpooling is encouraged.

Prerequisite: BO3114 or BO6305 or BO9100 or permission of the instructor.

BO 9119 - Clinical Pharmacognosy (2)

This course reviews the secondary metabolites in plants, algae and fungi that are fundamental to their medicinal activities. This information is presented in a clinically relevant manner, as opposed to focusing solely on the chemistry of the compounds. Major classes of constituents including terpenoids, phenylpropanoids, resins, glycosides, alkaloids and saponins are discussed.

Prerequisite: None. Corequisite: SN6303 or BO4146.

BO 9121 - Botanical Studies in Costa Rica (3)

This botanical field course combines herbal medicine, Latin American culture and holistic land stewardship. Over seven days, students explore botanical medicine in the jungle canopy, rivers, mountains and crop lands. The group visits herbal farms, preservation gardens, jungle wilderness and sustainable communities. Students interact with folk herbalists from the abuelo's generation, as well as with world-renowned, modern permaculturists. Students must be able to hike moderate distances at varying terrains and carry their own daypack. Students are responsible for their airfare to Costa Rica and personal expenses. The activity fee covers all meals, accommodations, transportation within Costa Rica, and all group events for the duration of the course. A non-refundable fee will be charged upon registration.

Prerequisite: None.

BO 9127 - Herbal Medicine Throughout Oregon (3)

This is a seven-day field course through Oregon's rich herbal traditions. Time is spent visiting herb farms, herbal production facilities, and a diverse Oregon landscape. Students explore herbal medicine from seed to final product, including plant identification, cultivation, manufacturing processes and clinical applications of medicinal plants. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment. Students are also required to provide their own camping gear. The activity fee covers tent camping fees and meals. Transportation is not included; carpooling is encouraged. A non-refundable deposit is charged upon registration. Open to the public.

Prerequisite: None.

BO 9128 - Plant Identification and Medicinal Field Botany (3)

This course consists of three weekend hiking and camping field trips to three Washington national parks (Olympic National Park, North Cascades National Park, and Mt. Rainier National Park). During these trips, students learn to identify medicinal plants by using dichotomous keys and master the defining characteristics of major native plant families. Medicinal properties, proper doses, ecological and safe harvesting practices, and field medicine making are

discussed and practiced when appropriate. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment. The activity fee covers the cost of round-trip transportation from the Bastyr Kenmore campus to the parks in shared vans, as well as camping/park entrance fees. Students are required to provide their own camping gear (tent sharing with other students is encouraged as space at the sites is limited) as well as their own food.

Prerequisite: College-level biology.

BO 9129 - Island Herb Experience (2)

This three-day course focuses on medicinal and nutritive sea vegetables in their natural habitat, studying plant identification, botany, nutritional qualities, medicinal properties and clinical applications, ecological considerations, harvesting, medicine-making, and culinary arts. Students have the opportunity to gather wild sea plants and prepare numerous nutritional and medicinal specialty items. This class travels to the San Juan Islands for harvesting. Transportation cost (ferry) and seaweed license are not included in the course fee. Carpooling is encouraged. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment.

BO 9302 - Flower Essences (2)

"Disease will never be cured or eradicated by present materialist methods, for the simple reason that disease in its origin is not material." — Dr. Edward Bach, 1931. Flower essences — subtle extracts still made from many of the original plants found in the region of Dr. Bach's home in England — are used to address issues of emotional well-being, soul development and mind-body health. This elective is an introductory course in the origins, nature and therapeutic use of the Bach Flower Remedies. This hybrid course meets the first weekend of the quarter and is completed through online assignments throughout the rest of the quarter.

Prerequisite: None.

BO 9306 - Clinical Formulations and Applications in Botanical Medicine (1)

In this course students learn how to use botanical formulations for specific common clinical conditions. Botanicals are grouped by condition and offer specific formulas and applications that are most effective for specific ailments. Students learn how to mix essential oils and other liquid extracts, which liquid extracts are incompatible, how to use toxic herbs as low-dose formula activators, and how to make formulas taste good!

Prerequisite: BO4145 or SN6300.

BO 9401 - Foundations of Aromatic Medicine (1)

This class creates a dynamic that clearly integrates the uses of essential oils within traditional herbal medicine. In this two-day intensive, the student is guided to understand and utilize the world of aromatic medicine. An understanding of major functional chemistry groups, aldehydes, esters, ketones, monoterpenes alcohols, phenols, etc., and clinical application are included. Materia medica of 11 primary essential oils is studied.

Prerequisite: None.

BO 9405 - Introduction to Gemmotherapy (2)

Open to the public. This course unfolds the principles of gemmotherapy as a phytotherapeutic method of drainage. Included are the preparation, posology and safety issues when using these plant stem cell therapies, as well as the phytochemical analysis of the gemmos. An overview of the 50 primary remedies gives details about each remedy through organ system affinity. Clinical applications are included each week through case study analysis.

Prerequisite: Open to all students interested in the study of gemmotherapy, but class is taught at a clinical level. .

BO 9515 - Autumn Wildcrafting (1)

This field-based course is designed to expand students' working knowledge of medicinal plants, nutrition, and plants' effects on the body systems. The course covers plant identification, sustainable harvesting methods, medicine-making, some physiology, and formulations. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment.

Prerequisite: None.

BO 9516 - Spring Wildcrafting (1)

This field-based course is designed to expand students' working knowledge of medicinal plants, nutrition, and plants' effects on the body systems. The course covers plant identification, sustainable harvesting methods, medicine-making, some physiology, and formulations. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment.

Prerequisite: None.

BO 9535 - New England Botanical Intensive (3)

This course meets on the coast of Maine with expert herbalists from the New England area. Students learn to identify plants that are native to the region as well as traditional uses of the plants. The course explores aspects of the regional native culture to get a historical perspective of the native medicine and the landscape. The experts that meet with the class teach medicine making and lead plant identification walks in the local coastal and mountain areas, including some of the islands in the area. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment, as well as provide their own camping gear. The activity fee covers site fees and meals; students are responsible for their own airfare to and from Maine. A non-refundable deposit is charged upon registration.

Prerequisite: None.

BO 9536 - Winter Wildcrafting (1)

This field-based course is designed to expand students' working knowledge of medicinal plants, nutrition, and plants' effects on the body systems. The course covers plant identification, sustainable harvesting methods, medicine-making, some physiology, and formulations. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment.

Prerequisite: None.

BP: BEHAVIORAL MEDICINE AND PSYCHOLOGY

Arianna Staruch, ND, Interim Dean

BP 5400 - Therapeutic Alliance 1 (1)

This course covers introductory theory and skills focused on the cultivation of the therapeutic relationship, including effective physician qualities, the common factors that facilitate psychological well-being and and the development of attending behaviors in clinical practice. Specific attention is placed on applying these clinical skills across cultural differences, including developing an awareness of one's own unique strengths and biases. Critical ethical issues related to professional practices are explored. Concepts are integrated with naturopathic history, philosophy and professionalism. Lecture is taught in a hybrid-online format.

Prerequisite: Admission into the naturopathic medicine program.

BP 5401 - Therapeutic Alliance 2 (1)

This course covers introductory theory and skills focused on the cultivation of the therapeutic relationship, including effective physician qualities, the common factors that facilitate psychological well-being and the development of attending behaviors in clinical practice. Specific attention is placed on applying these clinical skills across cultural differences, including developing an awareness of one's own unique strengths and biases. Critical ethical issues related to professional practices are explored. Concepts are integrated with naturopathic history, philosophy and professionalism. Lecture is taught in a hybrid-online format.

Prerequisite: BP5400 or permission of the dean or chair of program.

BP 5402 - Fundamentals of Behavioral Medicine (2.5)

This course introduces the basics principles of behavioral medicine as they relate to naturopathic primary care and focuses on the first tier of behavioral medicine - doctor-patient relationship and the medical interview. Fundamental interviewing skills are examined, and multiple specific skills applicable across theoretical orientations are presented, including use of questions, encouraging, paraphrasing, summarizing, confrontation, reflection of feeling, focusing, directives and others. Special attention is given to risk assessment in clinical practice. The course is supplemented with a weekly practicum lab in which students develop basic interviewing skills. Lecture is taught in a hybrid-online format.

Prerequisite: BP5401 or permission of the dean or chair of program.

BP 6200 - Psychopathology (2)

This course trains students to understand the biological and psychosocial origins and influences of psychological conditions and to make judgments regarding which patients are appropriate for the practice of naturopathic medicine primary care. Students learn to clinically assess and diagnose psychological conditions using the DSM criteria. Referral resources and procedures are discussed. Special emphasis is given to the recognition and impact of mental disorders in primary care.

Prerequisite: BP5402 orpermission of the dean or chair of program.

BP 6300 - Behavioral Medicine Theories & Interventions 1 (2.5)

This course focuses on further developing skills related to conducting a medical interview within the naturopathic primary care context, the ability to conceptualize clinical cases, and skills necessary for behavioral medicine treatment and intervention. Empirically supported interventions are given specific attention, the therapeutic stages of change, cognitive behavioral therapies, and mindfulness-based therapies. The course is supplemented with a weekly practicum lab to facilitate experiential learning. Lecture is taught in a hybrid-online format.

Prerequisite: BP6200 or permission of the dean or chair of program.

BP 6301 - Behavioral Medicine Theories & Interventions 2 (2)

This course reviews the theoretical and clinical application of mind-body medicine and its integration into naturopathic case conceptualization, treatment planning and intervention. Several mind-body medicine techniques are introduced and practiced, such as motivational interviewing, mindfulness and mindfulness-based practices, therapeutic exercise/yoga, biofeedback, progressive muscles relaxation, breath work, autogenic training, meditation and guided visualization.

Prerequisite: BP6300 or permission of the dean or chair of program.

BP 7300 - Naturopathic Approaches to Addictions (2)

This course examines the nature and treatment of addictions from a naturopathic perspective, including neurological, biochemical, cognitive, emotional and socio-political factors.

Naturopathic scope of practice in the treatment and management of addictions is identified as well as community referral resources.

Prerequisite: BP6301 or permission of the dean or chair of program.

CH: CHINESE HERBAL MEDICINE

Angela Tseng, DAOM, Interim Department Chair

CH 5901-5903, 6901-6903 - Independent Study (variable credit)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in Chinese herbal medicine of personal interest and value.

Prerequisite: Permission of the dean.

CH 5901-5903, 6901-6903 - Independent Study (variable credit)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in Chinese herbal medicine of personal interest and value.

Prerequisite: Permission of the dean.

CH 6104 - Pharmacology of CHM and Drug Interactions (2)

This course provides an overview of the active constituents found in commonly used Chinese herbs and their potential interactions with pharmaceuticals. It also details the in vitro, in vivo and clinical trial evidence for efficacy.

Prerequisite: BC3104 and BC4125.

CH 6105 - Chinese Herb Preparations (1)

This course provides students with hands-on experience in cooking and preparing Chinese herbal preparations. The course covers various ways to prepare decoctions; preparation of pills, powders and granules; topical applications; and further refinement of moxa-based products.

Prerequisite: CH6423.

CH 6110 - Chinese Herb Dispensary Lab 1 (2)

Two labs are required in the Chinese herbal dispensary at Bastyr Center for Natural Health. These courses provide students with hands-on experience in dispensing Chinese herbal medicinal formulations. This includes the assembly of raw (bulk) herbs, powders or granule formulas from an herbal prescription provided by a clinic supervisor, an herbal student on shift or a licensed acupuncturist. The student selects the correct ingredients, weighs them out, and packages the formula appropriately for dispensing. The course also covers physical identification of herbs, basic sanitation, toxic herbs and safety considerations, and the proper handling of herbs that must be crushed, packaged separately, precooked, or added at the end of the decocting process. The labs can be taken at any time once a student has begun the herbal curriculum. It is recommended that students complete at least one dispensary lab prior to starting Internship II.

Prerequisite: Admission into MSAOM or CCHM program.

CH 6111 - Chinese Herb Dispensary Lab 2 (2)

Two labs are required in the Chinese herbal dispensary at Bastyr Center for Natural Health. These courses provide students with hands-on experience in dispensing Chinese herbal medicinal formulations. This includes the assembly of raw (bulk) herbs, powders or granule formulas from an herbal prescription provided by a clinic supervisor, an herbal student on shift or a licensed acupuncturist. The student selects the correct ingredients, weighs them out, and packages the formula appropriately for dispensing. The course also covers physical identification of herbs, basic sanitation, toxic herbs and safety considerations, and the proper handling of herbs that must be crushed, packaged separately, precooked, or added at the end of the decocting process. The labs can be taken at any time once a student has begun the herbal curriculum. It is recommended that students complete at least one dispensary lab prior to starting Internship II.

Prerequisite: Admission into MSAOM or CCHM program.

CH 6408 - Chinese Herbal Therapeutics 1 (4)

This course provides an introduction to the four-part sequence covering the therapeutic applications of Chinese herbal medicine. It begins with a brief survey of Western biomedical information. Integrated East Asian Medicine diagnostic and treatment procedures are covered including herbal prescription and counseling, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. This first course covers a variety of common internal medicine conditions including respiratory, cardiovascular, gastrointestinal, genitourinary and endocrine conditions.

Prerequisite: CH6431 and CH6432.

CH 6409 - Chinese Herbal Therapeutics 2 (4)

This is the second course in the four-part sequence covering the therapeutic applications of Chinese herbal medicine. It begins with a brief survey of Western biomedical information. Integrated East Asian Medicine diagnostic and treatment procedures are covered including herbal prescription and counseling, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. This second course focuses on gynecology, obstetrics and pediatric diseases.

Prerequisite: CH6431 and CH6432.

CH 6410 - Chinese Herbal Therapeutics 3 (4)

This course is the third in the four-part sequence covering the therapeutic applications of Chinese herbal medicine. It begins with a brief survey of Western biomedical information. Integrated East Asian Medicine diagnostic and treatment procedures are covered including herbal prescription and counseling, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. This third course focuses on eye/ear, nose, throat and dermatology, as well as an overview of sexually transmissible diseases.

Prerequisite: CH6431 and CH6432.

CH 6411 - Chinese Herbal Therapeutics 4 (4)

This is the fourth course in the four-part sequence covering the therapeutic applications of Chinese herbal medicine. It begins with a brief survey of Western biomedical information. Integrated East Asian Medicine diagnostic and treatment procedures are covered including herbal prescription and counseling, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. This course covers traumatology, including acute sports injury, with focus on internal and external applications for pain, burns and trauma.

Prerequisite: CH6431 and CH6432.

CH 6421 - Chinese Materia Medica 1 (4)

This is the first course in a series that includes a comprehensive study of the Chinese material medica. Chinese herbal medicine principles and theory are covered as well as indications, contraindications, cautions and complications according to modern research. Relevant botany concepts are discussed as well as herb authentication, adulterants and contaminants. This first course focuses on herbs that release the exterior, quell fire, cool blood, drain dampness, drain downwards, dispel wind dampness and release food stagnation.

Prerequisite: Admission into MSAOM or CCHM program and completion of first-year curriculum.

CH 6422 - Chinese Materia Medica 2 (4)

This is the second course in a series that includes a comprehensive study of the Chinese material medica. Chinese herbal medicine principles and theory are covered as well as indications, contraindications, cautions and complications according to modern research. Relevant botany concepts are discussed as well as herb authentication, adulterants and contaminants. This second course focuses on herbs that clear heat and relieve toxicity, clear deficient heat, clear summer heat, transform phlegm, relieve coughing and wheezing, regulate qi, promote the movement of qi, invigorate blood, transform congealed blood, stop bleeding and warm the interior/expel cold.

Prerequisite: Admission into MSAOM or CCHM program and CH6421.

CH 6423 - Chinese Materia Medica 3 (4)

This is the third course in a series that includes a comprehensive study of the Chinese material medica. Chinese herbal medicine principles and theory are covered as well as indications, contraindications, cautions and complications according to modern research. Relevant botany concepts are discussed as well as herb authentication, adulterants and contaminants. This third course focuses on herbs that tonify qi, tonify the blood, nourish the yin, tonify the yang, calm the spirit, expel wind, stabilize and bind, open the orifices and expel parasites, and on other substances for external application.

Prerequisite: Admission into MSAOM or CCHM program and CH6422.

CH 6431 - CHM Formulations 1 (4)

This course is part of a two-course series covering the foundation formulas in Chinese herbal medicine. Traditional indications, contraindications, cautions and physiological responses according to modern research are emphasized. Formula structure, common herb pairs, and methods of preparation and administration are also discussed. This first course focuses on the foundation formulas that release the exterior, quell fire, cool blood, drain downwards, drain dampness, dispel wind damp, release food stagnation, clear heat and relieve toxicity, clear summer heat, transform phlegm, relieve cough/wheeze and regulate qi.

Prerequisite: CH6423.

CH 6432 - CHM Formulations 2 (4)

This course is part of a two-course series covering the foundation formulas in Chinese herbal medicine. Traditional indications, contraindications, cautions and physiological responses according to modern research are emphasized. Formula structure, common herb pairs, and methods of preparation and administration are also discussed. This second course focuses on the foundation formulas in Chinese herbal medicine that promote the movement of qi, invigorate the blood, congeal blood and stop bleeding, warm the interior/expel cold, tonify the qi, tonify the blood, nourish yin, tonify yang, calm the spirit, expel wind, stabilize and bind, open orifices, expel parasites, and on other formulas for external applications.

Prerequisite: CH6431.

CH 6803-6804 - Chinese Herbal Medicine Clinic 1-2 (4)

Students enrolled in the MSAOM or CCHM programs must take clinic shifts in Chinese herbal medicine, under the supervision of licensed acupuncturists. These clinic shifts are advanced in-depth assessments of patients. At a minimum, students must be enrolled in the Chinese Herbal Therapeutics course series in order to be eligible for CHM clinic intern status. The focus of this clinic is bulk herb or granule/powdered formulas, either traditional or tailored for the patients. Students apply Eastern and Western diagnostic

procedures in evaluating patients and clinically treat patients through herbal prescription and counseling. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral and collaboration with other health care providers, follow-up care, final review, and functional outcome measurements.

Prerequisite: CH6408.

CH 6805-6806 - Chinese Herbal Medicine Clinic 3-4 (4)

Students enrolled in the MSAOM or CCHM programs must take clinic shifts in Chinese herbal medicine, under the supervision of licensed acupuncturists. These clinic shifts are advanced in-depth assessments of patients. At a minimum, students must be enrolled in the Chinese Herbal Therapeutics course series in order to be eligible for CHM clinic intern status. The focus of this clinic is bulk herb or granule/powdered formulas, either traditional or tailored for the patients. Students apply Eastern and Western diagnostic procedures in evaluating patients and clinically treat patients through herbal prescription and counseling. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral and collaboration with other health care providers, follow-up care, final review, and functional outcome measurements. Students may take the CH6831 and CH6832 CHM Dispensary shifts at any time in the MSAOM or CCHM program.

Prerequisite: CH6803-6804.

CH 6815 - Chinese Herbal Clinic in China (4)

Students in good academic standing are encouraged to apply for advanced studies in China. Currently, Shanghai University of Traditional Chinese Medicine is the main site for Bastyr herbal clinical experiences. For more information and an application, see the AEAM China Studies link on MyBU. The clinic in China is a 4-credit experience to be applied toward MSAOM clinic requirements and/or elective credit. These credits may not be audited.

Prerequisite: Admission into MSAOM or CCHM program.

CH 9503 - Patent Formulas (2)

This course surveys commonly used, commercially available herbal preparations (patent medicines), which are often used as adjunctive therapies in TCM.

Prerequisite: CH6421.

CH 9504 - Herbal Case Study (2)

This course primarily focuses on Chinese herbal medicine for clinical applications. By analyzing complicated clinical conditions, students get a deeper understanding of Chinese medicine herbal theory, differentiation of clinical patterns and the making of proper TCM diagnosis. This course includes discussion of various treatment approaches, including Chinese herbal formulas, herbal modifications to the main herbal formula, clear cooking instructions and dietary recommendations.

Prerequisite: CH6432.

CH 9507 - Case Study in China (2)

This course is part of the AEAM China Experience. Chinese faculty at either, Shangai University of TCM or Chengdu University of TCM provide cases from their hospital for students to consider their assessment, treatment plan including advanced Chinese herbal studies. This course is an elective and may not be audited.

The activity fee covers shared accommodations, transportation within China and three meals per day while in China. Students are responsible for their airfare and personal expenses. A non-refundable deposit is charged upon registration.

Prerequisite: Permission of Dean or Chair.

DI: DIETETIC INTERNSHIP

Debra Boutin, MS, RD, Internship Director

DI 5100 - Introduction to the Practice of Dietetics (1)

This course serves as the program orientation and includes a discussion of professional ethics and standards of practice.

Prerequisite: Dietetic internship major.

DI 5101 - Community Nutrition (1)

This course includes a review of services provided by community and public health dietitians. Lectures and discussions focus on the unique concerns of community and public health nutrition. Evaluation is based on written assignments, participation in seminar discussion, final exam and activities.

Prerequisite: Dietetic internship major.

DI 5103 - Food Service Administration (1)

This course is a review of food service management through lectures and discussions of administrative problem-solving techniques and methods of management, cost control and quality assurance. Evaluation is based on participation in seminar discussion, activities and final exam.

Prerequisite: Dietetic internship major.

DI 5104 - Medical Nutrition Therapy (1)

This course prepares interns for their clinical rotation, emphasizing medical nutrition therapy including enteral and parenteral therapy. Information is presented through lectures, demonstrations, discussion and case studies. Evaluation is based on written assignments, clinical cases and final exam.

Prerequisite: Dietetic internship major.

DI 5801 - Community Practicum (2)

This course is the application of DI5101 through the execution of selected community nutrition planned experiences. Evaluation is based on successful completion of all learning activities.

Prerequisite: Dietetic internship major.

DI 5814 - Food Service Practicum (4)

This course is the application of DI5103 through food service planned experiences. Evaluation is based on successful completion of all learning activities.

Prerequisite: Dietetic internship major.

DI 5820 - Medical Nutrition Therapy Practicum (5)

This course is the application of DI5104 (Medical Nutrition Therapy) through clinical dietetic planned experiences. Evaluation is based on successful completion of all learning activities.

Prerequisite: Acceptance in Dietetic internship .

EX: EXERCISE SCIENCE AND WELLNESS

EX 3105 - Physical Activity and Wellness (2)

Open to the public. This course covers the general principles behind physical activity and how they relate to overall health and wellness. The course provides students with an introduction to the basic fundamentals of exercise and their application in leading a healthier and more physically active lifestyle through the entire lifespan.

Prerequisite: None.

EX 3503 - Orienteering and Navigation (1)

This course introduces students to orienteering - for either recreation or for competitive sport. The course will provide students with instruction and practice in basic and intermediate skills needed to successfully complete events in the region. During the quarter, students may choose to apply these skills in a local orienteering event or complete additional classes to round out their experience.

EX 3511 - Pilates Plus (1)

Pilates is a series of exercises designed to focus on increasing core (abdomen, low back and hips) body strength and flexibility. This course will offer a mixture of Pilates, yoga and calisthenics training which will provide students with the opportunity to learn how to safely and effectively utilize body weight and minimal equipment for strengthening and conditioning.

EX 4100 - Physiology of Exercise (5)

This course explores concepts in the physiology of exercise, including fuel substrate utilization, metabolism, adaptations and responses to different exercise modalities. The class examines the (1) physiology of exercise, (2) physiology of health and fitness and (3) physiology of performance. This course is designed to complement the Exercise Physiology Lab, which emphasizes (1) the factors that limit health and fitness, (2) work tests used to evaluate cardiorespiratory fitness, (3) training methods for fitness, (4) body composition measures, and (5) field and laboratory aerobic and anaerobic fitness tests.

Prerequisite: BC3163 and BC4140 or equivalent and CPR and first aid certification.

EX 4103 - Biomechanics Lecture/Lab (3)

This course provides an introduction to the fundamental principles of human movement, focusing on the anatomical and mechanical concepts of motion. This course has a lab component.

Prerequisite: BC3113 and BC3163.

EX 4105 - Business Principles in Health Promotion (2)

This course is designed to introduce nutrition and exercise science students to business principles within the health professions. The course facilitates a better understanding of the necessary market research involved in the process of developing health-related strategic and business plans.

Prerequisite: Admission into BSN or BSX program.

EX 4107 - Sports Nutrition (5)

This course examines the interaction between nutrition, physical activity and athletic performance. Topics focus on the efficacy of ingesting various macronutrients and bioactive compounds found in foods for enhancing certain types of athletic performance. Nutritional biochemistry of macronutrients and micronutrients including digestion, biological requirements, absorption and metabolism are emphasized. Students who take this course as a requirement may not gain elective credits by taking TR9109, as the content of these two courses is similar.

Prerequisite: BC4140 or permission of the instructor.

EX 4115 - Motor Learning and Development (3)

This course investigates principles of human movement and the acquisition of motor skills, as well as motor and perceptual development throughout the lifespan. Upon successful completion of the course, students are able to trace the path of human perceptual-motor development and to discuss the implications of general principles of motor development for the movement and sport specialist. Attention is given to learning theories, reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills.

Prerequisite: None.

EX 4119 - Principles of Resistance Training (3)

This course includes an introduction to principles and fundamentals of resistance training, including both a theoretical and practical, hands-on component. Students are expected to participate in the resistance training core activity while also covering the basics of muscle physiology, bioenergetics, biomechanics, training principles (modes and methods), training theory and practical considerations as they pertain to resistance training.

Prerequisite: BC3113, BC3163 and EX4115.

EX 4123 - Exercise Prescription and Testing (5)

This course explores the role of exercise in the assessment of functional capacity and in the diagnosis of coronary heart disease. Techniques of exercise stress testing are studied and practiced along with basic electrocardiography. Methods of quantifying energy cost of exercise and the development of exercise prescriptions are emphasized. This course contains a lab component for practical application of these concepts and development of these skills.

Prerequisite: EX4100.

EX 4124 - Exercise Science Laboratory Techniques (2)

This course offers students exposure to and practical hands-on experience with laboratory techniques commonly used in exercise physiology labs and health and fitness settings.

Prerequisite: EX4100.

EX 4133 - Exercise Prescription for Special Populations (2)

This course is designed to expose students to various special populations, pathophysiology and the American College of Sports Medicine exercise recommendations for varying diseases states.

Prerequisite: EX4100. Corequisite: EX4123.

EX 4140 - Community Health Promotion (2)

This course is designed to allow students to explore the theories and concepts of health behavior change and the principles of public health, and to provide students with a platform to create programs and to practice disseminating health and wellness information to adults in community settings.

Prerequisite: None.

EX 4800 - Exercise/Nutrition Practicum (2)

This course provides the opportunity for students to develop practical experience in nutrition and exercise education through presentations and preceptorships. All practicum sites must be approved by the instructor and practicum preceptor by March 15. This course may be taken in any quarter, except summer, during year two if a student is in good academic standing.

Prerequisite: Completion of all year-one courses.

EX 4810 - Internship-Exercise Science and Wellness (12)

This course provides students with practical knowledge in different areas of exercise science and wellness, including (1) physical therapy/sports medicine clinics, (2) hospital cardiac/pulmonary rehabilitation, (3) health and fitness facilities, (4) spa/retreat/wellness centers, or (5) athletic training facilities. Students assume a leadership role and perform administrative tasks under an experienced agency supervisor and faculty sponsor. All internship sites must be approved by the instructor and internship preceptor by March 15. Internship hours can begin in any quarter following junior year with approval of instructor, but may only be registered for during spring quarter of the senior year. See instructor for official policy guidelines.

Prerequisite: A grade of 2.0 or better in all designated courses or approval of exercise science program director. Student must be in good academic standing to pursue internship.

EX 6101 - Physical Activity for Health (3)

This course covers the general principles of physical activity and its impact on wellness, prevention and disease management. The physiology of exercise's impacts on metabolism, immune function, stress management and disease prevention are highlighted. Reputable resources for exercise recommendations are identified. Approaches for supporting a healthier and more physically active lifestyle throughout the life span are offered.

Prerequisite: Admission into MSN for Wellness program.

EX 9100 - Functional Fitness (1)

This course focuses on functional fitness training by engaging in exercises and activities that stimulate core strength and increase cardiovascular conditioning and muscular endurance. The majority of these exercises are performed with an individual's own body weight and gravity as resistance.

Prerequisite: Signed waiver.

HO: HOMEOPATHIC MEDICINE

Arianna Staruch, ND, Interim Dean

HO 6305 - Homeopathy 1 (1.5)

This course is an introduction to the classical theory and practice of homeopathy. The principles, history and method of practice are explored, including the concept of the vital force, use of the repertory, study of homeopathic philosophy (including the concept of miasms), the difference between acute and chronic prescribing, homeopathic pharmacy and an introduction to homeopathic materia medica. The meaning of and dangers of suppression in medicine are discussed. When possible, cases are used to elucidate concepts. Emphasis is placed on the integral relationship of homeopathy to naturopathic practice. Students learn the classic materia medica of at least 19 homeopathic remedies.

Prerequisite: Admission into naturopathic medicine program or permission of dean or chair of program. Corequisite: NM6310 or permission of the dean or associate dean.

HO 6306 - Homeopathy 2 (2)

This course further elucidates homeopathic philosophy, including the application of the vital force to homeopathic prescribing. Homeopathic materia medica, case taking, case analysis and repetorization, and posology are emphasized. Students learn the difference between an acute and a chronic homeopathic case and when and what to treat. Each week students in their assigned groups receive cases to analyze based on concepts and material medica discussed. Students further develop their classical in-depth knowledge of homeopathic polycrest remedies and their important acute and constitutional applications. Students acquire the basic skills of homeopathic case taking and case analysis.

Prerequisite: HO6305 or permission of the dean or associate dean.

HO 6307 - Homeopathy 3 (2)

This course is the third in the required homeopathy series. Students continue to refine skills in materia medica through individual and group-based learning, case discussion and case analysis. Case taking and case analysis are further discussed, and the concepts of potency and prescribing from the perspective of first and return office calls are all introduced. Students demonstrate integration of knowledge through taking one case outside of class to chart and analyze.

Prerequisite: HO6306 or permission of the dean or associate dean.

HO 7300 - Homeopathy 4 (1.5)

This course emphasizes homeopathic materia medica as well as homeopathic case taking and case analysis. The first return office call is discussed in depth, including an analysis of the results of the first prescription. The importance of the vital force, Hering's Law and the application of homeopathic principles in taking, analyzing and following a homeopathic case are emphasized. Each week students prepare cases for class discussion. Students take one homeopathic case outside of class. Materia medica is discussed as it pertains to the systems treatment modules as it is applicable.

Prerequisite: HO6307 or permission of the dean or associate dean. Corequisite: Concurrent with Clinic Shifts.

HO 7301 - Homeopathy 5 (1)

This class is the completion of the skills needed to further the development of homeopathic practice. Homeopathic materia medica is expanded, and the concept of miasmatic prescribing is introduced. The student's case taking, case analysis and repertory skills are expanded. The return office call is emphasized. The importance of following the case, the timing of the homeopathic prescription and repetition of the homeopathic remedy are discussed. Each week students prepare cases for class discussion. Students take one homeopathic case outside of class. As much as possible, materia medica discussed is related to the systems treatment modules in other concurrent courses.

Prerequisite: HO7300 or permission of the dean or associate dean. Corequisite: Concurrent with Clinic Shifts.

HO 9806 - Homeopathy Grand Rounds (0.5)

Each quarter a student is registered for a Homeopathy clinic shift, it is suggested that they register for Homeopathy Grand Rounds. In-depth case analysis, comparative materia medica and patient case management are discussed. Homeopathy Grand Rounds is also optional for those students who have completed HO6300-HO6302 and want to further their knowledge of Homeopathy

Prerequisite: Admission into the MSN program. Corequisite: Concurrent with a Homeopathy clinic shift.

HO 9821-9824 - Homeopathy Specialty Clinic 1-4 Elective (2 credits each)

Students particularly interested in homeopathy may take additional elective clinic shifts in the Homeopathy Specialty Clinic, with permission of the department chair, on a space-available basis.

Prerequisite: Permission of department chair.

IS: INTERDISCIPLINARY STUDIES

Timothy C. Callahan, PhD, Senior Vice President and Provost

The Center for Interdisciplinary Studies offers both required and elective courses in a variety of interdisciplinary subjects. Faculty across all departments are invited to create interdisciplinary courses to enhance integration among various disciplines in the natural health arts and sciences.

IS 9115 - Intestinal Microbiota (3)

This course provides an overview of the contribution of intestinal microbiota to human health. The composition of the gut microbiome, initiation and support of the gut normal flora, interactions with the host and other microbes, microbiota association with health and disease states, and approaches to manipulating the gut ecosystem are explored.

Prerequisite: None.

IS 9513 - Diabetic Complications: Etiology and Treatment (2)

This course provides an overview of diabetes mellitus, a disease characterized by abnormalities in the metabolism of carbohydrate, protein and fat primarily due to abnormal insulin production and utilization. The condition is associated with microvascular, macrovascular and metabolic complications. The pathophysiology, clinical presentation

and management of the acute and chronic complications of diabetes are discussed. The genetic, environmental and behavioral etiologies of insulin resistance in Type 1 and Type 2 diabetes are explored.

Prerequisite: None.

MW: MIDWIFERY

Suzy Myers, LM, CPM, MPH, Department Chair

Please note: All but a select few of the midwifery courses are offered in a hybrid (online/onsite) format only.

MW 3101 - Midwifery Care 1: Intro to Midwifery (3)

This course includes an introduction to the guiding principles, philosophy and values of the Midwives Model of Care™, an introduction to cultural competency, and an overview of the midwife's role throughout the childbearing year. Basic principles of client education and health literacy are covered. The course also includes an introduction to the professional roles, responsibilities and legal issues of midwifery, as well as national and local midwifery organizations.

Prerequisite: None.

MW 3104 - Introduction to Epidemiology for Midwives (3)

This course focuses on developing the skills needed to critically evaluate research relevant to midwifery care. It introduces research methodologies and biostatistics and enables students to apply these concepts to evaluation of the efficacy and safety of midwifery and homebirth, the cost effectiveness of midwifery care, and the value of midwifery research.

Prerequisite: None.

MW 3302 - Midwifery Care Health Assessment (4)

This course includes onsite presentations, discussions and skills practice with the objective of developing the knowledge, skills and abilities for conducting a thorough client medical and social history, performing a complete physical exam, including breast and pelvic exams, and charting.

Prerequisite: Admissions into midwifery program.

MW 3311 - Perinatal Nutrition 1: Pre-Conception and Prenatal (2)

This course addresses nutritional needs during pregnancy, emphasizing how nutrition can assist in the management of common pregnancy-related issues, as well as building maternal and fetal nutrient stores. Students learn assessment, counseling and nutrition-related problem solving for the pregnant client and her family.

Prerequisite: Admissions into midwifery program.

MW 4100 - Genetics and Embryology (2)

This course provides an introduction to human genetics, genetic disorders, and embryological and fetal development, both normal and abnormal, with an emphasis on teaching and supporting clients.

Prerequisite: None.

MW 4102 - Professional Issues Seminar: Midwifery History, Politics and Activism (2)

This course provides an overview of the history of childbirth, medicine and midwifery beginning with the indigenous clients and colonialists in North America, through the 19th and 20th centuries; then focusing on the social movements of the 1960s and 70s that re-awakened the midwifery profession in North America; to the present political climate in which direct-entry midwifery is practiced in the U.S. and Canada.

Prerequisite: None.

MW 4105 - Professional Issues Seminar: Midwifery Legal, Ethical and Professional Framework (2)

This course covers state and provincial midwifery laws, processes for legislative change, quality assurance, professional liability and ethics. Particular emphasis is placed on developing the knowledge and skills necessary to make difficult decisions in today's complex professional and legal environment. The roles and responsibilities of current state, provincial, national and international midwifery organizations are also addressed.

Prerequisite: None.

MW 4107 - Professional Issues Seminar: Social Difference and Implications in Midwifery Practice (2)

This course helps to guide the student through raising awareness of one's own conscious and unconscious beliefs and biases regarding those who are different from oneself, and to gain an understanding of how these beliefs and biases may impact how we see, interact with, and provide competent care for a variety of minority groups in the U.S. and Canada. Students explore some of the societal challenges faced by clients of various cultural groups as they embark on pregnancy, birth, parenthood and care of the newborn.

Prerequisite: MW4108.

MW 4108 - Professional Issues Seminar: Power and Privilege in Midwifery (1.5)

This course provides a foundation for students to understand racism, the way in which it adversely impacts individuals and society, and its specific effects on health and health care. Areas of exploration include power, privilege, social identity and prejudice as well as structural theories of racism. Using a variety of resources and activities, class members reflect on their own biases and experiences; recognize and begin undoing internalized racial oppression; and gain tools to

begin undoing institutional racism, thus becoming more effective health care providers.

Prerequisite: None.

MW 4302 - Midwifery Care 2: Pregnancy and Prenatal Care (4)

This course includes the anatomy and physiology of normal pregnancy and an in-depth study of routine prenatal care procedures. It also includes assessment of each client's individual needs and treatments for common discomforts and problems in pregnancy. Throughout Midwifery Care courses 2-7, students use case management exercises to practice critical thinking and risk assessment skills, apply precepts of evidence-based practice, and work towards acquiring skills as culturally competent providers and an understanding of the midwife as a community health worker.

Prerequisite: MW3101. Corequisite: MW4313 and MW4320.

MW 4303 - Midwifery Care 3: Advanced Pregnancy and Prenatal Care (4)

This course includes information relevant to midwifery care of more complicated aspects of prenatal care including: early pregnancy bleeding, management of the Rh-negative client, anemia, infections, trauma, miscarriage, post-term pregnancy, gestational diabetes, and hypertensive disorders.

Prerequisite: MW4302. Corequisite: MW4314 and MW4322.

MW 4305 - Gynecology (3.5)

This course covers childbearing reproductive anatomy and physiology from menarche through menopause and provides an introduction to childbearing clients' reproductive health concerns including sexuality, fertility, infertility, contraception, unwanted pregnancy and the diagnosis and treatment of common gynecologic problems and reproductive tract infections.

Prerequisite: None.

MW 4307 - Breastfeeding and Lactation Education (2)

This course is designed to give student midwives the ability to educate clients about the benefits of breastfeeding, to prepare clients to breast-feed, to understand the anatomy and physiology involved in breastfeeding, to assist clients with early breastfeeding, to help with common problems and to make appropriate referrals to other care providers for breastfeeding concerns beyond their expertise or scope of practice.

Prerequisite: None.

MW 4310 - Pharmacology and Treatments (1.5)

This course includes foundational information about allopathic medications and immunizations relevant to midwifery practice and the midwife's professional and legal responsibilities related to medication use.

Prerequisite: None.

MW 4313 - Counseling for the Childbearing Year 1 (1)

The first in the Counseling for the Childbearing Year series, this is an introduction designed to develop basic skills needed for client counseling utilizing didactic information, role plays and student presentations.

Prerequisite: MW3301. Corequisite: MW4302 and MW4322.

MW 4314 - Counseling for the Childbearing Year 2 (1)

Continuation of the Counseling for the Childbearing Year series with discussion and skill building related to domestic violence, as well as resources and skills for counseling pregnant clients dealing with substance abuse issues.

Prerequisite: MW4313. Corequisite: MW4303 and MW4322.

MW 4315 - Introduction to CAM Use in Midwifery (2)

This course is an an overview of certain complementary medicines such as homeopathy, Western herbs and traditional Chinese medicine and their use and application in midwifery practice.

Prerequisite: None. Corequisite: MW4310.

MW 4319 - Clinical Skills 1 (1)

This is the first in the Clinical Skills course series, which are all on-site skills labs and workshops, coordinated with Midwifery Care and Counseling course content. The objective of the series is to develop the many skills, both hands-on and teaching, necessary to practice midwifery. Clinical Skills 1 builds on and amplifies some of the key skills first introduced in

Prerequisite: MW3302. Corequisite: MW4302 and MW4313.

MW 4322 - Clinical Skills 2 (1)

Continuation of the Clinical Skills series. Students practice client-informed-choice skills related to perinatal care, as well as learn principles and skills related to intravenous therapy during intrapartum care, and review and practice injections and venipuncture.

Prerequisite: MW4320. Corequisite: MW4303 and MW4314.

MW 4324 - Clinical Skills 3 (1)

Continuation of the Clinical Skills series. Students learn skills needed for intrapartum care: perineal suturing, simulation of cervical exam, rupture of membranes, hand maneuvers for receiving the baby, estimating blood loss and treating postpartum hemorrhage. In addition there will be review and drill of neonatal resuscitation including how to apply those skills in an out of hospital setting.

Prerequisite: MW4322. Corequisite: MW4303.

MW 4331 - Clinical Seminar 1 (1)

Clinical Seminar is a seven-quarter series concurrent with Midwifery Practicum, focusing on the integration of theory and practice. As the course progresses quarter by quarter, both student expectations and complexity of case

management skills increase. Clinical Seminar 1 learning activities focus on building basic skills in charting, phone triage, data collection, continuing education, basic management decisions, risk assessment, and physician consultation and referral.

Prerequisite: MW4302.

MW 4332 - Clinical Seminar 2 (1)

Continuation of the Clinical Seminar series. This quarter further refines students' skills in charting, phone triage and risk assessment with emphasis on appropriate guidelines. Case questions and management problems increase in complexity to mirror students' clinical experience in Midwifery Practicum, continuation of case presentations and phone triage exercises.

Prerequisite: MW4331.

MW 4333 - Clinical Seminar 3 (1)

Continuation of the Clinical Seminar series. In this course students are expected to have refined skills in charting, phone triage and communication with other medical professionals, and in developing an understanding of and skill in making more complex management decisions. Case questions require the student to demonstrate higher-level problem solving and critical thinking skills.

Prerequisite: MW4332.

MW 4810 - Midwifery Practicum (variable to maximum of 8.5)

Credits vary for a maximum total of 8.5 per quarter. Theoretical coursework is complemented by clinical rotations with approved practitioners providing midwifery and related reproductive health care. Must be co-enrolled in the Clinical Seminar series while in Midwifery Practicum, except during the summer quarter.

Prerequisite: Eligibility for Midwifery Practicum as outlined in the Midwifery Practicum Handbook.

MW 5101 - Master's Project 1/Botanical Medicine for Midwifery Care: Choosing a Track (0.5)

This course introduces the student to two options for meeting graduation requirements: the Master's Project track and Botanical Medicine for Midwifery Care track. Both tracks are described and exercises designed to assist the student in making a choice are employed.

Prerequisite: MW3104.

MW 5106 - Survey of Research Methods (2)

This course builds on the Introduction to Epidemiology for Midwives course and gives students a foundation in the types of research methodology that can be applied to answering questions of interest related to the field of midwifery.

Prerequisite: MW3104.

MW 5110 - Master's Project 2 (1.5)

Continuation of the Master's Project series. Students initiate work on their project proposal under the guidance of their committee chair.

Prerequisite: MW5101.

MW 5111 - Master's Project 3 (2)

Continuation of the Master's Project series. Students continue work on their project proposal, form a committee and submit proposal draft(s) to their chair and committee for feedback.

Prerequisite: MW5110.

MW 5112 - Master's Project 4 (2)

Continuation of the Master's Project series. Students complete final proposal and pursue IRB approval if needed.

Prerequisite: MW5111.

MW 5114 - Professional Issues Seminar: Health Care Systems and Health Policy (2)

This course addresses issues in health care organization and financing. Students learn about formal health care systems in the U.S. and Canada as they relate to midwifery practice. In addition, health care policy and health care reform are explored with an emphasis on how midwives can function as effective advocates for improved maternity care policy.

Prerequisite: None.

MW 5121 - Botanicals 1- Foundations (2)

This course is the first of a five-part series in botanical medicine for midwifery care. In this course students develop a foundational understanding of botanical medicine, explore the history of botanical medicine use in childbearing, botanical medicine philosophy, plant nomenclature, herbal actions, plant constituents, botanical medicine dosing, forms of botanical medicines, evaluating and screening botanicals, and herbal safety.

Prerequisite: Successful completion of Year 1 of Midwifery program or by permission of instructor(s).

MW 5122 - Botanicals 2: Postpartum (2)

This course is the second in a five-part series in botanical medicine for midwifery care. In this course, students explore the use of botanical medicines for the postpartum. Topics include herbal safety during the postpartum, botanical strategies for breastfeeding challenges, postpartum mood disorders, postpartum infections, postpartum anemia, perineal healing, newborn concerns, and counseling clients on the use of botanicals during the postpartum.

Prerequisite: MW5121 or by permission of instructor(s).

MW 5123 - Botanicals 3: Pregnancy (2)

This course is the third in a five-part series in botanical medicine for midwifery care. In this course, students learn

about botanical strategies for common discomforts and conditions of pregnancy. Students explore herbal safety during pregnancy, how to educate and counsel clients on botanical use during pregnancy, and holistic botanical formulating.

Prerequisite: MW5122 or by permission of instructor(s).

MW 5124 - Botanicals 4: Labor (1)

This is the fourth in a five-part series in botanical medicine for midwifery care. In this course, students learn about botanical use during labor. Topics include botanical strategies for preparing the body for labor, labor induction, augmentation, and treatment of hemorrhage.

Prerequisite: MW5123 or by permission of instructor(s).

MW 5125 - Botanicals 5: Holistic Gynecologic Health (2)

This is the final course in a five-part series in botanical medicine for midwifery care. This course is designed to deepen students' understanding of botanical medicines for gynecological problems and wellness care. In this course students explore botanical medicine for a healthy menstrual cycle, menstrual problems, endocrine disorders, reproductive organ problems, infertility and sexually transmitted infections. Additional topics include botanical medicine for the nervous system and immune system.

Prerequisite: MW5124 or by permission of instructor(s).

MW 5126 - Botanicals 6: Project (1.5)

This course is designed to build on the foundations of the BMMC courses, as well as Introduction to Epidemiology for Midwives and Research Methods for Midwifery. Students initiate work on a paper, presentation or project reflecting their knowledge and skills regarding botanicals for the midwifery care. Students also take a comprehensive cumulative exam in topics covered throughout their botanical medicine coursework.

Prerequisite: MW5125 or by permission of instructor(s).

MW 5304 - Midwifery Care 4: Labor and Birth (6)

This course includes an in-depth study of midwifery management of all stages of labor, birth, and care of the birthing client and neonate in the immediate postpartum period, with an emphasis on preparing students for out-of-hospital birth practice.

Prerequisite: MW4303. Corequisite: MW4323, MW5315.

MW 5308 - Midwifery Care 5: Postpartum and Newborn Care (5)

This course addresses the roles and responsibilities of the midwife during the postpartum period. It includes a review of breastfeeding, physiological changes and psychosocial adjustments, common newborn procedures, and select newborn problems.

Prerequisite: MW5304. Corequisite: MW5316, MW5324.

MW 5309 - Midwifery Care 6: Challenges in Practice (4)

This course covers a variety of complications the midwife may encounter in clinical practice. Emphasis is on recognition and current thinking about prevention/treatment modalities, including medical as well as complementary and nutritional therapies. In addition to the role of physician consultation and referral, this course addresses controversies within the midwifery community regarding where and how these clinical challenges should be handled.

Prerequisite: MW5308. Corequisite: MW5326.

MW 5315 - Counseling for the Childbearing Year 3 (1.5)

A continuation of the Counseling for the Childbearing Year series, this course complements Midwifery Care 4 and includes information and skills for counseling, supporting and effectively empowering clients through labor who have a history of reproductive loss or who experienced reproductive loss and/or disappointment during pregnancy or birth.

Prerequisite: MW4314. Corequisite: MW4323 and MW5304.

MW 5316 - Counseling for the Childbearing Year 4: Postpartum (1.5)

This last course in Counseling for the Childbearing Year series complements Midwifery Care 5 and includes information and skills needed to assess postpartum emotional adjustments and attachment difficulties and to provide early parenting support and intervention.

Prerequisite: MW5315. Corequisite: MW5308 and MW5324.

MW 5324 - Clinical Skills 4 (0.5)

Continuation of the Clinical Skills series. Students learn newborn exam techniques, newborn screening techniques, assessing and aiding with breastfeeding challenges, and informed choice and teaching appropriate to postpartum care.

Prerequisite: MW4323. Corequisite: MW5308 and MW5316.

MW 5326 - Clinical Skills 5 (1)

This is the last course Clinical Skills series. Using simulation models students learn and practice emergency delivery skills including breech delivery, shoulder dystocia, cord prolapse and unexpected twin delivery.

Prerequisite: MW5324. Corequisite: MW5309.

MW 5334 - Clinical Seminar 4 (1)

Continuation of the Clinical Seminar series. Students participate in a variety of clinical practice skills including: a data collection project, on-going practice in charting and phone triage with emphasis on developing good management decisions consistent with safe practice and midwifery standard of care, case presentations, and complex case questions.

Prerequisite: MW4333.

MW 5810 - Midwifery Practicum (variable to maximum of 7.5)

Credits vary by quarter for a total of 7.5. Theoretical coursework is complemented by clinical rotations with practitioners providing midwifery and related reproductive health care. Must be co-enrolled in the Clinical Seminar series while in Midwifery Practicum, except during the summer quarter.

Prerequisite: MW4810.

MW 6110 - Master's Project 5 (2)

Continuation of Master's Project series. Students initiate work on their final project in consultation with their committee.

Prerequisite: MW5112.

MW 6111 - Master's Project 6 (2)

Continuation of Master's Project series. Students continue work on final project, submitting at least one draft to their committee.

Prerequisite: MW6110.

MW 6112 - Master's Project 7 (1)

Final in Master's Project series. Students submit final project to their committee for approval and prepare presentation to the midwifery and Bastyr community.

Prerequisite: MW6111.

MW 6115 - Professional Issues Seminar: The Business of Midwifery (2.5)

This course includes topics related to establishing a private midwifery practice, including a business plan and budget, and seeking employment opportunities in midwifery or a related field. The course also includes an update on current issues facing the profession of midwifery to prepare students for post-graduation activities.

Prerequisite: None.

MW 6120 - Professional Focus A: Power and Privilege (2)

This course provides a foundation for students to understand power and privilege in personal, professional, institutional and societal systems. Marginalization, discrimination and oppression must be examined and understood from the micro- to macro-levels in order to create just and equitable relationships, institutions and societies. Students in this course examine their own biases and experiences as they explore historical roots of power and privilege, current manifestations of inequity and exclusion, and possibilities for advocacy and positive change for a more equitable and inclusive health care system.

Prerequisite: None.

MW 6121 - Professional Focus B: Utilizing Health Data (2)

Taken concurrently with Research Design, Evaluation and Application 1, students use concepts in the core course to inform their own investigations and critical evaluations of health indicators, metrics and outcomes for families in their own localities.

Prerequisite: None. Corequisite: MW6125.

MW 6122 - Professional Focus C: Programs and Models for MCH Systems (2)

Students examine the maternal-child systems in their own communities and states or provinces. Taken concurrently with Maternal Child Health Systems, each student applies concepts and information learned in the core course. Through needs assessment and program monitoring and evaluation techniques, students envision innovative changes to better meet the needs of underserved consumers, communities or populations

Prerequisite: None. Corequisite: MW6133.

MW 6123 - Professional Focus D: Integrative Culture and Social Justice in MCH Systems (2)

The focus of this course is an exploration of the complexities and relevance of heritage and culture to the rights and needs of health care consumers and the ability of health care systems to be responsive and collaborative. Students investigate the extent and impact of health inequities, diverse perspectives and cultural safety in their own communities as they apply the concepts from the concurrent core course Adult Education, Communication and Learning Principles.

Prerequisite: None. Corequisite: MW6134.

MW 6124 - Professional Focus E: Leadership in Maternal-Child Health (2)

Taken concurrently with Management Principles for Innovation in Maternal-Child Health Systems, students explore the concepts and principles from the core course by examining their own leadership characteristics. In addition, they evaluate the efforts of a maternal-child health leader who has been influential in their community.

Prerequisite: None. Corequisite: MW6135.

MW 6125 - Research Design, Evaluation and Application in MCH Systems 1 (6)

This integrated series of courses introduces students to the principles and methods of both quantitative and qualitative research designs and coordinates with Professional Focus A and B courses. Students learn to analyze the quality of available literature on maternal-infant care processes and health outcomes with a particular focus on the social and political context of data collection and research. They use clinical and health systems research results and epidemiological data to evaluate and promote improvement of health care delivery, considering the social determinants of

health, for childbearing people and infants. Students also examine the principles and challenges of the ethics of human subjects research (including CITI training). This first course in the series focuses on research design, epidemiological data, basic biostatistics and an introduction to bioethics.

Prerequisite: None. Corequisite: MW6120, MW6121.

MW 6126 - Research Design, Evaluation and Application in MCH Systems 2 (3)

This second course in the three-part series allows the student to assess and generate research and data critiques, evaluate "gray literature," and craft literature syntheses and reviews.

Prerequisite: MW6125.

MW 6127 - Research Design, Evaluation and Application in MCH Systems 3 (2)

This third course in the three-part series allows the student to view research through a social justice lens, with a particular focus on bioethics and the dissemination and utilization of research.

Prerequisite: MW6126.

MW 6128 - Independent Project 1: Ideas and Context Review (1)

This course introduces students to the Independent Project, a personalized endeavor tailored to the student's interests and strengths. Each student analyzes an actual or potential maternal-child health problem, issue or goal. During this first quarter each student explores ideas, defines the scope of a project and identifies potential members for the Advisory Committee. Assignments include a preliminary literature and context review to support the introduction/problem statement and development of specific aims for the project.

Prerequisite: None.

MW 6129 - Independent Project 2: Proposal and IRB Application (3)

Students complete a formal proposal for their project, including an introduction, specific aims, literature and context review, methods plan, and a timeline for completion. Projects may be designed as a thesis (quantitative or qualitative research with IRB oversight), a capstone (research evaluation and application), or an internship (organizational assessment and recommendations). Establishing an advisory committee is accomplished early in this quarter.

Prerequisite: MW6128.

MW 6130 - Independent Project 3: Implementation (4)

Students implement their proposed project (thesis, capstone or internship) and analyze their discoveries.

Prerequisite: MW6129.

MW 6131 - Independent Project 4: Finish Implementation, Analysis, Presentation (4)

Completing the independent project is the goal of this course: concluding the implementation phase, analyzing the project, finishing the final report and gaining advisory committee approval. The student presents an oral summary of the project to the Bastyr University community.

Prerequisite: MW6130.

MW 6132 - Independent Project Continuation (0)

Enrollment in this course is required when a student has not yet completed the independent master's project but all program independent project credits have been registered. One credit of tuition is charged per quarter enrolled until completion of project.

Prerequisite: MW6131.

MW 6133 - Maternal-Child Health Systems (4)

This course considers the development of maternal-child health care delivery systems in North America (Canada, U.S. and Mexico). Social and historical contexts are examined, including policy development, regulatory frameworks, financing and education/professionalization of health care practitioners. Recent health care reform efforts in these countries are critically analyzed to identify strengths and limitations in promoting effective solutions for meeting the needs of all childbearing clients and infants. Relevant comparisons with other nations are included to expand the student's view of global efforts in maternal-child health services. This course coordinates with Professional Focus C.

Prerequisite: None. Corequisite: MW6122.

MW 6134 - Adult Education, Communication and Learning Principles (4)

This course offers the student an exploration of the major pedagogies of adult education and discussion of the ways leaders can communicate health information successfully to different groups of stakeholders, as well as an introduction to the theories and strategies for evaluating the effectiveness of one's efforts. Students compare and contrast approaches relevant to collaborating with and educating clients and their families, communities, professional colleagues, students/apprentices and organizations relevant to health care and support during the childbearing and lactation years. This course coordinates with Professional Focus D.

Prerequisite: None. Corequisite: MW6123.

MW 6135 - Management Principles for Innovation in MCH Systems (4)

An examination of the meaning of leadership and the characteristics of effective leaders in a variety of settings are the focus of this course. Understanding formal and informal methods of persuasion, influence and empowerment enables the student to promote innovative change and respectful relationships in communities, organizations, institutions and

legislative/regulatory bodies. Managing human resources in a collaborative model is a foundational perspective woven through the course content. This course coordinates with the Professional Focus E course.

Prerequisite: None. Corequisite: MW6124.

MW 6199 - Master's Project Continuation (0)

Enrollment in this course is required when a student has not yet completed the midwifery master's project but all program master's project credits have been registered. One credit of tuition is charged per quarter enrolled until completion of project.

Prerequisite: MW6112.

MW 6307 - Midwifery Care 7: Synthesis and Application (2)

This course includes discussions and assignments designed to integrate and apply to clinical care the concepts of informed choice, evidence-based practice, and ethical, professional and legal issues, including consultation and referral systems. Students hone critical thinking and risk assessment skills, cultural sensitivity and an understanding of the midwife as a community health worker through case management exercises and panel discussions.

Prerequisite: MW5309.

MW 6335 - Clinical Seminar 5 (1)

Continuation of the Clinical Seminar series. In this course students continue with more complex case questions and presentations, fine-tuning management decisions and skills acquired in Midwifery Practicum, and focusing on the integration of theory and clinical practice.

Prerequisite: MW5334.

MW 6336 - Clinical Seminar 6 (1)

Continuation of the Clinical Seminar series. In this course students continue with case questions reflecting the level of primary midwife under supervision. Students make presentations of their data collection project and continuing education topics.

Prerequisite: MW6335.

MW 6337 - Clinical Seminar 7 (1)

Continuation of the Clinical Seminar series. In this quarter students are assessed for their readiness for entry-level practice, which takes into consideration the progression of their clinical problem-solving skills. Continuation of student presentations of data collection projects and continuing education topics.

Prerequisite: MW6336.

MW 6810 - Midwifery Practicum (variable to maximum of 33.5)

Credits vary by quarter for a total of 33.5. Theoretical coursework is complemented by clinical rotations with practitioners providing midwifery and related reproductive health care. Must be co-enrolled in the Clinical Seminar series while in Midwifery Practicum, except during the summer quarter.

Prerequisite: MW5810.

MW 6899 - Midwifery Practicum Continuation (0)

Enrollment in this course is required when a student has not yet completed the midwifery Midwifery Practicum requirement but all program Midwifery Practicum credits have been registered. One credit of tuition is charged per quarter enrolled until completion of project.

Prerequisite: MW6810 (33.5 credits).

NM: NATUROPATHIC MEDICINE

Arianna Staruch, ND, Interim Dean

NM 5140 - Constitutional Assessment (2)

Students learn to assess constitution from different global medicine perspectives, including the roots of Western medicine, traditional East Asian medicine, homeopathic miasm theory and ayurveda traditions.

Prerequisite: Admission into the naturopathic medicine program.

NM 5141 - Naturopathic Theory and Practice 1 (2)

This module, the first of the Naturopathic Theory and Practice modules, covers topics that are integral to becoming a naturopathic physician, including naturopathic philosophy, history, business and professionalism. Subsequent modules build on these skills.

Prerequisite: Admission into the naturopathic medicine program.

NM 5142 - Naturopathic Theory and Practice 2 (2)

This module continues concepts in naturopathic philosophy, history and professionalism. Students deepen their exploration of the naturopathic principles, the therapeutic order and the determinants of health. Students apply the naturopathic principles to the evaluation and management of clinical cases. Students also begin the application of these principles to their own lives, exploring what healing means to them personally.

Prerequisite: NM5141.

NM 5143 - Naturopathic Theory and Practice 3 (2)

This module addresses naturopathic philosophy, history and professionalism. Students broaden their outlook by examining current issues in public health. This includes different issues that are pertinent to different age groups, ethnicities and societies in the U.S. and abroad. Students discuss/experience how naturopathic philosophy and practice can be used to improve the health and well-being of

these various populations. Students also examine current political movements in public health and the role of naturopathic medicine in these emerging trends.

Prerequisite: NM5142.

NM 5820 - Clinic Observation 1 (1)

This course introduces the student to the clinical experience. Students develop a familiarity with clinic operations and individual roles in delivering naturopathic medicine as part of the patient care team. This course includes 20 hours clinical plus 2 hours didactic.

Prerequisite: Admission into the naturopathic medicine program.

NM 6110 - Naturopathic Theory and Practice 4 (0.5)

This module addresses naturopathic philosophy, professionalism and business.

Prerequisite: NM5143 or permission of the dean or chair of program.

NM 6111 - Naturopathic Theory and Practice 5 (0.5)

This module addresses naturopathic philosophy, professionalism and business.

Prerequisite: NM6110 or permission of the dean or chair of program.

NM 6112 - Naturopathic Theory and Practice 6 (0.5)

This module addresses naturopathic philosophy, professionalism and business.

Prerequisite: NM6111 or permission of the dean or chair of program.

NM 6310 - Naturopathic Clinical Diagnosis 1 (4)

This module is the first in the Naturopathic Clinical Diagnosis series. Students develop clinical diagnosis skills in this module, including discussing signs and symptoms, conducting and interpreting physical exams, and ordering and interpreting laboratory medicine and imaging data to formulate a differential diagnosis. Students also learn how to interview, synthesize and organize patient information into a standard and naturopathic medical history. Students address constitution, the integumentary, hematologic and ear/nose/throat systems.

Prerequisite: Completion of all first-year Basic Science Systems modules. Corequisite: BC6107, NM6315, NM6320.

NM 6311 - Naturopathic Clinical Diagnosis 2 (4)

In this module, students continue to develop clinical diagnosis skills, including discussing signs and symptoms, conducting and interpreting physical exams, and ordering and interpreting laboratory medicine and imaging data to formulate a differential diagnosis. Students learn skills in how to interview, synthesize and organize patient information into a standard and naturopathic medical history. During this quarter, students address the cardiovascular, respiratory and gastrointestinal systems.

Prerequisite: NM6310 or permission of the dean or chair of program. Corequisite: BC6108, NM6316, NM6321.

NM 6312 - Naturopathic Clinical Diagnosis 3 (4)

In this module, students continue to develop clinical diagnosis skills, including discussing signs and symptoms, conducting and interpreting physical exams, and ordering and interpreting laboratory medicine and imaging data to formulate a differential diagnosis. Students learn skills in how to interview, synthesize and organize patient information into a standard and naturopathic medical history. During this quarter, students address the renal, urinary, reproductive, musculoskeletal, nervous and endocrine systems.

Prerequisite: NM6311 or permission of the dean or chair of program. Corequisite: BC6109, NM6317, NM6322.

NM 6315 - Physical Exam Diagnosis Lab 1 (1)

In this lab, students learn how to perform the basic elements of a physical exam on an adult patient. They learn how to recognize, describe and document abnormal findings. In addition, they learn to recognize specific changes in the physical exam as it relates to infants, children, adolescents, pregnancy and geriatrics. During this quarter, they learn how to perform clinically relevant and focused physical exam skills of the head, neck, and integumentary and musculoskeletal systems.

Prerequisite: Completion of all first-year Basic Science Systems modules. Corequisite: NM6310, NM6320.

NM 6316 - Physical Exam Diagnosis Lab 2 (1)

In this lab, students learn how to perform the basic elements of a physical exam on an adult patient. They learn how to recognize, describe and document abnormal findings. In addition, they learn to recognize specific changes in the physical exam as it relates to infants, children, adolescents, pregnancy and geriatrics. During this quarter, they learn how to perform clinically relevant and focused physical exam skills of the cardiovascular, respiratory and gastrointestinal systems.

Prerequisite: NM6315 or permission of the dean or chair of the program. Corequisite: NM6311, NM6321.

NM 6317 - Physical Exam Diagnosis Lab 3 (1)

In this lab, students learn how to perform the basic elements of a physical exam on adult, geriatric and pediatric patients. They learn how to recognize, describe and document abnormal findings. In addition, they learn to recognize specific changes in the physical exam as it relates to infants, children, adolescents, pregnancy and geriatrics. During this quarter, they learn how to perform clinically relevant and focused physical exam skills of the male and female genitourinary, endocrine and nervous systems.

Prerequisite: NM6316 or permission of the dean or chair of program. Corequisite: NM6312, NM6322.

NM 6320 - Clinical Diagnosis Lab 1 (1)

In this lab, students develop laboratory medicine skills that include how to perform phlebotomy, standard spun hematocrits, erythrocyte sedimentation rates and other basic hematologic point of care tests.

Prerequisite: Completion of all first-year Basic Science Systems modules. Corequisite: NM6310 or permission of dean or chair of program, NM6315.

NM 6321 - Clinical Diagnosis Lab 2 (1)

In this lab, students develop laboratory medicine skills related to the cardiovascular, respiratory and gastrointestinal systems. These skills include how to perform an ECG, peak expiratory flow tests, spirometry, fecal occults blood test and other point of care tests related to these systems.

Prerequisite: NM6320 or permission of the dean or chair of department. Corequisite: NM6311, NM6316.

NM 6322 - Clinical Diagnosis Lab 3 (1)

In this lab, students develop laboratory medicine skills related to the renal, male and female reproductive, endocrine, and nervous systems. These skills include how to perform macro and micro urinalysis, semen analysis, vaginal wet mount tests, and other point of care tests related to these systems.

Prerequisite: NM6321 or permission of the dean or chair of the department. Corequisite: NM6312, NM6317.

NM 6325 - Fundamentals of Radiology and Diagnostic Imaging (2)

This course introduces students to the fundamentals of radiology and diagnostic imaging from a primary care perspective in a lecture/hybrid format

Prerequisite: PM6306 or permission of the dean or chair of the department.

NM 6810 - Clinic Observation 2* (2)

Students apply specific skills they have obtained in didactic training into the patient care setting as a supportive member of the clinical team. Students are evaluated throughout the year on basic individual skills that are integral to a naturopathic physician. This course includes 40 hours of clinic time plus 4 hours of didactic time.

Prerequisite: NM5820.

NM 6820 - Clinic Entrance Assessment

The purpose of this assessment is to evaluate students' entry level clinical knowledge, skills and attitudes. The examination helps prepare students for a more active role in their clinical education. Students are tested towards the end of the diagnosis courses, generally spring quarter of second year. The exam is weighted to evaluate subjective and objective information as well as developing skills in patient rapport. Successful completion of Clinic Entrance Assessment is a requirement to proceed to Naturopathic medical student 3 (NMS3).

Prerequisite: NM6810. Corequisite: NM6312.

NM 7111 - Coding and Billing (1)

This module addresses how to apply the proper Current Procedural Terminology (CPT) code for efficient billing of patient visits using the International Statistical Classification of Diseases (ICD-10 system).

Prerequisite: NM6312 . Corequisite: Concurrent with Clinical Rotations.

NM 7113 - Jurisprudence (1)

This course is an overview of the state laws and the regulations as they relate to the practice of naturopathic medicine. This includes licensing, malpractice, patient and physician rights and the mechanisms by which laws are applied and enforced.

Prerequisite: NM6112 . Corequisite: Concurrent with Clinical Rotations.

NM 7142 - Critical Evaluation of the Medical Literature (2)

In this course, students further develop skills needed to locate, critically evaluate and translate biomedical evidence-based literature into clinical practice using core competencies learned in the Fundamentals of Research Design. The course allows students to better understand the treatments their patients receive and the new biomedical research relevant to their profession. Practical application of biomedical decision making is emphasized, with students using their patient experiences to guide their clinically answerable questions on diagnosis and therapeutics.

Prerequisite: BC5142 and SN6102.

NM 7317 - Endocrine System (4.5)

This module includes a discussion of the evaluation and management process of the endocrine system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the endocrine system.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7318 - Nervous System and Mental Health (5)

This module includes a discussion of the evaluation and management process of the nervous system and common mental-health-related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and

standards of care as they relate to the nervous system and common mental health conditions.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7323 - Cardiovascular System (5)

This module includes a discussion of the evaluation and management process of the cardiovascular system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, therapeutic exercise, and standards of care as they relate to the cardiovascular system.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7324 - Respiratory System (3)

This module includes a discussion of the evaluation and management process of the respiratory system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the respiratory system.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7326 - Medical Procedures 1 Lecture/Lab (2)

This module trains students to be able to perform basic medical procedures in their clinical training, including clean technique, universal precautions, intradermal, subcutaneous and intramuscular injections, and procedures for office emergencies. Other topics include nebulizers and inhaled nutrients, and an introduction to venous access devices. This class meets the state of Washington requirements for 16 hours of IV therapy training, including osmolarity calculations. (Note: Other jurisdictions may have additional requirements.) Class includes both lecture and laboratory.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7330 - Healing Systems (1)

This course examines 12 core systems and how illness can be traced to imbalances in these systems. Diagnosis, treatment and patient management are discussed within this context, with a focus on the practical application of naturopathic philosophy when treating patients.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7331 - Renal System (2.5)

This module includes a discussion of the evaluation and management process of the renal system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the renal system.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7332 - Clinical Pharmacology 1 (0.5)

In this course students learn how to prescribe and manage pharmaceuticals for pain and the musculoskeletal systems. Herb/drug, supplement/drug and drug/drug interactions are also discussed.

Prerequisite: NM6312 and SN6304. Corequisite: NM7342.

NM 7333 - Clinical Pharmacology 2 (0.5)

In this course students learn how to prescribe and manage pharmaceuticals for the nervous and endocrine systems and mental health. Herb/drug, supplement/drug and drug/drug interactions are also discussed.

Prerequisite: NM6312 and SN6304. Corequisite: NM7317 and NM7318.

NM 7334 - Clinical Pharmacology 3 (0.5)

In this course students learn how to prescribe and manage pharmaceuticals for the digestive, cardiovascular and respiratory systems. Herb/drug, supplement/drug and drug/drug interactions are also discussed.

Prerequisite: SN6304, NM6312. Corequisite: NM7323, NM7324 and NM7337.

NM 7335 - Clinical Pharmacology 4 (0.5)

In this course students learn how to prescribe and manage pharmaceuticals for EENT and the renal, male and female reproductive systems. Herb/drug, supplement/drug and drug/drug interactions are also discussed.

Prerequisite: SN6304, NM6312. Corequisite: NM7331, NM7343, NM7344 and NM7345.

NM 7337 - Digestive System (4)

This module includes a discussion of the evaluation and management process of the digestive system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the digestive system.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7338 - Environmental Medicine (1.5)

Building on concepts learned in the first year, this module focuses on the health effects of environmental exposures from air, water, food, medication, activities, and work and home environments. The dynamics of toxicant absorption, transport, compartmentalizing, excretion and innate self-

protection are presented. Basic principles of biotransformation are covered, as well as screening patients by history and objective testing. Students learn principles and application of depuration and chelation modalities. Emphasis is placed throughout on providing evidence-based strategies and practice guidelines for environmental risk evaluation and management.

Prerequisite: NM6312 and PM5314. Corequisite: Concurrent with Clinical Rotations.

NM 7342 - Musculoskeletal System and Orthopedics (4)

This module includes a discussion of the evaluation and management process of orthopedic and other musculoskeletal-related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they are related to the musculoskeletal system and how to apply them. Students learn standards of care as they relate to the musculoskeletal system and orthopedics.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7343 - Male Reproductive and Urology (2)

This module includes a discussion of the evaluation and management process of the male reproductive, urologic and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the male reproductive and urology systems.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7344 - Female Reproductive and Urology (4)

This module includes a discussion of the evaluation and management process of the female reproductive, urologic system and other related conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the female reproductive and urology systems.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7345 - Eye, Ear, Nose and Throat (3)

This module includes a discussion of the evaluation and management process of the eyes, ears, nose and throat (EENT). Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to EENT.

Prerequisite: NM6312. Corequisite: Concurrent with Clinic Shifts.

NM 7346 - Maternity and Pediatrics (4.5)

This module includes discussions of the evaluation and management process of medical concepts from normal maternity to pediatrics Students learn evidence-based practices of nutrition, botanical medicine, and standards of care and screening exams as they relate to the various stages of the lifespan and how to apply them. Students learn public health concepts, such as vaccinations.

Prerequisite: NM6312. Corequisite: Concurrent with Clinical Rotations.

NM 7820-7829 - Patient Care Rotations 1-10 (20)

Naturopathic medicine students are required to take 18 general patient care shifts or rotations. Each patient care shift/rotation involves provision of care under the supervision of licensed faculty. The medical skills mastered in this setting include all skills and therapeutics utilized in the provision of primary naturopathic medicine and are performed in the context of naturopathic principles. Each student is evaluated for increasing competence and specific skills as she/he progresses through the clinical education. See also listings for physical medicine Patient Care Shifts (PM7801, PM7802, PM8801 and PM8802).

Prerequisite: Completion of all 6000 level ND required courses.

NM 7901-7903, 8901-8903 - Independent Study (variable credit)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in naturopathic medicine of personal interest and value. Students may devote 1 to 5 of their elective credits to independent study.

Prerequisite: Permission of the dean.

NM 8100 - Advanced Medical Ethics (0.5)

In this module students discuss advanced topics in medical ethics, such as end of life care, advanced directives, health care proxies, DNR (Do Not Resuscitate) orders and other relevant topics.

Prerequisite: NM7113.

NM 8105 - Advanced Business Practices 1 (2)

This module builds on principles that have been introduced throughout the curriculum in Naturopathic Practice modules beginning in year two. Specific topics include business set-up, including all aspects of starting or joining a medical practice. Students create a business plan, learn the legal aspects of

starting and running a business, and identify successful marketing strategies.

Prerequisite: NM7113.

NM 8106 - Advanced Business Practices 2 (0.5)

This module builds on principles that have been introduced throughout the curriculum in Naturopathic Practice modules. Specific topics include the financial skills of running and maintaining a business, including accounting, fee schedules and the legal aspects of working with an attorney.

Prerequisite: NM8105.

NM 8301 - Clinical Pharmacology 5 (0.5)

In this course students learn how to prescribe and manage pharmaceuticals for the integumentary system. Herb/drug, supplement/drug and drug/drug interactions are also discussed.

Prerequisite: NM6312 and SN6304. Corequisite: NM8305 and NM8310.

NM 8305 - Integumentary System (3)

This module includes a discussion of the evaluation and management process of the integumentary system and other related conditions. Students learn how to use diagnostic procedures and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to the integumentary system.

Prerequisite: NM6312 Concurrent with Clinical Rotations.

NM 8310 - Medical Procedures 2 Lecture/Lab (2)

Minor surgical procedures as defined by scope of practice for naturopathic physicians and licensing laws are taught. This lecture course covers common minor surgery office procedures. Topics include suturing techniques; wound, infection and burn management; local anesthetics; bandaging techniques, dermatologic biopsies and the recognition of conditions requiring medical referral for surgical intervention.

Prerequisite: NM7326. Corequisite: NM8305 Concurrent with Clinical Rotations.

NM 8311 - Rheumatologic Disorders (2)

This module focuses on the inflammatory and autoimmune conditions involving the connective tissue, muscles and joints. Students learn evidence-based practices of nutrition, botanical medicine and pharmacology, and standards of care as they relate to rheumatology.

Prerequisite: NM7342 Concurrent with Clinical Rotations.

NM 8316 - Advanced Topics in Public Health (1)

This module incorporates the principles and application of public health into naturopathic clinical decision making and the role of the naturopathic physician in community public health. (Note that some public health competencies are also integrated into year-three systems modules.)

Prerequisite: NM8305 Completion of all naturopathic medicine systems modules.

NM 8317 - Advanced Topics in Geriatric Medicine (2)

This module focuses on the special needs in assessment, diagnosis and treatment to support geriatric patients in maintaining health, independence and quality of life as they age. End of life care is also discussed.

Prerequisite: NM8305 Completion of all naturopathic medicine systems modules.

NM 8318 - Advanced Topics in Clinical Ecology (1)

This module continues the discussion of prevention, diagnosis and treatment of allergies in all its forms. Cause and contribution of food, plant, hydrocarbon and environment are presented. Recognition of signs and symptoms of allergy with focus on foundational treatment is included.

Prerequisite: NM8305 Completion of all naturopathic medicine systems modules .

NM 8319 - Advanced Topics in Oncology (2.5)

This module presents the role of the primary care naturopathic physician involved in the comanagement of patients with cancer. Current knowledge of the causes and mechanisms of the disease are presented. Module includes the standards of care involved in the diagnosis, assessment and management of cancer. There is an overview of the provision of ethical practices and the primary needs of cancer survivors as well as the role of complementary therapeutics including concepts from diet and nutrient therapy.

Prerequisite: NM8305 Completion of all naturopathic medicine systems modules .

NM 8801 - Preceptorship 1 (1)

Students have the opportunity to preceptor with physicians (ND, MD, DO) in practice. A preceptor/outreach coordinator assists students in locating appropriate preceptorship sites.

Prerequisite: Admission into the Naturopathic Medicine program.

NM 8801-8803 - Preceptorship 1-3 (3)

Students have the opportunity to preceptor with physicians (ND, MD, DO) in practice. A preceptor/outreach coordinator assists students in locating appropriate preceptorship sites.

Prerequisite: NM5820.

NM 8802 - Preceptorship 2 (1)

Students have the opportunity to preceptor with physicians (ND, MD, DO) in practice. A preceptor/outreach

coordinator assists students in locating appropriate preceptorship sites.

Prerequisite: NM8801.

NM 8803 - Preceptorship 3 (1)

Students have the opportunity to preceptor with physicians (ND, MD, DO) in practice. A preceptor/outreach coordinator assists students in locating appropriate preceptorship sites.

Prerequisite: NM8802.

NM 8815 - Grand Rounds 1 (1)

This module brings students together with experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. This course also refines students' differential diagnosis, case management and presentation skills.

Prerequisite: NM8305 Completion of all naturopathic medicine modules.

NM 8816 - Grand Rounds 2 (1)

This module brings students together with experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. This course is a series of presentations that bring depth to areas of medical knowledge or practice.

Prerequisite: NM8815.

NM 8817 - Grand Rounds 3 (1)

This module brings students together with experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. This course refines students' differential diagnosis, case management and presentation skills.

Prerequisite: NM8816.

NM 8830-8837 - Patient Care Rotations 11-18 (16)

Naturopathic medicine students are required to take 18 general patient care shifts or rotations. Each patient care shift/rotation involves provision of care under the supervision of licensed faculty. The medical skills mastered in this setting include all skills and therapeutics utilized in the provision of primary naturopathic medicine and are performed in the context of naturopathic principles. Each student is evaluated for increasing competence and specific skills as she/he progresses through the clinical education. See also listings for physical medicine Patient Care Shifts (PM7801, PM7802, PM8801 and PM8802).

Prerequisite: NM7829 PC10 rotation.

NM 8844 - Interim Patient Care (2)

Naturopathic medicine students are required to take 18 general patient care shifts or rotations. Each patient care shift/rotation involves provision of care under the supervision of licensed faculty. The medical skills mastered in this setting include all skills and therapeutics utilized in the provision of primary naturopathic medicine and are performed in the context of naturopathic principles. Each student is evaluated for increasing competence and specific skills as she/he progresses through the clinical education. See also listings for physical medicine Patient Care Shifts (PM7801, PM7802, PM8801 and PM8802).

Prerequisite: NM7820.

NM 8890 - Clinic Exit Assessment

The purpose of this assessment is to evaluate students' accumulated and advanced level of clinical knowledge, skills and attitudes. Students are tested one quarter prior to anticipated graduation. The examination is weighted to evaluate student competence in overall patient assessment and plan, including accurate diagnostic skills, management of in-office emergent conditions, navigating ethical challenges and comprehensive case management with consideration to naturopathic philosophy.
Successful completion of the Clinic Exit Assessment is a requirement for graduation.

Prerequisite: Completion of all Naturopathic Medicine clinical rotations.

NM 9113 - Toxicology and Management of Metals (2)

This class presents evidence-based clinical toxicology of metals, including major metals (lead, mercury, cadmium, aluminum, others), minor metals (uranium, cobalt, thallium, others), and nutrient metals (copper, zinc, iron, others). The course covers understanding and applying clinically relevant kinetics, diagnostic testing, and evidenced-based treatment and management.

Prerequisite: NM7338.

NM 9316 - Advanced Pediatrics (2)

This elective course focuses on clinical pearls and necessary knowledge for the naturopathic physician who will be working with children of all ages. Practical skills, such as vaccine administration, blood collection and exam skills are taught, as well as more advanced pediatric assessment techniques and treatment options.

Prerequisite: NM7346.

NM 9406 - Introduction to Cell Salt Therapy and Clinical Application (1)

This 11-hour course covers the history, material medica and clinical use of cell salts. It includes lecture and case discussions that clarify the use of biochemical cell salts in conjunction with other naturopathic modalities.

Prerequisite: NM5143.

NM 9410 - IV Therapy: Formulation, Compounding and Safety Considerations (2)

This course expands the students' knowledge about the safe use of IV therapy in a primary care setting. The laboratory portion includes additional practice in mixing, starting and administering IVs. This course meets the requirements for IV therapy in California and Hawaii.

Prerequisite: NM7326.

NM 9511 - Mind/Body Medicine (2.5)

This course reviews the theoretical and clinical application of mind-body techniques with emphasis on integration with biofeedback and holistic health care. Not only are a variety of modalities/instrumentation explored and demonstrated (including electromyograph [EMG], electrodermograph [EDG], thermal, heart rate variability and respiration biofeedback), but also several mind-body techniques are introduced (such as breath retraining, progressive muscles relaxation, autogenics, meditation and guided visualization). Students may take advantage of in-class experience with biofeedback monitoring as well as supervised practice in attaching sensors and operating equipment. This course acts to fulfill the classroom requirements necessary to take an Integrated Mind-body Medicine shift at BCNH. With an additional 20 hours of supervised cases, students are eligible to sit for the BCIA certification exam.

Prerequisite: BC5157 or BC3135 or BC5122L and BC5143.

NM 9538 - Standards of Care (2)

This course explores standards of care consensus statements for conventional medicine care of common primary care conditions. Examples of these conditions include diabetes, asthma, heart failure, COPD, osteoporosis and depression. Students are expected to read, interpret and apply these standards to sample test cases.

Prerequisite: NM6212 or NM6312 and NM6322.

NM 9540 - Sleep Health and Disorders (2)

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

Prerequisite: None.

NM 9563 - Naturopathic Fertility Management (2)

Naturopathic medicine provides the ideal tools to assess and treat a couple having trouble conceiving. This course prepares students to confidently assess, diagnose and treat infertility as well as to provide comprehensive preconception care to optimize a mother's and child's health. The course covers the basics of conventional fertility treatment and provides a comprehensive look into the naturopathic treatments that can augment or replace these technologies.

Prerequisite: NM6316 or NM6321 or NM6312.

NM 9583 - Advanced Topics in Gynecology 1 (1)

This class includes advanced discussion in gynecology topics, including several case discussions. There is also a two-hour practicum in this class to review and practice the gynecologic exam and office procedures.

Prerequisite: NM7344.

NM 9584 - Advanced Topics in Gynecology 2 (1)

This class includes advanced discussion in gynecology topics, including several case discussions. There is also a two-hour practicum in this class to review and practice the gynecologic exam and office procedures.

Prerequisite: NM7344.

NM 9585 - Advanced Topics in Gynecology 3 (1)

This class includes advanced discussion in gynecology topics, including several case discussions. There is also a two-hour practicum in this class to review and practice the gynecologic exam and office procedures.

Prerequisite: NM7344.

NM 9801-04 - Patient Care - Elective (2)

Prerequisite: None.

OM: ACUPUNCTURE AND ORIENTAL MEDICINE

Angela Tseng, DAOM, Interim Department Chair

OM 3111 - Survey of Organic and Biochemistry (4)

This survey course examines carbon bonding and the nomenclature and structure of functional groups, such as saturated and unsaturated hydrocarbons, alcohols, phenols, thiols, ethers, aldehydes, ketones, carboxylic acids, amines, and amides. The biochemistry portion focuses on the structure, function, and anabolic and catabolic pathways of carbohydrates, lipids, amino acids, proteins, nucleic acids, and the genetic code.

Prerequisite: General Chemistry (BC2115 or equivalent).

OM 4101 - History of Medicine (2)

This course is a survey of the history of medicine, including cross-cultural perspectives in healing. The course traces the history of medical practice from ayurveda, Hippocrates and Taoism to the development of drug therapy and allopathic medicine. Special attention is placed on issues of cultural diversity in medicine.

Prerequisite: Admission into MSA/MSAOM program.

OM 4109 - Meridians and Points 1 (3)

This is the first course in a series that includes a comprehensive study of acupuncture meridians and points of the human body with reference to traditional Chinese

locations. The traditional indications, contraindications, precautions and physiological responses according to modern research are emphasized. The 12 regular meridian channels and 8 extra meridian channels, 15 collaterals, 365 regular acupoints and extra points are discussed. Labs, lectures and illustrations are coordinated to provide students with hands-on skills and a thorough understanding of points and meridians.

Prerequisite: Admission into MSA/MSAOM program.

OM 4110 - Meridians and Points 2 (3)

This is the second course in a series that includes a comprehensive study of acupuncture meridians and points of the human body with reference to traditional Chinese locations. The traditional indications, contraindications, precautions and physiological responses according to modern research are emphasized. The 12 regular meridian channels and 8 extra meridian channels, 15 collaterals, 365 regular acupoints and extra points are discussed. Labs, lectures and illustrations are coordinated to provide students with hands-on skills and a thorough understanding of points and meridians.

Prerequisite: OM4109.

OM 4111 - Meridians and Points 3 (3)

This is the third course in a series that includes a comprehensive study of acupuncture meridians and points of the human body with reference to traditional Chinese locations. The traditional indications, contraindications, precautions and physiological responses according to modern research are emphasized. The 12 regular meridian channels and 8 extra meridian channels, 15 collaterals, 365 regular acupoints and extra points are discussed. Labs, lectures and illustrations are coordinated to provide students with hands-on skills and a thorough understanding of points and meridians.

Prerequisite: OM4110.

OM 4118 - TCM Fundamentals (4)

This course covers the traditional theories fundamental to the practice of acupuncture and East Asian medicine. Students are introduced to the philosophy, theories of diagnosis, and therapeutic concepts underlying traditional Chinese medicine.

Prerequisite: Admission into MSA/MSAOM program.

OM 4130 - Pharmacology Overview for AOM (4)

Awareness of medications common to Western therapeutics is essential to proper patient assessment and care. In this general overview course, students explore naming, dosing and general mechanisms for the activity and clearance of over-the-counter and prescription medications, as well as various recreational substances. Herbs may be included where appropriate. Actions, therapeutic rationale, benefits, risks and potential interactions are emphasized.

Prerequisite: BC3136 OR BC3163 and OM3111.

OM 4211 - TCM Diagnosis 1 (3)

In the TCM Diagnosis 1 and 2 series students begin the study, analysis and understanding of the tongue and pulse. These courses focus on the understanding and practical skills of TCM diagnosis, applicable to both traditional Chinese herbology and acupuncture. Topics include comprehensive history taking, differentiation of syndromes according to etiology, disease classification by symptom analysis, an in-depth study of the four diagnostic methods and the principles of treatment. Teaching aids, illustrations and case studies are utilized to facilitate learning.

Prerequisite: OM4118 and admission into MSA/MSAOM program.

OM 4212 - TCM Diagnosis 2 (3)

In the second course of the TCM Diagnosis 1 and 2 series students continue the study, analysis and understanding of the tongue and pulse. These courses focus on the understanding and practical skills of TCM diagnosis, applicable to both traditional Chinese herbology and acupuncture. Topics include comprehensive history taking, differentiation of syndromes according to etiology, disease classification by symptom analysis, an in-depth study of the four diagnostic methods and the principles of treatment. Teaching aids, illustrations and case studies are utilized to facilitate learning.

Prerequisite: OM4211.

OM 4221 - TCM Pathology 1 (3)

TCM Pathology 1 and 2 focus on understanding of the TCM empirical model of pathophysiology of health disharmonies according to Zang Fu and channel theories. Through case presentations, students learn to analyze the etiology, signs and symptoms, and patterns that create disease, and treatment plans that facilitate homeostasis.

Prerequisite: OM4118 and admission into MSA/MSAOM program.

OM 4222 - TCM Pathology 2 (3)

TCM Pathology 1 and 2 focus on understanding of the TCM empirical model of pathophysiology of health disharmonies according to Zang Fu and channel theories. Through case presentations, students learn to analyze the etiology, signs and symptoms, and patterns that create disease, and treatment plans that facilitate homeostasis.

Prerequisite: OM4221.

OM 4315 - TCM Bodywork: Tui Na (1)

Tui Na, a form of bodywork, is a therapeutic massage modality that originated in China. Based on the theories of TCM, tui na's effects can be utilized for acute conditions, as well as for constitutional disharmonies. In this course, students are introduced to various manual therapy

techniques, as well as fundamental principles for common therapeutic applications. Both practical and theoretical aspects are emphasized.

Prerequisite: Admission into MSA/MSAOM program.

OM 4406 - Qi Gong (1)

Qigong refers to the building, harnessing and proper directing of qi (energy.) Through proper breathing, exercise and instruction, students experience qigong as a valuable resource for self-healing and building energy.

Prerequisite: Admission into MSA/MSAOM program or permission of the dean.

OM 4413 - TCM Techniques 1 (1.5)

This is the first in a sequence of courses that offers instruction in both the principles and hands-on skills of acupuncture techniques and adjunctive treatment procedures. Considerable emphasis is put on patient safety, competence in clean needle technique, material preparations, equipment maintenance, and safety and precautions. Technical training includes needling, cold and heat therapy including moxibustion, cupping, electro-acupuncture, Gua Sha, bleeding, plum blossom needle, scalp therapy, and physical stimulation of acupoints.

Prerequisite: BC3134, OM4109, OM4118. Corequisite: BC3135 and OM4110.

OM 4800 - Clinic Entry (2)

This course covers clinic requirements, procedures and protocols, as well as clinic philosophy and standards of practice. Case management skills and charting skills prepare students for their clinic experience. Students attend case preview/review sessions where clinic cases are discussed. Special topics include front office procedures, emergency procedures, confidentiality, special needs of different patient groups, dispensary, ethics and coding procedures for current procedural codes including CPT and ICD-9 diagnoses. Familiarity with Bastyr Center for Natural Health from the perspective of the patient and preparation for becoming a clinician are the key aspects of this course.

Prerequisite: Admission into MSA/MSAOM program.

OM 4803 - Clinical Observation 1 (2)

As part of the first stage in clinical training, students are placed at clinic as observers and perform under the supervision of faculty who are licensed acupuncturists. Training occurs at Bastyr Center for Natural Health as well as other community sites. Observation is designed to introduce and train the student in clinical protocol, patient care etiquette, and appropriate interactive skills with supervisors and student clinicians. Completion of the observation experience prepares students to further advance in the clinical training program.

Prerequisite: OM4800.

OM 4804 - Clinical Observation 2 (2)

As part of the first stage in clinical training, students are placed at clinic as observers and perform under the supervision of faculty who are licensed acupuncturists. Training occurs at Bastyr Center for Natural Health as well as other community sites. Observation is designed to introduce and train the student in clinical protocol, patient care etiquette, and appropriate interactive skills with supervisors and student clinicians. Completion of the observation experience prepares students to further advance in the clinical training program.

Prerequisite: OM4803.

OM 4806 - AOM Preceptor Observation (2)

The required preceptorship experience can be done while in observation status or completed during the student clinician phase. Students who choose to complete the preceptorship during the clinician phase are still eligible to start clinic in spring quarter of their second year, which is the traditional entry point into direct patient care. This observation experience is to be completed with a practicing professional either in or outside of Washington state.

Prerequisite: OM4804.

OM 4901-4903 - Independent Studies (variable)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in acupuncture and Oriental medicine of personal interest and value.

Prerequisite: permission of dean.

OM 5813-5815 - AOM Clinic 1-3 (6)

Clinical training progresses through 14 clinical rotations for MSA students, 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors

continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and/or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM5803 and successful completion of Clinic Entry Exam.

OM 5816-5818 - AOM Clinic 4-6 (6)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM5815.

OM 5121 - Medical Chinese 1 (1)

Medical Chinese 1 provides basic training in the Chinese Romanization system (pin yin), which assists students in recognizing Chinese medical concepts in both written and oral form. This is the first course in a four-course series and is the only medical Chinese course required for MSA students.

Prerequisite: Admission into MSA/MSAOM program.

OM 5122 - Medical Chinese 2 (1)

Medical Chinese 2 introduces basic Chinese characters, including the use of radicals. Simple greetings are also covered. This is the second course in a four-course series.

Prerequisite: OM5121 or permission of the dean.

OM 5123 - Medical Chinese 3 (2)

Medical Chinese 3 focuses on introducing herbs with correct pronunciation and visual recognition of characters, introducing TCM clinical terminology, and developing verbal skills to include simple conversational Chinese. This is the third course in a four-course series.

Prerequisite: OM5122 or permission of the dean.

OM 5124 - Medical Chinese 4 (2)

Medical Chinese 4 continues with the study of herbal pronunciation and visual recognition of characters, introducing additional TCM clinical terminology. The course also covers simple grammar and sentence structure and builds verbal skills with simple medical conversation. This is the final course in a four-course series.

Prerequisite: OM5123 or permission of the dean.

OM 5300 - Auricular Therapy (2)

This course introduces the basics of auricular therapy (ear acupuncture) and its use in diagnosis and treatment.

Prerequisite: OM5439.

OM 5303 - Public Health Issues in AOM (3)

This course provides an overview of public and community health and disease prevention. Special topics include epidemiology, communicable diseases, public health alerts, HIV/AIDS, chemical dependency, awareness of at-risk populations and geriatrics. The course blends Western medical theories with acupuncture and East Asian medicine and emphasizes collaboration with other health care professionals in the treatment setting.

Prerequisite: Clinician status in AEAM.

OM 5321 - Survey of Western Clinical Sciences 1 (3)

This is the first course in a three-course sequence that emphasizes the systemic approach to Western pathology and the signs and symptoms that are clinically associated with disease in the various organ systems. Topics include internal medicine, neurology, obstetrics/gynecology, orthopedics, dermatology, ophthalmology, ear, nose, and throat, and urology. Students learn standard physical exam and assessment skills from a Western clinical sciences perspective, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose and throat examinations and functional assessment. Procedures for ordering diagnostic imaging, radiological and laboratory tests, and incorporating the resulting data and reports are also

covered. Primary and secondary care responsibilities are addressed and special emphasis is placed on the recognition of subjective and objective findings that would indicate the necessity for a referral.

Prerequisite: BC3136, BC4105 and admission into MSA/MSAOM program.

OM 5322 - Survey of Western Clinical Sciences 2 (3)

This is the second course in a three-course sequence that emphasizes the systemic approach to Western pathology and the signs and symptoms that are clinically associated with disease in the various organ systems. Topics include internal medicine, neurology, obstetrics/gynecology, orthopedics, dermatology, ophthalmology, ear, nose, and throat, and urology. Students learn standard physical exam and assessment skills from a Western clinical sciences perspective, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose and throat examinations and functional assessment. Procedures for ordering diagnostic imaging, radiological and laboratory tests, and incorporating the resulting data and reports are also covered. Primary and secondary care responsibilities are addressed and special emphasis is placed on the recognition of subjective and objective findings that would indicate the necessity for a referral.

Prerequisite: OM5321.

OM 5324 - Survey of Western Clinical Sciences 3 (3)

This is the third course in a three-course sequence that emphasizes the systemic approach to Western pathology and the signs and symptoms that are clinically associated with disease in the various organ systems. Topics include internal medicine, neurology, obstetrics/gynecology, orthopedics, dermatology, ophthalmology, ear, nose, and throat, and urology. Students learn standard physical exam and assessment skills from a Western clinical sciences perspective, including neuromusculoskeletal, orthopedic, neurological, abdominal, and ear, nose and throat examinations and functional assessment. Procedures for ordering diagnostic imaging, radiological and laboratory tests, and incorporating the resulting data and reports are also covered. Primary and secondary care responsibilities are addressed, and special emphasis is placed on the recognition of subjective and objective findings that would indicate the necessity for a referral.

Prerequisite: OM5322.

OM 5405 - TCM Whole Foods Nutrition (2)

Students learn through lecture, demonstration and practical lab how to recognize and apply a wide variety of foods in a clinical setting to address common patterns of pathology in TCM.

Prerequisite: OM5418 and OM5419.

OM 5414 - Acupuncture Therapeutics 1 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. Also covers the most common disorders seen in the clinical setting.

Prerequisite: OM4212 and OM4222.

OM 5415 - Acupuncture Therapeutics 2 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. This course provides foundational training in orthopedics, traumatology and dermatology. Also covers respiratory disorders.

Prerequisite: OM5414. Corequisite: OM5414.

OM 5416 - Acupuncture Therapeutics 3 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. Acupuncture therapeutics for internal medicine disorders of the gastrointestinal and hepatobiliary systems are covered in this course.

Prerequisite: OM5414.

OM 5417 - Acupuncture Therapeutics 4 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. This course provides foundational training in gynecology, pediatrics and family medicine.

Prerequisite: OM5414.

OM 5418 - Acupuncture Therapeutics 5 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical

nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. Students learn to treat disorders of the cardiovascular system and common psychiatric disorders.

Prerequisite: OM5414.

OM 5419 - Acupuncture Therapeutics 6 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. This course covers the approach to and treatment of eye, ear, nose and throat conditions.

Prerequisite: OM5414.

OM 5432 - TCM Techniques 2 (1.5)

This is the second in a sequence of courses that offers instruction in both the principles and hands-on skills of acupuncture techniques and adjunctive treatment procedures. Considerable emphasis is put on patient safety, competence in clean needle technique, material preparations, equipment maintenance, and safety and precautions. Technical training includes needling, cold and heat therapy including moxibustion, cupping, electro-acupuncture, Gua Sha, bleeding, plum blossom needle, scalp therapy and physical stimulation of acupoints, and ion pumping cords.

Prerequisite: OM4413.

OM 5438 - TCM Advanced Techniques Lab (1)

This course provides additional instruction, review and practice opportunity for all material taught in the TCM Techniques 1-3 series.

Prerequisite: OM5439.

OM 5439 - TCM Techniques 3 (1.5)

This course provides students with advanced acupuncture skills, supervised practice on difficult acupuncture points and the techniques of acupuncture microsystems including scalp therapy.

Prerequisite: OM5432.

OM 5442 - Tai Chi (1)

Tai chi is an important energetic system that utilizes specific movements and exercises designed to harmonize and build one's spirit and body.

Prerequisite: Admission into MSA/MSAOM program or permission of the dean.

OM 5803 - Clinical Observation 3 (2)

As part of the first stage in clinical training, students are placed at clinic as observers and perform under the supervision of faculty who are licensed acupuncturists. Training occurs at Bastyr Center for Natural Health as well as other community sites. Observation is designed to introduce and train the student in clinical protocol, patient care etiquette, and appropriate interactive skills with supervisors and student clinicians. Completion of the observation experience prepares students to further advance in the clinical training program.

Prerequisite: OM4804.

OM 5813-5814 - AOM Clinic 1-2 (4)

Students progress through 14 MSA shifts or 16 MSAOM shifts, which start in the spring of their second year and continue through the remainder of the program. An increasing level of independence is expected of student clinicians as they approach graduation. This is assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience.

Prerequisite: OM5803 and successful completion of Clinic Entry Exam.

OM 5815-5818 - AOM Clinic 3-6 (8)

Students progress through 14 MSA shifts or 16 MSAOM shifts, which start in the spring of their second year and continue through the remainder of the program. An increasing level of independence is expected of student clinicians as they approach graduation. This is assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience.

Prerequisite: OM5814.

OM 5819 - AEAM Interim Clinic (1.5)

The Bastyr Student Clinic is open for one week after the end of three of four quarters during a given calendar year. This week between quarters is called Interim Week. All students must attend 36 hours of Interim Clinic during their clinical training. Interim clinic is parceled into 12 hours of observation and 24 hours of internship clinic.

Prerequisite: OM4800.

OM 5901-5903 - Independent Studies (variable)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in acupuncture and Oriental medicine of personal interest and value.

Prerequisite: permission of dean.

OM 6105 - Jurisprudence/Ethics (1)

Medical ethics, regulatory compliance and jurisprudence are discussed in relationship to patient care and privacy issues.

Prerequisite: OM6827-6829.

OM 6110 - TCM Medical Classics (2)

This course offers a survey of classical acupuncture and East Asian medicine literature including Jin Gui Yao Lue, Wen Bing, Shang Han Lun and Huang Di Nei Jing.

Prerequisite: Admission into MSA/MSAOM program.

OM 6111 - Practice Management 1 (2)

This is the first class of a two-class series. The primary focus is practice growth and development, including formulating and completing a business plan. Topics include establishing and planning a professional office, front office procedures, recordkeeping, fee structures, taxes, accounting, marketing, communication skills and the ability to practice in interdisciplinary medical settings including hospitals.

Prerequisite: OM5815-5818.

OM 6112 - Practice Management 2 (1)

This is the second of a two-class series. This course focuses on additional practice building skills and requirements including city and state licensing, insurance billing and collection, legal consent and privacy disclosures, risk management, and referrals.

Prerequisite: OM6111.

OM 6310 - Case Review (2)

This course runs concurrently with clinic and provides a forum for clinical reasoning and problem solving based on cases seen in the teaching clinic. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are discussed as well as primary and secondary care responsibilities, continuity of care, prognosis and future medical care. Students develop critical thinking and writing skills in relation to clinical cases.

Prerequisite: OM5813.

OM 6314 - Clinical Theater (1)

This course provides an opportunity to observe experienced practitioners conducting patient interviews, constructing treatment plans and applying treatments. The course is designed to assist students with understanding various approaches to medical interviewing, patient care and management.

Prerequisite: OM5813.

OM 6417 - Acupuncture Therapeutics 7 (2)

This course begins with a brief survey of Western biomedical information. Integrated acupuncture and East Asian medicine diagnostic and treatment procedures are covered including acupuncture and adjunctive techniques, medical nutrition and dietary counseling, exercise therapy and lifestyle counseling, and self-care recommendations. There is an overall emphasis on classical applications as they relate to therapeutics. This course covers acupuncture therapeutics of renal and genitourinary systems, plus immune disorders including MS, CFIDS and fibromyalgia.

Prerequisite: OM5414.

OM 6820 - Clinic Entry for China (1)

Required for all students (master's and doctoral) who plan to study in China. This class is designed to prepare AEAM students for their internships in Chengdu or Shanghai. Major topics include: professional hospital conduct in the Chinese hospital, Chinese cultural topics, safety, practical travel tips.

Prerequisite: Prior approval for China study or permission of the dean.

OM 6827-6829 - AOM Clinic 7-9 (6)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM5818.

OM 6830-6832 - AOM Clinic 10-12 (6)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment

procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM6827-6829.

OM 6833-6834 - AOM Clinic 13-14 (4)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM6830-6832.

OM 6835 - AOM Clinic 15 (2)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM6834.

OM 6836 - AOM Clinic 16 (2)

Clinical training progresses through 14 clinical rotations for MSA students or 16 clinical rotations for MSAOM students. Internship starts in the spring quarter of the second year of the program and continues through the remainder of the program. Training occurs at Bastyr Center for Natural Health as well as off-site facilities including hospitals and community clinics that serve special care and seriously ill patients. Under the supervision of faculty who are licensed acupuncturists, students apply Eastern and Western diagnostic and treatment procedures in evaluating and clinically treating patients. Case management includes formation of a working diagnosis, treatment planning, continuity of care, referral, collaboration with other health care providers, follow-up care, final review and functional outcome measurements. An increasing level of independence is expected of student clinicians as they approach graduation. During the first six clinic shifts

students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. During the second six clinic shifts, supervisors have a growing expectation for students to complete the intake, diagnosis and treatment plan for the patient, while the supervisors continue to observe all treatment modalities. Thereafter, while the supervisor is still present, the students are expected to become more independent as they prepare to graduate. All students are assessed through supervisor evaluations and clinical competencies performed by the student clinician throughout the clinical experience. MSAOM students, after having finished the Materia Medica and Herb Formula series, consider and or prescribe, for every patient, Chinese herbal formulas in prepared medicine forms. Note: to graduate all AEAM students must complete 300 separate patient treatments over a minimum of one academic year.

Prerequisite: OM6835.

OM 6901-6903 - Independent Studies (variable)

These courses provide an opportunity for students to study areas of interest that are not included in the regular curriculum. With the aid of a selected resource person/sponsor, the student may explore a field of study in acupuncture and Oriental medicine of personal interest and value.

Prerequisite: permission of dean.

OM 9309 - Introduction to Foot Reflexology Massage (1)

This course introduces the theory and techniques of foot reflexology massage. Foot reflexology uses acupressure reflex points on the soles of the foot and lower leg to stimulate trigger points/meridians to treat disorders, including PMS, stress and fatigue, headache, arthritis, insomnia, depression, digestive disorders, and backache. History of reflexology, preparing herbal foot soaks, reflexology foot massage instruction/practice and walks in Bastyr's reflexology path are also covered.

Prerequisite: None.

OM 9330 - TCM Nutrition Lab 1 (2)

This nutrition/cooking lab focuses on the application of Chinese herbs in Chinese cooking. Students shop for the menu of the day and learn how to choose good quality ingredients. The course covers the use of food and herbs in TCM as they relate to various diseases. One kind of soup and several dishes are made for lunch each session. A fee is assessed to cover the cost of supplies

Prerequisite: None.

OM 9420 - Specialized Approach Acupuncture Therapy: Acu Detox Training (2)

This course provides an overview of the field of chemical dependency treatment and the role of acupuncture and includes an overview of the biochemistry of chemical dependency, outpatient treatment strategies for safely detoxifying and aftercare. This course is the didactic portion of a larger certification program offered by the National Acupuncture Detoxification Association (NADA). Upon completion of this course and additional clinical hours outside of the Bastyr curriculum, students are eligible to work as acupuncturists in chemical dependency treatment facilities after graduation and licensure.

Prerequisite: OM5813 or permission of the dean.

OM 9505 - Introduction to TCM (2)

Open to the public. This introductory course provides an overview of the basic theories, diagnostic methods and principles of traditional Chinese medicine. The course is designed for students enrolled in other programs who are interested in basic principles and practices of acupuncture and Chinese herbal medicine. Students who decide to enroll in the AOM program may apply the two credits earned through this elective towards tuition for the required fundamentals course.

Prerequisite: None.

OM 9569 - Introduction to AOM Oncology (2)

This is an introductory course to the field of oncology in AOM. This course covers both basic Western medical and TCM pathology, diagnosis and treatment for some of the common cancers, treatments for side effects from conventional therapies, and acupuncture and Chinese herbal medicine as complementary cancer care.

Prerequisite: OM5813 Primary student clinician status in AOM programs.

OM 9821-9823 - Clinical Elective (2 each)

Students may take clinical shifts as elective credit by permission of the dean.

Prerequisite: None.

PH: PUBLIC HEALTH

Barbara Goldoftas, PhD, Program Director

PH 5100 - Introduction to Community Health Education (4)

This course provides an overview of the central concepts and practices of community health and wellness education. The core functions and organizational structures of public and private community-oriented health education agencies are introduced and programs focused on educational interventions for the prevention of diseases and injuries and the promotion of wellness are reviewed.

Prerequisite: Admission into master of public health program.

PH 5101 - Health Education: Program Planning and Implementation (5)

In this course students examine health education program planning and implementation with special emphasis on needs assessment, development of programmatic goals and objectives, and designing program content. Students also learn the basics of proposal writing and project budget development.

Prerequisite: PH5100.

PH 5102 - Research Methods in Health Education (3)

Quantitative and qualitative research methods used in the fields of education and the social and health sciences are reviewed, and their application to research in public health and community health education is explored.

Prerequisite: PH5101. Corequisite: PH5130.

PH 5110 - Psychosocial Determinants of Public Health (4)

This course addresses the behavioral and social factors that contribute to the health of individuals and populations. Students examine the biopsychosocial model and application of the model in influencing health behavior.

Prerequisite: Admission into master of public health program.

PH 5111 - Biological Determinants in Public Health (4)

This course provides an overview of the biological factors that contribute to the health of individuals and populations. Students learn to assess the importance of genetics and exposure to toxic or infectious agents as predisposing factors to disease and injury, and conversely, the roles of nutrition and physical exercise in prevention of disease and injury.

Prerequisite: Admission into master of public health program.

PH 5112 - Environmental Determinants of Public Health (4)

This course provides an introduction to environmental factors including physical, chemical and biological agents that affect the health of populations. Students assess the psychosocial and biological factors that affect the susceptibility to injury and disease from exposure to environmental hazards. Students are also introduced to methods for evaluation, prevention or control of common environmental hazards.

Prerequisite: PH5111.

PH 5120 - Seminar in Social Justice and Health 1 (0.5)

This is the first course in a seminar series that requires students to examine health disparities and social justice in health care and health education. Students begin the series by examining the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills required to serve diverse populations as public health practitioners.

Prerequisite: Admission into master of public health program.

PH 5121 - Seminar in Social Justice and Health 2 (0.5)

In this seminar series students examine the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills necessary to serve diverse populations. Students learn to develop and support public health programs and strategies that are consistent with the diverse cultural values and traditions of the communities that they serve.

Prerequisite: PH5120.

PH 5122 - Seminar in Social Justice and Health 3 (0.5)

In this seminar series students examine the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills necessary to serve diverse populations. Students learn to develop and support public health programs and strategies that are consistent with the diverse cultural values and traditions of the communities that they serve.

Prerequisite: PH5121.

PH 5130 - Intermediate Biostatistics 1 (2)

This is the first in a series of two courses in biostatistics with an emphasis on understanding and interpreting the common statistical methods used in health sciences research. Topics discussed include presentation and summarization of data, probability, inferential statistics, methods for comparisons of means and proportions, methods for measurement of association, prediction and multivariate statistical methods.

Prerequisite: Admission into master of public health program or an introductory course in statistics.

PH 5131 - Intermediate Biostatistics 2 (2)

This is the second in a series of two courses in biostatistics with an emphasis on understanding and interpreting the common statistical methods used in health sciences research. Topics discussed include presentation and summarization of data, probability, inferential statistics, methods for comparisons of means and proportions, methods for measurement of association, prediction and multivariate statistical methods.

Prerequisite: PH5130. Corequisite: PH5136.

PH 5135 - Epidemiology 1 (2)

This is the first of two courses that provide an introduction to the study of patterns of injury and disease in human communities and the use of epidemiology in addressing health issues. Students apply the principles of epidemiology to assess scientific, economic, legal and ethical considerations in community health problems. Students also apply the principles of epidemiology to address disease prevention.

Prerequisite: Admission into master of public health program or an introductory course in statistics.

PH 5136 - Epidemiology 2 (2)

This is the second of two courses that provide an introduction to the study of patterns of injury and disease in human communities and the use of epidemiology in addressing health issues. Students apply the principles of epidemiology to assess scientific, economic, legal and ethical considerations in community health problems. Students also apply the principles of epidemiology to address disease prevention.

Prerequisite: PH5135. Corequisite: PH5131.

PH 6101 - Evaluation of Health Education Programs (4)

Students learn the principles and methodologies of program evaluation for public health and community health education programs. Students learn all stages of program evaluation including development of assessment goals, data collection and analyses, and communication of results.

Prerequisite: PH5131 and PH5102.

PH 6102 - Public Health Systems Leadership and Administration (4)

This course provides an introduction to health policy and management. Students examine the organization, delivery and outcomes of health services and public health systems in the United States and address expenses, financing, quality and accessibility of care.

Prerequisite: PH5131, PH5102 and PH5122.

PH 6110 - Seminar in Social Justice and Health 4 (0.5)

In this seminar series students examine the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills necessary to serve diverse populations. Students learn to develop and support public health programs and strategies that are consistent with the diverse cultural values and traditions of the communities that they serve.

Prerequisite: PH5122.

PH 6111 - Seminar in Social Justice and Health 5 (0.5)

In this seminar series students examine the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills necessary to serve diverse populations. Students learn to develop and support public health programs and strategies that are consistent with the diverse cultural values and traditions of the communities that they serve.

Prerequisite: PH6110.

PH 6112 - Seminar in Social Justice and Health 6 (0.5)

In this seminar series students examine the roles of history, power and privilege in producing health disparities. Students work on developing the knowledge, awareness and skills necessary to serve diverse populations. Students learn to develop and support public health programs and strategies that are consistent with the diverse cultural values and traditions of the communities that they serve.

Prerequisite: PH6111.

PH 6800 - Practicum Experience in Public Health (5)

This course requires students to practice skills and knowledge developed through the first year MPH curriculum in a professional setting. Students work with their faculty advisor to identify an approved agency or organization in which they will complete the supervised experience. Evaluation is based on formal feedback from the practicum supervisor and an oral presentation summarizing the experience to the Bastyr community. Grading is AC/PC.

Prerequisite: PH5131, PH5102 and PH5122.

PH 6801 - Public Health Practicum Continuation (0)

Enrollment in the course is required for students who are unable to complete 200 hours of practicum in the quarter in which they are enrolled in the Practicum Experience in Public Health. One credit of tuition is charged for each additional quarter required to complete the practicum requirement.

Prerequisite: PH6800.

PH 6810 - Capstone Project 1 (1)

This is the first in a series of three capstone courses. Students begin to develop a project by examining examples of successful health education programs. Students identify an area of interest and submit a preliminary proposal that includes a needs assessment and the programmatic goals and objectives. Grading is AC/PC.

Prerequisite: PH6800.

PH 6811 - Capstone Project 2 (4)

This is the second in a series of three capstone courses. Students continue to work on a community health education project. They are required to develop the content of a community health education program, propose a strategy for implementation and prepare an evaluation plan. Grading is AC/PC.

Prerequisite: PH6810.

PH 6812 - Capstone Project 3 (4)

This is the final in a series of three capstone courses. Students implement and evaluate their community health program. They submit a written evaluation of the program and present the outcomes and evaluation to the Bastyr community. Grading is AC/PC.

Prerequisite: PH6811.

PH 9500 - Cultural Health Communication (2)

This course explores multicultural issues in health communication and helps the student develop requisite

knowledge and skills for competently serving diverse populations. Multiple dimensions of individual identity, including race, ethnicity, religion, socioeconomic status, gender, disability and sexual orientation are explored in the context of health care and health education communications.

Prerequisite: None.

PH 9501 - Public Health for Aging Populations (2)

This course requires students to identify important public health issues for aging populations and to evaluate potential strategies to address these issues.

Prerequisite: None.

PH 9502 - Designing and Implementing Online Health Education Programs (2)

This course requires students to apply the principles learned in Health Education: Program Planning and Implementation to the online learning environment.

Prerequisite: PH5101.

PH 9503 - Effective Grant Proposals (2)

Students build on the basic proposal writing skills that were developed in Health Education: Program Planning and Implementation to become more effective at writing grant proposals for government agencies, corporations and non-government organizations. Students complete a grant proposal.

Prerequisite: PH5101.

PH 9504 - Current Health Issues and Interventions in the United States (2)

Students investigate relevant public health issues in the United States and evaluate potential solutions. The course includes invited guest lecturers. Requirements include both an oral presentation and a paper.

Prerequisite: PH5136.

PH 9505 - Current Global Health Issues and Interventions (2)

This course requires students to investigate relevant global public health issues and evaluate potential solutions. The course includes invited guest lecturers. Requirements include both an oral presentation and a paper.

Prerequisite: PH5136.

PH 9506 - Public Health Legislative Advocacy (2)

This course focuses on the development of the knowledge and skills required to effectively advocate for solutions to public health problems. The course topics include policy making, communicating with legislators and news media, organizing and campaigning, lobbying, and fundraising.

Prerequisite: PH6102.

PH 9507 - Public Health Research (Variable and Repeatable)

Students work with a faculty mentor on individual or team investigations of current public health problems. The work may involve applying necessary research methodologies, conducting background research, and engaging in study design, data collection, data analysis, interpretation, and paper writing. May be repeated for a maximum of four credits.

Prerequisite: Completion of all first year MPH courses, including PH6800, and permission of the Department Chair or Dean. Corequisite: NULL.

PH 9508 - Internship in Public Health (Variable and Repeatable)

This course provides students with an opportunity to complete an additional practical experience in a public health area other than community health education. Students work at a previously approved site under the direction of an experienced external supervisor and a faculty advisor. Students are required to achieve specific goals, submit a written summary, and present a summary of the experience to the Bastyr community. May be repeated for a maximum of four credits.

Prerequisite: Completion of all first year MPH courses, including PH6800, and permission of the Department Chair or Dean. Corequisite: NULL.

PM: PHYSICAL MEDICINE

Dean E. Neary, ND, Program Chair

PM 5314 - Physical Medicine 1 (1)

This module prepares the naturopathic medical student to understand and employ hydrotherapy techniques in the clinical setting. Lecture topics include history, philosophy, principles of nature cure and physiologic effects, as well as indication, contraindication and application of specific techniques. Concepts from environmental medicine are introduced, including the use of hydrotherapy to support detoxification. Skills lab provides instruction and hands-on training in various general hydrotherapy applications and on special techniques such as constitutional hydrotherapy and colon hydrotherapy.

Prerequisite: BC5151 and SN5100.

PM 5314L - Physical Medicine Lab 1 (1)

Skills lab provides instruction and hands on training in various general hydrotherapy applications and on special techniques such as constitutional hydrotherapy and colon hydrotherapy. Lecture will be taught in a hybrid-online format.

PM 5316 - Physical Medicine 2 (1)

This class prepares the naturopathic medical student to understand and employ electrotherapy techniques in the clinical setting. Lecture topics include history, philosophy and physiologic effects, as well as indication, contraindication and application of specific equipment/techniques.

Prerequisite: PM5314.

PM 5316L - Physical Medicine Lab 2 (0.5)

Skills lab provides instruction and hands-on training using various electrotherapeutic devices such as ultrasound, diathermy, electrical stimulation (NMES), ultraviolet and infrared, and low-level laser therapy (LLLT). Lecture will be taught in a hybrid-online format.

Prerequisite: PM5314L. Corequisite: PM5316.

PM 6305 - Physical Medicine 3 (2)

Students apply their knowledge/skills of observation, anatomical landmarks and palpation to assess the physical structure of a patient's body, and formulate an understanding of the biomechanical basis for movement. Students are instructed on clinical implications and application of therapeutic touch, as well as introduction to select myofascial release techniques.

Prerequisite: PM5316.

PM 6306 - Physical Medicine 4 (3)

Indication, contraindication and application of soft-tissue manipulation techniques are covered in this course, specifically muscle energy technique (MET) for select muscles. Osseous manipulation technique (axial spine) is introduced.

Prerequisite: PM6305.

PM 6310 - Physical Medicine 5 (2)

This course focuses on select techniques for osseous manipulation of the axial spine in uncomplicated cases.

Prerequisite: PM6306.

PM 7309 - Physical Medicine 6 (2)

This course focuses on select techniques for osseous manipulation of the axial spine in more complicated cases. Diagnosis and treatment of sports injuries commonly seen by a general practice naturopathic physician are covered. Methods of fitness testing, exercise description and the use of exercise as therapy are taught.

Prerequisite: PM6310.

PM 7311 - Physical Medicine 7 (2)

This course focuses on select techniques for osseous manipulation of the axial spine in more complicated cases.

Prerequisite: PM7309.

PM 7801-7802 - Physical Medicine 1-2 (4)

Students are required to take four physical medicine shifts during their clinical training. Each physical medicine shift involves faculty-supervised provision of naturopathic physical medicine. Massage, hydrotherapy, physiotherapy, soft tissue manipulation and naturopathic osseous manipulation therapies are the emphasized clinical skills. Students' competency in assessment skills and the application of physical medicine modalities are assessed through their supervisor evaluations. Additionally, students complete sequential clinical competencies throughout their physical medicine clinical experiences.

Prerequisite: Clinic eligibility.

PM 7801-7802, 8801-8802 - Physical Medicine Shifts 1-4 (2 credits each)

Students are required to take four physical medicine shifts during their clinical training. Each physical medicine shift involves faculty-supervised provision of naturopathic physical medicine. Massage, hydrotherapy, physiotherapy, soft tissue manipulation and naturopathic osseous manipulation therapies are the emphasized clinical skills. Students' competency in assessment skills and the application of physical medicine modalities are assessed through their supervisor evaluations. Additionally, students complete sequential clinical competencies throughout their physical medicine clinical experiences.

Prerequisite: Clinic eligibility.

PM 7801-7802 - Physical Medicine Shifts 1-2 (2 credits each)

Students are required to take four physical medicine shifts during their clinical training. Each physical medicine shift involves faculty-supervised provision of naturopathic physical medicine. Massage, hydrotherapy, physiotherapy, soft tissue manipulation and naturopathic osseous manipulation therapies are the emphasized clinical skills. Students' competency in assessment skills and the application of physical medicine modalities are assessed through their supervisor evaluations. Additionally, students complete sequential clinical competencies throughout their physical medicine clinical experiences.

Prerequisite: Clinic eligibility.

PM 8801-8802 - Physical Medicine 3-4 (4)

Students are required to take four physical medicine shifts during their clinical training. Each physical medicine shift involves faculty-supervised provision of naturopathic physical medicine. Massage, hydrotherapy, physiotherapy, soft tissue manipulation and naturopathic osseous manipulation therapies are the emphasized clinical skills. Students' competency in assessment skills and the application of physical medicine modalities are assessed through their supervisor evaluations. Additionally, students complete

sequential clinical competencies throughout their physical medicine clinical experiences.

Prerequisite: Clinic eligibility.

PM 9300 - Massage Intensive (6)

This course is cosponsored with the Bellevue Massage School Center for Healing Arts. Students interested in further information may meet with an advisor evaluator in the registrar's office or with a department program coordinator to discuss the availability of the program and prerequisite requirements. This course cannot be audited. Note: ONLY 3 CREDITS may be used toward ND elective credit.

Prerequisite: For ND students completion of first year courses; all other programs refer to their academic advisors.

PM 9307 - Abdomen 1 Visceral Manipulation (2)

This is a beginning-level course, which covers the fundamentals of visceral manipulation as applied to the liver, gall bladder, stomach, duodenum, jejunoileum and the colon. The training is very precise and true to the body of work and research brought forth by both Dr. Barral and Dr. Gehin. This course cannot be audited.

Prerequisite: Must be registered for at least one clinic shift.

PM 9311 - Intro to Craniosacral Therapy 1 (3)

These courses are designed as an introduction to the theory and practice of craniosacral therapy. The theory is based on the physiological principle that the flow of fluid within the body is important in health, and that structure and function are directly related to one another in health and disease. Methods for evaluation and treatment of the entire body are described, observed and practiced. The student learns a 10-step protocol for therapeutic application. This course cannot be audited.

Prerequisite: BC3136 or BC3163 or BC5124L) and PM5316.

PM 9315 - Craniosacral Therapy 2 (3)

These courses are designed as an introduction to the theory and practice of craniosacral therapy. The theory is based on the physiological principle that the flow of fluid within the body is important in health, and that structure and function are directly related to one another in health and disease. Methods for evaluation and treatment of the entire body are described, observed and practiced. The student learns a 10-step protocol for therapeutic application. This course cannot be audited.

Prerequisite: PM9311.

PM 9401 - Spa "Sanitas per aqua" Medicine in Germany (3)

The Germany spa tour is a unique opportunity to experience and learn about the therapeutic potential of hydrotherapy and associated spa therapies through instruction and experiential learning. By returning to the birthplace of naturopathic medicine, students are immersed in the roots of this foundational therapy as well as instructed in its modern, practical and effective use as a therapeutic modality.

Prerequisite: PM5314 and PM5314L.

PM 9507 - Activator Method Techniques (1.5)

In this course the history and development of the Activator Method are presented with specific focus upon the research that has brought the Activator Method to the forefront in chiropractic technique. The basics of the Activator analysis and adjusting are taught beginning from assessment of the lower extremity and pelvis through the lumbar, thoracic and cervical spine including the upper extremities. Through lecture and hands-on training students receive actual training in the use of AMCT to allow them to begin to implement this technique.

Prerequisite: PM6310 or permission of department chair.

PM 9513 - Nasal Specific Technique (1)

This course covers aspects of cranial position and movement as relates to various cranial dysfunctions (migraine, chronic sinusitis, chronic otitis, etc.) Students practice evaluation, palpation and release of cranial restrictions via the inflation of a finger cot placed in the various nasal meati.

Prerequisite: PM6310.

PM 9522 - Visceral Manipulation 2 (1.5)

The second of a three-part course. The topics for this course include a review of the concepts and principles of visceral manipulation as well as evaluation and manual therapy techniques for the kidneys, spleen, pancreas, greater omentum, peritoneum and gastroesophageal junction. In addition, the class reviews the VM1 organs and adds a few techniques to help students increase their specificity as well as improve their listening skills (liver, stomach, duodenum, gallbladder, jejunoileum, and colon and sphincters).

Prerequisite: PM9307.

PM 9523 - Colon Hydrotherapy Lab (1)

This course is designed to introduce the student to colon hydrotherapy (colonics). The student learns the history/practice of colon hydrotherapy, reviews anatomy and physiology of the digestive system as related to colon hydrotherapy, and reviews indications/contraindications, with hands-on training on both the open and closed systems. Students are involved in the giving and receiving of colonic sessions.

Prerequisite: PM5314 or PM5316.

PM 9550 - Visceral Manipulation 3 Pelvis (2)

This class is the third of a three-part series. Topics for this course include a deeper exploration of the concepts and principles of visceral manipulation as well as evaluation and manual therapy techniques for the following organs/structures: sacrum, coccyx, bladder, uterus, ovaries,

fallopian tubes, prostate, rectum and pelvic plexi. In addition, the class reviews the kidneys and discusses and learns how to treat the ureters and urinary calculi.

Prerequisite: PM9309.

PS: COUNSELING AND HEALTH PSYCHOLOGY

Dave Shen-Miller, PhD., Department Chair

The prerequisite of "senior standing" means that the student has successfully completed a minimum of 45 credits in the Bastyr health psychology program

PS 3114 - Developmental Psychology (4)

This course examines the stages of human psychological development and the corresponding tasks, issues and challenges inherent in each stage. Additionally, the class examines learning styles across the life span and implications for adult learning. Concepts such as modeling, separation anxiety, moral reasoning and gender constancy are considered. The roots and patterns of attachment, early socialization, and sex and gender roles as part of psychosocial and moral development are explored in relation to theorists such as Piaget, Erikson, Bowlby and Kohlberg.

Prerequisite: None.

PS 3123 - Health Psychology 1 (4)

This course serves as an introduction to the study of undergraduate health psychology at Bastyr University. The course provides students with opportunities to improve the skills needed for a successful experience at Bastyr. These skills include the ability to work cooperatively in small groups, the ability to find and use library resources in psychology and related modalities, the ability to critically read and think about research articles, and the ability to use American psychological writing and reference style. This course also introduces students to the biopsychosocial model of health and illness.

Prerequisite: Admission into the health psychology major.

PS 3124 - Health Psychology 2 (4)

This course continues the examination of the biopsychosocial model of health and illness. The impact of psychosocial variables such as social support and coping are covered, and students learn about methods for identifying and changing maladaptive health-related behaviors. The psychological and behavioral components of illnesses such as chronic pain, cancer and heart disease are examined, and students are encouraged to think about their future after finishing the undergraduate program.

Prerequisite: PS3123.

PS 3126 - Psychology of Personality (4)

This course offers an understanding and working knowledge of basic theories of personality, including those of Freud, Adler, Jung, Miller, Rogers, Maslow and Mahler. Assessment inventories such as the MMPI, projective techniques such as the TAT, and taxonomies of personality traits are examined. Students also critically explore coping patterns and mental health as a result of personality differences. The concept of self via humanistic psychology and social learning theory are contrasted with a psychodynamic approach to personality.

Prerequisite: None.

PS 3127 - Foundations of Counseling for Dietitians (3)

This course highlights how the building of a therapeutic relationship with a client is a basic foundation for the delivery of quality care by a dietitian. Particular strategies and interventions are highlighted that will likely prove beneficial for dietitians and clients: establishing good rapport, collaborating for treatment goal setting and pursuing realistic behavior change. Opportunities for practice with these techniques are provided.

Prerequisite: Admission into DPD program or permission of instructor.

PS 3129 - Abnormal Psychology (4)

Open to the public. This course provides an overview and historical background of abnormal behavior, including present-day categories of abnormal behavior, symptomology, etiology and treatment. Historical perspectives related to the current conception of psychopathology as disease are the focus of this course. Subcategories of the pathology model are analyzed, as well as modern classification.

Prerequisite: None.

PS 3131 - Learning, Cognition and Behavior (4)

Open to the public. This course provides an introduction to historical and contemporary behavioral and cognitive theories about how we learn. Topics such as memory, thinking, problem solving, behavior acquisition and extinction, and reinforcement are explored. The course also explores the ways in which information is gathered from the external world, organized and stored in memory.

Prerequisite: None.

PS 3133 - Introduction to Statistics and Epidemiology (4)

Statistical concepts and procedures used in the behavioral sciences are examined. These include probability, distributions, analysis of central tendency and variability, hypothesis testing, and estimation. Parametric and nonparametric theory and tests are addressed, and the application of statistics in behavioral, biomedical and epidemiological research is explored. Experience with the Statistical Package for the Social Sciences (SPSS) is included.

Prerequisite: None.

PS 3134 - Research Methods in Psychology (4)

This course covers the basic scientific methods used in psychological research. Research issues such as formulating hypotheses and operational definitions, validity and reliability are introduced, and descriptive, correlation, experimental and quasi-experimental research designs are discussed.

Prerequisite: Admission into health psychology major.

PS 3136 - Positive Development and Social Advocacy for Infants and Children (3)

This course is designed to increase students' awareness and understanding of child development from conception up until puberty. The class reviews knowledge drawn from major theories, relevant bodies of research and lessons learned from practice settings. Students learn how numerous biological, psychological, emotional, social, and spiritual factors interact to influence child development. Particular attention is given to the powerful influence of families and the bidirectional influences between child and parent. Students also explore how various contextual factors promote or inhibit children's well being, and how child development specialists and other professionals can advocate for the promotion of healthy development in light of these influences.

Prerequisite: PS3114.

PS 3137 - Positive Development and Social Advocacy for Adolescents and Adults (3)

This course begins by introducing students to the rapid period of development that begins with puberty and continues into early adulthood. Students learn about the unique developmental processes that unfold during this part of the lifespan. Next, the class turns its focus toward the physical, cognitive and social changes that occur during the periods of early and middle adulthood. The class emphasizes the numerous contextual factors that influence developmental outcomes for both adolescents and adults, including peers, families, schools and workplace settings, among others. Students become familiar with a variety of advocacy strategies that can be used to support healthy physical, behavioral, emotional and spiritual development during adolescence and adulthood.

Prerequisite: PS3114.

PS 3139 - Spirituality and Health (3)

This course provides an introduction to the Spirituality and Health series by reviewing theoretical and historical perspectives and current thinking on the relationship between psychology, spirituality and health, and the separation of scientific medicine and spirituality. Ideas about spiritual healing and the nature of the soul in healing are explored. Students examine the place of humans in the natural world and consciousness research and use tools such as meditation that focus on the reintegration of mind, body and spirit.

Prerequisite: None.

PS 3145 - Psychology of Sports and Exercise (3)

This is an introduction to sports and exercise behaviors of both individuals and groups. Topics include cognitive and behavioral strategies, personality profiles, performance enhancement approaches, and motivation theory as applied to exercise initiation, adoption and maintenance. Students explore the spectrum ranging from an individual's motivation to initiate and maintain exercise as a lifestyle behavior to the psychological forces that drive sports teams.

Prerequisite: Introductory psychology course.

PS 3147 - Myth Ritual and Health (3)

Open to the public. The role of mythology in culture is examined, and the impact of ritual and initiation on health and human development is explored. Indigenous healing practices and modern healing approaches, as well as the role of illness as a transformative process, are examined.

Prerequisite: None.

PS 3601 - Psychology of Nourishment (3)

In this course the student explores the personal and psychological components of nutrition and nourishment including his/her relationship to food and eating, one's own sources of psychological nourishment and the impact of dietary changes on family dynamics. Students study the role of nourishment as it applies to developmental models. This course contrasts psychosocial stages of development with specific diets and food trends. Lectures are taught in a hybrid format.

Prerequisite: Introductory psychology course.

PS 3615 - Health and Oriental Medicine (3)

Open to the public. This course explores the practice of Oriental medicine and its relationship to Western psychology. Special attention is given to the influences of qigong, Taoist and five-element traditions. Psychological health is examined from an energetic perspective, congruent with Oriental medicine's philosophy of approaching emotional problems as a result of an imbalance. The five-element tradition is explored in the context of maintaining health and wellness and contrasted with traditional Western concepts of balance.

Prerequisite: None.

PS 3901-3903; 4901-4903; 5901-5903; 6901-6903; 7901-7903 - Independent Study (variable credit)

Independent study provides the student an opportunity to study an area of interest in psychology not included in the regular curriculum. Both the topic and the resource person must be approved by the psychology department chair. To begin independent study, the student must have completed 45 credits in psychology.

Prerequisite: Permission of the department chair.

PS 4101 - Social Psychology (4)

Using the perspective of social psychology, this course examines issues such as attitude change, interpersonal attraction and behavior, prejudice, attribution theory, aggression, conformity and inter/intragroup behavior, group process, leadership, and social cognition.

Prerequisite: None.

PS 4102 - Ethical Issues in Psychology (3)

This course provides an introduction to global ethical philosophies and professional ethics in psychology, including practical application of ethical principles as they relate to contemporary psychological and biomedical issues. Topics such as informed consent, professional boundaries, confidentiality, ethics in research and dual relationships are emphasized. Students learn principles of ethical decision making including autonomy and beneficence. Theoretical concepts are applied to personal, professional and global issues through the use of case studies.

Prerequisite: Introductory psychology course.

PS 4104 - Advocacy Skills for Social Justice (3)

This course is designed to increase student awareness and understanding of strategies commonly used to encourage social change and promote social justice. Students review the definition of social advocacy, examine relevant theoretical foundations, and discuss techniques commonly used to advocate on behalf of individuals, groups and families. After reviewing these fundamental concepts, the class focuses on how advocacy techniques can be applied to encourage health and well-being among individuals and families. Throughout the course, students focus on advocacy efforts aimed at change within a variety of social systems including social welfare, health care and justice systems.

Prerequisite: None.

PS 4106 - Multicultural Psychology (3)

This course explores diversity and similarity among human beings. An emphasis is placed on students exploring their own backgrounds and biases to become better equipped at understanding and fighting racism, sexism, and other inequities and bigotries. Topics such as treatment of diversity and diversity impact on health are a focus. Students are expected to contribute personal reactions and evidence attempts at personal growth in multicultural understanding.

Prerequisite: None.

PS 4109 - Human Sexuality (3)

This course is designed to provide an overview of human sexuality. Students increase their knowledge, comfort and personal insight in topics like sex research, sexual anatomy, gender roles, sexual orientation, sexually transmitted infections and sexuality education. This course examines sexuality from personal, historical and cultural perspectives.

Prerequisite: None.

PS 4112 - Creating Wellness (3)

This course explores wellness comprehensively, including study of its physical, mental, emotional, behavioral, social and spiritual dimensions.The class addresses the shifting paradigm of medical models from technocratic to biopsychosocial to holistic and looks at how this shift is affecting traditional areas of study. The focus is on biological-psychological interactions and the mind/body connection — how to stay healthy, how to become resilient and how to create well-being. The emerging field of positive psychology is also discussed.

Prerequisite: None.

PS 4113 - Holistic Interventions in Addictions (2)

This course offers a comprehensive study of approaches to treatment and case management, designed to offer an integrated approach in dealing with individuals who struggle with addictions. Modalities such as acupuncture, use of herbs, and complementary and alternative medical practices for treatment of addictions are explored.

Prerequisite: Introductory psychology course.

PS 4117 - Experimental Psychology (4)

This class focuses on the fundamentals of experimental design in psychology. Special attention is given to formulating hypotheses and operational definitions, data collection, analyses and interpretation. Students select, define and measure appropriate variables. Topics such as sensory and perceptual processes, attention and reaction time, as well as learning and memory, may be explored in the context of laboratory psychology.

Prerequisite: PS3133 and PS3134.

PS 4124 - Biological Psychology (5)

Open to the public. This course provides a comprehensive introduction to the structure and functions of the human nervous system and investigates the biological basis of the senses, emotion and sleep. Topics such as hunger and thirst, sexual behavior, memory, and language may also be explored.

Prerequisite: None.

PS 4126 - Research Proposal (2)

In this course, students write the proposal for their senior research project. They review background literature, formulate hypotheses and operational definitions, and develop study procedures. Applications for Bastyr Institutional Review Board approval for empirical studies are also completed.

Prerequisite: PS3133 and PS3134.

PS 4128 - Research Project (5)

The research project offers students the opportunity to explore a topic within the field of psychology and complete a literature review or empirical study on that topic under the direction of a psychology faculty member. Students present a

hypothesis and methodology for testing and carry out a project. This course is equivalent to a senior thesis.

Prerequisite: PS4126.

PS 4129 - Research Presentation (3)

The purpose of this course is to provide students with the opportunity to develop and deliver a conference-style presentation on the specific research topic they explored in PS4128.

Prerequisite: PS4128.

PS 4131 - Non-profit Administration and Grant Writing (2)

The purpose of this course is to provide students with a basic understanding of effective methods to lead and manage non-profit organizations. Particular emphasis is placed on gaining skills in the areas of strategic planning, working with diverse stakeholders, and managing personnel. In addition, students learn basic financial management skills, including developing budgets, fundraising, and writing and managing grants.

Prerequisite: None.

PS 4133 - Health Policy and Intervention Programs (2)

This course is designed to increase student awareness and understanding of policies and programs intended to promote health and well-being among individuals and families. Students learn about the history of interventions, from early treatment-based approaches, through the transition toward problem prevention, to the current emphasis on promoting positive health outcomes. The class discusses research and theories upon which common treatment, prevention and promotion interventions have been based. In addition, the class discusses some of the many roles that professionals can play when developing, implementing or evaluating health interventions.

Prerequisite: None.

PS 4134 - Positive Development and Social Advocacy for Elders (3)

This course provides students with an understanding of the many changes that occur during late adulthood. Students learn about theories of aging, current research in the field of adult development and gerontology, and coming interventions designed to promote healthy aging and address common problems related to chronic illness among older adults. Particular attention is given to the period of very late adulthood, since the fastest growing segment of our population is over 85 years of age. Given expected increases in demands for services among this group of people, this class reviews common interventions and strategies to advocate on behalf of older adults.

Prerequisite: PS3114.

PS 4149 - Psychology and World Religions (5)

This course examines the central beliefs, traditions and practices of the five major world religions (Christianity, Judaism, Islam, Buddhism and Hinduism) as well as a variety of additional religions. The personal and cultural roles of religion as they relate to wellness and health care are discussed. This course combines in-class discussion with various experiential components.

Prerequisite: None.

PS 4150 - Healing: Self, Society and World (3)

The final course in the Spirituality and Health series integrates information from the previous four courses and helps students extend their knowledge and skills toward community building, environmental and social change, and personal service.

Prerequisite: PS3139, PS3147 and PS4149.

PS 4501 - SPSS Lab (0.5)

The SPSS lab course is designed for those undergraduate psychology students who have already completed an introduction to statistics course but lack training in the use of the Statistical Package for the Social Sciences (SPSS). The course introduces students to the fundamentals of creating data sets, labeling and manipulating variables, and testing hypotheses using various statistical commands in SPSS. Students gain hands-on experience with using SPSS on PC computers. This course is normally scheduled in the same quarter as Introduction to Statistics.

Prerequisite: PS3133.

PS 4610 - Special Topics in Health Care (3)

Contemporary issues in health care as they relate to psychology are explored in this seminar-style course. Topics such as the environment of the health care industry, complementary medicine, the biopsychosocial model of health care and holistic psychological interventions are examined.

Prerequisite: None.

PS 4800 - Practicum in Psychology (1 to 3)

This course provides students with the opportunity for practical experience in a variety of community and research settings related to psychology and health. Practicum experiences are arranged by the student and must be approved by the instructor. A maximum of one practicum experience is allowed per quarter. One credit equals 33 hours of practicum-related work over the course of an academic quarter. Maximum of 2 credits per quarter.

Prerequisite: Satisfactory completion of 30 credits in the BS in psychology program.

PS 4801 - External Practicum/Service Learning 1 (3)

In the first quarter of this two-course sequence, students participate in an experiential learning placement in which

they work on a defined project, typically within the context of a health or human service agency. The exact placement is guided by student interests and availability of community-based mentors willing to provide guidance throughout this applied experience. At least one placement option is dedicated to providing students with opportunities to work directly or indirectly with elders within the context of nursing homes, home- or community-based support programs or advocacy organizations. Students are expected to complete a specific project designed to support the mission of the placement agency and to help the individuals or families served by the agency. During the course of the practicum experience, students should apply their skills in the areas of human development, non-profit management, social interventions, social advocacy and other relevant topics. In the first course in this sequence, students focus on administrative and management activities, and in the second course they focus more on direct program delivery. In both classes, students are assessed based on their contributions to the agency with feedback from their practicum supervisors.

Prerequisite: PS3136, PS3137, PS4134 and PS4101.

PS 4802 - External Practicum / Service Learning 2 (3)

In the second quarter of this two-course sequence, students continue working on their project at the practicum site. The second course in this sequence focuses more on direct program delivery. In this class students are assessed based on their contributions to the agency with feedback from their practicum supervisors.

Prerequisite: PS4801.

PS 5100 - Psychological Foundation: Personality (4)

This course consists of an intensive study and comparison of major theories and perspectives on personality. Characteristic research is reviewed, and methods of personality research and its ramifications for assessment and counseling practice are explored.

Prerequisite: Admission into MACP program.

PS 5101 - Psychological Foundations: Lifespan Development (4)

This course examines the stages of human psychological development from conception to death and the corresponding tasks, issues and challenges inherent in each stage throughout a person's lifespan. The course examines theory in developmental psychology and its application to counseling practice.

Prerequisite: Admission into MACP program.

PS 5102 - Biopsychosocial Approaches and Complementary and Alternative Medicine (4)

This course examines the dynamic interactions of mind, body and spirit and their application to counseling and mental health practice. Particular attention is given to alternative theoretical perspectives to allopathic medical models and the implications for understanding healthy human behavior, as well as the treatment of and response to problematic affective states and problem behavior.

Prerequisite: Admission into MACP program.

PS 5104 - Professional Orientation, Ethics and Law Proseminar (4)

This course explores the ethical and legal issues relevant to the practice of counseling and psychology, including confidentiality, ethical competence, privilege and multiple relationships. Ethical issues concerning private practice, licensing, certification and forensics are covered. Principles of ethical decision making are given specific attention. This course provides students with a broad overview of mental health and is intended to serve as an orientation to professional practice.

Prerequisite: Admission into MACP program.

PS 5105 - Psych Foundations: Multiculturalism, Diversity and Social Justice (4)

This course addresses multicultural issues in the practice of psychology through investigating the fundamental levels of awareness, knowledge and skills necessary to competently serve diverse populations. The multiple dimensions of identity including race, ethnicity, religion, socioeconomic status, gender, disability and sexual orientation are explored in the context of development, assessment and interventions.

Prerequisite: Admission into MACP program.

PS 5106 - Statistics (4)

In this course, statistical procedures such as probability, correlation and regression, analysis of variance, binomial and normal distributions, hypothesis nesting, and estimation are examined within the context of the behavioral sciences. The course covers the application of descriptive and inferential statistics in research and measurement.

Prerequisite: Admission into MACP program.

PS 5108 - Introduction to Health Psychology (3)

This class is a comprehensive introduction to the theory and practice of health psychology, examining the application of psychological theory and research to specific health issues. The strategies of health promotion and disease prevention, as well as the management of chronic and terminal illness, are examined. The course reviews relevant research and considers the implications for counseling practice.

Prerequisite: Admission into MACP program.

PS 5110 - Fundamentals of Counseling: Group Dynamics (3)

This course introduces students to the basic principles of group psychotherapy and includes both an experiential and didactic component. Theories of group development and research issues are also reviewed.

Prerequisite: PS5301 or permission of the instructor.

PS 5111 - Fundamentals of Motivation and Behavior Change (3)

This course is only offered on the California campus. This course introduces students to the biopsychosocial model with an emphasis on behavior change theories as they relate to health promotion, to include the transtheoretical model, social cognition theory, learning theories and the health belief model. Students explore factors that may serve as barriers to behavior and lifestyle change and identify strategies that support motivation, self-efficacy and relapse prevention.

Prerequisite: Admission into MSNW program.

PS 5113 - Theories of Counseling and Psychotherapy (3)

This course covers the major theoretical approaches to counseling and psychotherapy, including psychoanalysis, cognitive-behavioral therapy, client-centered, gestalt and solution-focused. Case studies, role plays, student-led discussion groups and videos supplement readings and lecture.

Prerequisite: PS5301.

PS 5115 - Fundamentals of Counseling: Systems, Families, Couples (4)

This course covers an overview of the development of the field of family therapy and an introduction to the theory and practice of the major "schools." Additional issues to be covered include medical family therapy, critiques of the major models, and culturally sensitive assessment and treatment with diverse families. Case studies, role playing and videos supplement readings and lecture

Prerequisite: Admission into the MSN/CHP program or permission of the instructor.

PS 5126 - Lifespan Development (4.5)

This course examines the stages of human psychological development from conception to death and the corresponding tasks, issues and challenges inherent in each stage throughout a person's lifespan. The course examines theory in developmental psychology and its application to counseling practice.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5127 - Professional Orientation, Ethical and Law Proseminar (4.5)

This course explores the ethical and legal issues relevant to the practice of counseling and psychology including confidentiality, ethical competence, privilege and multiple relationships. Ethical issues concerning private practice, licensing, certification and forensics is covered. Principles of ethical decision making are given specific attention. This course provides students with a broad overview of mental health and is intended to serve as an orientation to professional practice. Entry into the counseling profession with application to counseling practicum is also emphasized, as are online representation and informed consent.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5128 - Multiculturalism, Diversity and Social Justice (4.5)

This course addresses multicultural issues in the practice of psychology through investigating the fundamental levels of awareness, knowledge and skills necessary to competently serve diverse populations. The multiple dimensions of identity, including race, ethnicity, religion, socioeconomic status, gender, disability, and sexual orientation are explored in the context of development, assessment and interventions.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5202 - Psychopathology and Biomedical Conditiions (3)

This course examines the classification, diagnosis and associated symptomatology, etiology and treatment of mental disorders. Alternative models and various historical perspectives for understanding abnormal behavior are covered. Students learn to effectively apply and critique the Diagnostic and Statistical Manual of the American Psychiatric Association.

Prerequisite: Admission into graduate studies. Corequisite: PS6315 for MSN/CHP only.

PS 5205 - Patient Communications (3)

This course covers the fundamentals of counseling, including essential counselor characteristics, basic communication and interview skills, the establishment of a therapeutic/wellness alliance, proficiency in stimulating health and nourishment, and suicide assessment and referral

Prerequisite: Student clinician status or permission of the dean.

PS 5206 - Psychological Foundations: Psychopathology (4)

This course examines the classification, diagnosis and associated symptomatology, etiology and treatment of mental disorders. Alternative models and various historical perspectives for understanding abnormal behavior are covered. Students learn to effectively apply and critique the Diagnostic and Statistical Manual of the American Psychiatric Association.

Prerequisite: Admission into MACP Program.

PS 5301 - Fundamentals of Counseling: Basic Skills (3)

This course covers the fundamentals of counseling, including essential counselor characteristics, basic communication and interview skills, the establishment of a therapeutic/wellness alliance, proficiency in stimulating health and nourishment,

and suicide assessment and referral. The theory and research in common factor models of psychotherapy are emphasized.

Prerequisite: Admission into graduate studies.

PS 5302 - Counseling Theory and Practice (4)

This course is a comprehensive overview of the major theoretical approaches to counseling and psychotherapy. The fundamental counseling techniques, including essential counselor characteristics, basic communication and interview skills, and the establishment of a therapeutic/wellness alliance are examined.

Prerequisite: Admission into MACP program.

PS 5303 - Psychopathology (4.5)

This course examines the classification, diagnosis and associated symptomatology, etiology, and treatment of mental disorders. Alternative models and various historical perspectives for understanding abnormal behavior are covered. Students learn to effectively apply and critique the Diagnostic and Statistical Manual of the American Psychiatric Association.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5304 - Trauma Counseling (4.5)

Students engage in exploration and application of trauma-competent care for individuals, couples and families. Neurological aspects of trauma symptoms and impact are addressed, as well as current best practices in treatment inclusive of mind, body and spirit modalities. Trauma is conceptualized from the macro (war, refugee migration patterns, climate change, poverty, disease) to the micro (domestic violence, emotional/psychological/physical/sexual abuse). The impact of multiple and trans-generational trauma are addressed, as well as self-care practices for the counseling professional working with those experiencing trauma.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5401 - Mind Body Approaches to Health Psychology (3)

A comprehensive introduction to the theory and practice of health psychology examining the application of psychological theory and research to specific health issues. Strategies of health promotion and disease prevention as well as the management of chronic and terminal illness is examined. Review of relevant research and applications to counseling practice comprise a significant portion of this course, including coverage of evidence-based therapeutic techniques for stress reduction. These include but are not limited to biofeedback, progressive muscle relaxation, deep breathing exercises, guided imagery, dream work, yoga, Tai qi/qi gong, exercise, sleep hygiene, and components of nutrition. In vivo experience and application are keys aspects of this course.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5402 - Fundamentals of Counseling I: Relationship and Interview (4.5)

This course provides a student with the counseling skills necessary to establish a counseling relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy. It includes both didactic presentation and role-play practice of these eight core communication skills: attending, confrontation, interpreting, paraphrasing, probing, reflection, self-disclosure, and summarizing. Students are allowed time to practice the skills in a laboratory setting in order to facilitate performing the skills of the counseling profession. They have ample opportunity to practice the skills they have learned in a simulated clinical setting.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5403 - Fundamentals of Counseling 2: Theory and Practice (4.5)

This course is a comprehensive overview of the major theoretical approaches to counseling and psychotherapy. The fundamental counseling techniques including essential counselor characteristics, basic communication and interview skills, and the establishment of a therapeutic/wellness alliance are examined.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 5410 - Theory and Practice of Group Counseling (4.5)

This course provides a comprehensive overview of group theory and process, including leadership styles, stages of group development and membership roles. Students develop group leadership skills and learn how to adapt group process to specific populations or settings. Relevant research issues are reviewed.

Prerequisite: Admission into master of arts in counseling psychology program or naturopathic medicine program.

PS 5800 - Clinical Preparation (0.5)

This class covers clinical requirements, procedures and policies including both clinic-wide and counseling shift issues. Focus is on topics such as Team Care philosophy, CPR, medical documentation and HIPAA training

Prerequisite: PS5104, PS5105, PS5206 and PS5302.

PS 5803 - Clinic Experience 1 (2)

This course provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities to counsel a wide variety of clients and client issues.

Prerequisite: PS5802.

PS 6000 - Exit Exam (0)

Successful completion of a clinical competency exit examination is a requirement for students in the final year of the MACP. This examination tests the minimal knowledge and skills required to perform mental health counseling with diverse clients. The examination does not cover the whole curriculum and cannot substitute for any part of regular course requirements.Students are eligible to take the exit exam if they are in good academic standing; have completed or are concurrently registered for all required courses by the end of the term in which the exam is scheduled; and are making satisfactory progress in the practicum.

Prerequisite: Completion of master of arts in counseling psychology program.

PS 6100 - Motivational Interviewing (2)

This is an advanced interviewing course designed to help students further develop their therapeutic skills at motivating clients for treatment and increasing treatment compliance. Students practice motivational interviewing in class.

Prerequisite: Admission into graduate program or permission of chair.

PS 6102 - Research Methods and Program Evaluation (4)

This course reviews the basic statistical procedures, psychometric principles and methods employed in psychological research. Research design methodology is also covered, including hypothesis formulation and experimental and quasi-experimental design. In addition to test construction, the course covers the use of needs assessment and other evaluation methods for determining the effectiveness of programs.

Prerequisite: PS5106 and admission into MACP program.

PS 6103 - Research Methods and Program Evaluation (4.5)

This course reviews the basic statistical procedures, psychometric principles and methods employed in psychological research. Research design methodology is also covered including hypothesis formulation and experimental and quasi-experimental design. In addition to test construction, the course covers the use of needs assessment and other evaluation methods for determining the effectiveness of programs.

Prerequisite: PS5106.

PS 6105 - Diversity and Multicultural Issues in Health Psychology (3)

This course addresses multicultural issues in the practice of psychology through investigating the fundamental levels of awareness, knowledge and skills necessary to competently serve diverse populations. The multiple dimensions of identity, including race, ethnicity, religion, socioeconomic status, gender, disability and sexual orientation, are explored in the context of development, assessment and interventions.

Prerequisite: Admission into graduate studies or permission of instructor.

PS 6112 - Family Systems (4)

This course provides a comprehensive overview of the theory and practice of the major approaches to family therapy. Additional issues to be covered include medical family therapy, critiques of the major models, and culturally sensitive assessment and treatment with diverse families. Case studies, role plays and videos supplement readings and lectures.

Prerequisite: Admission into the MACP program.

PS 6114 - Career Counseling (4.5)

Career counseling provides an overview of the history, major theories and basic practice of career counseling. The course attempts to translate theory into practice in a way that actually enables the student to do a basic level of career assessment and counseling with clients. The instruction moves back and forth between discussion of theory, assessment and practice.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 6115 - Psychology of Human Sexuality (3)

This course examines the role of sexuality in human functioning throughout the lifespan. It also covers contemporary cultural/psychosexual development and its impact on psychological health, sexual dysfunction and treatment, sexual abuse, and sexuality and spirituality. The biopsychosocial model of human sexuality is explored.

Prerequisite: Admission into the MACP program.

PS 6130 - Psychological Testing (3)

This course covers general principles of assessment and basic psychometrics and emphasizes basic research and interpretation skills for common personality, behavior and cognitive/intellectual assessments.

Prerequisite: PS5202, PS5301 and PS6315.

PS 6204 - Substance/Chemical Addictions (4)

This course provides a comprehensive overview of the assessment, diagnosis and treatment of alcohol and substance abuse disorders. The course examines the etiology and symptomatology of these addictive disorders and emphasizes counseling intervention models. Behavioral addictions are also addressed.

Prerequisite: Admission into MACP Program.

PS 6205 - Theory and Practice of Counseling Assessment (4.5)

This course covers the general principles of psychometrics and the assessment of personality, behavior, cognition and

intellectual functioning. The course provides an overview of the types of tests used in clinical, educational and vocational settings. In addition to reviewing professional standards for assessment, the course covers the impact of cultural factors such as test bias and ethical /legal issues in test design and administration.

Prerequisite: Admission into master of arts in counseling psychology program or naturopathic medicine program.

PS 6207 - Counseling for Eating Disorders (2)

This course studies the entire spectrum of disordered eating, including anorexia, bulimia and restricted eating. Course emphasis is on the psychological, social and behavioral patterns of restrictive eating and the counseling issues, techniques and interventions that interrupt these and lead toward individual and family health and healing. This course includes a counseling lab.

Prerequisite: PS5110, PS5115 and PS5301.

PS 6301 - Counseling Theories and Interventions 1 (3)

This course focuses on developing skills related to conducting a clinical interview within the counseling context, the ability to conceptualize a clinical mental health case, and skills necessary for clinical treatment and intervention. Empirically supported counseling interventions are given specific attention, as is the biopsychosocial framework, the therapeutic stages of change, cognitive behavioral therapies and mindfulness-based therapies. The course is supplemented with a weekly practicum lab to facilitate experiential learning. Lecture is taught in a hybrid-online format.

Prerequisite: PS6202 or permission of the dean or chair of program.

PS 6302 - Counseling Theories and Interventions 2 (2)

This course continues the development of student competency in mental health case conceptualization, treatment planning and intervention by examining empirically supported practices in health psychology and behavioral medicine. Areas explored include assessing and promoting patient motivation and change, interventions grounded in mind-body medicine, and mental health consultation and referrals. The course focuses on the psychological aspects of counseling especially relevant within the practice of medicine, including treatment of psychological conditions secondary to medical problems. Lecture is taught in a hybrid-online format.

Prerequisite: PS6301 or permission of the dean or chair of program.

PS 6304 - Substance/Chemical Addictions (4.5)

This course provides a comprehensive overview of the assessment, diagnosis and treatment of alcohol and substance abuse disorders. The course examines the etiology and symptomatology of these addictive disorders and emphasizes counseling intervention models. Behavioral addictions are also addressed. Essential basic knowledge of pharmacology, including nervous system, metabolism, action, indications and contraindications of drugs of abuse, as well as psychotropics, are addressed.

Prerequisite: Admission into master of arts in counseling psychology program.

PS 6310 - Nutrition and Pharmacology in Mental Health (3)

This course is designed to study nutritional and pharmacological imbalances in mental health disorders and the relationship between nutrition, brain biochemistry and mental health. Nutritional and psychotropic interventions and their efficacy for mental health disorders are also examined.

Prerequisite: BC5118, BC5132, and PS5202 or permission of instructor.

PS 6312 - Counseling Chronic and Terminal Illness (3)

This course covers the assessment and intervention skills found to be effective in counseling persons with chronic pain, chronic illness or a terminal prognosis. Specific focus is on how to offer effective assistance for the emotional, social, behavioral and cognitive aspects of an ongoing pain problem and/or chronic/terminal illness.

Prerequisite: Admission into MACP Program.

PS 6315 - Counseling Adults 1: Assessment and Treatment (3)

This course utilizes a biopsychosocial counseling approach for assessment and treatment of adults with mental disorders and chronic illness. Students learn intake interviewing and basic counseling skills within a health psychology foundation, in preparation for their first clinic shift. The course also focuses on principles and processes for health behavior change. Key theoretical approaches and their clinical application are covered.

Corequisite: PS5202 or permission of instructor.

PS 6317 - Counseling Adults 2: Assessment and Treatment (3)

This advanced counseling course utilizes a biopsychosocial counseling and integrative approach for the assessment and treatment of adults with mental disorders and terminal illness. A primary focus is on counseling for grief and loss and includes techniques for assisting such individuals toward greater interpersonal effectiveness with partners, family members and other significant persons. This course also focuses on integrating various theoretical systems and approaches to counseling with hands-on skill development in advanced counseling techniques.

Prerequisite: PS6315.

PS 6320 - Psychological Testing and Assessment (4)

This course covers the general principles of psychometrics and the assessment of personality, behavior, cognition and intellectual functioning. The course provides an overview of the types of tests used in clinical, educational and vocational settings. In addition to reviewing professional standards for assessment, the course covers the impact of cultural factors such as test bias, and ethical/legal issues in test design and administration.

Prerequisite: PS5106 and admission into the MACP program.

PS 6323 - Assessment and Treatment of Children/Adolescents in Health Psych (3)

This is an introductory course on children and adolescents' psychotherapies. It uses an integrated model of child therapy in a family context, which includes psychodynamic, cognitive, behavioral and systems perspectives. This course also explores various therapeutic modalities, using case studies to explore childhood disorders such as attention deficit hyperactivity disorder (ADHD), autism, diabetes, depression and eating disorders.

Prerequisite: PS6315 or permission of instructor.

PS 6330 - Group Counseling (4)

The course provides a comprehensive overview of group theory and process, including leadership styles, stages of group development and membership roles. Students develop group leadership skills and learn how to adapt group process to specific populations or settings. Relevant research issues are reviewed.

Prerequisite: Admission into MACP Program.

PS 6333 - Psychopharmacology (4.5)

This course provides an overview of the use of medications for treating mental disorders in adults. The emphasis is on practical application of psychopharmacology, including positive effects and side effects of medication, and collaboration with medical practitioners and other mental health professionals. The course involves review of basic anatomical, physiological, and chemical characteristics of the nervous system, as well as historical, social, and cultural factors and ethical considerations and controversies in current pharmacological treatment of mental health patients.

PS 6401 - Mind-Body Approaches for Health (2)

This course examines the history, experience and appropriate application of evidence-based therapeutic techniques for stress reduction, including but not limited to biofeedback, progressive muscle relaxation, deep breathing exercises, guided imagery, dream work, yoga, tai qi/qigong, exercise, sleep hygiene and components of nutrition. In vivo experience and application are a key foundation of this course.

Prerequisite: Admission into MACP Program.

PS 6801 - Internship 1 (2)

A supervised experience in counseling under the intensive supervision of a University faculty member as well as on-site counseling staff is the focus of this course. The internship involves the student in the day-to-day functioning of a counselor at the respective site. Throughout the internship, the student takes on more and more of the responsibilities common to counselors at the particular setting.

Prerequisite: PS6800.

PS 6802 - Internship 2 (2)

A supervised experience in counseling under the intensive supervision of a University faculty member as well as on-site counseling staff is the ongoing focus of this course. The internship involves the student in the day-to-day functioning of a counselor at the respective site. In Internship 2, the student takes on increased responsibility.

Prerequisite: PS6801.

PS 6803 - Internship 3 (2)

A final supervised experience in counseling under the supervision of a University faculty member as well as on-site counseling staff is the focus of this course. The internship involves the student in the day-to-day functioning of a counselor at the respective site. In Internship 3, the student takes on increased responsibility.

Prerequisite: PS6802.

PS 6804 - Clinic Experience 2 (2)

This course provides for the application of theory and the development of counseling skills under supervision. This experiences provide opportunities to counsel a wide variety of clients and client issues.

Prerequisite: PS5800 and PS5803.

PS 6805 - Practicum and Practicum Seminar 1 (3)

In this seminar, students spend at least three hours each week presenting cases for which they have already received supervision at external internship sites and discuss issues related to professional development. Each student spends 600 total hours in his/her external practicum placement, 240 of which are direct client hours. Field placement at those sites emphasizes exposure to counseling, psychotherapy, diagnostic interviewing and diagnostic formulation, as well as professional identity for counseling professionals. Attention to culturally competent counseling is a significant part of this course.

Prerequisite: PS6800 and PS5104.

PS 6806 - Practicum and Practicum Seminar 2 (3)

Students spend at least three hours each week discussing counseling cases as they continue to build their skills with regard to self-assessment, client relationship and intervention, and effective and ethical use of supervision and feedback. Each student spends 600 total hours in his/her

external practicum placement, 240 of which are direct client hours. Case conceptualization, diagnosis and formulation, and effective treatment planning are topics for consideration. Developing a peer consultation framework and best practices for using supervision are also explored. Attention to culturally competent counseling is a significant part of this course.

Prerequisite: PS6800, PS5104 and PS6810.

PS 6807 - Practicum and Practicum Seminar 2 (3)

Students continue to build relationship and intervention skills, grow in their ability to self-assess, and use research to formulate diagnoses, assessment and interventions. Each student spends at least three hours each week with peers and faculty discussing client cases. Each student spends 600 total hours in his/her external practicum placement, 240 of which are direct client hours. Students learn how to refer to appropriate community resources and how to terminate therapeutic relationships. Students prepare for their entry into the counseling profession by assembling needed materials in order to achieve professional competence: filling out the LMHCA application for Washington state, assembling private practice documentation including informed consent, establishing a web presence that is factually and ethically correct, exploring professional supervision, and preparing for licensing examinations. Attention to culturally competent counseling is a significant part of this course.

Prerequisite: PS6800, PS5104 and PS6810.

PS 6810 - Internship Seminar 1 (1)

In this seminar, students present cases for which they have already received supervision at external internship sites and discuss issues related to professional development. Field placement at those sites emphasizes exposure to counseling, psychotherapy, diagnostic interviewing and diagnostic formulation.

Corequisite: PS6801.

PS 6811 - Internship Seminar 2 (1)

Students continue to build their skills with regard to self-assessment, client relationship and intervention, and effective and ethical use of supervision and feedback.

Corequisite: PS6802.

PS 6812 - Internship Seminar 3 (1)

Students continue to build relationship and intervention skills, grow in their ability to self-assess and use research to formulate diagnoses, assessments and interventions. Students learn how to refer to appropriate community resources and how to terminate therapeutic relationships.

Prerequisite: PS6803.

PS 6820 - Internship (0)

A final supervised experience in counseling under the supervision of a University faculty member as well as on-site counseling staff is the foucus of this course. The internship involves the student in the day-to-day functioning of a counselor at the respective site. In this intership, the student takes on increased reponsibility.

Prerequisite: PS6803.

PS 7101 - Professional, Ethical and Legal Issues in Psychology (3)

This course explores the ethical and legal issues relevant to the practice of psychology, including such topics as confidentiality, ethical competence, privilege and multiple relationships. Ethical issues concerning private practice, licensing, certification and forensics are also covered. Principles of ethical decision making are given specific attention.

Prerequisite: Admission into graduate studies.

PS 7103 - Mind-Body Techniques for Stress Reduction (3)

This course is designed to explore various techniques, including, but not limited to, progressive muscle relaxation, meditation, mindfulness, imagery, visualization and biofeedback in the process of stress reduction and management.

Prerequisite: Admission into MSN/CHP program.

PS 7105 - Alcohol and Substance Abuse (2)

This course explores mental health counseling history, professional standards, ethical issues and legal codes, and examines alcohol and substance abuse from a biological, cultural, historical, psychological, social and nutritional perspective. Focus is on counseling, treatment interventions, behavioral management and community referral resources.

Prerequisite: Admission into graduates studies.

PS 7110 - Advanced Statistics and Computer Lab (3)

This course is required for students electing to do a psychology thesis. Students use statistical computer packages for statistical procedures covered in TR5100 and TR5104. As time permits, more advanced statistical procedures such as discriminant and factor analysis are also presented. The lab teaches students how to create data sets, label and manipulate variables, and run statistical procedures using various statistical commands.

Prerequisite: TR5100, TR5104 or permission of instructor.

PS 7115 - Developing and Evaluating Counseling Programs (3)

This is a capstone clinical class for students where they apply their research knowledge and group counseling skills to develop an eight-week group program for Bastyr Center for Natural Health or their community site. The students work

in teams to develop the curriculum. Basic tenets of program evaluation are also covered.

Prerequisite: Admission into MSN/CHP program, PS5110, PS7803, clinic shift 3.

PS 7121 - Thesis Advisement 1 (2)

This course is the first in the sequence of three courses for thesis advisement. Students form a committee and meet with their committee members to plan and implement a research project of sufficient complexity and scope in an appropriate subject area in psychology.

Prerequisite: PS7110. Corequisite: PS7110.

PS 7122 - Thesis Advisement 2 (2)

This course is a continuation of Psychology Thesis 1. Students form a committee and meet with their committee members to plan and implement a research project of sufficient complexity and scope in an appropriate subject area in psychology.

Prerequisite: PS7121.

PS 7123 - Thesis Advisement 3 (2)

This course is a continuation of Psychology Thesis 2. Students form a committee and meet with their committee members to plan and implement a research project of sufficient complexity and scope in an appropriate subject area in psychology.

Prerequisite: PS7122.

PS 7129 - Career Counseling (3)

This course explores career counseling theories, history and various approaches to career development. It serves to provide an introduction to the field of career counseling through consideration of both traditional and contemporary career development, vocational choice theories and their applications to counseling. Clinical interventions, tests and assessment instruments relevant to this field are explored; cultural issues are given specific attention in this process.

Prerequisite: PS7801 and PS7811.

PS 7203 - Addictions and Disorders (2)

This course examines the nature and treatment of alcohol and substance addictions and disorders from a physiological, psychological, nutritional and naturopathic perspective. Naturopathic scope of practice in the treatment and management of addictions is identified as well as community referral resources. Lectures are taught in a hybrid-online format.

Prerequisite: PS5109 or permission of the dean or chair program.

PS 7801 - Clinic Shift 1: Nutrition/Clinical Health Psychology (2)

This directly supervised clinical experience occurs at Bastyr Center for Natural Health and emphasizes exposure to psychotherapy, diagnostic interviewing and diagnostic formulation for adults.

Prerequisite: PS5110 and PS5301.

PS 7802 - Clinic Shift 2: Nutrition/Clinical Health Psychology (2)

This shift is a supervised nutrition practicum, emphasizing nutritional assessment, nutritional counseling, interviewing and chart documentation.

Prerequisite: PS5301 and PS5110 and PS7801.

PS 7803 - Clinic Shift 3: Nutrition/Clinical Health Psychology (2)

This directly supervised experience is the integrated counseling and nutrition shift at Bastyr Center for Natural Health. Students hone group and individual counseling skills and nutritional counseling skills by providing nutritional and health behavior change counseling and group cofacilitation for an eight-week weight and lifestyle management psychoeducational group called "Way to Go." This experience is supervised by a psychologist and nutritionist.

Prerequisite: PS5110 and PS5301 and PS7802.

PS 7805 - MSN/CHP Practicum 1 (2)

Students in the MSN/CHP program receive supervised experience in a clinical setting where both nutrition and mental health counseling skills can be practiced and honed with licensed professionals from each specialty. Practicum experiences are arranged at community locations to provide students with varied opportunities and a diverse client population. As students progress from MSN/CHP Practicum 1 to 3, the level of responsibility and independence increases and different skills with a variety of clients are learned.

Prerequisite: Admission into MSN/CHP program, PS7801, PS7802 and PS7803.

PS 7806 - MSN/CHP Practicum 2 (2)

A continuation of MSN/CHP Practicum 1

Prerequisite: PS7801, PS7802, PS7803 and PS7805.

PS 7807 - MSN/CHP Practicum 3 (2)

A continuation of MSN/CHP Practicum 2.

Prerequisite: PS7801, PS7802, PS7803 and PS7806.

PS 7811 - Practicum Seminar 1: Nutrition/Clinical Health Psychology (1)

In this seminar, students present cases for which they have already received supervision at external practicum sites and discuss issues related to professional development. Field placement at those sites emphasizes exposure to psychotherapy, especially health psychology, diagnostic interviewing and diagnostic formulation.

Prerequisite: PS6317. Corequisite: PS7805.

PS 7812 - Practicum Seminar 2: Nutrition/Clinical Health Psychology (1)

A continuation of Practicum Seminar 1.

Prerequisite: PS7811. Corequisite: PS7806.

PS 7813 - Practicum Seminar 3: Nutrition/Clinical Health Psychology (1)

A continuation of Practicum Seminar 2.

Prerequisite: PS7812. Corequisite: PS7807.

PS 9101 - Death and Dying (2)

This introductory study of death, dying and grieving is designed to provide information, deepen understanding, and create an opportunity to think and feel more deeply about life. From a variety of perspectives — psychological, historical, cultural, spiritual — the course explores some of the ways in which human beings have approached and interpreted the mystery of death, expressed their responses to dying and death, and evolved a framework of meaning for life in the face of death.

Prerequisite: None.

PS 9103 - Ecopsychology (2)

This course introduces the student to the basic principles of the developing field of ecopsychology. This class explores evolutionary perspectives on, as well as social implications for, the merger of ecology and psychology. In addition, applications of ecopsychology within a variety of health and healing settings are examined, and an overview of the science of systems theory is intended to provide a perspective on how science has informed the study of ecopsychology.

Prerequisite: None.

PS 9106 - Psychology of Dreams (2)

This class explores how waking and dreaming realities interrelate with each other and what is to be gained by exploring this interrelationship. Augmenting the theories of Western psychology with historical and cross-cultural perspectives, dreams are investigated in a setting that integrates academic understanding with direct experience. This includes discussion on how to better remember dreams, how to work with one's own dreams and how to bridge dreams with waking life in an engaged manner.

Prerequisite: None.

PS 9107 - Introduction to Visualization and Imagery (2)

The development of imagery and visualization practices can enrich and empower our lives. This course explores the images and symbols inherent within us and ways to use these images for self-exploration. Students learn ways to use visualization and imagery for spiritual growth and awareness.

Prerequisite: None.

PS 9120 - Counseling, Intuition and Spirituality (2)

This elective course examines spiritual practices that can be incorporated into counseling sessions and introduces the student to forms of spiritual healing congruent with naturopathic principles. Special focus on integrating spirituality and care of the soul as a principle of wellness and well-being.

Prerequisite: PS5205 or PS6306.

PS 9301 - Clinical Biofeedback (2)

This course reviews the clinical application of biofeedback techniques, with emphasis on multimodality assessment and integration with counseling and holistic health care. Modalities/instrumentation to be discussed and demonstrated include electromyograph (EMG), electrodermograph (EDG), thermal biofeedback, heart and breathing rate feedback, and neurofeedback with EEG monitoring. Research findings for biofeedback treatment of various conditions are discussed. Students may take advantage of in-class experience with biofeedback monitoring as well as supervised practice in attaching sensors and operating the equipment.

Prerequisite: Admission into a Bastyr University degree program.

PS 9401 - Advanced Counseling (3)

This course is designed to strengthen previous training in counseling, specifically, in the etiology of presenting problems, the use of diagnostic decision trees and the application of treatment approaches in a clinical environment. The course facilitates experiential learning by focusing on case studies and role plays. Lab scheduled with department concurrence.

Prerequisite: Permission of department chair.

PS 9543 - Counseling and Spirituality (3)

This course examines spiritual practices that can be incorporated into counseling sessions and introduces the student to a variety of other integral practices that might inform clinical practice, such as meditation and forms of spiritual healing.

PS 9801 - Patient Care Elective (Fall) (2)

Students have the opportunity to take counseling shifts as elective credit once the required counseling shift is satisfactorily completed.

Prerequisite: Permission of department chair and clinic counseling supervisor.

PS 9801-9804 - Patient Care Elective 1-4 (2)

Students have the opportunity to take counseling shifts as elective credit once the required counseling shift is satisfactorily completed.

Prerequisite: Permission of department chair and clinic counseling supervisor.

PS 9802 - Patient Care Elective (Winter) (2)

Students have the opportunity to take counseling shifts as elective credit once the required counseling shift is satisfactorily completed.

Prerequisite: Permission of department chair and clinic counseling supervisor.

PS 9803 - Patient Care Elective (Spring) (2)

Students have the opportunity to take counseling shifts as elective credit once the required counseling shift is satisfactorily completed.

Prerequisite: Permission of department chair and clinic counseling supervisor.

PS 9804 - Patient Care Elective (Summer) (2)

Students have the opportunity to take counseling shifts as elective credit once the required counseling shift is satisfactorily completed.

Prerequisite: Permission of department chair and clinic counseling supervisor.

RD: DIDACTIC PROGRAM IN DIETETICS

Cristen Harris, PhD, RDN, CSSD,CD, MSN/DPD, Director

RD 6105 - Introduction to Dietetics (1)

This course builds upon written and oral communication skills to prepare senior dietetic students for success in obtaining a dietetic internship. Topics covered include resume and cover letter writing skills in preparation for the internship and careers. Students utilize a variety of media to build upon interviewing skills and e-portfolio presentation. The code of ethics for dietitians and professionalism are highlighted to help students succeed in their internships and careers. Methods for dietetic registration and continuing education are also discussed.

Prerequisite: Admission into MSN/DPD program.

RD 6130 - Food Safety and the Principles of Quantity Food Production (2)

This course, the first of a three-part series, introduces the student to the food service industry. Students learn the principles of quantity food production, including procurement, production, distribution, service, sanitation and safety. Students learn HACCP standards of quality in food service production facilities. Emphasis is placed on quality control and business management. For successful completion of this course, students must pass the ServSafe certification examination. Additional fees for ServSafe certification may be incurred. Students are also introduced to the concept of the business plan that will be carried forward the following quarter.

Prerequisite: Admission into MSN/DPD program.

RD 6135 - Food Service Management Skills (2)

This course is a continuation of Food Safety and the Principles of Quantity Food Production. Students develop a business plan in which they create the concept, organizational structure, initial operational budget, menu and marketing plan of a specific food service operation. Students develop models for ordering, receiving, inventory, staffing, orientation, training and labor schedules. Human resource management, facilities management, leadership and effective communication continue to be highlighted.

Prerequisite: RD6130 and admission into MSN/DPD program; students are required to maintain the same section cohorts for RD6135 and RD6141, as group projects begun in this course continue into RD6141. .

RD 6141 - Food Service Capstone (1)

This course, the third of a three-course series, continues to focus on the management of food service systems as students apply their knowledge and gain hands-on experience in a capstone project through the planning, implementation and evaluation of an on-campus catered event.

Prerequisite: RD6135 and admission to MSN/DPD program.

RD 6403 - Medical Nutrition Therapy (3)

This course prepares dietetic students for the clinical rotation of an internship. Course content emphasizes acute and critical care disorders and enteral and parenteral nutrition using case studies. Students must be enrolled in this course in order to sit for the DPD exit exam.

Prerequisite: TR5321 and admission into MSN/DPD program.

SN: SCIENCE AND NATUROPATHY

Arianna Staruch, ND, Interim Dean, School of Naturopathic Medicine

Lynelle Golden, PhD, Chair, Basic Sciences Department

SN 5100 - Clinical Skills Lab 1 (1)

Students begin developing recognition of surface anatomy landmarks as well as palpation skills in preparation for conducting physical exams. Surface anatomy and palpation of the musculoskeletal system are covered, including palpation of the head, cervical and thoracic spine, back (including lumbar), pelvis, and extremities. The development of clinical skills builds on structure-function relationships that are covered in the integrated systems modules running concurrently with this module.

Prerequisite: Admission to the naturopathic medicine program. Corequisite: BC5150 and BC5151.

SN 5101 - Clinical Skills Lab 2 (1)

Students continue developing recognition of surface anatomy landmarks as well as palpation skills in preparation for conducting physical exams of the cardiovascular, respiratory (including nose and throat) and gastrointestinal systems. Students also learn auscultation skills for these specific systems. Students learn how to perform and interpret blood pressure assessments. The development of clinical skills builds on structure-function relationships that are covered in the scientific foundations modules that run concurrently with this module.

Prerequisite: SN5100. Corequisite: BC5152, BC5153 and BC5154.

SN 5102 - Clinical Skills Lab 3 (1)

Students continue developing recognition of surface anatomy landmarks as well as palpation skills in preparation for conducting physical exams. Students learn how to perform neurologic testing such as assessing the cranial nerves and deep tendon reflexes. Also during this quarter, students learn how to perform a basic multisystem physical exam. The development of clinical skills builds on structure-function relationships that are covered in the integrated systems modules that run concurrently with this module.

Prerequisite: SN5101. Corequisite: BC5155, BC5156 and BC5157.

SN 5103 - Integrated Case Studies 1 (1)

This module requires students to apply principles from both Naturopathic Theory and Practice 1 and the integrated systems modules in the review, discussion and presentation of cases. Cases in the first year focus on wellness. Cases in this quarter require students to demonstrate competencies for the neuroendocrine and musculoskeletal systems.

Prerequisite: Admission to the naturopathic medicine program. Corequisite: BC5150, and BC5151.

SN 5104 - Integrated Case Studies 2 (1)

This module requires students to apply principles from both Naturopathic Theory and Practice 1 and the integrated systems modules in the review, discussion and presentation of cases. Cases in the first year focus on wellness. Cases in this quarter require students to demonstrate competencies for the neuroendocrine and musculoskeletal systems.

Prerequisite: Admission into the naturopathic medicine program. Corequisite: BC5152, BC5153 and BC5154.

SN 5105 - Integrated Case Studies 3 (1)

This module requires students to apply principles from both Naturopathic Theory and Practice 3 and integrated systems modules in the review, discussion and presentation of cases. Cases in the first year focus on wellness. Cases in this quarter require students to demonstrate competencies from the endocrine and metabolism, renal, reproductive and nervous system modules.

Prerequisite: None. Corequisite: BC5155, BC5156, BC5157 and NM5143.

SN 6100 - Integrated Case Studies 4 (0.5)

Students participate in case discussions every two weeks that require application of clinical reasoning and scientific concepts to support a differential diagnosis. Case topics address the systems covered in Naturopathic Clinical Diagnosis 1.

Prerequisite: None. Corequisite: BC6107 and NM6310.

SN 6101 - Integrated Case Studies 5 (0.5)

Students participate in case discussions every two weeks that require application of clinical reasoning and scientific concepts to support a differential diagnosis. Case topics address the systems covered in Naturopathic Clinical Diagnosis 2.

Prerequisite: None. Corequisite: BC6108 and NM6311.

SN 6102 - Integrated Case Studies 6 (0.5)

Students participate in case discussions every two weeks that require application of clinical reasoning and scientific concepts to support a differential diagnosis. Case topics address the systems covered in Naturopathic Clinical Diagnosis 3.

Prerequisite: None. Corequisite: BC6109 and NM6312.

SN 6300 - Integrated Therapeutics 1 (3)

This module addresses basic principles of botanical medicine and pharmacology. Students learn similarities and differences between the two therapeutic modalities and discuss them in the context of the therapeutic order. Applications of these therapeutics to blood and the integumentary and musculoskeletal systems are addressed.

Prerequisite: BC5156.

SN 6303 - Integrated Therapeutics 2 (3)

This module addresses basic principles of botanical medicine and pharmacology. Students learn similarities and differences between the two therapeutic modalities and discuss them in the context of the therapeutic order. Applications of these therapeutics to the digestive, respiratory and cardiovascular systems are addressed.

Prerequisite: SN6300.

SN 6304 - Integrated Therapeutics 3 (3)

This module addresses applications of botanical medicine, nutrition and pharmacology to the renal, reproductive, endocrine and nervous systems. Students learn similarities and differences between these therapeutic modalities and discuss them in the context of the therapeutic order. Applications of these therapeutics to the renal, urinary, male and female systems are addressed.

Prerequisite: SN6303.

SN 7300 - Advanced Case Studies 1 (0.5)

This module requires students to apply principles from naturopathic medicine modules in the discussion, diagnosis and treatment of cases. Cases in the third year focus on treatment of disease. Cases in this quarter require students to demonstrate competencies for the nervous system and mental health issues as well as the endocrine system.

Prerequisite: None. Corequisite: NM7317, NM7318 and NM7346.

SN 7301 - Advanced Case Studies 2 (0.5)

This module requires students to apply principles from advanced naturopathic practice modules in the discussion, diagnosis and treatment of cases. Cases in the third year focus on treatment of disease. Cases in this quarter require students to demonstrate competencies for the digestive, cardiovascular and respiratory systems.

Prerequisite: None. Corequisite: NM7323, NM7324 and NM7337.

SN 7302 - Advanced Case Studies 3 (0.5)

This module requires students to apply principles from advanced naturopathic practice modules in the discussion, diagnosis and treatment of cases. Cases in the third year focus on treatment of disease. Cases in this quarter require students to demonstrate competencies for EENT, the renal, urinary, male and female systems.

Prerequisite: None. Corequisite: NM7331, NM7343 and NM7344.

SN 8300 - Advanced Case Studies 4 (0.5)

This module requires students to apply principles from advanced naturopathic practice modules in the discussion, diagnosis and treatment of cases. Cases in the fourth year focus on treatment of disease. Cases in this quarter require students to demonstrate competencies for the integumentary system.

Prerequisite: None. Corequisite: NM8100, NM8305.

TR: NUTRITION

Debra Boutin, MS, RD, Department Chair

Bachelor of Science in Nutrition major (TR) courses and Master of Science in Nutrition (TR) courses are below. For course numbers and descriptions for the Dietetic Internship (DI), Didactic Program in Dietetics (RD), and Exercise Science and Wellness (EX), see alphabetical listings.

TR 2101 - Introduction to Human Nutrition (3)

This course introduces a basic understanding of the fundamentals of human nutrition with a whole-food perspective. Topics include the functions and food sources of carbohydrates, lipids, protein, water, vitamins and minerals. Dietary reference intakes (DRI) and other standard nutrition guidelines (both national and international) are reviewed. Food labels, nutrient intake analyses and basic nutrition assessment methods are presented and practiced. Energy balance and weight management issues are reviewed. This class is only offered online and fulfills the nutrition prerequisite admission requirement for all programs in the department.

Prerequisite: None.

TR 3105 - Introduction to the Scientific Method (1)

This online course introduces undergraduate students to the principles of the scientific method. The intention is to allow students to more effectively understand and interpret research studies referenced within courses.

Prerequisite: None.

TR 3109 - Chef's Pantry (2)

The cycle of harvest-to-table often includes preserving food and stocking the pantry. This course is designed to enable students to capture the seasonal harvest and take a "do-it-yourself" approach to creating their own well-stocked pantry. Class work includes collecting and storing herbs, making jams, canning fruits and vegetable, and infusing fats and vinegars.

Prerequisite: Admission into culinary arts program.

TR 3111 - Nutrition Throughout Life (3)

This course introduces the essentials of normal human nutrition throughout the life span: pregnancy, infancy, childhood, adolescence, mature adulthood and older adulthood.

Prerequisite: TR2101 or equivalent.

TR 3115 - Introduction to Food Science (2)

This course is an introduction to areas of food science and includes a discussion of the laws relating to food, including labeling laws and the role of regulatory agencies. The course also includes an overview of food additives and food processing.

Prerequisite: BC3123. Corequisite: BC3100 .

TR 3120 - Experimental Foods Lecture and Lab (5)

This course introduces students to the composition and physiochemical changes in foods in relationship to the interaction, reaction and evaluation of foods due to formulation, processing and preparation. Topics include water, carbohydrates, fruits and vegetables and their respective pigments, fats, oils, animal and plant-based proteins. Review of food formulation, sensory evaluation, processing and preparation are explored in the laboratory section of this class.

Prerequisite: TR3115 and current food handler's permit. Corequisite: BC3104 or BC4140.

TR 3123 - Culinary Skills 1: Soups and Seasonings with Intuition (3)

Students develop knife skills and are introduced to the basics of creating stocks, sauces, soups and stews. Vegetable cookery is practiced, as well as the fundamentals of working with animal proteins, including eggs, meat, fish and fowl. Bean and grain cookery are reviewed. Flatbread and quick bread methods are introduced. Students begin developing original recipes.

Prerequisite: TR4103 or TR5101 and current food handler's permit.

TR 3124 - Culinary Skills 2: Suppers and Desserts with Originality (3)

Students practice baking skills, including yeasted breads, pies, cakes and cookies. Some larger cuts of meat, marinades and vegetarian proteins are explored. Creating a portfolio of original recipes continues. Class culminates in presentation of an original main entrée, side dishes and dessert.

Prerequisite: TR3123 and current food handler's permit; students enrolled in the culinary arts program must have achieved a 2.0 (C grade) or better in Culinary Skills 1 to move into Culinary Skills 2.

TR 3141 - Therapeutic Cooking: Maintaining Health (2)

The focus of this course is on food and diets that claim to promote health and wellness. A variety of time-honored as well as current approaches are reviewed. Students evaluate the evidence regarding the diet's validity and learn how to adapt and prepare dishes and design menus that are thought to be health-supportive for individuals and groups.

Prerequisite: TR4103 or TR5101.

TR 3142 - Therapeutic Cooking:Illness and Recovery (2)

The focus of this course is on food and diets that claim to aid people in recovery from special conditions or illnesses or that support the management of chronic disease. Students evaluate the evidence regarding the diet's validity and learn how to design, adapt and prepare dishes, meals and remedies that are thought to be health-supportive for individuals or groups and that adhere to particular recovery-type diet protocols.

Prerequisite: TR4103 or TR5101.

TR 3152 - Cooking Demonstration (2)

This course is designed to train students in the skills and practice they need to be able to teach cooking demonstrations or classes for the public. During the course each student designs a cooking class that emphasizes whole foods. Students practice/teach parts of their class, learn how to assist other teachers and evaluate their peers. Proposal writing and marketing are discussed. Final student demonstrations are presented for an invited audience.

Prerequisite: TR4103 or TR5101.

TR 3153 - Writing about Food and Health (2)

This course introduces students to the skills needed for a part-time or freelance career in writing and is appropriate for those interested in improving writing skills. Students learn how to differentiate writing styles and practice various structures such as blog posts, news stories, research articles and memoirs. Composing pitches and proposals are covered. Assignments are turned in several times, allowing for editing and rewriting to be practiced, thus honing style and skills. Students do not have the option to audit this course.

Prerequisite: Admission into the BSN culinary arts program or permission of culinary curriculum director.

TR 3163 - The Business of Cooking (3)

Personal cheffing, private cheffing, cooking classes, catering and food delivery services are in demand. This course helps students devise a business plan to pursue self-employment. Each week a different part of the business structure is analyzed, including goal setting, licensing, financing and marketing. Students also learn intake skills and how to create a business resume.

Prerequisite: Admission into BSN culinary arts program or permission of culinary curriculum director.

TR 4100 - Introduction to Research Methods (3)

This course, designed for students in nutrition and exercise science, is an introduction to research methods. Included are the basic concepts of scientific method, statistics, epidemiology and research methodology. Students also practice applied research skills such as use of the library and Internet, evaluation of research literature and scientific writing, and research design. Students may be required to complete CITI training modules.

Prerequisite: TR2101 or equivalent and college algebra.

TR 4103 - Whole Foods Production (3)

(Cross listed as TR5101) This course covers the identification, labeling and selection of foods from nature to point of purchase. The lab portion of class completes the cycle from store to table with a weekly cooking practicum. Students develop familiarity with minimally processed foods and use these foods to build culinary skills. Fundamental cooking techniques, recipe writing and menu planning are stressed.

Prerequisite: None.

TR 4107 - Advanced Nutrition Principles 1 (4)

This course is the first of a two-course series. Biochemical and physiological principles related to macro- and micronutrients and vitamins are the focus of this class. Structure, function, digestion, absorption, food sources, requirements, nutrient interactions, deficiencies and toxicity of selected macro- and micronutrients are discussed.

Prerequisite: BC3163, BC4140 or BC3104 and TR2101 or equivalent.

TR 4108 - Advanced Nutrition Principles 2 (2)

This is a continuation of Advanced Nutrition Principles 1. Biochemical and physiological principles related to elements (minerals) are the focus of this class. Digestion, absorption, food sources, requirements, function, nutrient interactions, deficiencies and toxicity of selected micronutrients are discussed.

Prerequisite: TR4107.

TR 4113 - Nutritional Supplements and Herbs (3)

This course explores the natural products industry including the history, regulation and labeling laws of the industry in the U.S. Safety, manufacturing, and formulation techniques, delivery form, general applications of nutritional supplements, functional foods and herbs are presented.

Prerequisite: TR3111 or equivalent AND TR4107. Corequisite: TR4108.

TR 4117 - Nutrition, Physical Activity and Disease (5)

This course provides an overview of common chronic diseases, their pathophysiology and primary prevention strategies. Designed as a capstone, this course incorporates Bastyr's philosophy of the inseparability of mind, body and spirit, while focusing on integrating the students' prior knowledge toward developing strategies to help individuals, groups and communities improve their health. Common theories of health behavior are introduced and utilized in this effort.

Prerequisite: BC3163, TR3111, TR4108 and TR4205 or EX4107.

TR 4118 - Cultural Perspectives on Foods (2)

This course is a survey of present and past food practices around the globe, with emphasis on diverse cultural groups in the U.S. The socioeconomic and political factors in food selection are examined. Multicultural and interdisciplinary perspectives are used to broaden the understanding of basic nutrition.

Prerequisite: TR2101 or equivalent.

TR 4123 - Culinary Skills 3: Appetizers and Entrees with Beauty (2)

This course culminates in students preparing and serving a multicourse dinner to invited guests. To prepare, students learn how to create appetizers and hors d'oeuvres, layered entrees and multifaceted desserts using whole-food ingredients. How to garnish and plate elegantly are discussed.

Prerequisite: TR3122 and current food handler's permit; students enrolled in the culinary arts program must have achieved a 2.0 (C grade) or better in all designated culinary courses or approval of culinary curriculum director. Students must be in good academic standing to pursue practicum.

TR 4126 - Community Nutrition/Nutrition Education (5)

This course examines the principles of public health, community nutrition, epidemiology, health care systems, legislation and nutrition policy. Additionally, this course reviews effective oral and written communication skills, covering principles of nutrition education including teaching/learning methods for target audiences, writing instructional goals and objectives, preparing appropriate nutrition education materials, and evaluating nutrition education programs.

Prerequisite: TR4108 and TR4118.

TR 4132 - Quantity Food Production (3)

This course introduces the food service industry and quantity food production. Major types of food service operations are identified, and trends which impact food service systems are explored. Students are introduced to the steps of quantity food production: procurement, receiving, storage, preparation, distribution and service. Potential hazards and related safe food-handling practices are identified. Development of standardized recipes and institutional menus are practiced, with marketing theory and techniques introduced. Students are introduced to standard food service equipment, kitchen sanitation and safety.

Prerequisite: Admission into the BSN culinary arts program.

TR 4140 - Ecological Aspects of Nutrition (2)

This course is an introduction to ecological issues in nutrition. Students gain an understanding of environmental issues related to food technology, water use and food production systems, including organic and sustainable agriculture. The regulation of these areas is also discussed.

Prerequisite: Admission into BSN program or approval from department chair.

TR 4205 - Nutrition Analysis and Assessment (3)

This course presents different methods used for assessment and screening of nutritional status for the purpose of promoting health. The use of anthropometric, dietary, clinical and biochemical measures are emphasized. Alternative methods of nutritional assessment are introduced and evaluated.

Prerequisite: TR3111 or equivalent and TR4107. Corequisite: TR4108.

TR 4805 - Nutrition Education Practicum (2)

This course provides the opportunity for students to develop practical experience in nutrition education through presentations and preceptorships. This course may be taken in any quarter, except summer, during year two.

Prerequisite: Completion of junior year or permission of instructor.

TR 4820 - Culinary Practicum (4)

Students gain practical experience in the culinary world. Working in an off-campus venue under an approved preceptor, students further their skills and understanding of working in a professional culinary setting.

Prerequisite: Must be admitted to the BSN Culinary Arts Program. TR3122 and current food handler's permit; a 2.0 (C grade) or better in all designated culinary courses or approval of culinary curriculum director. Students must be in good academic standing to pursue practicum.

TR 4901-4903; 5901-5903; 6901-6903 - Independent Study (variable credits)

Credits may be applied to the nutrition elective requirement. Students focus on areas of interest not covered in the regular curriculum. Competencies and learning objectives are developed with a faculty sponsor or approved preceptor. Independent Study cannot substitute for core courses offered on campus. Students must be in good academic standing and may take a maximum of 4 credits.

Prerequisite: Permission of chair.

TR 5100 - Biostatistics (4)

This is an introductory course in biostatistics with an emphasis on understanding and interpreting the common statistical methods used in health sciences research. Topics discussed include presentation and summarization of data, probability, inferential statistics, methods for comparisons of means and proportions, methods for measurement of association, prediction and multivariate statistical methods.

Prerequisite: Admission into any Master of Science in Nutrition program. Corequisite: TR5104.

TR 5101 - Whole Foods Production (3)

This course covers the identification, labeling and selection of foods from nature to point of purchase. The lab portion of class completes the cycle from store to table with a weekly cooking practicum. Students develop familiarity with minimally processed foods and use these foods to build culinary skills. Fundamental cooking techniques, recipe writing and menu planning are stressed. (Crosslisted as TR4103) Open to public

Prerequisite: None.

TR 5104 - Research Methods in Health Sciences (3)

This course covers the major research methodologies used in health sciences research. Building on the information in TR5100, this course covers the major epidemiologic and experimental methods used in health sciences. Qualitative and quantitative methods are discussed. The emphasis is on the design and interpretation of research studies.

Prerequisite: Admission into any Master of Science in Nutrition program. Corequisite: TR5100.

TR 5105 - Nutrition Analysis and Assessment (3)

This course is only offered in California. This course presents different methods used for assessment and screening of nutritional status for the purpose of promoting health. The use of anthropometric, dietary, clinical and biochemical measures are emphasized. Students practice methods introduced in lecture during the designated lab time.

Prerequisite: TR5136 and TR5124 and admission to MSN for Wellness program.

TR 5109 - Writing About Food and Nutrition (3)

This course is only offered in California. This course introduces students to skills and practice that will support effective written nutrition communication. Students learn how to differentiate writing styles and practice in a variety of mediums such as blog posts, reviews, news stories, research reviews, interviews and food memoirs. Students compose pitches and proposals. Draft revisions and peer review are used as critique to improve writing samples.

Prerequisite: Admission into MSN for Wellness Program; this course cannot be audited.

TR 5110 - Food in Disease Prevention and Management (2)

This course is only offered in California. This course introduces students to the concept of "diet therapy" from a nutrition education/lifestyle behavior change perspective, rather than from a clinical approach. Students assess the meaning and role of food from a holistic viewpoint and identify their own food beliefs and judgments that may influence their role as an educator. Current nutrition research in the media are evaluated to offer students the opportunity to make decisions about when there is adequate scientific evidence to incorporate new food approaches to health. Students design menus to meet nutritional and disease-specific requirements.

Prerequisite: TR5136, BC5130, TR5124, PS5111 AND TR5104. Admission into MSN for wWellness Program. Corequisite: TR5141.

TR 5115 - Food Science (5)

This course is an overview of food science for nutritionists. The composition and the chemical and physical properties of the major food groups are the focus. Food formulation, processing and preparation are emphasized. The technological, safety and regulatory aspects of food and food additives are also discussed.

Prerequisite: TR5141 and current food handler's permit.

TR 5120 - Advanced Nutrition: Macronutrients (5)

Nutritional biochemistry of the macronutrients, including integrated metabolism, is discussed. Macronutrient digestion, biological requirements, absorption and metabolism are emphasized. Students apply these principles to various

dietary and metabolic states. (hybrid/online course for MSN for Wellness program only)

Prerequisite: Admission into any Master of Science in Nutrition program.

TR 5124 - Advanced Nutrition: Micronutrients (5)

Nutritional biochemistry of the micronutrients (vitamins and minerals) is discussed, including chemical structures, nomenclature, dietary sources, functions, bioavailability, metabolism, evidence for requirements, potential deficiency and toxicity, interaction with other nutrients, and assessment of nutritional status. (hybrid/online course for MSN for Wellness program only)

Prerequisite: TR5120 and admission into any Master of Science in Nutrition program.

TR 5128 - Applied Research Skills (3)

This course emphasizes gaining skills required to plan and execute research studies in health sciences. Topics covered include scientific writing, literature review skills, developing hypotheses, human ethics in research and scientific presentation skills. A research proposal is developed as part of this class.

Prerequisite: TR5100, TR5104, TR5124 and admission into MSN program.

TR 5132 - Applied Statistical Analysis (2)

This course emphasizes practical skills: data management, data analysis, SPSS and/or other statistical programming. More advanced statistical procedures such as multivariate and factor analysis are also presented. Students learn how to create data sets, label and manipulate variables, and run statistical procedures using various statistical commands in lab.

Prerequisite: TR5128 or permission of instructor.

TR 5133 - Developing the Research Question (1)

This course is designed to support students in clarifying their research interests so as to identify their research question and aims as the first step toward development of the thesis proposal.

Prerequisite: TR5100, TR5104.

TR 5136 - Nutrition in the Life Cycle (3)

Physiological, metabolic, interpersonal and developmental relationships to nutrition are explored through the various stages in the life cycle, including infancy, childhood, young adulthood, pregnancy, mature adulthood and older adulthood.

Prerequisite: Admission into any MSN program or introductory nutrition course and permission of instructor.

TR 5138 - Counseling Skills for RDNs Lecture/Lab (4)

This course highlights how the building of a therapeutic relationship with a client is a basic foundation for the delivery of quality medical nutrition therapy by a registered dietitian nutritionist (RDN). Skills developed will include rapport-building, use of questions, effective listening and professional communication strategies. Students will practice motivational interviewing, collaboration in setting treatment goals, and supporting realistic behavior change. Students will explore their personal approach to client interaction through role play, visualization and other practice activities in the lab portion of the course.

Prerequisite: None. Corequisite: TR5320.

TR 5141 - Advanced Nutrition: Bioactive Compounds, Nutrigenomics and Microbiome (3)

This course is designed to explore cutting-edge nutritional issues in a seminar format. Students review the current evidence on active substances in plant foods which are not considered to be nutrients or human metabolites, but which may have potentially important effects on human physiology, and roles in disease prevention. Students also examine the impact of genes and gut microflora on human health, as well as the impact of lifestyle, environmental factors and food intake on genetic expression and the health of the gut.

Prerequisite: TR5124.

TR 5320 - Nutrition Assessment and Therapy 1 (5)

This course introduces disease prevention, nutrition assessment and therapeutic interventions, including both traditional and natural medicine approaches. Medical terminology and abbreviations, using food-as-medicine, whole food menu writing, nutritional screening and assessment with documentation for the medical record utilizing case studies are included. Anthropometric, biochemical, clinical observation and dietary assessment measures are defined, interpreted and applied. Oral/dental health and bone health, dysbiosis, food allergies and sensitivities, upper and lower GI diseases, cardiovascular disease, diabetes, hypertension and obesity are covered.

Prerequisite: TR5120 and TR5136. Corequisite: BC5118 and TR5124.

TR 5321 - Nutrition Assessment and Therapy 2 (5)

This course is a continuation of Nutrition Assessment and Therapy 1. Students continue to practice application of nutrition assessment and intervention therapies. Oral/dental and bone health, cancer, HIV/AIDS, neurological diseases, dysphagia, pulmonary disease, chronic kidney disease, endocrine imbalance, detoxification and biotransformation, inflammatory diseases, and biliary and liver disease are covered. Assessment of normal pediatric nutrition is introduced. Nutrition intervention strategies using both traditional and natural medicine approaches are practiced.

Prerequisite: TR5320, TR5124, TR5138 (for DPD only). Corequisite: BC5132.

TR 5803 - Nutrition Clinic Entry (1)

This class covers clinic requirements, procedures and policies including both clinic-wide and nutrition shift issues. Focus is on topics such as confidentiality, medical documentation, and HIPAA Training.

Prerequisite: TR5138 or PS5301, TR5320 and admission into MSN/DPD or MSN/CHP program or permission of instructor. Corequisite: TR5321 and PS6315 for MSN-CHP students only.

TR 5901-5903 - Independent Study (variable)

Credits may be applied to the nutrition elective requirement. Students focus on areas of interest not covered in the regular curriculum. Competencies and objectives are developed with a faculty sponsor or approved preceptor. Independent study cannot substitute for core courses offered on campus. Students must be in good academic standing and may take a maximum of 4 credits.

Prerequisite: Permission of chair.

TR 6100 - Nutritional Supplementation (4)

This course focuses on the nutritional and physiological value of supplements and herbal products as applied to wellness promotion and chronic disease management. Production, safety and regulation of supplements and herbs are discussed. Students learn basic botanical concepts, terms and pharmacology. (hybrid/online course for MSN for Wellness program only)

Prerequisite: TR5141, TR5321 for all programs except MSNW; TR5105 and TR5110 for MSNW only.

TR 6105 - Nutrition and Dietary Systems (3)

This course introduces AEAM students to the importance of nutrients, foods and diets for prevention, health maintenance and health promotion. This course provides students with a basic understanding of the fundamentals of human nutrition, including macro, micro and accessory nutrient concepts. A critical analysis of Western and non-Western dietary systems is presented. Students learn to do nutritional assessment for their patients.

Prerequisite: AEAM internship eligibility.

TR 6108 - Developing and Evaluating Nutrition Education Programs (3)

This course is offered on the California campus only. This course identifies the components of an effective health education program. Group and individual learning styles and needs are explored. Curriculum development and a variety of delivery medium are practiced. Marketing approaches that match an intended audience are created. Student teams develop a nutrition program with the intention to deliver it in their final quarter. This course content supports the student outcomes expected in TR6120 Nutrition Program Capstone Seminar.

Prerequisite: Admission into MSN for Wellness program and completion of all year-one courses. Corequisite: TR6120.

TR 6109 - Food and Nutrition in Health Systems (2)

This course is only offered on the California campus. This course explores the key components of an ideal, well-functioning health system. From this foundation, students use all of their resources gained in the program to evaluate the role that food and nutrition services play in a variety of health systems. Students are provided with case scenarios in which they are challenged to create ideas for improvements in outcomes, while weighing benefits against risks and challenges, ultimately developing a final justification statement paper.

Prerequisite: TR6108 and admission into MSN for Wellness program. Corequisite: TR6118.

TR 6111 - Contemporary Nutrition: Global and Ecological Issues (2)

This is the first class in a three-course series that focuses on the importance of food and food choice in a broad context. Interactions between food choice and ecology, including such areas as food technology, water use and sustainable agriculture, are discussed. Food security and world hunger are included.

Prerequisite: Admission into any Master of Science in Nutrition program.

TR 6114 - Thesis (variable to 4 credits)

Students form a committee and meet with their committee members to plan and implement a research project of sufficient complexity and scope in an appropriate subject area. Twelve (12) credits are necessary to meet the requirement for scholarly activity mandated for graduation with a master's degree. Thesis requirements are detailed in the Bastyr University nutrition program *Master's Thesis Handbook*.

Prerequisite: TR5100 AND TR5104 AND TR5128. Corequisite: TR6116.

TR 6116 - Thesis Seminar (1)

This course is designed to assist students in developing skills important in performing thesis research. The format varies, but examples of activities include presentation of thesis proposals, problem-solving, reviewing recent scientific literature, and learning and practicing applicable methods (e.g., research design, research budgets, IRB applications, statistical and data analysis techniques, oral and written presentation). This one-credit class needs to be taken for three separate quarters, starting with the first quarter students are enrolled in thesis.

Prerequisite: TR5100 AND TR5104 AND TR5128. Corequisite: TR6114 RPT.

TR 6118 - Leadership and Business Management (3)

This course is only offered on the California campus. This course introduces students to basic management theory and business principles in an effort to offer the skills needed to work effectively within an organization. The course's two minor aims are: 1) to assist students in identifying their own leadership potential and strategies for developing their leadership skills, in support of the Bastyr University mission, and 2) to offer students the opportunity to align their own creative entrepreneurial spirits within the underpinnings of a business plan.

Prerequisite: Admission into MSN for Wellness program.

TR 6120 - Nutrition Program Capstone Seminar (1)

This course is only offered at the California campus. This course is the first in a two-course series. Student teams focus their nutrition program ideas generated in the first segment of this series to create a proposal for program implementation and to identify a site for program delivery.

Prerequisite: Completion of all year-one MSN for Wellness courses. Corequisite: TR6108.

TR 6121 - Nutrition Program Capstone and Presentation (3)

This course is offered only at the California campus. This course is the second in a two-course capstone series. Student teams finalize and deliver an original nutrition program to members of a specific community. A nutrition program evaluation is completed, and each student team is required to present a capstone program project and its outcomes and evaluation to the Bastyr community.

Prerequisite: TR6120 and admission into MSN for Wellness program and completion of all year-one courses.

TR 6122 - Contemporary Nutrition: Community and Culture (3)

This is the second class in a three-course series that examines public health, community nutrition and health care systems. Students begin to assess the needs of a community, outlining the background to a public health grant that will be completed in TR6133. Students explore publicly funded nutrition programs, comparing and contrasting effective community nutrition education in affecting dietary behavioral change and critically evaluating effective interventions in communities with different cultural backgrounds. (Hybrid/on-line course delivery for MSN-DPD only)

Prerequisite: TR6111 and admission into any Master of Science in Nutrition program; students are required to maintain the same section cohorts for TR6122 and TR6133 as group projects begun in this course continue into TR6133.

TR 6133 - Contemporary Nutrition: Public Health (3)

This is the third class in a three-course series that culminates in development of a public health grant. Students explore funding sources for public health nutrition grants and explore both historical perspectives and emerging trends in nutrition policy, as they gain an understanding of the role of the community nutritionist in advocating and securing public health funds to support community nutrition interventions.

Prerequisite: TR6122 and admission into any Master of Science in Nutrition program; students are required to maintain the same section cohorts for TR6122 and TR6133 as group projects begun in TR6122 continue into this course.

TR 6199 - Thesis Continuation (0)

This course is used when a student is still working on a thesis but has already registered for the required number of thesis credits. 1 credit of tuition is charged.

Prerequisite: TR6114.

TR 6312 - Nutrition Principles 1: Assessment, Education and Macronutrients (3)

This course introduces students to whole foods for prevention, health promotion and disease treatment. Students practice nutritional assessment, food and nutrition education, and menu planning as part of naturopathic primary care. Students critically assess nutrition recommendations and diets for validity using evidence-based research. This course also provides a focused overview of the metabolism, absorption, transport, and requirements for protein, carbohydrates and lipids.

Prerequisite: SN5105, BC5150 and BC5156.

TR 6313 - Nutrition Principles 2: Micronutrients (2.5)

This course gives an overview of the metabolism, absorption, transport functions, requirements (deficiencies and toxicities), food sources, nutrient-nutrient interactions, and potential indications for drug-nutrient interactions for a selection of vitamins and minerals.

Prerequisite: TR6312.

TR 6811 - Clinic Nutrition Practicum 1 (2)

Students in the MSN/DPD and MSN/CHP tracks receive supervised experience in the clinical setting. Nutritional assessment, client counseling (both individually or in groups), interviewing and chart documentation are emphasized in skill development. Supervisor feedback, self-review and self-evaluation are used to help identify and develop individual areas of focus. Activities may include, but are not limited to, observation of experienced practitioners, group teaching, experience with "standardized" patients and one-to-one nutrition counseling sessions. The class may occur at a number of sites including the campus, Bastyr Center for Natural Health and community locations. As students progress from Clinic Nutrition Practicum 1 to Clinic Nutrition Practicum 2, their level of individual responsibility increases. In Clinic Nutrition Practicum 1, there is a greater emphasis on observation. The student's role in direct client contact increases in Clinic Nutrition Practicum 2, where students are expected to take a leadership role in nutrition

consults, including client interviewing, diet assessment, nutrition intervention and charting in SOAP format.

Prerequisite: For DPD - BC5132, PS5301, TR5136, TR5321, TR5803; for MSNCHP - BC5132, PS5202, PS6315, PS5801, TR5321 and meeting criteria for professional behavior and attitudes.

TR 6812 - Clinic Nutrition Practicum 2 (2)

Students in the MSN/DPD and MSN/CHP tracks receive supervised experience in the clinical setting. Nutritional assessment, client counseling (both individually or in groups), interviewing and chart documentation are emphasized in skill development. Supervisor feedback, self-review and self-evaluation are used to help identify and develop individual areas of focus. Activities may include, but are not limited to, observation of experienced practitioners, group teaching, experience with "standardized" patients and one-to-one nutrition counseling sessions. The class may occur at a number of sites including the campus, Bastyr Center for Natural Health and community locations. As students progress from Clinic Nutrition Practicum 1 to Clinic Nutrition Practicum 2, their level of individual responsibility increases. In Clinic Nutrition Practicum 1, there is a greater emphasis on observation. The student's role in direct client contact increases in Clinic Nutrition Practicum 2, where students are expected to take a leadership role in nutrition consults, including client interviewing, diet assessment, nutrition intervention and charting in SOAP format.

Prerequisite: TR6811 and meeting criteria for professional behavior and attitudes.

TR 9106 - Quillisascut Culinary Farm Experience (2)

This is a one-week, onsite course at the Quillisascut Farm near Colville, WA. Students have a unique opportunity to experience the farm-to-table connection first hand. Participants milk goats, make cheese, help care for farm animals, transplant vegetables and harvest produce from the gardens. Visits to neighboring organic farms and presentations of current farm and food topics give an understanding of the implications of buying seasonal and local. Students work with a chef to prepare lunch and dinner using only ingredients from the garden and products from local farms. Retreat participants stay at the farm school, with bunkhouse-style lodging, shared bathrooms and a professional kitchen.

Prerequisite: None.

TR 9107 - Ayurvedic Nutrition: Principles and Practices (2)

Students learn the fundamentals of ayurvedic nutrition, which includes the use of the six tastes for balancing digestion and metabolism. Students practice preparation of supportive foods for the various ayurvedic body types using common herbs and spices.

Prerequisite: None.

TR 9108 - Chef's Pantry (2)

The cycle of harvest to table also includes preserving food and stocking the pantry. This course is designed to enable students to capture the seasonal harvest and take DIY (do-it-yourself) approach to creating their own well-stocked pantry. Class work includes collecting and storing herbs, making jams, canning fruits and vegetables, and infusing fats and vinegars. Depending upon the quarter offered, these topics may vary to support what foods are available based upon the season.

Prerequisite: None.

TR 9109 - Sports Nutrition for Nutritionists (3)

This course is designed to explore the role of nutrition and ergogenic aids in exercise and sport. Topics that are discussed include metabolic demands and substrate utilization during physical activity, thermoregulation, and dietary recommendations for active people, ergogenic aids, disordered eating, and body weight regulation. This course does not serve as a substitute for EX4107, and students who have taken EX4107 may not gain additional credits by taking this course.

Prerequisite: TR4107 or TR5120.

TR 9112 - Intuitive Eating and Other Philosophies of Nourishment (2)

This course focuses on the principles of the Intuitive Eating approach authored by Elyse Resch and Evelyn Tribole. This course discusses the concepts of rejecting the diet mentality, challenging the food police, making peace with food, respecting hunger and fullness, and honoring feelings without food. The course includes methods to incorporate these principles into practice by addressing behaviors that develop out of a dysfunctional relationship with food and by supporting the healing of that relationship. Other philosophies that are introduced in this course include Health at Every Size, Mindful Eating and the Ellyn Satter Trust Model.

Prerequisite: None.

TR 9120 - Writing About Food and Health (2)

This course introduces students to the skills needed for a part-time or freelance career in writing and is appropriate for those interested in improving their writing skills. Students learn how to differentiate writing styles and practice various structures such as blog posts, news stories, research articles and memoirs. Composing pitches and proposals are covered. Assignments are turned in several times, allowing for editing and rewriting to be practiced, thus honing style and skills. Students do not have the option to audit this course.

Prerequisite: None.

TR 9130 - Obesity and Obesity-Related Diseases (2)

This course focuses on the challenges raised by current international and national trends in obesity. The class is

based upon a broad survey of obesity research that focuses on the underlying genetic, biologic and environmental contributors that affect energy balance. The course includes an evaluation of the efficacy of dietary, pharmacologic and surgical approaches for obesity management and examines consequences of obesity on health, medical costs and quality of life as well as its associations with public health policy, the media and environment.

Prerequisite: None.

TR 9311 - Maternal Infant Nutrition (2)

This course presents topics relevant to nutrition of the mother and child from preconception through infancy. Topics include nutritional needs before and during pregnancy and lactation, dietary recommendations, breast milk composition, food introduction for infants and identification of nutritional risk in infants. Concepts are applied using case studies and class discussion.

Prerequisite: ND students currently enrolled in clinic shifts or second year MS nutrition students.

TR 9801-9804 - Clinic Practicum Elective (2 credits each)

This course allows nutrition students to gain extra clinical experience beyond what is required for graduation. For other student clinicians, this course provides an opportunity to observe medical nutrition therapy and to participate in collaborative care of patients. The role of the student is decided by the supervisory faculty and varies depending on the student's prior experience. This elective may not count toward clinic requirements for clinic students.

Prerequisite: TR6811 or permission of nutrition clinic program coordinator.

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1994-

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PhD, University of California, Davis, 2006.
2009-

Kazem, Haron, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Southern California University of Health Sciences, 2015.
2016-

Khalsa, Karta Purkh Singh, RH (AHG), CN
Adjunct Faculty, Herbal Sciences, Ayurvedic Sciences
BA, University of Oregon, 1977.
2000-

Khemet, Tanya, LM, MPH
Adjunct Faculty, Midwifery
MPH, California State University, San Jose, 2012.

2016-

King, Kayo, MAc, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MAc, Northwest Institute of Acupuncture and Oriental Medicine, 1990.
1992-

Kingsbury, Sheila, ND, RH (AHG)
Associate Professor, Botanical Medicine, Herbal Sciences, Naturopathic Medicine
ND, Bastyr University, 2003.
2000-

Kirkham, Derek, DAOM, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2011.
2010-

Klippel, Sarah Lukhang, ND
Adjunct Faculty, Naturopathic Medicine, Homeopathic Medicine, Botanical Medicine
ND, Bastyr University, 2012.
2012-

Kloubec, June, PhD
Professor, Nutrition and Exercise Science, Public Health
PhD, University of Minnesota, 2005.
2008-

Knobler, Steve, LAc, BS
Adjunct Faculty, Acupuncture and East Asian Medicine
LAc, Northwest Institute of Acupuncture, 1999, BS, Rochester Institute of Technology, 1981.
2017-

Konjkavfard, Eyesun, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Canadian Memorial Chiropractic College, 2015.
2016-

Kshirsagar, Suhas, MD (India), BAMS (India)
Adjunct Faculty, Aurvedic Sciences
MD (Ayurveda), Pune University (India), 1992; BAMS, Pune University (India), 1989.
2017-

Kwan, Calvin, ND
Adjunct Faculty, Naturopathic Medicine, Physical Medicine
ND, Bastyr University, 2012.
2012-

LaChute, Shaun "Skye," ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2015.
2017-

Lair, Cynthia, BA, CHN
Adjunct Faculty, Nutrition and Exercise Science
BA, Wichita State University, 1975.
1994-

Lamden, Mark, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 1986.
1993-

Larson, C. Chad, DC, ND
Adjunct Faculty, Naturopathic Medicine, BUC
DC, ND, Southwest College of Naturopathic Medicine, 2013.
2014-

Larson, Fernanda, MS
Adjunct Faculty, Nutrition and Basic Science, BUC
MS, Bastyr University, 1999.
2015-

Lesnak, Emily, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2012.
2012-

Lester, Naomi, PhD
Professor, Counseling and Health Psychology
PhD, Uniformed Services University of the Health Services, 1992.
1998-

Levin, Buck, PhD, RDN
Adjunct Faculty, Nutrition and Exercise Science
PhD, University of North Carolina, Greensboro, 1987.
1990-

Li, Jenny, MA
Adjunct Faculty, Naturopathic Medicine, BUC
MA, University of San Diego, 2017.
2017-

Lichtenstein, Brad, ND
Associate Professor, Homeopathic Medicine, Naturopathic Medicine, Counseling and Health Psychology
ND, Bastyr University, 1995.
1996-

Lin, Nan, MD (China), PhD
Associate Professor, Nutrition and Basic Sciences, BUC
MD (China), Peking University Health Science Center, 1996; PhD, University of Mississippi, 2004.
2012-

Littleton, Kent, ND, MS
Associate Professor, Basic Sciences
ND, Bastyr University, 2003; MS, University of Washington, 1985.
2003-

Liu, Chongyun, MD (China), LAc
Professor, Acupuncture and East Asian Medicine
MD (China), Chengdu University of Traditional Chinese Medicine, 1982.
1991-

Loew, Brenda, MAc, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine

MSAOM, Northwest Institute of Acupuncture and Oriental Medicine, 1994.
2012-

Love, Rebecca, DVM
Professor, Basic Sciences
DVM, Washington State University, 1987.
1997-

Lu, Tong, MS, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 1997.
1997-

Lu, Yuanming, MD (China), MS, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MD (China), Qinghai Medical School, 1976; MS, Bastyr University 1995.
1997-

Lumiere, Kathleen, DAOM, LAc
Assistant Professor, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2008.
2007-

Lund, Brian, ND
Adjunct Faculty, Botanical Medicine
ND, Bastyr University, 2016.
2016-

Lund, Kaleb, PhD
Assistant Professor, Herbal Sciences, Basic Sciences, Interdisciplinary Studies
PhD, University of Minnesota, 2007.
2009-

Lund, Kate, PhD
Adjunct Faculty, Counseling and Health Psychology
PhD, Massachusetts School of Professional Psychology, 2005.
2013-

Lyall, Violet, MS
Adjunct Faculty, Botanical Medicine, BUC
MS, National University, 1998.
2016-

Ma, Xin Dong (Rosey), MD (China), LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MD (China), Heilongjiang University of Traditional Chinese Medicine, 1976.
1993-

Majd, Iman, MD (Iran), MS, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MD (Iran), Tehran University of Medical Sciences, 1996; MS, Bastyr University, 2005.
2005-

Malik, Neal, DPH, MPH
Assistant Professor, Nutrition and Exercise Science, BUC
DPH, MPH, Loma Linda University, 2011.
2015-

Mann, Richard, ND
Associate Professor, Homeopathic Medicine
ND, Bastyr University, 1987.
1997-

Mansfield, Marge, LM, CPM
Adjunct Faculty, Midwifery
MW Certificate, Seattle Midwifery School, 1980.
1980-

Mariotti, Ronald, ND
Adjunct Faculty, Physical Medicine
ND, Bastyr University, 2004.
2006-

Martin, Katherine, ND
Adjunct Faculty, Botanical Medicine, Naturopathic Medicine
ND, Bastyr University, 2008.
2009-

Martzen, Mark, PhD
Professor, Basic Sciences, Interdisciplinary Studies
PhD, University of South Dakota, School of Medicine, 1986.
2005-

Masterson, John, DC
Adjunct Faculty, Physical Medicine
DC, Life West Chiropractic College, 1998.
2008-

Mastro, Michael, BA
Adjunct Faculty, Ayurvedic Sciences
BA, University of Washington.
2017-

Mazzanti, Marta, MS, RDN
Adjunct Faculty, Nutrition and Exercise Science
MS, RDN, Bastyr University, 2007.
2011-

McCarter, Safiya, ND, MS
Adjunct Faculty, Basic Sciences, Midwifery, Naturopathic Medicine, Acupuncture and East Asian Medicine, Public Health
ND, Bastyr University, 2010.
2011-

McDaniel, Tracy, ND, LM
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2002.
2007-

McNally, Ryan, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2008.
2014-

McNulty, Nikodemas, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Bastyr University, 2014.
2016-

Meng, Jing, MD (China), PhD
Associate Professor, Basic Sciences
MD (China), Shandong Medical University, 1986; PhD, University of Alabama, 2003.

2013-

Mercer, Nancy, ND
Adjunct Faculty, Homeopathic Medicine, Naturopathic Medicine
ND, Bastyr University, 1987.
2000-

Messner, Don, PhD
Professor, Basic Sciences
PhD, University of Washington, 1986.
2007-

Milligan, Michele, BS
Adjunct Faculty, Herbal Sciences
BS, Bastyr University, 2009.
2017-

Minoff, Melissa, ND, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
ND, Bastyr University, 2001.
2010-

Morrow, Kelly, MS, RDN, CD
Associate Professor, Nutrition and Exercise Science
MS, RDN, CD, Bastyr University, 1999.
2002-

Mueller, Susan, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2010.
2010-

Myers, Suzy, LM, CPM, MPH
Associate Professor, Midwifery
MPH, University of Washington, 1988.
1980-

Myers-Ciecko, Jo Anne, MPH
Adjunct Faculty, Midwifery
MPH, University of Washington, 1998.
2017-

Neary, Dean E, Jr, ND
Associate Professor, Physical Medicine, Naturopathic Medicine
ND, Bastyr University, 1996.
2000-

Ngamsiripol, Prasert, MD (China), MS, CCHM, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MD (China), Jinan University, 1992; MS Bastyr University.
2013-

Norton, Emma, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, University of Bridgeport, College of Naturopathic Medicine, 2003.
2015-

Odenthal, Joanne, PhD
Adjunct Faculty, Botanical Medicine, BUC
PhD, Claremont Graduate University, 1992.
2013-

O'Farrell, Fiona, MA
Adjunct Faculty, Counseling and Health Psychology
MA, Pacific Lutheran University, 2012.
2015-

Olson, Jonathan, PhD
Associate Professor, Counseling and Health Psychology, Public Health
PhD, University of Wisconsin, 2003.
2013-

Palagi, Traci, LM, CPM
Adjunct Faculty, Midwifery
MW Certificate, Seattle Midwifery School, 2003.
2015-

Papadopoulou, Ekaterini, MLIS, BA
Adjunct Faculty, Acupuncture and East Asian Medicine
MLIS, University of Washington, 2013; BA, University of Manchester, 2006.
2017-

Parkinson, Andrew, ND
Associate Professor, Naturopathic Medicine
ND, Bastyr University, 1994.
1994-

Pellegrini, Marisa, ND
Assistant Professor, Naturopathic Medicine
ND, Bastyr University, 2010.
2010-

Pelletier-Butler, Paula, LM, CPM, MSM
Adjunct Faculty, Midwifery
MSM, Bastyr University, 2013.
2014-

Perlot, Nancy, MS
Assistant Professor, Nutrition and Exercise Science
MS, Marylhurst University, 2015
2016-

Petersburg, Nathan, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2016.
2017-

Philp, Hazel, ND, MS, LAc
Associate Professor, Naturopathic Medicine
ND, MS, Bastyr University, 1997.
2006-

Piche, Brianna, ND
Adjunct Faculty, Botanical Medicine
ND, Bastyr University, 2016.
2017-

Pizzorno, Joseph, ND
Adjunct Faculty, President Emeritus, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1975.
1978-

Pleiman, Stephanie R, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Bastyr University, 2010.
2017-

Poccia, Emily, ND
Adjunct Faculty, Botanical Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2014.
2015-

Portera-Perry, Lisa, DC
Adjunct Faculty, Physical Medicine, BUC
DC, Southern California University of Health Sciences, College of Chiropractic, 1985.
2013-

Price, Lisa, ND
Adjunct Faculty, Basic Sciences
ND, Bastyr University, 1998.
1997-

Ramanujam, Kumuthini, MD (India)
Adjunct Faculty, Basic Sciences
MD (India), Madras Medical College, 1989.
2000-

Reaves, Whitfield, DOM, MS
Adjunct Faculty, Acupuncture and East Asian Medicine
DOM, SAMRA University of Health Sciences, 1983; MS Institute of Clinical Acupuncture & Oriental Medicine, 2015.
2017-

Reddeman, Robin, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2007.
2007-

Ribak, Charles, PhD
Adjunct Faculty, Nutrition and Basic Sciences, BUC
PhD, Boston University Graduate School, 1975.
2015-

Riccio, Lauren, ND, LM
Adjunct Faculty, Midwifery
ND, Bastyr University, 2004.
2016-

Rome, Janna, MS, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 1996.
1996-

Rosen, Daniel, PhD
Associate Professor, Counseling and Health Psychology
PhD, Arizona State University, 2006.
2008-

Rotakhina, Sierra D, MPH
Adjunct Faculty, Public Health
MPH, University of Washington, 2013.
2017-

Roth, Maya, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, University of Bridgeport, College of Naturopathic Medicine, 2007.
2015-

Rouhani, Shidfar Thomas, ND, DC
Associate Professor, Nutrition and Basic Sciences, BUC
ND, Southwest College of Naturopathic Medicine, 2005; DC, University of Western States, 2013.
2013-

Roustaei, Omid, MA
Adjunct Faculty, Nutrition and Exercise Science, Counseling and Health Psychology
MA, Bastyr University, 2004.
2009-

Rubin, Paul, DDS
Adjunct Faculty, Naturopathic Medicine
DDS, University of Washington, 1973.
2017-

Rubinstein, Joshua, ND
Associate Professor, Naturopathic Medicine
ND, Bastyr University, 2004.
2005-

Rude, Steven, PhD
Assistant Professor, Basic Sciences
PhD, Northwestern University, 1996.
2012-

Sammartino, Siona, MS, RDN, CD, CN
Adjunct Faculty, Herbal Sciences, Nutrition and Exercise Science
MS, Bastyr University, 2013.
2015-

Sanchez, Jose A, MS
Adjunct Faculty, Nutrition and Basic Sciences, BUC
MS, San Diego State University, 2008.
2015-

Sanford, Katrina M, PsyD
Adjunct Faculty, Counseling and Health Psychology
PsyD, The Adler School of Professional Psychology, 2014.
2014-

Santiago-Turner, Susan, PhD
Assistant Professor, Counseling and Health Psychology
PhD, University of Rochester, 2013.
2016-

Sarju, Sheila, MSW, MW Certificate
Adjunct Faculty, Midwifery
MSW, University of Washington, 2013; MW Certificate, Seattle Midwifery School, 1999.
2016-

Sarter, Barbara, PhD, RN
Professor, Naturopathic Medicine, BUC
PhD, RN, New York University, 1984.
2013-

Sasagawa, Masa, ND, MS
Adjunct Faculty, Nutrition and Exercise Science
ND, Bastyr University, 2003.
2000-

Sasson, Valerie, LM, CPM
Adjunct Faculty, Midwifery
MW Certificate, Seattle Midwifery School, 1999.
2010-

Savery, Patrice, MA, AAS
Assistant Professor, Nutrition and Exercise Science
MA, New York University, 2006; AAS, Seattle Culinary Academy, 2003.
2010-

Sayigh, Allen, MAcOM, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MAcOM, Seattle Institute of Oriental Medicine, 1999.
1999-

Scott, Susan, MSA, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MSA, Northwest Institute of Acupuncture and Oriental Medicine, 1984.
1997-

Segadelli, Jennifer, MSM
Adjunct Faculty, Midwifery
MSM, Bastyr University, 2016.
2017-

Shaff, Katie, ND
Adjunct Faculty, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 2004.
2004-

Shanbhag, Vivek, ND, MD (Ayur)
Adjunct Faculty, Ayurvedic Sciences, BUC
ND, Bastyr University, MD (Ayur), 1992.
2013-

Sharif, Sharum, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2003.
2016-

Shen-Miller, David, PhD
Associate Professor, Counseling and Health Psychology
PhD, University of Oregon, 2008.
2015-

Shuttleworth, Sylvie, PhD
Associate Professor, Counseling and Health Psychology, BUC
PhD, California School of Professional Psychology, 2005.
2014-

Sims, DeJarra, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2009.
2015-

Sizemore, Max T, PhD
Assistant Professor, Basic Sciences
PhD, University of Washington, 2010.
2015-

Smith, Charles, PhD
Professor, Counseling and Health Psychology
PhD, Ball State University, 1988.
2010-

Snider, Pamela, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 1982.
2010-

Sodhi, Shailinder, ND
Adjunct Faculty, Ayurvedic Sciences
ND, Bastyr University, 1993.
1998-

Somol, Kris, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2005.
2005-

Stahlberg, Rainer, PhD (Russia)
Adjunct Faculty, Herbal Sciences
PhD (Russia), Leningrad State University, 1982.
2004-

Standish, Leanna, PhD, ND, MS, LAc
Professor, Naturopathic Medicine
PhD, University of Massachusetts, 1978; ND, MS, Bastyr University, 1991.
1987-

Staruch, Arianna, ND
Associate Professor, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1997.
2011-

Steipen, Nikki P, M.S.Ed
Adjunct Faculty, Counseling and Health Psychology
M.S.Ed, Northern Illinois University, 2014.
2017-

Stilson, Terri, MS
Assistant Professor, Basic Sciences
MS, University of South Florida, 2001.
2012-

Stotts, Lisa, LM, CPM, MSM
Adjunct Faculty, Midwifery
MSM, Bastyr University, 2014.
2016-

Strong, Aaron, MA
Adjunct Faculty, Counseling and Health Psychology
MA, Bastyr University, 2003.
2006-

Sturgeon, Skye, DAOM, LAc
Associate Professor, Acupuncture and East Asian Medicine

DAOM, American College of Traditional Chinese Medicine, 2014.
2014-

Sundaravaradan, Vasudha, PhD
Adjunct Faculty, Basic Science, Public Health
PhD, University of Arizona, 2006.
2015-

Takakura, Masahiro, ND, DC, MS, LAc
Adjunct Faculty, Physical Medicine
ND, Bastyr University 2002; DC, National School of Chiropractic, 2005.
2006-

Testa, Brandon, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2015.
2017-

Ting, Guy G, MS
Adjunct Faculty, Basic Sciences
MS, University of Washington, 2007; MS, University of Northern Colorado, 2004.
2011-

Tozer, Erinn E, PhD
Adjunct Faculty, Naturopathic Medicine, BUC
PhD, The Pennsylvania State University, 2001.
2017-

Tromblay, Ali, LM, CPM
Adjunct Faculty, Midwifery
MW Certificate, Seattle Midwifery School, 1999.
2008-

Tseng, Angela, DAOM, MS, LAc
Associate Professor, Acupuncture and East Asian Medicine
DAOM, MS, Bastyr University, 2006.
2000-

Vassighi, Nazanin, ND
Assistant Professor, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2010.
2015-

Vlasuk, Susan, DC
Adjunct Faculty, Naturopathic Medicine
DC, National College of Chiropractic, Illinois, 1970.
1997-

Wales, Margaret L, LM, CPM
Adjunct Faculty, Midwifery
MW Certificate, Seattle Midwifery School, 2009.
2016-

Wallace, James, ND
Associate Professor, Naturopathic Medicine
ND, Bastyr University, 1996.
2000-

Wang, Ying, MD (China), LAc
Associate Professor, Acupuncture and East Asian Medicine
MD (China), MS, Heilongjiang University of Traditional Chinese Medicine, 1983.
1996-

Weeks, Tiffany, ND
Assistant Professor, Botanical Medicine
ND, Southwest College of Naturopathic Medicine, 2006.
2013-

Weiss, Andrew, DAOM, MSTCM
Adjunct Faculty, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2014; MSTCM, American College of Traditional World Medicine, 2011.
2017-

Welliver, Nancy, ND
Adjunct Faculty, Physical Medicine
ND, Bastyr University, 1992.
2014-

Wenner, Cynthia, PhD
Professor, Basic Sciences
PhD, Washington University, St. Louis, 1996.
1997-

Weissman, Rachel S., MS, LAc
Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Tri-State College of Acupuncture, 2007.
2016-

Wilkes, Alisha H, DNP, CNM, ARNP
Adjunct Faculty, Midwifery
DNP, Frontier Nursing University, 2016; MSN, Frontier Nursing University, 2014.
2017-

Wool, Trinity Ava, Herbalist
Adjunct Faculty, Herbal Sciences
2007-

Yarnell, Eric, ND, RH (AHG)
Professor, Botanical Medicine, Herbal Sciences, Naturopathic Medicine
ND, Bastyr University, 1996.
2002-

Yasuda, Gregory T, ND
Assistant Professor, Physical Medicine
ND, Bastyr University, 2003.
2009-

Youngren, Christina, ND
Adjunct Faculty, Naturopathic Medicine, BUC
ND, Southwest College of Naturopathic Medicine, 2006.
2015-

Zajdel-Neary, Dominika, ND
Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2008.
2008-

Zimmerman, Claire, ND
Adjunct Faculty, Naturopathic Medicine

ND, Bastyr University, 2016.
2017-

Zollinger, Rebecca, LM, MSM
Adjunct Faculty, Midwifery
MSM, Bastyr University, 2014.
2016-

FEDERAL REFUND REQUIREMENTS

The refund schedule below has been established in keeping with federal refund requirements for students withdrawing from school:

Week of the Quarter	% Refund for Course Withdrawals[1]	% Refund for Complete Withdrawals[2]
1st	100%	100%
2nd	90%	90%
3rd	50%	80%
4th	50%	70%
5th	25%	60%
6th	25%	50%
7th through 8th	0	0

Refunds related to course and full withdrawal from summer quarter are different and published in the summer quarter academic calendar, available on MyBU. After the first week of the quarter, course withdrawals are accompanied by a "W" grade on the transcript (except in the case of courses that have not yet begun).

[1] All courses (including weekend intensive courses) follow this refund schedule. Courses may not be dropped after the course has ended (example: weekend intensive and non-traditionally scheduled courses). Courses may only be added in the first week of the quarter (with the exception of weekend intensive courses). In order to manage patient scheduling, the University strongly discourages students from dropping clinic shifts. Students who drop a clinic shift before the quarter may be assessed a financial penalty. Once the quarter has begun, there is no refund for shift withdrawals (except in the case of family or medical emergencies). Please see the clinic registration staff, in the registrar's office, for more information regarding clinic shift changes.

[2] Calculated by hand.

ACADEMIC CALENDAR FOR 2017-2018

	Fall 2017	Winter 2018	Spring 2018	Summer 2018
Orientation	7/14 onsite for MCHS 8/7 online for MSMW students and 9/11 onsite 9/12-14 for ND students 9/19-20 for other students			
Classes Start for First-Year MACP Students -summer 2017	7/8/2017			
Classes Start for First-Year Midwifery Students	9/12	1/8	4/9	
Classes Start for First-Year ND Students[1]	9/18	1/8	4/9	7/9
ND Remediation Exams and Exercises[2]	1/4-5/17	4/5-6	7/5-6	9/13-14
Classes/Clinic Start for All Others/Payment Due	9/25	1/8	4/9	7/9 (Clinic 7/2)
Convocation	9/25 (9:00 a.m.)			
Last Day to Withdraw with a W Grade	11/17	3/2	6/1	8/17
Classes End	12/1	3/16	6/15	8/31
Final Exams End	12/8	3/23	6/23	8/31
Clinic Ends	12/9	3/24	6/23	9/15
Interim Clinic[3]	12/11-23 & 1/2-6, 2018	3/26-31		
Commencement Ceremony			BUC 6/23 BUK 6/25	
Clinic Closure[4]	12/24-1/1	4/2-7	6/25-30	9/17-22
Bastyr Community Day[5]			5/23	
Official Holidays[6]	11/23-25	1/15, 2/19	5/28	7/4, 9/3
Priority Applications Due – ND, Midwifery and MSN Programs		2/1		
Priority Applications Due – All other BS and Master's Programs		3/15		
Financial Aid Application Priority Due Date			4/1	

Calendar Notes

[1]In fall quarter only, first-year naturopathic medicine classes begin a week earlier to accommodate a few study days distributed during the quarter when there are no scheduled classes.

[2]Students earning PCs in naturopathic medicine modules in year one and two will need to return to campus before the start of the following quarter to complete remediation exams and exercises.

[3]During interim clinic, all clinic services run normally. Interim clinic is required; exceptions must be approved in advance. Students staff the shifts in which they were registered in the quarter just ended.

[4]During clinic closure, the clinic does not offer patient visits, but appointment phones and dispensary are open (except when one of the clinic closure days falls on a paid holiday). Appointment phones and dispensary hours may be altered from their standard operating hours. The clinic is closed on all official University holidays.

[5]Bastyr Community Day is focused on the health and well-being of members of the Bastyr community. Activities are scheduled for the afternoon and classes and clinic shifts are cancelled from noon to 5 p.m. so that members of the community can participate.

[6]Although religious holidays are NOT official University holidays, the University's policy is to attempt to accommodate the observance of religious practices. Students are responsible for the material covered but will not have religious absences count against any attendance requirement. Students observing such holidays are required to notify faculty during the first week of classes and find substitutes for clinic shifts affected. Students should follow the reschedule exam procedures in the event an exam falls on a religious holiday.

Major religious holidays in the coming academic year that occur when the University is in session are 9/21, 9/30 2017 and 5/16-6/15 2018. Bastyr University schedules clinical training and occasional required courses or intensives on weekends. Students who have religious restrictions against attending classes on weekends must contact their program chair or dean, in advance, when such a conflict occurs. Efforts will be made to resolve such conflicts, but a resolution cannot be guaranteed.

Revised: June 2017

The calendar is subject to change without notice.

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