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2023-2024 ACADEMIC CATALOG

CATALOG NOTE

The Bastyr University Catalog is published annually. Information contained in this catalog is current as of June 1, 2023, and is valid through June 30, 2024. 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. While every effort will be made to ensure accuracy of the material stated herein, we reserve the right to change any provision listed in this catalog, including, but not limited to, academic requirements for graduation and various fees and charges without actual notice to individual students. Every effort will be made

to keep students advised of such changes. Students should consult this website periodically for catalog updates. Students should follow the catalog in effect at the time they enroll in classes for the first time. Students who take an extended leave of absence or withdraw from the University may be required to meet the graduation requirements of the curricula in effect at the time they decide to return to Bastyr University to complete their programs of study.

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.

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.

PRESIDENT'S WELCOME

Welcome to Bastyr University where we first opened our doors to educating students over 40 years ago. You are joining an institution that has a long tradition of educating leaders in the natural health arts and sciences. I am excited for you to begin this journey.

You will have many touch points along your path at Bastyr your first lab course, your first patient interview, the first midterm in a challenging course, and many others. Remember to cherish the moments along the way. You will meet fellow students that will become lifelong friends. You will learn things that will shatter pre-conceived notions you hold. You will be tired, you will be ecstatic, you will be proud.

The faculty and staff of Bastyr will be proud of you, too. You will leave Bastyr with a degree or certificate that will provide you with the opportunity to develop professionally in ways you cannot believe. A degree from Bastyr University holds value in the world of natural medicine, and you will have many opportunities to flourish.

My greatest advice to you as you start your journey at Bastyr would be to focus on what you need to learn to be a successful professional in your field. Your teachers are here to be guides and the university has many supports to help you. In the end, YOU are the only person that will form your future and your success. Focus, ask for help along the way, stay positive, and know that you are entering into a family of students, faculty, staff, and alumni that care about you. I look forward to hearing about your journey and look forward to your successful transition as a professional into the field.

Devin Byrd, PhD
President
Welcome to Bastyr University

ACADEMIC POLICIES AND PROCEDURES

Students are responsible for the information outlined in this *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

Plagiarism is the intentional or unintentional presentation of the words or ideas of another as one's own, or the presentation of words or ideas of another without proper acknowledgement.

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

- Intentionally or unintentionally 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

COPYRIGHT INFRINGEMENT

Copyright infringement includes the reproduction, distribution, or display of copyrighted material without the permission of the copyright holder.

Students engaging in any of the following behaviors will be subject to disciplinary action for violation of the academic honor code; in addition, they are subject to legal consequences as outlined in the Copyright Law of the United States, Title 17 of the U.S. Code.

- Sharing course materials or recordings, Canvas postings, or instructor, 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 who oversees your class in which the violation occurs regarding the student's alleged violation.
- Faculty should then 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 the 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.
- Faculty meet with the student to discuss the reasons cheating or plagiarism is suspected and to allow the student the opportunity to clarify the situation.
- Instruct the student to complete a remediation module.
- Faculty report in writing to the department chair the outcome of the faculty member/student meeting and, if necessary, propose appropriate disciplinary action.

In addition to being assigned to complete the remediation module, further disciplinary action may be taken, a full description of which should be included in the letter placed in the student's permanent file. Disciplinary action 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.

After the initial meeting to discuss plagiarism or cheating, 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.

IN ADDITION:

- The department chair will ensure that the deans of the schools in which the faculty member teaches and the student is enrolled in 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 by the department chair.
- The dean of students will be copied on correspondence relevant to confirmed incidents of student 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.

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.

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 notice 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, they 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.

Please note: This policy is separate from the Financial Aid Office Satisfactory Academic Progress Policy, which determines if you are eligible to receive financial aid. Please see the financial aid policy.

The University uses the following terms to denote academic status:

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

ASSESSMENT OF ACADEMIC STATUS

Each quarter the academic departments run a report to obtain 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 they are 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. 34), and degree and certificate program requirements.

ASSESSMENT OF ACADEMIC STATUS FOR NATUROPATHIC MEDICINE (ND) STUDENTS

The following provides the policy on maintaining Title 38 benefits for naturopathic medicine students. Students' academic progress is reviewed after each quarter, and academic status is assigned based on the following plan. A student's VA benefits will be terminated when a student is placed on final probation. In order to restore eligibility for VA benefits, a student must return to at least academic warning status.

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 rotation)	15.0 points	Automatic academic warning
1 F (clinic rotation)	20.0 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:

Points	Level
< 10 points	Good Standing
10.5 - 20.0 points	Academic Warning
20.5 - 25 points	Probation
25.5 - 30.0 points	Final Probation

Reasons to be referred for dismissal:

- Poor academic performance as evidenced by accumulating 30.5 or more points
- Failing the same course twice or failing to convert an RC to AC
- Receiving three Fs or three RCs or any combination of Fs and RCs that total three or more in a single term
- Failing two or more clinic rotations
- Failure to remediate a non-passing grade in the clinic entrance exam or clinic exit exam

An academic improvement plan may be part of the academic monitoring process with any point total but is required for

probation or final probation. Each time an ND student earns all ACs (Achieved Competency) in a quarter with 12 or more credits (10 or more credits for those on the five-year track), the academic status will improve one level. However, the student cannot return to good standing until all courses have been successfully converted to AC.

ASSESSMENT OF ACADEMIC STATUS FOR ALL ACUPUNCTURE AND EAST ASIAN MEDICINE (AEAM) STUDENTS

In the AEAM *graduate* programs (MAc, MAcCHM, CCHM, and DAc), a student is considered in good standing if their cumulative GPA is equal to or greater than 3.0. This is the AEAM *graduate* program minimum standard.

In the AEAM DAOM 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 in good standing.

To return to good standing from warning, probation, or final probation status, a DAOM student must complete all remediation requirements on time. The student must then maintain good status for the duration of the program. A second warning, probation, or final probation status event will result in suspension and/or recommendation for dismissal.

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 runs a report to obtain a list of students whose cumulative 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 their 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 their 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 them 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 runs a report to obtain a list of students whose cumulative 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 their 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 their 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 them, 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 AND MATERNAL CHILD HEALTH SYSTEMS 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), as applicable. 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
- Progress toward completion of the master's project (for midwifery and MCHS students) or the Botanical Medicine for Midwifery track (for midwifery students)
- Clinical Skills Evaluations from preceptors (for midwifery students)
- Holistic assessment of each student in the quarterly faculty meeting, which includes a progress report from the clinical education supervisor (for midwifery students)
- Scores in each section of the Advanced Clinical Exam and the Comprehensive Exam for midwifery students

Students who are not making reasonable progress toward meeting graduation requirements listed in the catalog (p. 103) 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 circumstance) or the clinical education supervisor (in the latter circumstance) 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 PUBLIC HEALTH STUDENTS

The program runs a report to obtain a list of students whose cumulative GPA is at or below 3.5 on a 4.0 scale. The program chair 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 their 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 runs a report to obtain a list of students whose cumulative GPA is at or below 2.8 on a 4.0 scale; and 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 their 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 their 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 them 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 serves 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's record shows that they have failed a course or shift, received a PC, or the dean or dean's designee has a concern.

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

- The student's record shows that they have failed a course, received more than one PC in a quarter, or have failed to remediate a prior PC according to remediation plans.
- The dean or dean's designee has a concern.

CONDITIONS DURING ACADEMIC WARNING

An AEAM student placed on academic warning will be required to:

- meet with their assigned faculty advisor to discuss strategies that the student may employ to return to Good Standing.

An AEAM student placed on academic warning may be required to:

- 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, avail themselves of consultation with a health care practitioner (encouraged rather than required).
- repeat any courses that the student has received a grade of less than C or AC.

In modular programs such as DAOM this may result in significant delay of graduation.

If the student's cumulative GPA improves to 3.0 or above, 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 their academic progress fails to improve.

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 their 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 their 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 is 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 their 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 their 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 their academic improvement plan, raise their overall GPA to above 2.5 (or 3.0 if registered in a MSN/MACP 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 their cumulative GPA continues to fall.

ACADEMIC WARNING FOR ALL MIDWIFERY AND MATERNAL CHILD HEALTH SYSTEMS STUDENTS

After determining that a student should be placed on academic warning status per the 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 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 IN PUBLIC HEALTH STUDENTS

After determining that a student should be placed on academic warning status per the 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 their 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 their 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 their 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 their 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 email 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 email 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 their faculty advisor to develop an academic improvement plan that the student must complete 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 they are 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 they have 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 they have 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 DEPARTMENT OF ACUPUNCTURE AND EAST ASIAN MEDICINE (AEAM) STUDENTS

ACADEMIC PROBATION

An AEAM graduate program student may be placed on academic probation under one or more of the following circumstances:

- The student's cumulative GPA falls below program standards for three quarters.
- The student has been placed or has remained on academic warning for three consecutive quarters.
- The student has failed two or more courses or clinical rotations.
- The student's record shows that they have 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 it to be of concern.

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

- The student's record shows that they have fallen below program standards (AC in all courses) for two quarters.
- The student has remained on academic warning for two consecutive quarters.

- The student's record shows that they have failed to remediate a PC grade in a course within one quarter's time or the time stated in the remediation plan.
- 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 academic 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 will 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. In modular programs such as DAOM this may result in significant delay of graduation.
- 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 (if applicable) or withdraw from classes.
- Meet with their assigned faculty advisor to discuss strategies that the student may employ to return to Good Standing
- Fulfill other requirements outlined by the school/program and/or faculty advisor.

An AEAM student is placed on academic 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 final probation.

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.

FINAL PROBATION

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

- The student has been placed on academic probation for at least one quarter.

A DAOM program student may be placed on final academic probation under any of the following circumstances:

- The student has been placed on academic probation for at least one quarter.
- The student's record shows they have failed to remediate a PC or I grade within one quarter's time or according to the remediation plan.

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 to be removed from final 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. In modular programs such as DAOM this may result in significant delay of graduation.
- 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 final 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 final probation and whenever the student's academic status has changed.

PROBATION RATIONALE FOR ALL MIDWIFERY AND MATERNAL CHILD HEALTH SYSTEMS STUDENTS

A midwifery or MCHS 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 or MCHS 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 or MCHS 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 department of midwifery requirements, rules, and policies.
- behavior that disrupts classroom learning and hampers the educational process of the department or University.
- 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.
- for midwifery students, 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 themselves as a midwifery student.
- for midwifery students, failure to successfully pass any section of the Comprehensive Exam or Advanced Clinical Exam according to re-take policies.
- 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 programs.
- 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.

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:

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 they are 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 their 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 email 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 email 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 their program(s) and that the student has sufficient opportunity to be successful upon their 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 they have 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. 6) for more information), failure to comply with University felony conviction disclosure requirements (see policy (p. 27) 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 AND MATERNAL CHILD HEALTH SYSTEMS STUDENTS

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

- fails to comply with conditions of probation.
- does not demonstrate the capacity to complete their program successfully.
- fails to satisfactorily complete two or more didactic and/or clinical courses with a grade of 80 percent (B- or 2.7 GPA) or better.
- fails to satisfactorily complete the same course with a grade of 80 percent (B- or 2.7 GPA) or better after retaking the entire course.
- 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.6) (p. 5), including committing fraud when reporting clinical documentation.
- for midwifery students, withdraws from a clinical site without prior appropriate arrangements coordinated with the preceptor and the clinical education supervisor.
- for midwifery students, does not demonstrate the ability to competently practice as a midwife.
- for midwifery students, fails to achieve adequate evaluations in Practicum and/or failure of significant percentage or portions of Advanced Clinical Exams. (See *Practicum Handbook* for details.)
- for midwifery students, fails to pass any portion of the Advanced Clinical Exam after three attempts.
- for midwifery students, fails to pass any portion of the Comprehensive Written Exam after three attempts, as described in the Midwifery Handbook.
- for midwifery students, is unable to act in the role of a direct entry-level midwife, as determined by the Student

Progress Committee, based on clinical evaluations.

The provost or their designee will send the student notice of academic dismissal by email to the student's University email 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 (for which notices 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 email 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 their academic program
- The reason(s) for dismissal
- The student's right to appeal the decision

A student who is dismissed from any academic program within the University, whether the dismissal be based on academic, clinical, professional or other reason, is considered dismissed from the entire University. The dismissed student may not be considered for re-admission to any program at the University until they have been gone at least two quarters.

Student status after notice of dismissal

Unless a student elects to appeal their dismissal, they will be dropped from all classes for which they are registered at the time of dismissal. If a student elects to appeal their 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 they are 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.

RE-ADMITTANCE POLICY

A student who is dismissed from any academic program within the University, whether the dismissal be based on academic, clinical, professional or other reason, is considered dismissed from the entire University. The dismissed student may not be considered for re-admission to any program at the University until they have been gone at least two quarters. To initiate consideration for re-admission to the University, the dismissed student shall request a meeting with the Provost if the dismissal was based on academic reasons, and the Vice President for Student Affairs (VPSA) for all other reasons, or both if deemed appropriate. At this meeting, the dismissed student must present information, (transcripts, letters from appropriate practitioners, etc.), demonstrating that remediation and improvement has occurred. Further, the behavior of the dismissed student while away, insofar as it may have had any impact on Bastyr, will be discussed. Following that meeting, the Provost or VPSA will review the presented material to determine if the dismissed student may proceed to admission protocol. If not, the dismissed student may request another meeting to present new information after at least two more quarters have passed, this is the final opportunity to pursue readmission. If the information at the initial meeting does meet expectation for remediation and improvement, the dismissed student may proceed into the admission protocol for the specific department. Approval by the Provost or VPSA to continue into the admission process does not guarantee re-admission to the University.

SUPPORT FOR PREGNANT STUDENTS AND NEW PARENT STUDENTS

REASONABLE ACCOMMODATION FOR PREGNANT STUDENTS

I. REASONABLE ACCOMMODATION FOR PREGNANT STUDENTS

The benefits and services provided to students affected by pregnancy shall be no less than those provided to students with temporary medical conditions.

Students with pregnancy-related disabilities are entitled to reasonable accommodation to the extent provided under the Americans with Disabilities Act (ADA) so they will not be disadvantaged in their courses of study or research.

Any student in need of accommodation related to pregnancy is encouraged to contact the Student Access

Support Coordinator. Reasonable accommodations, such as modification to seating, mobility support, and extended deadlines due to pregnancy-related issues must be requested through the Student Access Support (SAS) Coordinator and each request must include documentation of the accommodation need from the students' health care provider.

II. LACTATING STUDENTS

Lactating students will be granted reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. Nursing or lactation rooms are provided at specified locations at the Kenmore and San Diego campuses, as well as the Bastyr Center for Natural Health in Seattle and the Bastyr California Clinic.

Section 1. Didactic Courses

1.1 Place and Duration of Break. Students who are lactating may be allowed to step out of class for lactation breaks in the designated campus lactation rooms, to express or pump breast milk. Following the recommended and average times for pumping breast milk, the lactation break (not including time for pre- and post-set up) may be between 15 to 30 minutes.

Pursuant to University policy on children not being permitted in classrooms, lactating students who need to nurse their infants on campus during a class period may do so by taking a lactation break with their infant in a designated lactation room. While the lactating student is in class, the infant must, at all times, be accompanied by a guardian outside the classroom.

1.2 Coverage of Missed Material. Students who take lactation breaks during a class period remain responsible for material missed because of their temporary absence.

1.2.1 To assist in covering missed portions of a class, lactating students may request an audio recorder from Student Affairs as an additional resource and may be permitted to record the portion of the class missed during the lactation break, with the knowledge of the instructor.

1.2.2 The instructor must support the student in identifying other possible ways to access the materials or content missed during that lactation break including, but not limited to, providing access to the learning management system, sharing presentation slides, or facilitating peer notetaking support when needed.

1.3 Course Examinations and Tests

1.3.1 Pursuant to the Examination Policy of the University, students must take exams at the regularly scheduled examination times. Lactating students are advised to take

their lactation break before or after the examination is administered. If, however, the student expects to take a lactation break before the end of the examination period, the student should directly inform the instructor or proctor before the exam begins to determine a plan for the lactation break.

1.3.2 If the student needs to take a lactation break during the examination period, the student may be permitted to do so following the agreed upon plan or guidelines set by the instructor or proctor before the examination.

1.3.3 If the student is given extended time to complete the examination due to the lactation break, the instructor or proctor will continue to administer the examination at the same venue or proceed to continue administration of the examination at the appointed Student Access testing room.

Section 2. Clinic Shifts/Labs

2.1 Place and Duration of Break. Students who are lactating are allowed to take a lactation break during a lab or clinic shift in designated lactation rooms to express or pump breast milk. Following the recommended and average times for pumping breast milk, the lactation break (not counting the time needed to go to the lactation room) may be between 15 to 30 minutes.

2.2 Determining Shift Assignments. Students who are lactating and who expect to be assigned to clinic shifts must be assigned to a clinic shift or rotation where an additional primary student clinician is present. An additional primary student clinician is necessary to ensure continuity of care if the lactating student must leave for a lactation break and needs coverage during a shift.

2.2.1 Upon registration for the quarter, the student must notify the Office of the Registrar of their expectation for lactation breaks during clinic shifts. This will allow for the student to be scheduled for an appropriate clinic shift or rotation by the Registrar. The Registrar will then inform the clinic supervisor of such an assignment.

2.2.2 After registration, the student must coordinate with the clinic supervisor before the quarter begins to discuss specific adjustments to shifts and identify a plan for coverage that takes into account lactation breaks as needed.

2.3 Continuity of Patient Care During Shift. When with a patient during a shift, clinicians are expected to stay throughout the patient interview and examination process. If the student expects that they will be unable to complete the patient appointment or exam due to a needed lactation break, the student should not begin the appointment with the patient and must inform the clinic supervisor to ensure

coverage. They can participate as a secondary or assisting clinician/intern, but cannot take the role of primary for that patient appointment.

2.3.1 In order not to disrupt patient care during the shift, the student and the supervisor must meet to identify a work plan guided by the following:

- a. Number of expected breaks per four-hour shift
- b. Expected length of breaks
- c. Additional student clinicians on shift
- d. Coverage protocol

2.4 Effect on Clinical Shift Requirements. The time spent by a student for lactation breaks may necessarily lead to a reduction in the time/hours earned on a shift where a break was taken

The student will deduct any time related to their lactation break(s) from the four hours they would ordinarily enter into E*Value.

2.4.1. To stay on track with clinical shift requirements, lactating students will need to make up for the time taken for lactation breaks during a shift. They may make up for this time by signing up for a sub shift with notice to the supervisor according to current sub shift policy. The hours can be completed in advance of expected time off or lost.

2.4.2 If the student needs to or expects to take a lactation break during a sub shift, arrangements must be made with the supervisor in advance.

2.5 Children at Clinic Shifts. In the interest of safety, children are not allowed to attend clinic shifts with parents unless they are being seen as a patient and accompanied by a guardian. Lactating students are not allowed to bring their infants or children to clinic lactation rooms when on shift.

LEARNING SUPPORT FOR NEW PARENTS MODIFIED ACADEMIC RESPONSIBILITIES AND SUSTAINED SUPPORT

Students with new children and parenting responsibilities who wish to remain engaged in their coursework and need support meeting their academic responsibilities because of the birth or adoption of their child, or placement of a foster child, may request an academic modification period of up to 12 weeks beginning with the day of birth or day of entry of the child into the home (Phase I). Extensions may be granted where additional time is required due to documented medical necessity.

Bastyr University will continue to make every effort to provide sustained support to students who are new parents as they continue to adjust to their life event until the 24th week after the birth or adoption of a child (Phase II). To qualify for this modified schedule, the student must contact the Student Access Support (SAS) office at least three (3) months before their due date, fill out the required forms, and must also have early and ongoing communication with each individual instructor and/or clinic supervisor about the modified schedule. Once SAS receives notification from the student, SAS will send an email to notify the instructor.

PHASE I. MODIFIED ACADEMIC RESPONSIBILITIES TO SUPPORT RECOVERY/INITIAL ADJUSTMENT

Phase I recognizes that students need to take uninterrupted time for the first few weeks after childbirth or adoption for recovery and/or initial adjustment and will therefore need modifications to their academic responsibilities. The modification period occurs during weeks 1 to 12 after childbirth or adoption. Students should notify the Student Access Support office as soon as possible as to when the modification period should begin.

A. Adjustments to Didactic Academic Schedule

The student's didactic academic schedule will thus be adjusted as follows:

Weeks 1-3

Students who are new parents are not required to be in the classroom or engage with the instructor or course assignments in any way.

Weeks 4 & 5

Students who are new parents return to coursework by either meeting with each instructor or actively engaging in correspondence to determine a make-up schedule for missed work and assignments.

a. If the make-up schedule interferes with the student's progression (e.g., finals week or submission of final course requirements), then the student must coordinate with Student Affairs, the Department Chair and/or Dean to determine the appropriate timetable for completion of final course requirements.

b. If the timetable for make-up work goes beyond the end of the quarter, a grade of "Incomplete" may be submitted.

Weeks 6 to 9

Students who are new parents attend all classes and follow the make-up schedule as agreed upon.

a. For any concerns with the make-up schedule during this period, the student must meet with the instructor directly. If the issue remains unresolved, the student may bring up the concern to the Department Chair and/or Student Affairs.

b. If the make-up schedule overlaps with the week of final exams or interferes with program progression, then the program Chair and/or the Dean will work with the instructor and student to determine the alternative examination schedule in line with the determined make-up schedule.

Beginning Week 6, new student parents can also receive support (as outlined in Phase II) for lactation needs on campus.

Weeks 10-12

Student/Parents complete all course work and finish any incomplete classes.

B. Adjustments to Clinic Schedule

Bastyr University academic policy requires student clinicians/interns to attend a minimum of 8 shifts in each 11 week quarter in order for the clinical supervisor to have enough time to evaluate the clinician's/intern's performance. Student clinicians/interns are allowed to miss 2 shifts per quarter without prior supervisor permission and 1 additional missed shift with prior supervisor permission. Students are expected to find a suitable substitute and provide as much prior notice to their supervisor as possible to ensure continuity of care. During the modification period, the student's clinic schedule at the Bastyr Center for Natural Health, Bastyr University Clinic – San Diego, or any external site must adhere to existing policy and will be adjusted as follows:

Weeks 1-3

Students who are new parents are not required to engage in clinical learning responsibilities.

a. Students who are new parents may be excused for up to three clinic shifts in one quarter. If those missed shifts occur during the first three weeks after birth/adoption, the student cannot be given a failing grade due to those missed shifts. However, even for an excused absence, the student must make up the hours missed and make arrangements with their supervisor.

b. Students must be in communication with the shift supervisor upon notifying Student Affairs of their decision to be on the modified academic schedule to confirm which shifts would be potentially missed.

Weeks 4 through 12

Students who are new parents return to engagement with their clinic supervisor. They should meet and determine a plan with their supervisor for return to clinical learning, depending upon recovery needs.

Due to the nature of the clinical experience, any student who typically misses more than three shifts in a quarter is at risk of failing the shift for the quarter.

a. If there are more than three (3) absences this period of the modified schedule, the students must work with the program and their supervisor(s) to ensure that they meet the program's clinical requirements.

b. For the purposes of academic modification from Weeks 4 through 12 pursuant to this policy, if the student who is a new parent accrues more than three (3) excused absences, the student is required to consult with their clinic lead or supervisor to determine how to obtain credit for hours completed, which may involve a continuation of their clinical rotation during a future quarter, a conversion of hours to substitute shift hours, or a reasonable option determined by their program.

c. Students are responsible for finding substitutes for the shifts they will miss while on the modified schedule. In preparation for their planned absence due to birth or adoption, students must work with their clinic supervisor at least before the expected arrival of the child to identify potential substitutes for their shifts.

d. Students who return to clinical learning responsibilities will be able to take lactation breaks as necessary, following the guidelines on lactation breaks this policy.

PHASE II SUSTAINED SUPPORT FOR DIDACTIC COURSES AND LABORATORY CLASSES

Weeks 13-24

Bastyr University will continue to make every effort to provide sustained support to students who are new parents as they continue to adjust to their life event until the 24th week after the birth or adoption of a child.

Sustained support for didactic and laboratory courses may include the following:

a. Course Requests to Address Childcare Issues

a.1. Students who are adjusting to childcare issues and demonstrate a need for a schedule that better suits their adjustment to new parental obligations may contact the Student Access Support as soon as possible during the registration period to request an accommodation to enroll in or attend a class with a schedule that works for them.

a.2. Student Access Support and the Dean will review the request. If there is a demonstrated need, the SAS and Dean will try to identify a class section suitable for the student, upon active consultation with the faculty member.

a.3 The final decision will depend on the availability of classes.

b. Lactation Breaks

b.1. Students who are lactating and attending didactic courses or labs may take lactation breaks during class. (See provisions on lactation breaks in this policy.)

b.2. Students who are lactating and attending clinical shifts may take lactation breaks during shifts. (See provisions on lactation breaks in this policy.)

c. Remote Attendance

c.1 The learning experience of didactic and laboratory classes designed to be in person cannot be replicated with remote attendance. Since instructors for in person courses are not expected to provide a hybrid mode of instruction, remote attendance for such courses cannot always be provided. However, when available for specific lecture classes or when the instructor can provide remote access, remote attendance may be arranged with advanced notice to and in consultation with the instructor.

c.2. Online classes conducted with the use of a video conferencing platform may be audio or video recorded for the benefit of the student who is a new parent. The student must inform the instructor in writing of the need for the absence ahead of time (at least 24 hours if possible) to arrange for and gain access to the recording.

d. Notetaking and Recording

d.1 Notetaking assistance may be provided upon request by the student who is a new parent for non-laboratory or practical classes.

d.2 The request for notetaking support must be provided to Student Access Support in writing by the student at least one week before the quarter begins. If Phase II for the student starts in the middle of the quarter, the request must be made at least one week before Phase II begins.

d.3 Students who are new parents and are on a modified academic schedule may be permitted to record classes missed, with the permission of the instructor. The student may request a recording device from Student Access Support.

ACADEMIC STATUS, INCOMPLETE, OR LEAVE OF ABSENCE

Students who have received a modified schedule due to the birth or adoption of a child will retain their enrollment status throughout the schedule. If desired, the student may request either an “Incomplete” for a class or a leave of absence through the regular process with the Office of the Registrar. A student on a modified academic schedule may be given a grade of “Incomplete” until all course requirements are fulfilled based on their make-up plan. However, faculty or staff may not require a student to take a leave of absence due to pregnancy, childbirth, or a new child in the home.

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. 244) section of the University Catalog.

The last day a student can withdraw from the University and receive W (withdrawal) grades is the Saturday of the eighth week of the quarter. For summer quarter, the deadline to withdraw is the Saturday of the sixth week of the quarter. If a student withdraws between the ninth and eleventh weeks of the quarter (weeks seven and eight in summer quarter), they 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 their change of status, grade(s), and possible refund or credit.

Students who would like to be readmitted should initiate the process by submitting an online admissions application. This will lead to a review of previous course work by the academic program. In some cases, previous course content may be considered incomplete or outdated to current standards.

- If the student has been withdrawn for seven years or less, the academic department will determine whether competency exams are required for some courses.
- If the student has been withdrawn for more than seven years, and they have worked in a related field, the academic department will analyze the situation and determine whether repeating courses is necessary or whether competency exams are appropriate.
- If the student has been withdrawn for more than seven years, and they have not worked in a related field, they will need to restart the program under the curriculum offered at the year of re-entry.

Students who do not submit a quarterly registration form for an upcoming quarter by the deadline and do not respond to communications from the Office of the Registrar will be moved to academic withdrawal effective the following term from when last enrolled. Students will be informed of this event and once withdrawn will be required to reapply to the university in order to complete degree requirements. Students will have one year from the date of academic withdrawal to reapply to the university.

In all cases, the student should consult with the financial aid office concerning the availability of financial aid.

ATTENDANCE

COURSE AND LAB ATTENDANCE POLICY

Bastyr University recommends 90 percent attendance for all courses. Instructors may define in the course syllabus an attendance policy that could include the maximum number of excused and/or unexcused absences allowed before the course must be retaken. To pass a course, no more than 10 percent of classes may be missed. Some absences may be excused for various reasons and, in these cases, a reasonable opportunity to remediate may be offered.

An absence is considered excused if the student has a legitimate personal emergency, severe illness, or a documented birth (midwifery program students) as long as the student contacts their faculty member before the absence.

unless this is not possible. Faculty may require documentation upon return from the excused absence, such as a doctor's note.

When a student has an excused absence, the faculty member may require that the student complete additional work to make up for the time missed. It is the student's responsibility to promptly communicate with the faculty member to discuss the absence, the nature of any required remediation work, and its due date. Students may be responsible for additional expenses for hiring medical models, etc., and it may not be possible to remediate specific classroom experiences, particularly in lab classes.

Failure to meet the stated attendance and remediation 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.

This policy is in accordance with state licensing boards and the Veteran's Administration, which can require 90 percent attendance. Students receiving financial assistance from the Veteran's Administration or students who need to meet state licensing board requirements are responsible for notifying the faculty member of their need to document attendance.

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 rotation (sequence of 11 shifts) 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 rotation (two excused absences) will receive a failing grade for that rotation and lose all patient contacts and hours. The entire rotation 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 rotation. 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.

ATTENDANCE POLICY FOR ONLINE COURSES

Attendance for the online course is determined based on participation. All students enrolled in an online course are required to log in to the course and participate in the first week of the scheduled date of the course opening. Participation will be considered as:

- student submission of an academic assignment.
- student submission of an exam.
- documented student participation in an interactive tutorial or computer-assisted instruction.
- a posting by the student showing the student participates in an online study group that is assigned by the instructor.
- a posting by the student in a discussion forum showing the student participates in an online discussion.
- an email from the student or other documentation showing that the student interacted with a faculty member to ask questions about an academic subject studied in the course.

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 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 (except for weekend intensive classes or nontraditionally scheduled classes that have not yet begun. These may be changed to audit before the start of the class). Certain “hands-on” classes may not be audited, and audits are never allowed when a class is full and has a wait list.

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 they have learned in a nonacademic 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. Nonmatriculated 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, they 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 where 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 their 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. Exceptions are possible for students who have withdrawn from a Bastyr program, and who are returning after several years away

from the program, (See the Academic Withdrawal Policy for details.)

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. Nonmatriculated 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, they must register and pay the full price of tuition for the course. If a student satisfactorily completes the examination, they will be awarded as transferred or waived of credits in accordance with the Transfer Credit Policy (p. 48).

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 their 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.

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 responsible for completing an electronic assessment of their courses within Canvas. Course assessments will be made available during the last two weeks (week 9 and 10) of the quarter and close before the final exam week begins. During the last 48 hours of the assessment period, students will be unable to access Canvas content until the course evaluations are completed. Students will receive an email with more detailed instructions before the assessment week.

Three weeks prior to each assessment period, the Academic Services department 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. The Academic Services department mailbox at assessments@bastyr.edu may be used to provide anonymous input.

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.

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 1 credit hour as follows:

- Lecture credit: 1 credit equals 11 hours of direct instruction plus 22 hours of out-of-class work that achieves intended learning and student achievement outcomes over the quarter.
- Laboratory/Discussion/Seminar/Clinic Credit: 1 credit equals 22 hours of direct instruction plus 11 hours of out-of-class work that achieves intended learning and student achievement outcomes over the quarter.

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
Certificate of Chinese Herbal Medicine	15 credits
Master of Acupuncture	25 credits
Master of Acupuncture with Chinese Herbal Medicine Specialization	25 credits
Doctor of Acupuncture	25 credits
Doctor of Acupuncture and Oriental Medicine	15 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 their 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 their 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 their 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 constitutes noncompliance 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 their 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 their 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 they be allowed to finish their degree at Bastyr.

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

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 Academic 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, their 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 their 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 and the doctor of acupuncture programs must complete their degrees within seven years of first matriculation. Students in the MAcCHM program must complete their degrees within six years; and students in the MACP, MAc, MPH, MS Midwifery, MA Maternal Child Health Systems, and MS Nutrition programs must complete their degrees within five years. Students in the

DAOM program must complete their degrees within four years, and students in the DAc completion program must complete their degree within one year. 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 their 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.
- when 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, they must discuss the request for a directed study with their 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.

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, students are allowed access to current quarter course materials on Canvas one week prior to the start of the quarter and one week after the end of the quarter to review any assignments or materials and review any feedback on ending assessments and exams. No course will be opened outside of this time for students.

Approval for course access is at the discretion of the provost's office outside standard course openings.

ELECTIVES

ALL STUDENTS

Program elective requirements are listed in the catalog for the year the student enrolled in their 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.

General Electives: defined as a course at any level

Programmatic Electives: limited to specific courses directly related to the program

DUAL DEGREE STUDENTS

If a dual-degree student has waived a required course from one or both of their degree programs, that student may use coursework from one program to make up waived credits in the other program in which they are 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.

If the student has completed all the general electives for the primary program prior to adding the secondary program, the general electives for the secondary program would be waived

NATUROPATHIC MEDICINE STUDENTS

A maximum of 6 credits from any one discipline may be used to satisfy NM program elective requirements (except as outlined in the Electives Policy for dual-degree students). Also, only 3 credits of the Summer Massage Intensive program may be applied toward the total number of elective credits required to graduate from the naturopathic medicine program.

When an NM student is granted a waiver for core coursework, additional elective credits equal to the number of credits waived must be earned to fulfill the total elective credit requirement. The rule of a 6-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.

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 their 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 their 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 that 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.

EXAMINATION POLICY

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. 23) ([p. 10])).

The student must present supporting documentation for the absence to the faculty member. The exam must be taken the day the student returns from their 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.

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. 60) 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 their 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.

Consistent with that act, this policy on compliance with 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 they are a student, provided the record is used only in relation to the individual's employment.
- alumni records that contain information about a student after they are 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, email 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 their 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 their 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 their 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 themselves. 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 their 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 their 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 they have 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 noncompliance 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 assistant 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.
- Americans with Disabilities Act (ADA) records are kept in the office of the Student Access and Accommodations (SAA), and the director of the SAA office 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 to 9:50 a.m. would have its final examination on Wednesday from 8 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 1 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 (5) 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 (5) 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 (5) 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 their 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 (5) 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 (5) 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.

DOCTORATE DEGREE PROGRAMS, 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.

H	Honors (NM program - for didactic courses only)
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

HONORS (H): A grade of H indicates the student has obtained a minimum of 95 percent in fulfilling the course requirements. It indicates the student has gained the defined knowledge, information, skills, and core competencies and met the learning objectives as defined in the syllabi. Departments have discretion when assigning “honors” to students. The honor grade would be used in transcripts only.

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. An AC grade is a minimum of 73 percent and may be defined as a higher percentage for specific programs and/ or requirements. These specific grade requirements are defined on syllabi.

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 nonsequential 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 first 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. Students earning a PC on a clinical rotation must convert the grade by the last day of the subsequent quarter.

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 exams. 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 they do 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. Failure to convert an RC to AC on repeating the discipline is equivalent to failing the same discipline twice and puts the student at risk for dismissal.

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 transcribed 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. 22)[p. 10] for more information.)

IN PROGRESS (IP): IP grades are indicated for didactic courses (designed to continue beyond the quarter), clinic shifts, preceptorships, community practicum, clinic preparation, theses, internships, clinic entry courses, and module programs 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. 24) (p. 10) 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.

GRADUATE DEGREE PROGRAMS

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.38) (p. 10) 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.

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 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 transcribed 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, practical courses, and module programs that meet only once, and the meeting is after the eighth week of the quarter.
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 their 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 their current program of study, they 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 they are 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 their 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 their 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, they may be required to complete the graduation requirements in the catalog for the year they plan 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 their 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, they 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 their 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. 244) 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 their 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 W 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, they 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, they 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.

If a student is unable to attend practice/training session with the provided medical model/standardized patient, the student will be responsible for contacting the department to reschedule time and model/standardized patient, which will be paid by the student.

NONMATRICULATED STUDENT ENROLLMENT

Nonmatriculated students at Bastyr University may enroll in 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 nonmatriculated students entering into undergraduate courses before registering them for the course.

RECORDING LECTURES

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.

VIDEO RECORDING AND PRIVACY POLICY

Instructors may choose to record course lecture sessions; however, they are not required to record their lectures. The recording will capture the presenter's audio, video, and computer screen. Student's audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public.

The use or requirement of cameras during class time is the choice of the faculty teaching the course. Faculty can require that students in online sessions have their cameras on during the class time. If the instructor requires cameras, and a student has a valid reason why they are unable to comply, they should contact their instructor before the next course date. The faculty will determine any exceptions. Exceptions are not guaranteed.

Students are prohibited from recording lectures with the exception of students with approved, on-file ADA

accommodation. Please see the policy manual for additional information. Any student found to be recording or sharing recordings will face disciplinary action, including meeting with the instructor, school dean, and dean of students. Bastyr prohibits sharing any Bastyr content, including videos, handouts, and PowerPoints, to any social media platform. Students found to have uploaded content to social media platforms such as Instagram, Facebook, TikTok, and other platforms are subject to disciplinary action.

RECORDING OF ONLINE SESSIONS

The University protects the privacy of faculty, students, and staff while working or participating in academic programs. The use of remote delivery software and technologies heightens the criticality of privacy and the need to use the least invasive means of engaging in these alternative methods of conducting our activities. Existing laws and policies that address privacy remain in effect.

All faculty, staff, and students must follow these requirements:

- Video or audio recording of a lecture by the instructor is permitted, with advance notice to students. No instructor is required to record their lectures.
 - Students in a class are prohibited from recording lectures and screen capturing content. The exception to this is students with explicit ADA accommodation to allow recording, on file with Student Access and Accommodations office.
 - Recordings that are personally identifiable to students (e.g., have a student's image or an audio question) are educational records and subject to FERPA protections.
 - No clinic shift is allowed to be recorded even with instructor approval. Anyone found to have recorded a clinic shift will face disciplinary action, including meeting with the instructor, school dean, and dean of students.
 - Students are prohibited from screen capturing or recording any course content and uploading or using Bastyr course content, including lectures, videos, and handouts on any social media platform.
- Video or audio recording (including taping, recording, photographing, screen capture, or other capture methods) for purposes other than instruction is prohibited absent a strong rationale, and only if the host provides advance notice.
- The use or requirement of cameras/video during class time is the choice of the faculty teaching the course. Faculty can require that students in online sessions have

their video on during class time. If an instructor requires video, and a student has a valid reason why they are unable to comply, they should contact their instructor before the next course date. The faculty will determine any exceptions. Exceptions are not guaranteed.

- During video conferencing, a chat function permits participants to ask questions and engage in dialogue as the class or meeting proceeds. Recording (including photographing, screen capture, or other copying methods of chat exchanges) is prohibited by everyone except the instructor or meeting chair when advance notice is provided.
- Online advising can occur via chat, audio, or video conferencing using approved software tools or by phone. Sessions should not be recorded; rather, the advisor should log notes in the customary fashion.

Lectures and meetings should be held using the primary approved platform of Bastyr University. Please view the course technology requirements for a list of approved software tools for remote, live, and recorded academic sessions and meetings.

SYLLABUS WORDING

Faculty must notify students in the course syllabi when:

- class sessions may be recorded.
- the use of cameras during class time is required.

An example of the syllabus statement is below. This can be adjusted to fit the needs of the instructor or course:

These lectures sessions may be recorded. The recordings will only be accessible to Bastyr students, staff and faculty. These recordings will not be shared with or accessible to the public.

This course requires the use of cameras/video during class time. All students are required to have a working camera and use the video function during course time. If you need an exemption to this, you must contact the instructor before the class time. Exceptions are the decision of the faculty and are not guaranteed.

ADA ACCOMMODATION AND RECORDING

ADA accommodation 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.

Recordings must be deleted no later than the end of the day on which grades are available for the quarter during which the recording was made. Sharing of recording by anyone besides the instructor is prohibited.

STUDENT SHARING OF RECORDING

The University respects and supports its faculty members' intellectual property rights and the privacy of its staff, faculty, and students. For further explanation, see the University Intellectual Property Policy.

Any student found to be recording or sharing recordings will face disciplinary action, including meeting with the instructor, school dean, and dean of students. Bastyr prohibits sharing any Bastyr content, including videos, handouts, and PowerPoints, to any social media platform. Students found to have uploaded content to social media platforms such as Instagram, Facebook, TikTok, and other platforms are subject to disciplinary action.

RELIGIOUS ACCOMMODATIONS ACCOMMODATIONS FOR RELIGIOUS OR SPIRITUAL OBSERVANCES AND HOLIDAYS

Bastyr University believes that inclusive diversity is essential for achieving academic excellence and creating a profoundly enriching university experience. In line with this, the University is committed to providing an equitable and inclusive environment that respects and honors the religious beliefs and practices of all members of the University community. Pursuant to this, it is the policy of the University to make an attempt in good faith to provide reasonable Religious Accommodations to students whose religious beliefs and/or practices conflict with a University policy, procedure, or other or academic requirement. It is the policy of Bastyr University to reasonably accommodate the observance of religious holidays and practices by students whenever possible.

DEFINITIONS

Religion: All aspects of religious observance and practice, as well as belief.

Religious Accommodation: A reasonable change in the work or academic environment that enables an individual covered by this policy to practice or otherwise observe a sincerely held religious practice or belief without undue hardship on the University. It can also include any necessary modification to a University policy, procedure, or other

requirement for a covered individual's religious beliefs, observance, or practice provided such accommodation is reasonable and does not cause Undue Hardship.

Religious Beliefs: Religious beliefs include moral or ethical beliefs as to what is right and wrong which are sincerely held with the strength of traditional religious views. They include theistic as well as non-theistic beliefs. Personal preferences, or social, political, or economic philosophies, are not considered religious beliefs.

Religious Practices: A religious practice is one motivated by a sincerely held religious belief, not any secular purpose. Certain practices may have both secular and religious motivations, which may require a case-by-case inquiry as to the purpose behind the practice.

Undue Hardship: Imposition of more than a de minimis cost on the University's operations, which may include those requests that are costly, compromise workplace safety, decrease workplace efficiency, infringe on the rights of other employees, or require other employees to do more than their fair share of the potentially hazardous or burdensome work. A reasonable accommodation would not bring undue hardship to the institution.

ATTENDANCE/ABSENCES DUE TO RELIGIOUS HOLIDAYS

1. Absences from class that are taken in observance of religious holidays or practices will not count against any attendance requirement for any course.
 - a. Such absence shall not have a direct negative impact on the grade of the student in relation to a course requirement that is expected or due on the day of the absence.
 - b. Students must remain responsible for the information and material covered, which was missed due to that absence, and must coordinate with the instructor regarding missed course content/activities, e.g., class materials, assessments, labs, and/or clinic shifts.
2. Students observing such holidays and who are seeking reasonable accommodations in relation to attendance due to the observance of religious holidays or practices are required to provide written notice to the Student Access Support (SAS) office and their instructor within the week before the beginning of the quarter, but not later than the end of week two.
 - a. A form provided by the SAS office ("Religious Accommodations Agreement") must be completed by the student in consultation with the instructor. The form must include the following:

- i. The specific dates of the religious holidays;
 - ii. The dates the student expects to be absent from class in observance of the holiday (especially if the religious observance spans multiple days or a week); and
 - iii. Specific procedures for turning in homework/ assignments/projects due the day of a religious observance, including maximum number of days assignments may be late.
3. Faculty will reasonably accommodate students who, due to the observance of religious holidays or practices, expect to be absent or endure a significant hardship related to a religious observance during certain days of the course or program.
- a. **“Reasonably accommodate”** means coordinating with the student on scheduling examinations or other activities necessary for completion of the program and may include rescheduling examinations or activities or offering different times for examinations or activities.

RESCHEDULING TESTS/EXAMS/DUE DATES

1. Students should follow the procedures to reschedule exams (p. 31) as provided in the Academic Catalog in the event an exam falls on a religious holiday or practice, and results in a serious incompatibility between a student’s religious beliefs/practices and a scheduled test or examination.
2. Students observing such holidays and who are seeking reasonable accommodations in relation to a missed test or examination, or an announced due date that is incompatible with religious needs, observances, or practices, are required to provide written notice to the SAS office and their instructor of such incompatibility within a week of receiving information of the test or examination date. If the conflict is known at the time the instructor is consulted before the quarter begins, such conflict must be included in the form provided by SAS.
 - a. A form provided by the SAS office (“Religious Accommodations Agreement”) must be completed by the student in consultation with the instructor. The form must include the following:
 - iv. The specific dates of the religious holidays; and
 - v. The dates the student expects to miss a test or examination (especially if the religious observance spans multiple days or a week).
 - vi. Specific procedures for making up a missed quiz, examination, in-class graded assignment, or class participation grade given on the day of a religious observance.

3. Faculty will attempt to reasonably accommodate students who, due to the observance of religious holidays, expect to experience such conflicts.

- a. Alternative test or examination dates will be worked out directly and on an individual basis between the instructor and student involved.

- b. Students or faculty with questions on the proposed accommodations may contact the Department Chair or Dean as appropriate.

CLINICAL TRAINING AND WEEKEND INTENSIVES

1. The University schedules occasional required courses or intensives on weekends. Students with religious observances that restrict them from attending classes on weekends need to provide written notice to the SAS office and contact their program chairs instructor within the week before the beginning of the quarter but not later than the end of week two.
 - a. Upon course registration, the student must indicate on the provided section in the registration form any religious observances they expect to have in the specific quarter.
 - b. Students must also complete the form provided by the SAS office (“Religious Accommodations Agreement”) in consultation with their instructor.
2. The University schedules clinical training on weekends. Students with religious observances that restrict them from fulfilling or covering their shift(s) must provide written notice to the SAS office and their supervisors at least two weeks in advance of the expected absence when such conflicts occur. (See Section 1.a. above for form instructions).
 - a. Students must find substitutes for clinic shifts affected.
3. Efforts will be made to resolve such conflicts, but a resolution cannot be guaranteed.

STUDENT-TO-STUDENT PROCEDURES AS A COURSE REQUIREMENT

If a student holds a religious belief that conflicts with student-to-student practice as a course requirement, the general rules of the policy on Students Performing Procedures on Fellow Students (p. 44) applies. The University will attempt to reasonably accommodate the request for an alternative in the case of a conflict with religious beliefs. The following process applies to situations involving skills training and practice sessions:

1. Students must provide written notice to the Student Access Support (SAS) office of a request related to student-to-student practice.
2. SAS will review the request and notify the appropriate academic department. The department will then address the request and seek to find reasonable alternatives to the required practice.

The general policy on the use of medical models can be found here (p. 40).

PUBLICATION OF THE POLICY

1. The University shall provide notice to students of this policy by publishing this on the University's internal and external websites, the Student Handbook, and the Academic Catalog.
2. The text of the policy or a link to the policy must also be included in the course syllabus.
The notice of this policy must also include notification of or a link to the institution's grievance procedures as outlined in the Academic Catalog and Student Handbook.

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.

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 noncoerced 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 their 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 their 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's opting out creates a shortage of students on which other students can perform a procedure, the opting-out student must provide a substitute, at their own expense, to take their place.

STUDENTS TEACHING

A student teaching assistant is a TA who is a currently enrolled student at the University. All student TAs are hired at the request of the program supervisor/coordinator. Over 90 percent of student TAs are hired through the Work Study Office but some students are not eligible for work-study, so they are hired through HR.

They assist faculty members in course preparation, course-related activities, and other clerical duties. Procedures for hiring student teaching assistants begins with the Office of Financial Aid/Work Study, as the student's eligibility must be confirmed first. If the student is not eligible for work-study, the department will be directed to hire them through Human Resources.

A student teaching assistant must:

- successfully complete the course or possess equivalent knowledge in the subject matter for which they will become a TA.
- complete all other necessary work-study paperwork prior to being hired as a TA.
- maintain good academic standing.

Responsibilities for student 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 quarter.

Student 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.
- assess students in lab or technique classes, case studies, or break-out groups.
- teach a course in place of the instructor.
- take any gradable work off-campus, including from one campus to another. Please see the Gradable Materials Policy located in the current Academic Policy Manual.

The School of Naturopathic Medicine does not allow for any grading by a student TA outside of Scantrons.

Student teaching assistants (TAs) are hired on a quarterly basis. The hiring of TAs is at the discretion of the program. All TAs must have work-study funding verified through the Financial Aid office before starting the position; any TAs that do not have financing will be paid at the program's expense.

Student teaching assistants will be given Canvas access to the course they are hired for by the program. The duties assigned to the TA are up to the policy and needs of the course and program.

Faculty 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/designee. The supervising faculty member is responsible for managing the TA's time accordingly.

Canvas access for a TA will be determined by the program according to the responsibilities assigned and may not exceed the authorized tasks listed below for each designation. Again, TAs may not post final student grades. In addition, TAs are not given access to e-CAMS, regardless of their designation or assigned responsibilities.

Prior to being given Canvas access, every TA will be required to do FERPA training and be approved by the University and sign the confidentiality of records agreement. Student TAs must follow the Consensual Relationship and Conflict of Interest Policy. TAs must also acknowledge that they cannot work as a grader for a course if they have a close relationship with a student who is currently taking the course. Grading TAs must cease grading activity and notify the instructor immediately if a relationship develops with a student in a course for which they serve as the grader.

As part of the new hire paperwork for the University, every TA will be required to sign the confidentiality of records agreement and complete the online FERPA course and pass the test before working. The Work Study Office coordinates the FERPA training. Once this is completed, the supervisor/coordinator will request a Bastyr email address for the TA if they do not currently have one to allow CANVAS access, and add student TAs to their designated courses on CANVAS as appropriate.

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 student 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.

The full Professional and Student Teaching Assistant Policy can be found on MyBU SharePoint in the current year *Academic Policy Manual*.

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 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.
- Assist 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.

They assist faculty members in course preparation, course-related activities, and other clerical duties. Procedures for hiring work-study teaching assistants are 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 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 quarter.

Work-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 CANVAS or attendance records.
- assess students in lab or technique classes, case studies, or break-out groups.

Faculty 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.

Canvas LMS 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.

As part of the new hire paperwork for the University, every TA will be required to sign the confidentiality of records agreement from FERPA. Once this document is signed and filed within HR, the program supervisor/coordinator will request a Bastyr email address for the professional TA if they do not currently have one, to allow Canvas LMS access, and add work-study TAs to their designated courses on Canvas LMS as appropriate.

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.

TB TESTING AND IMMUNIZATION POLICY

Bastyr University enacted these policies to protect the health and safety of clinic employees, student clinicians and others who may be exposed to certain biohazards in the campus and clinic working environments.

Screening and testing for tuberculosis (TB) is a key strategy for controlling and preventing infection at Bastyr's teaching clinics. Early detection provides an opportunity to promote the health of affected individuals through prompt diagnosis and treatment while preventing potential spread to others. Implementation of a screening and testing program not only addresses this public health concern in campus communities but also contributes to the larger public health goal of reducing the burden of TB in the United States.

Immunization against vaccine preventable diseases is also an important strategy for controlling and preventing infection at Bastyr University as well as to protect our patients, many of whom are immunocompromised. Bastyr's immunization recommendations align with CDC and Public Health guidelines and allow students and employees to make the decisions that are best for each individual.

TUBERCULOSIS SCREENING

All incoming students and new employees at Bastyr University Clinics (BCNH in WA and Bastyr University Clinic in CA) will be screened for risk factors for TB through an annual screening questionnaire and will be tested, preferably with Interferon Gamma Release Assay (IGRA) TB blood test (often referred to as the QuantiFERON test), once upon hire/entry into a clinical program. In some cases, students and employees may need additional screening on a case-by-case basis. Students and employees with a documented previous positive test may not need to be re-tested, but still must be screened.

Students or employees that have had prior TB screenings and/or testing should contact the Clinic Compliance Specialist (CCS) as soon as possible to see if any prior screenings might be applied toward Bastyr's policy (certain elements have time/date requirements that may render them out of date if you delay contacting the CCS).

The QuantiFERON TB blood test is available for students enrolled in clinical programs at a discounted cash price at Labcorp in WA and CA. Students may not be eligible for the discounted cash price if they choose to bill their health insurance for this test. Please confirm with your insurance company that it will be covered if you plan to bill them. Students must complete their screening before they begin their clinic rotations.

TB screening begins the first week of work for all clinic faculty and staff; faculty must complete their screening before they are allowed on shift, clinic staff must complete their screening by the end of the 3rd week of work.

Any positive TB test/questionnaire answer requires one to two additional follow-up appointments with a BU resident (no charge for these visit(s)) or an external, non-Bastyr affiliated primary care provider (fee not covered by Bastyr) to assess for further testing and/or treatment (Bastyr does not cover costs of further testing or treatment). Information about TB screening is given to students in one of their required clinic courses. Contact the Clinic Compliance Specialist with any questions regarding TB screening.

IMMUNIZATION POLICY

Hepatitis B requirement: Bastyr's Immunization Policy requires that all students in clinical programs, all clinical faculty, and all staff such as laboratory, operations, and medical assistants who are category I (those with daily exposure to blood or body fluids) and category II (those who have occasional exposure to blood or body fluids) be vaccinated for hepatitis B, have documentation of titers

to show immunity to hepatitis B, or sign the Hepatitis B Immunization Waiver.

Bastyr's Immunization Policy recommends that all students in clinical programs, all clinical faculty, all clinic staff, and all laboratory and operations assistants who are category I (those with daily exposure to blood or body fluids) and category II (those who have occasional exposure to blood or body fluids) be vaccinated for relevant vaccine preventable diseases including: measles, mumps, rubella, varicella, tetanus/diphtheria/pertussis, COVID-19, and influenza.

External Sites: While Bastyr's policy includes "recommendations" for certain relevant vaccine preventable diseases, some offsite (external, non-Bastyr) and/or preceptor locations may not allow a waiver for one or all of the vaccine preventable diseases listed in Bastyr's policy. In addition, some clinical training locations may have additional health and safety requirements that students and faculty must complete in order to participate at those locations (students are responsible for any costs for these additional requirements).

Students are responsible for completing any necessary external site or preceptor "compliance" requirements well ahead of the start of their scheduled rotation, ideally 6-8 weeks in advance. If you have any questions, please contact your program coordinator, your external site coordinator, your clinic lead, or the Clinic Compliance Specialist - WA, Clinic Compliance Specialist - CA. If these requirements are not completed in time, you may not be able to participate in the activity.

ADDITIONAL INFORMATION ABOUT HEPATITIS B:

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 on SharePoint. Request for reimbursement must be received within 60 days of the date of service.

Anyone who has elected to waive the hepatitis B 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 - WA or Clinic Compliance Specialist - CA, who will update their record.

Commencement of the hepatitis B immunization series (or submission of a waiver) shall occur before the first day of work for all faculty and staff and before students in clinical programs begin their clinic rotations. Hepatitis immunization information and location of the online waiver are distributed to students in one of their required clinical courses.

Hepatitis immunization questions can be directed to the Clinic Compliance Specialist - WA, Clinic Compliance Specialist - CA.

Titer and immunization cost: All students are required to pay in full the cost of testing antibody levels for any of the diseases listed above if they choose to check for individual immunity, prior to waiving or taking any immunizations, as well as for the cost of any immunizations (for Hepatitis B see above).

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

When a student has satisfactorily completed a course that is the same in terms of content, level, and credit as a specific Bastyr University course, the student may petition to receive transfer credits for that course.

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 Herbal Medicine (ACAAM), 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 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 (p. 25) elsewhere in this catalog.

For validation of knowledge of subject matter learned in non-academic settings, please refer to the policy and procedures governing challenge examinations (p.24) elsewhere in this catalog.

If an enrolled student wishes to complete a program requirement at another institution with the intent to transfer credit for that course to Bastyr, they should submit for advance approval a petition to waive, substitute, or transfer credits along with a description of the course they wish to complete elsewhere. Courses submitted for transfer that have not received prior approval are not guaranteed transferability. Once a student has reached the maximum allowable transfer/waive credits for their program, students will be charged 50% of the standard tuition rate up to 10.0 credits IF those credits are above the tuition band of 16 credits per quarter.

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 satisfy 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 general education and program prerequisite 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

*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 C or 2.00 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)

GRADUATE AND PROFESSIONAL TRANSFER CREDIT

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.

For students entering Bastyr University's naturopathic medicine program 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, 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, no more than one third of the total number of credits may be accepted for transfer credit.

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 this catalog; information on elective credit is also located in this catalog.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) POLICY OVERVIEW

Bastyr University recognizes Advanced Placement (AP) coursework and International Baccalaureate (IB). AP and IB credits may be accepted for general education or major-based prerequisite courses. Advanced Placement exams are scored on a scale of 1–5 and International Baccalaureate exams are scored on a scale of 1-7. At Bastyr University, AP scores of 3 or higher and IB scores of 4 or higher (taken on the higher level) are considered for fulfilling general education or major-based prerequisite courses.

Students who complete two exams with duplicate or overlapping content (e.g. AP and IB), or who complete an exam and a college course with duplicate or overlapping content will be awarded credit for only one exam or course.

Submitting your AP and IB test scores:

Credit will be awarded on the basis of official results, not transcript notation. AP Test results must be sent to Bastyr University Office of Admissions directly from College Board. To have your IB program exam(s) sent to Bastyr please contact the IB Organization to request that an official IB transcript be sent directly to our Office of Admissions.

The tables below indicates how Advanced Placement and International Baccalaureate exam scores presented on an official score report are accepted at Bastyr University for general education or major-based prerequisite courses.

AP Test	AP Score	IB Score	Transfer Credit	Fulfills*
Art History	3,4,5	4,5,6,7	5 credits	Arts and Humanities
Art: Studio Art-Drawing	3,4,5	4,5,6,7	5 credits	Arts and Humanities
Art: 2D Design	3,4,5	4,5,6,7	5 credits	Arts and Humanities
Art: 3D Design	3,4,5	4,5,6,7	5 credits	Arts and Humanities
Biology	3,4,5	4,5,6,7	5 credits	General Cell Biology w/lab (for science majors) or Intro to Biology
Calculus AB	3,4,5	4,5,6,7	5 credits	College Algebra or Precalculus
Calculus BC	3,4,5	4,5,6,7	5 credits	College Algebra or Precalculus
Chemistry	3,4	4,5,6,7	5 credits	General Chemistry I w/lab or Intro to Chemistry
	5		10 credits	General Chemistry I and II w/lab or Intro to Chemistry
Any foreign language & culture: Chinese, French, German, Italian, Japanese, Spanish	3,4	4,5,6,7	5 credits	Arts and Humanities
	5		10 credits	Arts and Humanities
Computer Science	3,4,5	4,5,6,7	5 credits	Electives
Economics: Micro or Macro	3,4,5	4,5,6,7	5 credits	Social Sciences
English: Language and Composition	3	4,5,6,7	5 credits	Arts and Humanities
	4,5		5 credits	English
English: Literature and Composition	3	4,5,6,7	5 credits	Arts and Humanities
	4,5		5 credits	English
Environmental Science	3,4,5	4,5,6,7	5 credits	Natural Sciences
US Government and Politics	3,4,5	4,5,6,7	5 credits	Social Sciences
Comparative Government and Politics	3,4,5	4,5,6,7	5 credits	Social Sciences
Human Geography	3,4,5	4,5,6,7	5 credits	Social Sciences
Music	3,4,5	4,5,6,7	5 credits	Arts and Humanities
Physics I	3	4,5,6,7	5 credits	Natural Sciences
	4,5		5 credits	Physics
Physics II	3	4,5,6,7	5 credits	Natural Sciences
	4,5		5 credits	Physics
Psychology	3	4,5,6,7	5 credits	Social Sciences
	4,5		5 credits	General Psychology or Social Sciences
Statistics	3,4,5	4,5,6,7	5 credits	Statistics
US History	3,4,5	4,5,6,7	5 credits	Social Sciences
World History	3,4,5	4,5,6,7	5 credits	Social Sciences

*Any unused credits can go to elective pre-requisites

ELECTIVES

Physical education activity and skill classes are limited to 3 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 10 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, Human Sexuality, 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.

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. 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 traditional Asian 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 nondegree 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 a regionally 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. The University's core themes and goals are the following:

CORE THEME ONE: EDUCATION

- Goals: The University offers rigorous and relevant teaching practices in support of the promotion of innovative ideas, student learning, and educational success.

CORE THEME 2: CARE

- Goals: The University promotes positive health outcomes through natural sciences, healing, and service that improve the quality of life for patients and communities. Bastyr University strives to attract and support talented individuals committed to promoting a healthy world.

These two 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 constitutes the foundational action upon which Bastyr University stands, and care describes the ethos of the University and its approach to achieve mission fulfillment within the human community.

DIVERSITY, EQUITY AND INCLUSION (DEI) IN ACADEMICS

Bastyr University believes that inclusive diversity is essential for achieving academic excellence and creating a profoundly enriching university experience. Our faculty and staff are committed to achieving our mission by educating students to be future leaders that bring the natural health arts and sciences to people from all backgrounds. As such, Bastyr University promotes an educational environment that allows students, faculty, and staff to develop their interests and talents while experiencing a sense of community created through a commitment to diversity, equity, and inclusion (DEI). In so doing, the University pledges to prepare our students (and support faculty and staff) to recognize and appropriately respond to health inequities that affect multiple communities. This involves infusing DEI knowledge, skills, and practices in all academic programs, clinical training, and patient services, including curriculum development, course content, and supervision. Specifically, 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 other diversity markers. In all, Bastyr University is dedicated to the welfare of our students and patients as well as to promoting equal opportunity and access in education and health care.

NON-DISCRIMINATION

Bastyr University does not discriminate against any person in matters of employment, application for employment, student or applicant for admission, or participation in our programs or benefits on the basis of the following protected classes: ancestry, gender, gender identity or expression, sexual orientation, race, creed, color, religion (includes religious dress and grooming practices), sex (includes pregnancy, childbirth, breastfeeding and/or related medical conditions), ethnic or national origin (includes language use and possession of a driver’s license issued to persons unable to prove their presence in the United States is authorized under federal law), age (40 and above), disability (mental and physical, including HIV and AIDS), marital status, genetic information, medical condition (genetic characteristics, cancer or a record or history of cancer), veteran or military status, or any other protected category under applicable local, state, or federal law.

STRATEGIC PLAN

In order to accomplish this vision of the future, the Bastyr community and Board of Trustees offer 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, inform and guide the daily lives of all members of the Bastyr community, and ensure that the University remains 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:

Pillar I, Student Experience: The University prioritizes and cultivates a holistic learning and living environment valuing student health and wellness. Our commitment is to give precedence to evidence-based, student-centered learning founded on inclusivity and best practice instruction to meet the diverse needs of our students. The student experience is part of a journey leading to a meaningful and successful career, and we seek to be a partner on the full trajectory from prospective student through alumni status.

Pillar II, Employee Engagement and Support: The University supports, embodies and demonstrates a shared commitment to the health, wellbeing and advancement of faculty and staff. Our focus is on the creation of a collective community committed to the mission, vision, and values of the University. Our employee experience embodies an alignment between professional and personal aspirations.

Pillar III, Partnership Engagement: The University dedicates time and resources to initiating, cultivating, and sustaining relationships with external organizations, institutions, and industry. We create and launch partnerships designed to advance our mission, and position ourselves as an active, innovative, and contributing member of the wider local and global community. Engagement and collaboration serve as foundational elements to ensure the University remains committed to furthering the mission and vision of the institution to advance and integrate knowledge in the natural health arts and sciences.

Pillar IV, Innovation: The University is forward thinking. We foster a culture of continuous improvement by challenging the institution and inspiring our stakeholders to create new opportunities to lead in natural health and sciences fields/disciplines. Advancements are creative, strategic, progressive, and promote a thriving environment.

BASTYR UNIVERSITY COMMITMENTS

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

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. 232) and members of the Board of Trustees (p. 233).

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 1747 N. Market Blvd, Suite 225, Sacramento, CA 95834, (888) 370-7589, fax (916) 263-1897 or (916) 574-8900, 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. 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 are 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 following programs offered by Bastyr University are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Doctor of Acupuncture
 - including Doctor of Acupuncture degree completion track
- Certificate in Chinese Herbal Medicine
- Doctor of Acupuncture and Oriental Medicine

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Bastyr University has voluntarily ceased enrolling students in its Doctor of Acupuncture and Oriental Medicine program and has instituted an ACAHM-approved teach-out plan for all currently enrolled students. During the teach-out period, the program maintains the current accredited status.

Accreditation status and notes may be viewed on the ACAHM Directory.

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street Suite 204, Excelsior, Minnesota 55331; phone (952) 212-2434; www.ACAHM.org Public Disclosure Statement Effective as of 9 August 2023.

Bastyr University is approved by Washington state to offer its acupuncture and traditional Asian medicine programs. Individuals who complete the Master of Acupuncture with Chinese Herbal Medicine Specialization 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.

The Master of Acupuncture with Chinese Herbal Medicine Specialization (MAcCHM) is an approved curriculum by the California Acupuncture Board for graduates seeking California licensure.

Bastyr University is approved by USCIS U.S. 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 Master of Science in Midwifery program are eligible to 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.

STUDENT COMPLAINT PROCESS AND DISTANCE EDUCATION

Complaints and grievances filed with the University are maintained in the office of the Vice President for Student Affairs. Records of complaints, grievances and outcomes are maintained for at least seven years.

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.

If you are in a program with program accreditation and you are unable to resolve your concern internally with Bastyr University, you may contact your professional accreditation organization. Information can be found under Accreditation and Recognition (p. 53).

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.

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.

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, Student Access Support Testing and Tutoring Center, career and alumni services, as well as services for international and veteran students. *Student Policies and Procedures* are available online.

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 those who would like to learn what services are available may see MyBU or contact the Student Support Office directly at studentaccess@bastyr.edu for more information.

BOOKSTORE

The Bastyr University Bookstore carries all the textbooks and materials needed for courses taught at the University including medical equipment along with a variety of school supplies. Bastyr logo items such as sweatshirts, T-shirts, hats, drinkware, bumper stickers, and more are available for purchase and can be shipped nationwide. You will also find a unique selection of wellness related books, healthy snacks, beverages, and herbal supplements. To find out more about the 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.

VETERANS SERVICES

Veteran's Services serves as the liaison between Bastyr University and the U.S. Department of Veterans Affairs.

All degree programs at Bastyr University are approved by the Washington Student Achievement Council, State Approving Agency for Veteran's Education and Training (WSAC/SAA) and the California State Approving Agency for Veterans Education (CSAAVE) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

Application for veteran's education benefits is done directly with the U.S. Department of Veterans Affairs.

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

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

Bastyr University is a Yellow Ribbon school for those eligible under the Post 9/11 G.I. Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill/>

READMISSION OF SERVICEMEMBERS

Bastyr University abides by the Federal Student Financial Aid Handbook in regards to Re-Admission for Service Members. This policy applies to any student who cannot attend school due to military service.

Please reference the Frequently Asked Questions: Institutional Readmission Requirements for Servicemembers guidance available on the U.S. Department of Education's website.

LIBRARY

The Bastyr University Library system comprises a 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 research databases, over 35,000 e-journals, a collection of anatomy models, streaming media and AV materials, and a specialized print collection. Library staff manage and curate the collection and provide information literacy instruction and research consultations to support academic inquiry.

ACCESS AND CHECK OUT

Current students, faculty, and staff access electronic resources on-and-off campus through the Bastyr Library website: bastyr.libguides.com/home. Physical materials are available for check out at both Kenmore and San Diego campuses, and the clinic locations provide a reference collection in the preview-review rooms.

COMPUTER LABS

- Kenmore Campus
 - Two library computers with specialized and general software; one printer is available, and printing is paid for through a central student print credit system.
 - Computer teaching lab with 25 computers, and two black and white printers.

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 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 and clinic 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 quarterly. Continuing students register for courses and clinic rotations 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 rotations. 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 their program, they 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 (except for weekend intensive classes or nontraditionally scheduled classes that have not yet begun, which may be changed to audit before the start of the class). Certain “hands-on” classes may not be audited, and audits are never allowed when a class is full and has a wait list.

Course add/drop forms are available on MyBU intranet. 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 rotations may be traded during the clinic add/drop period. Elective clinic rotations may be added during that same period. Clinic rotation drops may incur financial penalties. (Please see the Office of the Registrar for additional information.) Any change to a clinic rotation after the clinic add/drop period has ended requires the approval of a clinical dean, and standard refund policies do not apply.

Withdrawal from classes is not permitted during the final three weeks of a quarter. (See the financial policies (p. 59) section for the refund policy and federal funds requirements (p. 244) 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 728 students enrolled at the University in the fall of 2022 was 31, with a range in age from 18 to 73r.

The demographics across various programs are fairly similar. More than four-fifths of the students are women. More than half of the student body is from the Pacific Northwest and California, and in fall 2022, 46 U.S. states were represented. International students are an important part of the Bastyr community. In fall 2022, over 44 foreign national students, representing 26 countries, were enrolled.

STUDENT PARTICIPATION

The major focus of student participation is the Bastyr University Student Council in Kenmore and the Student Government Association in San Diego. These councils determine how student activity fees are spent, appoint students to various committees, represent student interests

to the administration and allied professional organizations, and continually seek to promote the University and meet the needs of students. The Student Council and the SGA, like the University as a whole, rely upon student participation to create a more effective learning environment.

Each student is required to pay a \$35 student council activity fee every quarter. These funds are used to support student activities, organizations, programs, and services. With these funds, events like Bastyr Community Day 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.

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.

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 on both campuses 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.

STUDENT HOUSING

The University offers on-campus housing in Kenmore in the Student Village, which 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.

Students attending Bastyr University San Diego are responsible to obtain their own housing. There is no University-owned or leased housing available.

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. Students can refer to tutor lists on MyBU 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 Services and Alumni Services Office has two functions: 1) providing career and professional development support for students and alumni, and 2) managing the benefits, resources, and engagement opportunities for alumni.

Career Services is a resource for both students and alumni, providing a variety of services and resources to help them reach their career goals. This includes one-on-one career coaching, workshops, and resources on career development topics such as resume writing, interviewing skills, job searching, networking, and more, events featuring guest speakers and alumni, networking events, and Bastyr Careers, a job board for students and alumni that provides access to over 1,000 employers and hundreds of active job postings each academic year. In addition to job search support, Career Services also provides support for students with entrepreneurial goals with relevant educational events and resources for establishing and growing a practice or business.

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 benefits specifically for alumni: continued access to Career Services including alumni-specific events, a practitioner search tool to market alumni businesses/practices, continued borrowing privileges through the Bastyr Library with access to select library services and resources, an alumni tuition benefit, networking and social opportunities, and discounts on Bastyr's continuing education and campus space rentals.

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. 81) 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.

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 and Bastyr University Clinic. It is not an insurance plan, so students must obtain health insurance to cover themselves while students at the University.

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

STUDENT ACCOUNT BILLING PROCEDURES

GENERAL PURPOSE

Bastyr University is a not-for-profit institution. The main source for operating the school's budget is Bastyr student tuition payments. Therefore, the Student Accounts function in the finance office is vital for the financial position of the school. Maintaining a smooth and reliable operation of the Student Accounts function leads to a timely and consistent cash in-flow, allowing for student satisfaction and the ability for Bastyr University to sponsor its core programs and other activities.

BILLING PROCEDURES AND TIMELINE FOR CURRENT QUARTER BALANCES

Prior to the first day of each quarter Student Accounts emails all students to prompt them to check their bill on MyBU and also provides preliminary account information such as how to setup their Nelnet Accounts, how to begin planning payment arrangements, etc.

Tuition is due in full on or before the first day of the academic quarter. For programs that begin with clinic courses prior to the start of the academic quarter, tuition payment is not due until the first day of the academic quarter. Tuition can be paid online, by mail, or in person at the Student Accounts office.

On the fifth day of the quarter, all students with a balance past due greater than \$200, who have not signed a payment plan agreement nor made additional arrangements with the Student Accounts office, will receive an email notification indicating they will be administratively dropped from all courses if their past due balance is not paid within five business days. Should the student fail to make payment on any remaining balance by the end of the term, the account will be sent to collections.

During the seventh week of the quarter (week six in Summer Quarter) Student Accounts will email both the registrar and any students with remaining outstanding balances and no payment plan arrangement on file to let them know that, if they do not pay within five business days, they will be dropped from their registered courses for the next academic quarter. If students pay their balances after being dropped from their courses, they are not guaranteed a spot in the exact same courses they were previously unenrolled from, due to wait lists.

If a student has an outstanding balance and is expected to graduate at the end of the quarter, their diploma will not be released until they have satisfied their financial obligation to the University, nor will they be allowed to receive official transcripts.

PAYMENT ARRANGEMENTS

Tuition is due in full on or before the first day of the academic quarter. For programs that begin with clinic courses prior to the start of the academic quarter, tuition payment is not due until the first day of the academic quarter. If a student needs to make payment arrangements, they can do so at the start of the quarter through the Student Account Office, as outlined below:

- **First Payment:** The first payment is 1/3 of tuition and fees plus a \$50 non-refundable deferment fee due on the second day of the quarter or at the time of utilizing the payment plan.
- **Second Payment:** 1/3 of outstanding balance. If the second payment is not made on time, students will be dropped from the current quarter classes.
- **Final Payment:** 1/3 of outstanding balance. If final payment is missed, students will be billed and their account blocked from being registered in future terms until the outstanding balance is paid in full.

Tuition Payments are due per the following schedule provided below. If due dates fall on a holiday or a weekend, then the following business day will become the due date.

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
2nd day of the quarter	2nd day of the quarter	2nd day of the quarter	2nd day of the quarter
October 15	January 20	April 20	July 20
November 15	February 20	May 20	August 20

BILLING PROCEDURES AND TIMELINE FOR PREVIOUS QUARTER BALANCES

Balances that are past due for previous terms will result in the student being unable to register until their account balance is paid in full. If the office reaches out to the student three times and is unable to collect on past due balances, then the office will send the student into collection to settle the debt.

APPEALS PROCESS

All students are expected to satisfy their tuition charges each quarter in the timeline set out in this policy. Students have the right to an appeal process. An ad hoc Appeals Committee comprised of appropriate University personnel meets twice a month to review appeals received from students requesting deviation from the standard procedures due to extenuating circumstances that warrant a review of their account with the possible removal of the late fee.

2023-2024 TUITION

DOCTORAL, PROFESSIONAL, GRADUATE, TUITION

Students taking fewer than 12 credits	\$839 per credit
Students taking 12-16 credits	\$9,940 per quarter
Students taking more than 16 credits	\$9,940 + \$398 per credit for each credit over 16
Dietetic Internship	\$950 per credit

UNDERGRADUATE TUITION

Students taking fewer than 12 credits	\$839 per credit
Students taking 12-16 credits	\$9,940 per quarter
Students taking more than 16 credits	\$9,940 + \$476 per credit for each credit over 16

MAC/MACCHM/DAC TUITION

Students taking fewer than 12 credits	\$706 per credit
Students taking 12-16 credits	\$8,365 per quarter
Students taking more than 16 credits	\$8,365 + \$324 per credit for each credit over 16

PART-TIME AND CERTIFICATES TUITION

Students taking fewer than 12 credits	\$693 per credit
Students taking 12-16 credits	\$9,940 per quarter
Students taking more than 16 credits	\$9,940 + \$396 per credit for each credit over 16

FOR ALL STUDENTS

One credit of tuition is charged per quarter enrolled in 0 credit continuation courses, i.e., capstone, clinic, master project, practicum, preceptorship, and thesis.

Audit	\$300/credit
Audit for courses outside the region	\$400/credit

Due to the unique nature of summer quarter, summer rates vary from those listed above. Rates for the 2024 summer quarter have been tentatively set at \$672 per credit for 1-16 credits, \$398 for each credit over 16 for graduate/professional students and \$476 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 percent 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.

2023-2024 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), Nonmatriculated	\$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 (BU San Diego Students only) ¹	Varies
General Fees:	
Bike Rental	\$40/qtr
Challenge Exam Fee	50% of tuition
Clinic Shift Change/Drop Fee ²	\$15, \$100
Competency Exam Fee	\$200
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	\$2,160/year
Late Graduation Application Fee	\$50
Late Registration Fee	\$50
Locker Fee	\$15 or \$20/year
Nonrefundable Course Deposit ³	Varies
NMSA Fee ⁴	\$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 full-time (main campus)	\$60/qtr
Parking part-time and carpool	\$30/qtr
Parking Citations (Varies according to infraction)	\$10 - \$100
Payment Plan Late Fee	\$15
Stop Payment on Student Refund	\$25 per transaction
Student Activity Fee	\$35/qtr
Technology Fee ⁵	\$75 qtr
Void Check	\$10 per transaction

There may be additional fees.

¹ Currently \$2.50 for every \$1000 collected for State of California accordingly. 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.

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

³Nonrefundable course deposits are required when confirmed enrollment is essential prior to the start of a given quarter. Amount varies depending on the course.

⁴Naturopathic Medicine Student Association fee, charge to ND students only, charge on winter quarter.

⁵The purpose of the technology fee is to assist in the support of Bastyr University's Information Technology Services operations and projects. It is charged to students to recover, in whole or in part, the costs of providing and maintaining services to students that includes equitable access to the internet and world wide web, e-mail, computer and multimedia work stations and laboratories, computer software, and dial-up telephone services. The technology fee will enable Information Technology Services to meet the rapidly increasing demand for technology services, as well as help keep pace with the speed of the changing technological environment.

OTHER COSTS

Books and supplies cost approximately \$750 to \$3,700 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 or withdrawing from classes by the end of the second week of the quarter entitles a student to a 100 percent tuition refund. Beginning two weeks prior to the start of the quarter, an add/drop fee is charged per add/drop request form. 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 second week of the quarter are found here (p. 244). 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. The student will have up to five business days to pay the remaining balance after their drop or withdrawal from classes.

Students with financial difficulties 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.

Please check here the complete policy for withdrawal.

SCHOLARSHIPS

Bastyr University scholarships for all incoming graduate and professional students are one-time awards, based on prior academic achievement and financial need, designed to bridge the cost-resource gap. Students do not need to submit an

application to be considered. The awards range from \$1,500 - \$6,000, which are credited to the recipient's student account during the first three quarters and can be used for any school-related expense, including, but not limited to, tuition, fees, books, supplies, room and board, transportation, and utilities. Some undergraduate scholarships may be renewable based on keeping a high grade point average.

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 three graduate degree programs are offered: the Doctor of Naturopathic Medicine, Master of Science in Nutrition for Wellness and Health Coaching, and Master of Arts in Counseling Psychology. The San Diego campus has a 40,000 sq. ft. building, which houses a teaching clinic, dispensary, and didactic areas. The facility includes teaching and research laboratories, a nutrition teaching kitchen, classrooms, study space, 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 Memorial 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 two Hubbard tanks, 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. External sites provide learning opportunities in area such as pediatrics, senior citizens, multi-ethnic, low-income, Spanish speaking, and homeless populations. Availability of sites and opportunities varies and is subject to change.

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.

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 San Diego
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 June. The catalog serves all Washington and California programs, and this catalog spans the time period between May 1, 2023 and April 30, 2024. 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 two neighboring buildings for Bastyr University San Diego. 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. 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, students have access to medical models including, but not limited to: pelvic models (one male, one female), one female pectoral model (breast exam), and one cardio model (listening to different heart rhythms, arrhythmias, murmurs, etc.).

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 San Diego 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 San Diego currently offers three degree programs, the Doctor of Naturopathic Medicine (ND), the Master of Science in Nutrition for Wellness and Health Coaching (MSNW), and the Master of Arts in Counseling Psychology (MACP). 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. 130)

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 Examinations (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 and Health Coaching (p. 118)

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.

Master of Arts in Counseling Psychology (p. 96)

The Masters of Arts in Counseling Psychology requires a license before practicing. An applicant for a license as a LPCC shall file with the California Board of Behavioral Sciences. Bastyr University includes coursework that meets the statutory requirements for Licensed Professional Clinical Counselor (LPCC) under Business and Professions Code section (BPC) 4999.32.

School Performance Fact Sheet: As a prospective 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.

Total Charges for a Period of Attendance:

Naturopathic Program from September 21, 2023 to June 19, 2027		
Admissions Deposit	\$300 (one time)	This \$300 deposit is non-refundable and credited toward first quarter tuition
Books, Supplies and other equipment	Year One: \$ 3,700 Year Two: \$ 1,300 Year Three: \$ 1,300 Year Four: \$ 250	Anatomy Lab Supplies (\$100); medical equipment is required the first year (\$1,200)
Tuition	Year One: \$40,367 Year Two: \$44,654 Year Three: \$53,257 Year Four: \$41,739	Tuition is prorated upon withdrawal. Refer to refund schedule within this agreement.
Student Tuition Recover Fund Fee: ¹	Varies (Currently \$2.50 for every \$1,000 collected for State of California accordingly) 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 Activity Fee \$140/year University Technology Fee \$300/year Criminal Background Check: approximately \$75 (one time) NMSA Fee: \$60/year	These fees are collected by the University and reallocated in full to the applicable entities on behalf of each student.
Master of Science in Nutrition for Wellness and Health Coaching Program from September 21, 2023 to June 21, 2025		
Admissions Deposit	\$300 (one time)	This \$300 deposit is non-refundable and credited toward the first quarter tuition.
Books, Supplies and Other Equipment	Year One: \$ 1,075 Year Two: \$ 425	Equipment from books (\$400); plus laptop or tablet required (\$1,000); chef's knife for culinary courses (\$70); apron for culinary courses (\$25)
Tuition:	Year One: \$ 36,992 (including summer term) Year One: \$ 29,820 (without summer term) Year Two: \$ 29,820	Tuition is prorated upon withdrawal. Refer to refund schedule within this agreement.
Student Tuition Recovery Fund Fee: ¹	Varies (Currently \$2.50 for every \$1,000 collected for State of California accordingly) 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 \$140/year University Technology Fee \$300/year	These fees are collected by the University and reallocated in full to the Student Government Association on behalf of each student.
Master of Arts in Counseling Psychology Program from July 10, 2023 to June 21, 2025		
Admissions Deposit	\$300 (one time)	This \$300 deposit is non-refundable and credited toward the first quarter tuition.

Books, Supplies and Other Equipment	Year One: \$1,125 Year Two: \$ 750	Books
Tuition:	Year One: \$34,710 Year Two: \$35,932	Tuition is prorated upon withdrawal. Refer to refund schedule within this agreement.
Student Tuition Recovery Fund Fee: ¹	Varies (Currently \$2.50 for every \$1,000 collected for State of California accordingly) 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 Activity Fee \$140/year University Technology Fee \$300/year	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. 48).

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 San Diego.

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. 81). Each student is responsible for their own visa and all related immigration fees.

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. 80). English proficiency is required as all courses at Bastyr University are taught in English. 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. 75) 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. For 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. You have the right to cancel your agreement for a program of instruction, without any tuition penalty, or tuition obligation, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund of both tuition and financial aid if you have completed 60 percent or less of the scheduled days in the current payment period in your program. After the 60 percent point, you may not receive any refund. A table outlining this refund schedule can be found here. (p. 244)

Tuition Credit for Withdrawal from the Term (all courses dropped) is prorated and credited to a student's account for courses dropped within the first 6 weeks (Week 6) from the start of the term (see Withdrawal Tuition Credit Schedule). No refund starting day 43. The credit is calculated from the last day of attendance.

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:

The state of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a

qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834. P.O. Box 980818, West Sacramento, CA 95798-0818; (916) 574-8900 or (888) 370-7589 or by fax (916) 263-1897.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, 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 to submit an Application for Student Tuition Recover Fund, the application can be found here. For further information or instructions contact:

Bureau for Private Postsecondary Education

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834

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) 574-8900 or by fax (916) 263-1897

Email: bppe@dca.ca.gov

Note: Effective April 1, 2022, the Student Tuition Recovery Fund (STRF) assessment rate has changed from fifty cents (\$0.50) per one thousand dollars (\$1,000) of institutional charges to two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000).

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 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 Library website. 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.

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.

Bastyr University maintains records of the name, address, email address, and telephone number of each student who is enrolled in an educational program.

Bastyr University maintains for each student granted a degree or certificate permanent records of all of the following:

1. The degree or certificate granted and the date on which that degree or certificate was granted
2. The courses and units on which the certificate or degree was based, and the grades earned by the student in each of those courses

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, the remaining of those records are kept for at least five or more years.

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: Career Services is a resource for both students and alumni, providing a variety of services and resources to help them reach their career goals. This includes one-on-one career coaching, workshops and resources on career development topics such as resume writing, interviewing skills, job searching, networking, and more, events featuring guest speakers and alumni, networking events, and Bastyr Careers, a job board for students and alumni that provides access to over 1,000 employers and hundreds of active job postings each academic year. In addition to job search support, Career Services also provides support for students with entrepreneurial goals with relevant educational events and resources for establishing and growing a practice or business.

Housing: Students attending Bastyr University San Diego 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 percent 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 on 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 manager 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

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 San Diego:

Aponte-Davila, Alexander, ND, MHSN

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University 2021; MHSN, University of Puerto Rico, 2017.
2022-

Aspiras, Desiree, MA, LMFT

Adjunct Faculty, Counseling and Health Psychology
MA, University of San Diego, 2016.
2018-

Boucher, Zachary, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2020.
2022-

Brusamolin, Fernanda, MS, EdD, HWC, CN

Associate Professor, Nutrition and Exercise Science
MS, Bastyr University, 1999.
2015-

Case, Bradford, ND, DC

Adjunct Faculty, Naturopathic Medicine
ND, National University of Health Sciences, 2016; DC,
National College of Chiropractic.
2019-

Chen, Shanshan, MS, PhD

Associate Professor, Nutrition and Exercise Science
MS, University of Massachusetts, 2012.
2016-

Clark, Brianna, ND

Adjunct Faculty, Nutrition and Exercise Science
ND, Bastyr University, 2019.
2023-

Dodge, Christian, ND, MA

Professor, Naturopathic Medicine
 ND, Bastyr University, 2002; MA, Stanford University, 1998.
 2002-

Drouin, Andrea, MA

Adjunct Faculty, Counseling and Healthy Psychology
 MA, University of San Diego, 2015.
 2019-

Ehrler, Marlene, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2016.
 2019-

Falquier, Sabrina, MD

Adjunct Faculty, Nutrition and Exercise Science
 MD, New York Medical College, 2001.
 2023-

Farrelly, Christopher, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2018.
 2018-

Greene, Jessica, ND

Adjunct Faculty, Naturopathic Medicine
 Bastyr University, 2017.
 2020-

Gruska, Janis, ND

Associate Professor, Naturopathic Medicine
 ND, National College of Naturopathic Medicine, 1991.
 2016-

Hardison, Joy, MD, MPH

Adjunct Faculty, Basic Sciences
 MD, Mayo Clinic College of Medicine, 2009; MPH,
 University of Minnesota, 2009.
 2016-

Hope, Cynthia, ND

Associate Professor, Naturopathic Medicine
 ND, Bastyr University, 2013.
 2013-

Kelly, Shane, DC

DC, University of Western States, 2017.
 2023-

Jackson, Andrew, ND

Adjunct Faculty, Naturopathic Medicine, Basic Sciences
 ND, Bastyr University, 2016.
 2018-

Johnson, Travis, DC

Adjunct Faculty, Naturopathic Medicine
 DC, Northwest Health Sciences University, 2009.
 2023-

Kasawa, John, MD

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

Khamba, Baljit, ND, M.PH

Associate Professor, Naturopathic Medicine
 ND, Canadian College of Naturopathic Medicine; 2009,
 M.PH, Lakehead University, 2006.
 2017-

Kim, David, MA, LMFT

Adjunct Faculty, Counseling and Health Psychology
 MA, University of San Diego, 2016.
 2022-

Konjkavfard, Eyesun, DC

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

Kostrzewski, Laura, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2019.
 2019-

Lin, Nan, MD, PhD

Professor, Nutrition and Basic Sciences
 MD, 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-

Love, Rebecca, DVM

Professor, Basic Sciences
DVM, Washington State University, 1987.
1997-

Lyall, Violet, MS

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

Lye, Lain, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2017.
2020-

Malik, Neal, DrPH, MPH, RDN

Adjunct Faculty, Nutrition and Exercise Science
DrPH, Loma Linda University, 2011.
2020-

Martzen, Mark, PhD

Professor, Basic Sciences, Interdisciplinary Studies
PhD, University of South Dakota School of Medicine, 1986.
2005-

Messner, Don, PhD

Professor, Basic Sciences
PhD, University of Washington, 1986.
2007-

Murphy, Melissa, PhD

Assistant Professor, Nutrition and Exercise Science, Basic
Sciences
PhD, Rutgers University, 2017.
2017-

Norton, Emma, ND

Associate Professor, Naturopathic Medicine
ND, University of Bridgeport, College of Naturopathic
Medicine, 2003.
2015-

Odenthal, Joanne, PhD

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

Pfeuffer, Jennifer, PsyD

Assistant Professor, Counseling and Health Psychology
PsyD, Carlow University, 2016.
2018-

Piper, Jennifer, PsyD

Adjunct Faculty, Counseling and Health Psychology
PsyD, California School of Professional Psychology, 2015.
2018-

Pizzorno, Joseph, ND

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

Portera-Perry, Lisa, DC

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

Roth, Maya, ND

Assistant Professor, Naturopathic Medicine
ND, University of Bridgeport, College of Naturopathic
Medicine, 2007.
2015-

Sanchez, Jose A, MS

Adjunct Faculty, Basic Sciences
MS, San Diego State University, 2008.
2015-

Sarter, Barbara, PhD, RN

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

Schaefer, John, DC

Adjunct Faculty, Basic Sciences
DC, Los Angeles College of Chiropractic, 1985.
2022-

Schwaiger, Timothy, ND

Associate Professor, Naturopathic Medicine
ND, Southwest College of Naturopathic Medicine and
Health Sciences, 1999.
2018-

Shaw, Elizabeth, MS, RD, CLT, CPT

Adjunct Faculty, Nutrition and Exercise Science
MS, Northern Illinois University, 2010.
2018-

Shuttleworth, Sylvie, PhD

Professor, Counseling and Health Psychology
PhD, California School of Professional Psychology, 2005.
2014-

Simon, Andrew J., ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2013.
2016-

Sizemore, Max T., PhD

Associate Professor, Basic Sciences
PhD, University of Washington, 2010.
2015 -

Stewart, E. A., MBA, RDN

Adjunct Faculty, Nutrition and Exercise Science
MBA, University of San Diego, 2000; RDN San Diego State
University, 1993.
2020-

Taverniti, Jessica, PsyD

Adjunct Faculty, Counseling and Health Psychology
PsyD, California School of Professional Psychology, 2013.
2019-

Thomas, Kathleen, MA, APCC, NCC

Adjunct Faculty, Counseling and Health Psychology
MA, University of San Diego, 2016.
2019-

Vassighi, Nazanin, ND

Associate Professor, Naturopathic Medicine
ND, Southwest College of Naturopathic Medicine, 2010.
2015-

Weeks-Torres, Tiffany, ND

Associate Professor, Botanical Medicine
ND, Southwest College of Naturopathic Medicine, 2006.
2013-

Woldseth, Hayley, MS, CNS

Adjunct Faculty, Nutrition and Exercise Science
MS, Bastyr University, 2021
2022-

Yang, Jiang, PhD

Adjunct Faculty, Counseling and Health Psychology
PhD, University of San Diego, 2019.
2019-

Yarnell, Eric, ND, RH (AHG)

Adjunct Faculty, Botanical Medicine, Herbal Sciences,
Naturopathic Medicine, Acupuncture and East Asian
Medicine
ND, Bastyr University, 1996.
2002-

Yasuda, Gregory T., ND

Associate Professor, Physical Medicine
ND, Bastyr University, 2003.
2009-

Zimmerman, Claire, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2016.
2017-

Attendance Policy: Bastyr University's academic policies regarding attendance can be found here (p. 23).

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 their current program of study, they 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 they are 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 their 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 their 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, they may be required to complete the graduation requirements in the catalog for the year they plan 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 their 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, they 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 their 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. 8).

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 are encouraged to utilize 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, we recommend the use of the internal process first; however, this is not required, and you may contact the Bureau for Private Post-secondary Education (BPPE) to file a complaint at any time. 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:

1747 N. Market Blvd. Ste 225 Sacramento, CA 95834
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) 574-8900 or by fax (916) 263-1897
Email: bppe@dca.ca.gov

GENERAL ADMISSIONS

APPLICATION DEADLINES

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

September 1 – Application open for all programs

November 1 – Early Application Deadline for all programs

January 10 – Priority Application Deadline for summer start programs

- Master of Arts in Counseling Psychology
- Master of Arts in Maternal-Child Health Systems
- Master of Science in Nutrition and Master of Arts in Counseling Psychology
- Master of Science in Nutrition for Wellness and Health Coaching

February 1 – Priority Application Deadline for fall start programs

- Bachelor of Science in Health Psychology – Integrated Wellness
- Bachelor of Science in Health Psychology – Premedicine
- Bachelor of Science in Herbal Sciences
- Bachelor of Science in Integrated Human Biology
- Bachelor of Science in Nutrition
- Bachelor of Science in Nutrition and Culinary Arts
- Bachelor of Science in Nutrition and Exercise Science
- Certificate in Chinese Herbal Medicine
- Certificate in Holistic Landscape Design
- Doctor of Acupuncture
- Doctor of Acupuncture and Oriental Medicine
- Doctor of Naturopathic Medicine
- Master of Acupuncture
- Master of Acupuncture with Chinese Herbal Medicine Specialization
- Master of Public Health
- Master of Science in Midwifery
- Master of Science in Nutrition
- Master of Science in Nutrition with Didactic Program in Dietetics

- Post Baccalaureate in Naturopathic Medicine
- Post Baccalaureate in Nutrition

April 2 – Priority Application Deadline for internal Post Baccalaureate students applying to the Doctor of Naturopathic Medicine or Master of Science in Nutrition programs

Applications received after the dates noted above will be considered on a space-available basis. Applications for the Dietetic Internship program must be postmarked by the February deadline set by the Academy of Nutrition and Dietetics.

Applicants should consult with an admissions advisor to have a transcript evaluation to determine the best application deadline.

UNDERGRADUATE TRANSFER STUDENTS MINIMUM REQUIREMENTS

All students entering an undergraduate degree program at Bastyr University are considered transfer students. To be admitted to an undergraduate degree program, students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent¹ (only courses with a grade of C or higher are transferable).²
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the General Education and program prerequisite requirements.

¹135 quarter (90 semester) credits are required for undergraduate entry students applying to programs in the School of Traditional World Medicines.

²Credits from Midwifery Education Accreditation Council (MEAC) or Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) accredited programs may be accepted for midwifery programs or AEAM programs, respectively.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the General Education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum (IGETC) [CA state]
- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees, will not automatically satisfy the General Education requirements. They will be reviewed on a course-by-course basis.

ACCREDITATION TYPES

Bastyr University accepts transfer and prerequisite coursework completed through colleges and universities who are regionally accredited by one of the regional accrediting bodies listed below:

- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

GENERAL EDUCATION EXAMPLE COURSES

Below are examples of general education course categories:

- **Arts & Humanities** – Art, Dance, Drama, English, Ethics, Journalism, Literature, Music, Philosophy, Religion, World Languages
- **Social & Behavioral Sciences** – Anthropology, Communication Theory, Criminal Justice, Economics, Gender Studies, Geography, History, International Studies, Management, Political Science, Psychology, Sociology, Women's Studies
- **Natural Science & Mathematics** – Anatomy and Physiology, Astronomy, Atmospheric Sciences, Biology,

Botany, Chemistry, Earth Science, Geology, Logic, Mathematics, Oceanography, Physical Geography, Physics, Statistics, Zoology

- **Electives** – Accounting, Business, Computer Programming, Computer Science, Education, Environmental Science, Physical Education

APPLICATION FOR ADMISSION

Undergraduate transfer students may apply with coursework still outstanding. A minimum of one prerequisite course as well as 60 quarter (45 semester) units must be completed before applying. Students must submit the following materials to be considered for admissions for an undergraduate program:

- Online application
- Non-refundable application fee of \$75
- Official transcripts from all previously attended higher education institutions

Please refer to the Deadlines (p. 85) section for deadline information.

ACCEPTING YOUR OFFER OF ADMISSION

All applicants will receive an email communicating their offer of admission or a denial to the University. To accept an offer of admission, pay the \$200 deposit as an acknowledgement of intention to enroll. If the applicant is currently enrolled in courses at Bastyr University, the deposit amount will be \$100.

- Deposits are submitted online through the admissions office.
- For students admitted prior to June 1:
 - Deposits must be received by June 1 to guarantee a seat in the program.
 - Deposits are refundable until June 1.
- For students admitted on or after June 1:
 - Deposits must be received within 30 days of notice of admission to guarantee a seat in the program.
 - Deposits are refundable for up to six business days.
- The deposit payment is credited to the student's account and applied toward the initial tuition payment.

DEFERRING YOUR OFFER OF ADMISSION

Students who have received an offer of admission are eligible to defer their admission for one academic year. Please contact the admissions office to confirm your deferral eligibility and for next steps.

GRADUATE STUDENTS

MASTER'S STUDENTS

MINIMUM REQUIREMENTS

To be admitted to a master's degree program at Bastyr University, students must meet the following criteria:

- Hold a bachelor's degree¹ from a regionally accredited college or university or its equivalent.²
- Achieve a cumulative GPA of 3.0 unless otherwise specified by the program.
- Complete the program prerequisite requirements.

¹Credits from MEAC or ACAOM accredited programs may be accepted for transfer midwifery programs or AEAM programs, respectively.

²For students applying to the undergraduate entry for the MS in Midwifery or programs in the School of Traditional World Medicines, please see the minimum requirements for undergraduate entry (p. 86).

APPLICATION FOR ADMISSION

Master's students must submit the following materials to be considered for admissions for a graduate program:

- Online application
 - Nonrefundable application fee of \$75
 - Current resume or CV if required by the program
 - Official transcripts from all previously attended higher education institutions
 - Completion of an interview if required by the program
- Please refer to the Deadlines (p. 75) section for deadline information.

ACCEPTING YOUR OFFER OF ADMISSION

All applicants will receive an email communicating their offer of admission or a denial to the University. To accept an offer of admission, pay the \$300 deposit as an acknowledgement of intention to enroll. If the applicant is currently enrolled in courses at Bastyr University, the deposit amount will be \$100.

- Deposits are submitted online through the admissions office.
- Deposits must be received within 30 days of notice of admission to guarantee a seat in the program.
- Deposits are refundable for up to six business days.
- The deposit payment is credited to the student's account and applied toward the initial tuition payment.

DOCTORAL STUDENTS

MINIMUM REQUIREMENTS

To be admitted to a doctoral program at Bastyr University, students must meet the following criteria:

- Hold a bachelor's degree from a regionally accredited college or university or its equivalent.*
- Achieve a cumulative GPA of 3.0 and prerequisite GPA of 3.0.
- Complete the program prerequisite and licensure requirements.

*For students applying to the undergraduate entry for programs in the School of Traditional World Medicines, please see the minimum requirements for undergraduate entry (p. 75).

APPLICATION FOR ADMISSION

Doctoral students must submit the following materials to be considered for admissions for a graduate program:

- Online application
- Nonrefundable application fee of \$75
- Current resume or CV
- Official transcripts from all previously attended higher education institutions
- Completion of an interview

Please refer to the Deadlines (p. 75) section for deadline information.

ACCEPTING YOUR OFFER OF ADMISSION

All applicants will receive an email communicating their offer of admission or a denial to the University. To accept an offer of admission, pay the \$300 deposit as an acknowledgement of intention to enroll.

- Deposits are submitted online through the admissions office.

- Deposits must be received within 30 days of notice of admission to guarantee a seat in the program.
- Deposits are refundable for up to six business days.
- The deposit payment is credited to the student's account and applied toward the initial tuition payment.

POST-BACCALAUREATE STUDENTS MINIMUM REQUIREMENTS

To be admitted to the Nutrition or Naturopathic Medicine Post-Baccalaureate program at Bastyr University, students must meet the following criteria:

- Hold a bachelor's degree from a regionally accredited college or university or its equivalent.
- Achieve a cumulative GPA of 2.75 and prerequisite GPA of 2.0.
- Complete the program prerequisite requirements.

POST-BACCALAUREATE CURRICULUM

NATUROPATHIC MEDICINE

BC2115 General Chemistry 1 Intensive Lecture (p. 169)

BC2116 General Chemistry 1 Intensive Lab (p. 169)

BC2117 General Chemistry 2 Intensive Lecture (p. 169)

BC2118 General Chemistry 2 Intensive Lab (p. 169)

BC3108 Physics 1 Lecture/Lab (p. 170)

BC3123 Organic Chemistry for Life Sciences Lecture/Lab (p. 170)

BC3144 Integrated Biochemistry and Cell Biology (p. 170)

BC3151 Integrated Human Biology 1 Lecture/Lab (p. 171)

PS3114 Developmental Psychology (p. 213)

NUTRITION

BC3123 Organic Chemistry for Life Sciences Lecture/Lab (p. 170)

BC3161 Anatomy and Physiology 1 Lecture/Lab (p. 171)

BC3162 Anatomy and Physiology 2 Lecture/Lab (p. 171)

BC3163 Anatomy and Physiology 3 Lecture/Lab (p. 171)

BC4117 Biochemistry for Life Sciences 1 Lecture/Lab (p. 172)

PS3114 Developmental Psychology (p. 213)

TR4103 Whole Foods Production (p. 224) (optional)

APPLICATION FOR ADMISSION

Post-Baccalaureate students must submit the following materials to be considered for admissions for a Post-Baccalaureate program:

- Online application
- Official transcripts from all previously attended higher education institutions

Please refer to the Deadlines (p. 75) section for deadline information.

ACCEPTING YOUR OFFER OF ADMISSION

All applicants will receive an email communicating their offer of admission or a denial to the University. There is no additional requirement for accepting your offer.

ACADEMIC CERTIFICATE STUDENTS MINIMUM REQUIREMENTS

To be admitted to an academic certificate program at Bastyr University, students must meet the following criteria:

- Meet the required education or degree criteria.
- Meet the program cumulative GPA and prerequisite GPA requirements.
- Complete the program prerequisite requirements.

APPLICATION FOR ADMISSION

Academic certificate students must submit the following materials to be considered for admissions for an academic certificate program:

- Online application
- Nonrefundable application fee of \$75
- Official transcripts from all previously attended higher education institutions

Please refer to the Deadlines (p. 75) section for deadline information.

ACCEPTING YOUR OFFER OF ADMISSION

All applicants will receive an email communicating their offer of admission or a denial to the University. To accept an offer of admission, pay the \$200 deposit as an acknowledgement of intention to enroll.

- Deposits are submitted online through the admissions office.

- Deposits must be received within 30 days of notice of admission to guarantee a seat in the program.
- Deposits are refundable for up to six business days.
- The deposit payment is credited to the student's account and applied toward the initial tuition payment.

NATUROPATHIC MEDICINE DUAL DEGREE OPTIONS

Three Naturopathic Medicine Dual Degrees are offered at Bastyr University:

WASHINGTON

- MA in Counseling Psychology (MACP)
- Master of Acupuncture or Master of Acupuncture with Chinese Herbal Medicine Specialization (MAc/MAcCHM)
- Master of Public Health (MPH)

CALIFORNIA

- MA in Counseling Psychology (MACP)

ELIGIBILITY REQUIREMENTS

In order to be eligible for a Naturopathic Dual Degree, students must meet the following eligibility requirements:

- Be enrolled in the Naturopathic Medical program at Bastyr University.
- Be in good academic standing.

For MACP, MAc, and MAcCHM dual students:

- Complete all 5000 and 6000 level courses in the ND program (the first two years of a four-year track or first three years if on the 5XA track) before the start of the dual degree program.

For MPH dual students:

- Complete all 5000 and 6000 level courses in the ND program (the first two years of a four-year track or first three years if on the 5XA track) before the start of the dual degree program.
- Complete an introductory statistics or biostatistics course.

ADMISSIONS

The admissions process for naturopathic medicine dual degree students is the same as for new incoming students. Candidates interested in MPH should apply in Year 1 of the ND program. Candidates interested in MACP, MAc, and MAcCHM should apply in Year 2 of the ND program.

GRADUATE-LEVEL TRANSFER CREDITS AND ADVANCED STANDING STATUS

Applicants who have completed professional doctoral programs listed below, may be considered for advanced standing status.

- Doctor of Chiropractic
- Doctor of Dental Surgery
- Doctor of Medicine
- Doctor of Osteopathic Medicine
- Doctor of Pharmacy
- Doctor of Veterinary Medicine

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, ACAHM, or MEAC. Graduate and professional students must complete at least two-thirds of their credits at Bastyr University, with the exception of students transferring from another CNME-approved naturopathic medical program, who must complete three-fifths of their credits at Bastyr University. Specific information regarding transfer and advanced standing status policies for the naturopathic medicine program is included here (p. 130). Specific information regarding transfer policies for AEAM programs is included here. Midwifery transfer policies are available under the midwifery master's program (p. 103).

ACCREDITATION TYPES

Bastyr University accepts transfer and prerequisite coursework completed through colleges and universities who are regionally accredited by one of the regional accrediting bodies listed below:

- Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- WASC Senior College and University Commission (WSCUC)

Additionally, on a case-by-case basis, Bastyr University will accept transfer and prerequisite work completed under the following accreditation types. Courses completed under these accreditation types will be reviewed individually to ensure they meet prerequisite standards.

- Midwifery Education Accreditation Council (MEAC)
- Distance Education Accrediting Commission (DEAC)
- American Council on Education, (ACE)

For complete policy on transfer of credits, please refer to the *Academic Policy and Procedure Manual* (p. 48).

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.

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, human sexuality, 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 2.5 cumulative GPA, with a grade of C (2.0) or better in all transfer courses. Exceptional applicants who do not meet this minimum requirement will be reviewed on a case-by-case basis.

Transfer students who have completed an Associate of Arts, Associate of Science, DTA (WA), the IGETC (CA), CSU Breadth (CA) or Associate Degree for Transfer (CA) prior to enrolling at Bastyr will satisfy the general education requirements. Technical degrees, such as Applied Science degrees, will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis. Please note: students must also complete prerequisites specific to their major. Students who have not completed one of the above degrees will have their courses articulated for general education credit on a course-by-course basis.

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. Noncollege courses, such as remedial composition, intermediate algebra, and English as a second language, are nontransferable.

Additionally, on a case-by-case basis, Bastyr University will accept transfer and prerequisite work completed under the following accreditation types. Courses completed under these accreditation types will be reviewed individually to ensure they meet prerequisite standards.

- American Council on Education, (ACE)
- Distance Education Accrediting Commission (DEAC)
- Midwifery Education Accreditation Council (MEAC)

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 the Academic Policy and Procedures (p. 40) section.

Prerequisite courses must be completed at a regionally accredited institution or be an approved StraighterLine course.

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:

- TOEFL (Test of English as a Foreign Language) Internet-based test (iBT) total 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. 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.
- IELTS (International English Language Testing System) exam score of level 6 (or 6.5 for AEAM applicants)
- PTE Academic-Pearson (Pearson Test of English) exam results with a minimum speaking exam score of 71, a minimum reading exam score of 53, a minimum writing exam score of 62 and a minimum listening exam score of 59.
- EIKEN (for native Japanese speakers) Pre-level 1.
- Duolingo English test, minimum score of 105.
- Two quarters or semesters of college level 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.)

Admitted students whose first language is not English may also be required to take additional courses and/or training to improve their language skills.

Applicants to Acupuncture and East Asian Medicine

programs 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. AEAM applicants who are demonstrating English language proficiency with IELTS score will need to be at a level higher than 6.5.

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, and a copy of their passport. Applicants who speak English as a second language are required to submit official exam results or comply with what is outlined in the section Applicants Whose First Language Is Not English (p. 80). 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. International students are not eligible to apply for the Doctorate in Acupuncture and Oriental Medicine, Certificate in Holistic Landscape Design and post-baccalaureate programs, .

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 their 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 complete and submit a transfer eligibility form and have their current institution transfer their record online through SEVIS.

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 a student has 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 College 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 March 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 on the Bastyr University public website. The Bastyr University financial aid application is located on the Bastyr website and on MyBU on SharePoint.

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 quarter for all state funding. 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 any Washington state aid 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 MyBU on SharePoint or on our public website for the complete policy.

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 MyBU on SharePoint, or the Policies page on our public website.

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 MyBU on SharePoint, or the Policies page on our public website.

GAINFUL EMPLOYMENT COMPLIANCE

As of June 28, 2019, Bastyr University instituted an early implementation of the rescission of the Gainful Employment Rule. If you have any questions regarding Gainful Employment, please contact the Director of Financial Aid.

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

Health Psychology (p. 92)
Health Psychology - Premedicine (p. 93)
Herbal Sciences (p. 122)
Nutrition, Food, and Exercise (p. 112)
Nutrition and Culinary Arts (p. 114)

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 Policy (p. 27) 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 (p. 50).

BASTYR ONLINE DIVISION (BOLD)

Bastyr's Online Learning Division (BOLD) was designed to meet the needs of working adults by offering quality and affordable 100% online degree programs.

MASTER OF SCIENCE IN INTEGRATIVE NUTRITION

The Master's Degree in Integrative Nutrition is an online degree program for the adult learner that seeks to incorporate nutrition and wellness skills into practice, deepen knowledge in integrative nutrition, and prepare for further professional credentialing. In this innovative program, students are trained on the intersectionality of diet, lifestyle, environment, and culture, in a truly integrative nutrition approach. Research, culinary medicine, counseling skills, disease prevention, whole foods nutrition, dietary supplementation, food systems and justice are covered under a whole-person wellness lens. Based on Bastyr's holistic approach, this program meets the demand for online education by providing a flexible learning environment and student-centered focus taught by highly qualified faculty.

PROGRAM HIGHLIGHTS

- 100% Online, Asynchronous
- 18 to 24 months
- Accelerated format for working professionals
- 7.5 week long courses - focus on one course at a time
- Grounded in Bastyr's truly integrative approach

CAREER OPPORTUNITIES

- Nutrition consulting in private and group settings, spas, wellness centers, and schools
- Corporate wellness programs
- Natural products industry
- Research and development
- Nutrition education and promotion

EXPECTED PROGRAM OUTCOMES

Upon completion of this program, students will be able to:

- Apply principles of integrative nutrition to promote health and wellness in individuals and groups.

- Evaluate dietary models with an integrative whole food, social, and environmental justice approach.
- Analyze nutrition status, identify nutritional needs, and apply evidenced-based nutrition science in designing interventions.
- Create original scientific case report research applying integrative nutrition principles in real-life scenarios

ADMISSIONS MINIMUM REQUIREMENTS

- Completion of bachelor's degree from a regionally accredited university
- Minimum cumulative GPA of 2.75 (a lower GPA will require the review of the program chair)

GRADUATION REQUIREMENTS

MSIN students must complete a minimum of 54 credits and must have a minimum 3.0 GPA with a minimum of 45 credits in residence. MSIN students must complete their degree within five years following matriculation into the program. Students must successfully complete ON-TR6110 Capstone Research Project (p. 209) in order to graduate from the program.

DEGREE REQUIREMENTS

To be considered for transferring in foundation courses (Nutrition Biochemistry and Physiology for the Nutrition Professional), a transfer form with official transcripts must be included with application. Subject to approval.

Year I

Term 1

ON-TR5100	Whole Foods Nutrition in Culinary Medicine	4.5
ON-TR5101	Nutrition, Environment, and Food Systems	4.5

Subtotal: 9.0

Term 2

ON-BC5100	Nutritional Biochemistry	4.5
ON-BC5105	Human Physiology for the Integrative Nutritionist	4.5

Subtotal: 9.0

Term 3

ON-TR5102	Research in Integrative Nutrition	4.5
ON-TR5103	Integrative Nutrition Metabolism	4.5

Subtotal: 9.0*Year II**Term 1*

ON-TR6100	Nutrition Analysis, Assessment and Meal Planning	4.5
ON-TR6101	Integrative Nutrition in Wellness Care	4.5

Subtotal: 9.0*Term 2*

ON-TR6102	Integrative Nutrition in Chronic Disease Prevention	4.5
ON-TR6103	Supplementation and Bioactive Compounds in Nutrition Care	4.5

Subtotal: 9.0*Term 3*

ON-TR6104	Integrative Nutrition Counseling	4.5
ON-TR6110	Applied Capstone Project	4.5

Subtotal: 9.0**TOTAL REQUIREMENTS**

Total Core Course Credits	54
Total Requirements	54

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

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

Wendy Gordon, DM, MPH, LM, CPM, Chair, Midwifery

Dan Rosen, PhD, Chair, Counseling and Health Psychology

Fernanda Brusamolín Larson, MS, EdD, HWC, CN Chair, Nutrition

Robin Fenn, PhD, LICSW, Chair, Public Health

Nan Lin, MD, PhD, Chair, Basic Sciences, San Diego Campus

Sylvie Shuttleworth, PhD, Chair, Counseling and Health Psychology, San Diego Campus

Terri Stilson, MS, Program Director, Integrated Human Biology

Cynthia Bartok, RD, PhD, Director, Dietetic

Internship Program

Lisa Gray, Program Supervisor, Nutrition and Exercise Science

Anne Jenness, Program Supervisor, Midwifery

Eileen Newsom, Program Coordinator, Counseling and Health Psychology

Melissa McCoy, Program Coordinator, Basic Sciences

Alyssa Cargile, Program Coordinator, Nutrition, Basic Sciences, Counseling and Health Psychology, San Diego Campus

Chris Vires, Manager, Laboratory Services

Alex Sosa, Director, Simkin Center for Allied Birth Professions

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 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 in Health Psychology with tracks in Integrated Wellness and Premedicine. The department also provides coursework and training for the Master of Science in Nutrition and Master of Arts in Counseling Psychology dual-degree program, 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 in Nutrition, Food, and Exercise, and a Bachelor of Science in Nutrition and Culinary Arts. There are four Master of Science offerings in the Department of Nutrition and Exercise Science: Master of Science in Nutrition, Master of Science in Nutrition with Didactic Program in Dietetics (DPD), Master of Science in Nutrition for Wellness and Health Coaching (San Diego campus only), and Master of Science in Nutrition and Master

of Arts in Counseling Psychology dual degree (MSN/MACP) (p. 98). The Didactic Program in Dietetics (DPD) meets Accreditation Council for Nutrition and Dietetics (ACEND) academic requirements leading to eligibility to apply for a dietetic internship. 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 BASIC SCIENCES

The Department of Basic Sciences offers a Bachelor of Science 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.

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 include pharmacology, as well as courses that integrate the principles of pathology, immunology, and infectious diseases using the systems approach. 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 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 Master of Public Health 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 Master of Public Health 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

The Bastyr Master of Public Health program is accredited by the Council on Education for Public Health (CEPH). Bastyr University is regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). The MPH program also covers the competencies required for the Certified Health Education Specialist (CHES®) certification exam.

EXPECTED PROGRAM OUTCOMES

A graduate of the Master of Public Health 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
- Assessment of individual and community needs for health education
- Planning health education strategies, interventions, and programs
- Implementing health education strategies, interventions, and programs
- Conducting evaluation and research related to health education
- Administering health education strategies, interventions, and programs
- Serving as a health education resource person
- Communicating and advocating for health and health education
- Applying 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. 75) section 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. Exceptional candidates who do not meet these requirements, including the minimum GPA of 3.0, will be reviewed on a case-by-case basis. Qualified students will be invited to interview.

GRADUATION REQUIREMENTS

Master of Public Health students must complete a minimum of 63 credits. This includes 48 core course credits, 2 programmatic elective credits, 5 practicum credits, and 8 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
PH5109	Biological Determinants of Health	3
PH5130	Intermediate Biostatistics 1	2
PH5135	Epidemiology 1	2

Subtotal: 11

Winter

PH5101	Health Education: Program Planning and Implementation	5
PH5113	Social Determinants of Public Health	3
PH5131	Intermediate Biostatistics 2	2
PH5136	Epidemiology 2	2

Subtotal: 12

Spring

PH5102	Research Methods in Health Education	3
PH5103	Introduction to Qualitative Research Methods	2
PH5112	Environmental Determinants of Public Health	4
PH5123	Seminar in Social Justice and Health	1.5
PH5801	Public Health Practicum Preparation	1

Subtotal: 11.5

Year II

Summer

PH6800	Practicum Experience in Public Health	5
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Subtotal: 5

Fall

PH6101	Evaluation of Health Education Programs	4
PH6110	Seminar in Social Justice and Health 4	0.5
PH6810	Introduction to Capstone Project	1
	Public Health Electives	2

Subtotal: 7.5

Winter

PH6102	Public Health Systems Leadership and Administration	4
PH6105	Effective Grant Writing	2
PH6111	Seminar in Social Justice and Health 5	0.5
PH6813	Intermediate Capstone Project	3

Subtotal: 9.5*Spring*

PH6103	Public Health Policy	2
PH6112	Seminar in Social Justice and Health 6	0.5
PH6814	Capstone Project Completion	4

Subtotal: 6.5**TOTAL REQUIREMENTS**

Total Core Course Credits	48
Total Programmatic Elective Credits*	2
Total Practicum Credits	5
Total Capstone Credits	8
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 prior approval of the Master of Public Health department chair.

PH9100	Cultural Health Communication	2
PH9101	Public Health for Aging Populations	2
PH9104	Current Health Issues and Interventions in the United States	2
PH9107	Public Health Research	variable and repeatable

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DEPARTMENT OF COUNSELING AND HEALTH PSYCHOLOGY

The Department of Counseling and Health Psychology offers a Bachelor of Science in Health Psychology and a Master of Arts in Counseling Psychology. The department also offers a Master of Science in Nutrition and a Master of Arts in Counseling Psychology dual-degree program in conjunction with the Department of Nutrition and Exercise Science, as well as providing coursework and training in counseling for other clinical programs.

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 whole person health care practices.

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE 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 health psychology enroll in the integrated wellness or premedicine track. Students in the premedicine track have the option of participating in the summer massage training program.

EXPECTED PROGRAM OUTCOMES

The Bachelor of Science 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

MINIMUM REQUIREMENTS

To be admitted to the Health Psychology - Integrated Wellness program at Bastyr University, transfer students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent (only courses with a grade of C or higher are transferable).
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the general education and major-based prerequisite courses.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the general education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum (IGETC) [CA state]
- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees,

will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis.

MAJOR-BASED PREREQUISITE COURSES

Survey of Biology w/lab	1 course
College Algebra	1 course
General Psychology	1 course

GENERAL EDUCATION REQUIREMENTS

To see examples of General Education courses, please see the General Admissions for Undergraduate students (p. 75).

Arts and Humanities	5 courses
English Literature and Composition	2 courses
Other Courses	3 courses
Social and Behavioral Sciences	5 courses
Public Speaking	1 course
Major-Based Prerequisite Course (see list)	1 course
Other Courses*	3 courses
Natural Science and Mathematics	5 courses
Major-Based Prerequisite Courses (see list)	2 courses
Other Courses	3 courses
<i>General Electives</i>	<i>3 courses or more</i>
TOTAL	90 quarter/60 semester credits

*Psychology courses cannot be used to complete the Social and Behavioral Sciences general education requirements.

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 GPA 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

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

Total Core Course Credits	(81) 71
Total Elective Credits	(9) 19
Total Requirements	90

Students interested in graduate study in psychology should complete the Integrated Wellness track with the research project option.

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

BACHELOR OF SCIENCE 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 or premedicine track.

Students in the premedicine track have the option of participating in the summer massage training program.

EXPECTED PROGRAM OUTCOMES

The Bachelor of Science 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

MINIMUM REQUIREMENTS

To be admitted to the Health Psychology - Premedicine program at Bastyr University, transfer students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent (only courses with a grade of C or higher are transferable).
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the general education and major-based prerequisite courses.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the general education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum (IGETC) [CA state]

- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees, will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis.

MAJOR-BASED PREREQUISITE COURSES

General Cell Biology w/lab (for science majors)	1 course
General Chemistry w/lab (for science majors)	2 courses
College Algebra or Statistics	1 course
General Psychology	1 course

GENERAL EDUCATION REQUIREMENTS

To see examples of general education courses, please see the General Admissions for Undergraduate students (p. 75).

Arts and Humanities	5 courses
English Literature and Composition	2 courses
Other Courses	3 courses
Social and Behavioral Sciences	5 courses
Public Speaking	1 course
Major-Based Prerequisite Course (see list)	1 course
Other Courses*	3 courses
Natural Science and Mathematics	5 courses
Major-Based Prerequisite Courses (see list)	4 courses
Other Course	1 course
General Electives	3 courses or more
TOTAL	90 quarter/60 semester credits

*Psychology courses cannot be used to complete the Social and Behavioral Sciences general education Requirements.

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 GPA 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

Total Core Course Credits	83
Total Elective Credits	7
Total Requirements	90

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 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 is designed to fulfill the academic requirement to become a licensed mental health counselor. Students may complete the degree independently or in concert with a dual-degree program.

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.

PROGRAM GOALS

- Whole Person Health and Wellness: Students will be knowledgeable about human growth and development and able to support the optimal development of others through the lifespan. With a focus on intentional self-care practices, students will support the wellness and whole person health of those they serve.
- Ethical and Professional Practice: Students will understand their roles and responsibilities as professionals in mental health counseling, grounded in the practice of ethical decision making.
- Culturally Responsive Practice: Students will cultivate the awareness, knowledge, and skills necessary to inform culturally responsive practices in working with those different than themselves across a wide range of social identities and systems.
- Scientifically Informed Treatment and Assessment: Students will be skilled in the practice of mental health counseling with both individuals and groups, including the development of the therapeutic relationship, assessment, and clinical interventions; students will critically assess scientific research to inform these clinical skills through the scientific method.
- demonstrates the awareness, knowledge and skills consistent with cultural humility and a commitment to providing culturally responsive care for all communities.
- demonstrates knowledge and ethical applications of the diagnostic and treatment planning processes and their effects on treatment across cultural communities.
- identifies and applies ethical and culturally responsive strategies for selecting, administering, and interpreting assessment and test results.
- develops an understanding of research methods and techniques of data collection and program evaluation.
- demonstrates knowledge of career counseling and career development throughout the lifespan.
- develops an understanding of biological, systemic, and environmental factors that affect human development, functioning, and behavior, and applies theories of individual and family development across the lifespan.
- demonstrates knowledge of the social, political, economic, and cultural factors that promote the health of individuals, groups, and organizations, and the skills in advocacy and practice to address extant barriers.
- develops reflective practice and self-assessment through clinical supervision, conducted with self-awareness and appropriate self-care.

EXPECTED PROGRAM OUTCOMES

The educational objectives of the Master of Arts in Counseling Psychology are focused on the education and training of our graduates. Consistent with the operationalized curriculum standards of the Masters in Psychology and Counseling Accreditation Council (2017), by completion of the degree program each student:

- demonstrates knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- exhibits behavior and comportsment that reflect awareness of professional identity and the values and attitudes of counseling and psychology.
- demonstrates knowledge of individual and group theories of counseling consistent with program orientation and goals supporting whole-person health.
- applies evidence-based intervention and prevention strategies designed to promote the health of individuals, groups, and organizations.

ADMISSIONS

For general information on the admissions process, refer to the Admissions section (p. 75) 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 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 Experience series, students must have successfully completed all prerequisites based on the requirements outlined and must have met the criteria for professional competence 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 clinical preparation checklist prior to the first scheduled clinic experience.

CLINICAL TRAINING

The core of the program's clinical training takes place at Bastyr Center for Natural Health, Kenmore campus or Bastyr University Clinic, San Diego campus. Bastyr Center for Natural Health and Bastyr University Clinic are comprehensive, multidisciplinary clinics providing quality training for students in all of the University's programs. The clinical training program begins in the first year and is comprised of two rotations. Clinical entrance requirements include the following (details can be found in *Student Clinician Handbook*): completed PS5800 Clinical Preparation; completed TB screening; received hepatitis B vaccination or titer or waiver; completed online HIPAA, BBP, and safety training; submitted confidentiality form, Washington or California state patrol check, and national background check; and have proof of current CPR (Basic Life Support) training. 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*, in the Student Policies and Procedures section of MyBU on SharePoint. These requirements will be explained during PS5800 Clinical Preparation. Documentation of completion of these requirements will be submitted in PS5800.

EXIT EXAM

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 (non-elective) courses by the end of the term in which the exam is scheduled, and are making satisfactory progress in the practicum.

GRADUATION REQUIREMENTS

MACP students must complete a minimum of 93 credits in residence at Bastyr University with a maximum of 18 transfer 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 supervised counseling work (including hours in counseling classes such as clinical experience, clinic shift, external practica, or other approved courses). 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 Clinic Experience 1. Counselors must be licensed psychologists, marriage and family therapists, or mental health counselors. The Bastyr University teaching clinics may not be used to meet this personal growth requirement. Documentation of these hours is required. Students must successfully complete their exit exam.

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 1: Relationship and Interview	4.5

Subtotal: 7.5

Fall

PS5102	Biopsychosocial Approaches and Whole Person Healing	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 3	3
PS6000	Exit Exam	0

Subtotal: 10.5**TOTAL REQUIREMENTS**

Total Core Course Credits	79.5
Clinic/Intern Totals	13.5
Total Requirements	93.0

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 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 MASTER OF ARTS IN COUNSELING PSYCHOLOGY

The Master of Science in Nutrition and Master of Arts in Counseling Psychology (MSN/MACP) is a dual-degree, integrated program that explores the dynamic relationship between the studies of nutrition and mental health. The Master of Arts in Counseling Psychology portion of the program provides the academic requirements to become a licensed mental health counselor. The Master of Science in Nutrition provides graduates the ability to practice as a certified nutritionist within the 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 nutrition practice in that state, as state scope of practice and licensing requirements vary. See Professional Licensing/Certification Agencies by State or District.

This three-year graduate program provides interdisciplinary education in nutrition and counseling psychology for students who want a fully integrated mind-body approach to human health. Students are offered a unique focus in health psychology through the biopsychosocial model. An array of other counseling theories are also offered so students can decide as providers what to offer their clients. The program includes attention to diversity issues across the curriculum.

EXPECTED PROGRAM OUTCOMES

The educational objectives of the Master of Arts in Counseling Psychology are focused on the education and training of our graduates. By completion of this degree program each student:

- demonstrates knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- exhibits behavior and comportsment that reflect awareness of professional identity and the values and attitudes of counseling and psychology.
- demonstrates knowledge of individual and group theories of counseling consistent with program orientation and goals supporting whole-person health.
- applies evidence-based intervention and prevention strategies designed to promote the health of individuals, groups, and organizations.
- demonstrates the awareness, knowledge, and skills consistent with cultural humility and a commitment to providing culturally responsive care for all communities.
- demonstrates knowledge and ethical applications of the diagnostic and treatment planning processes and their effects on treatment across cultural communities.
- identifies and applies ethical and culturally responsive strategies for selecting, administering, and interpreting assessment and test results.
- develops an understanding of research methods and techniques of data collection and program evaluation.
- demonstrates knowledge of career counseling and career development throughout the lifespan.
- develops an understanding of biological, systemic and environmental factors that affect human development, functioning and behavior, and applies theories of individual and family development across the lifespan.
- demonstrates knowledge of the social, political, economic, and cultural factors that promote the health of individuals, groups, and organizations, and the skills in advocacy and practice to address extant barriers.
- develops reflective practice and self-assessment through clinical supervision, conducted with self-awareness and appropriate self-care.

At the end of this dual-degree program, the Master of Science in Nutrition portion in conjunction with the Master of Arts in Counseling Psychology will provide students with the ability to:

- critically evaluate and apply scientific evidence pertaining to human nutrition for states of health and of disease.
- provide culturally appropriate nutrition 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, and continuous professional learning.
- display ethical and professional behaviors in all aspects of professional practice and in integrative collaboration of care.

ADMISSIONS

For general information on the admissions process, refer to the Admissions section (p. 75) in this catalog. Information below refers only to the MSN/MACP program. Qualified applicants will be invited for an interview.

PREREQUISITES

Entering students must have a bachelor's degree from a regionally accredited college/university with a minimum cumulative GPA of 3.0, or a 3.0 in the last 45 credits in their undergraduate degree, a B or better in General Psychology, Human Physiology, Organic Chemistry, Biochemistry, and Microbiology and a C or better in all other prerequisite courses. Exceptional candidates who do not meet these standards will be reviewed on a case-by-case basis.

Human Physiology or a combined Human Anatomy and Physiology	1 course
Organic Chemistry*	1 course
Biochemistry**	1 course
Introductory Nutrition	1 course
Introductory Psychology**	1 course
College Algebra or Statistics	1 course
Microbiology	1 course

**Must be science-major level and not survey-level with at least one lab in any science class.*

***Biochemistry and psychology courses must have been taken within seven years of program start.*

ADMISSION TO CLINICAL TRAINING

In order to enroll in the Clinic Experience 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 and ethical behavior. Students are also required to pass a national criminal background check (see Felony Disclosure and Background Checks (p. 27) for more information) and must show proof of completion of the clinic entry checklist prior to the first scheduled clinic shift.

CLINICAL TRAINING

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. The clinical training program begins in the first year and is comprised of two rotations. Clinical entrance requirements include the following (details can be found in *Student Clinician Handbook*): completed PS5800 Clinical Preparation; completed TB screening; received hepatitis B vaccination or titer or waiver; completed online HIPAA, BBP, and safety training; submitted confidentiality form, Washington state patrol check, and national background check; and have proof of current CPR (Basic Life Support) training. 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*, in the Student Policies and Procedures section of MyBU on SharePoint. These requirements will be explained during PS5800 Clinical Preparation. Documentation of completion of these requirements will be submitted in PS5800.

EXIT EXAM

Successful completion of a clinical competency exit examination is a requirement for students in the third year of the MSN/MACP program. 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.

GRADUATION REQUIREMENTS

MSN/MACP students must complete a minimum of 149.5 credits and must have a minimum 3.0 GPA. MSN/MACP students must complete their degree within six years following matriculation into the program. A graduation requirement of the MSN/MACP program is that students must complete supervised mental health counseling (including hours in counseling classes at BCNH and its satellites and external practicum sites, that includes one interim counseling shift) and 92 hours of nutrition counseling completed at BCNH to include one required interim nutrition shift.

In addition to the didactic and clinical experience, MSN/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. Counselors must be licensed psychologists, marriage and family therapists, or mental health counselors. The Bastyr University counselor(s) may not be used to meet this personal growth requirement. Documentation of these hours is required. Students must successfully complete their exit exam.

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 1: Relationship and Interview	4.5
TR5101	Whole Foods Production	3

Subtotal: 10.5

Fall

PS5502	MSN/MACP Special Topics	0.5
TR5100	Biostatistics	4
TR5104	Research Methods in Health Sciences	3
TR5120	Advanced Nutrition: Macronutrients	5
TR5136	Nutrition in the Life Cycle	3

Subtotal: 15.5*TR5136 is a hybrid/online course.**Winter*

BC5118	Disease Processes 1	3
TR5107	Nutrition Counseling	3
TR5124	Advanced Nutrition: Micronutrients	5
TR5320	Nutrition Assessment and Therapy 1	5

Subtotal: 16*Spring*

BC5132	Disease Processes 2	2
TR5116	Sustainable Food Systems, the Environment, and Health	2
TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics, and Microbiome	3
TR5321	Nutrition Assessment and Therapy 2	5
TR5500	MSN/MACP Special Topics	0.5
TR5803	Nutrition Clinic Entry	1

Subtotal: 13.5*Year II**Fall*

PS5102	Biopsychosocial Approaches and Whole Person Healing	4
PS5126	Lifespan Development	4.5
PS5127	Professional Orientation, Ethical and Law Proseminar	4.5
PS6502	MSN/MACP Special Topics	0.5
TR6811	Clinic Nutrition Practicum 1	2

Subtotal: 15.5*Winter*

PS5128	Multiculturalism, Diversity and Social Justice	4.5
PS5403	Fundamentals of Counseling 2: Theory and Practice	4.5
PS5800	Clinical Preparation	0.5
TR6100	Nutritional Supplementation	4
TR6812	Clinic Nutrition Practicum 2	2

Subtotal: 15.5*Spring*

PS5303	Psychopathology	4.5
PS5304	Trauma Counseling	4.5
PS5410	Theory and Practice of Group Counseling	4.5
PS5803	Clinic Experience 1	2
TR6500	MSN/MACP Special Topics	0.5

Subtotal: 16.0*Year III**Summer*

PS6304	Substance/Chemical Addictions	4.5
PS6312	Counseling Chronic and Terminal Illness	3
PS6800	Clinic Shift 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
TR6501	MSN/MACP Special Topics	0.5

Subtotal: 12.5*Spring*

PS6101	Eating Disorder Treatment	3
PS6115	Psychology of Human Sexuality	3
PS6333	Psychopharmacology	4.5
PS6807	Practicum and Practicum Seminar 3	3
PS6830	Exit Exam	0

Subtotal: 13.5

TR6811 Clinic Nutrition Practicum 1, and, subsequently, TR6812 Clinic Nutrition Practicum 2 will be assigned after nutrition 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 4 hours are required during the interim period. PS5803 Counseling Clinic Shift 1, and, subsequently, PS6800 Counseling Clinic Shift 2 will be assigned after counseling prerequisites are completed, with each shift being a total of 44 hours during each quarter. In addition, a total of 4 hours are required during an interim period. See the Student Clinical Handbook for details.

TOTAL REQUIREMENTS

Total Core Nutrition Course Credits	52.5
Total Core Psychology Course Credits	80.0
Clinic/Practicum Totals	17.0
Total Requirements	149.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 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 certification and licensure in some jurisdictions; 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.

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 nondiscrimination and harassment policies of Bastyr University.

GRADUATE PROGRAMS

MASTER OF ARTS IN MATERNAL-CHILD HEALTH SYSTEMS

The Master of Arts in Maternal-Child Health Systems is 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, or 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 clinical care delivery. Students build on earlier education and practical experience, develop leadership skills, and acquire a systems-based perspective to promote more humanistic, holistic, rights-based, and equitable leadership in maternal and infant care.

EXPECTED PROGRAM 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 local, national, and international data to:
 - interpret historical and emerging trends related to the variance and determinants of health in women and young children;
 - translate expert clinical knowledge and research relevant to midwifery and health care delivery into best practice models;
 - implement the most effective components of holistic MCH care.
- develop, implement, and evaluate practice models and delivery systems to improve MCH care while:
 - understanding historical and contemporary components of care;
 - engaging community partners to develop programs based on community needs and priorities;

- analyzing and applying theoretical frameworks relevant to the disciplines of midwifery, bioethics, and social justice to inform and evaluate MCH systems.
- evaluate policy issues regarding women's health and maternal-child health within a variety of jurisdictions (local to federal) and organizations and demonstrate abilities to develop policies and gain stakeholder support to promote health improvements for women and infants.
- analyze and compare healthcare delivery, regulatory, and finance models to unearth and appreciate facilitators and obstacles to options, access, and positive health outcomes from women and infants.
- demonstrate effective communication and leadership skills to enhance multidisciplinary team function and promote positive change in the health care systems that support the wellbeing of women and infants.
- evaluate and use informatics systems and other technology to improve the quality and safety of healthcare for women and infants.
- develop expertise and share knowledge in a selected area of MCH policy, practice, education, leadership, or research.
- engage and collaborate with a wide variety of stakeholders and decision makers including but not limited to multidisciplinary providers, consumers, communities, policy makers, and healthcare system administrators.

ADMISSIONS

For general information on the admissions process, refer to the Admissions (p. 75) 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 or a MEAC accredited midwifery program with a GPA of 3.0 or higher. Applicants without a bachelor's degree who have a midwifery certificate or other professional training 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
MW6121	Professional Focus B: Utilizing Health Data	2
MW6125	Research Design, Evaluation and Application in MCH Systems 1	6
MW6128	Independent Project 1: Ideas and Context Review	1

Subtotal: 11

Fall

MW6122	Professional Focus C: Programs and Models for MCH Systems	2
MW6126	Research Design, Evaluation and Application in MCH Systems 2	3
MW6129	Independent Project 2: Proposal and IRB Application	3
MW6133	Maternal-Child Health Systems	4

Subtotal: 12

Winter

MW6123	Professional Focus D: Integrative Culture and Social Justice in MCH Systems	2
MW6127	Research Design, Evaluation and Application in MCH Systems 3	2
MW6130	Independent Project 3: Implementation	4
MW6139	Advocacy for MCH Policies and Practices	4

Subtotal: 12

Spring

MW6124	Professional Focus E: Leadership in Maternal-Child Health	2
MW6131	Independent Project 4: Finish Implementation, Analysis, Presentation	4
MW6135	Management Principles for Innovation in MCH Systems	4

Subtotal: 10

Subtotal: 45

TOTAL REQUIREMENTS

Total Core Course Credits	45
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Curriculum and course changes in the 2022-2023 Bastyr University Catalog are applicable to students entering during the 2022-2023 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 or MEAC accredited program 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.

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 PROGRAM OUTCOMES

The Master of Science in Midwifery program educates midwives with the knowledge, skills, and abilities to meet national and international standards of midwifery competence. Graduates qualify to apply for certification by the North American Registry of Midwives (NARM) and may qualify for licensure or registration in a variety of jurisdictions. Graduates are also equipped with leadership and advocacy skills that help move the profession forward.

At the completion of Bastyr's Midwifery Program, students will be able to:

- demonstrate the ability to autonomously provide care to clients with normal, low-risk pregnancies, labors, births, and postpartum periods, as well as normal newborn care, in a variety of settings with a primary focus in home and birth center locations; and provide this care in alignment with the Midwives Model of Care™ that promotes birth as a healthy and normal physiologic process.
- assess, diagnose, and appropriately manage common complications in the antepartum, intrapartum, and postpartum periods.
- recognize complications that require consultation, referral, or transfer of care to other providers within the healthcare system, and collaborate effectively for positive client outcomes.

- demonstrate integration of the principles of reproductive justice by acting as advocates and agents for racial and cultural equity.
- utilize critical thinking abilities by referencing evidence-informed practice principles and by integrating ethical and legal issues into their care of clients.
- communicate with clients in a way that validates the client's knowledge and experience while encouraging personal responsibility in shared decision making and informed choice.
- exercise information literacy skills through research activities, policy development, involvement in political processes, and the promotion of midwifery through state, provincial, and national professional organizations.
- demonstrate professional behaviors related to client confidentiality, collegial courtesy, self-reflection, integrity, and ethical interactions.
- positively contribute to collaborations and teamwork by fulfilling responsibilities in time allowed, providing constructive feedback, and supporting fellow team members toward collective goals.

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.

Direct-entry midwifery is regulated in 36 states and the District of Columbia through licensure, certification, and registration, with additional states engaged in legislative efforts.

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 most states that license direct-entry midwives, the CPM credential or the NARM exam is part of the licensure process. Increasingly, state licensure may also require graduation from a MEAC accredited midwifery program, which our program is.

ESSENTIAL FUNCTIONS OF A MIDWIFE AND MIDWIFERY STUDENT

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 they 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:

- communicate with/understand clients and their families.
- perceive non-verbal cues and describe changes in mood or emotion.
- communicate sensitively and effectively with clients using face-to-face and written methods regarding clinical issues.
- communicate in person 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 the 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 commute to the Bastyr campus three times each quarter and conduct their clinical learning in various communities. 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 Canvas online 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 track 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 quarters one and 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 tests, etc., are taught first in the classroom. Additionally, students are required to complete an approved neonatal resuscitation course as well as obtain training in CPR for health care providers at their own expense and prior to beginning Practicum. Students must also have an annual TB test and demonstrated immunity to or be vaccinated for hepatitis B. Several clinical sites have additional immunizations requirements, so students should be prepared to demonstrate immunity to or be vaccinated for chicken pox/varicella, MMR, pertussis, annual influenza, and/or COVID-19. Moreover, students must pass a national and Washington State background check before beginning Practicum, administered in the second quarter of the first year, conducted by the University, for which a fee is charged to the student. Students returning from a leave of absence are 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, carry \$1 million/\$3 million in professional liability (malpractice) insurance, 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. 75) 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 degree 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 Field¹

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 (Birthing Advocacy, DONA, or ToLabor approved)	not a college course
Childbirth Educator Training (Birthing Advocacy, ICEA, or Lamaze approved)	not a college course

¹From 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 and Physiology Series	8 quarter credits

College Algebra or Precalculus or Statistics	4 quarter credits
Labor Support Course/Doula Training (Birthing Advocacy, DONA or ToLabor approved)	not a college course
Childbirth Educator Training (Birthing Advocacy, 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

¹The 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 births¹, 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
- 2 planned hospital births

¹An 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

Performance of the following gynecological and primary care skills:

- 20 chest-breast exams and/or self-instruction
- 10 family planning counseling
- 10 full physical exams
- 20 sexual health histories
- 10 vaginal cultures/Pap tests
- 20 pelvic 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 and all essential skills assessed as mastered

DEGREE REQUIREMENTS - MASTER'S PROJECT

The curriculum tables that follow list the tentative schedule of courses each quarter.

MSMW YEAR I - Master's Project Track

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	0
MW3101	Midwifery Care 1: Introduction 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
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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 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***DEGREE REQUIREMENTS - BOTANICAL MEDICINE IN MIDWIFERY CARE**

The curriculum tables that follow list the tentative schedule of courses each quarter.

MSMW YEAR I - Botanical Medicine in Midwifery Care Track

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	0
MW3101	Midwifery Care 1: Introduction 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
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Subtotal: 6*MW4810: In this quarter standard registration is 6 credits***MMSW YEAR II - Botanical Medicine in Midwifery Care Track***Fall*

MW4102	Professional Issues Seminar: Midwifery History, Politics and Activism	2
MW4324	Clinical Skills 3	1
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

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
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*

MW6810	Midwifery Practicum	variable to maximum of 33.5
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Subtotal: 6*MW6810: In this quarter standard registration is 6 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**

MW5126	Botanicals 6: Project	1.5
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: 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 2022-2023 Bastyr University Catalog are applicable to students entering during the 2022-2023 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 nourishes and sustains 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 Bastyr University nutrition degree programs are unique in their emphasis on whole foods and multicultural, political and ecological dimensions of food. The concept of food as medicine is fundamental to natural health perspectives, optimal health, and whole-person healing.

The Department of Nutrition and Exercise Science offers two Bachelor of Science degrees: The Bachelor of Science in Nutrition, Food, and Exercise, and the Bachelor of Science in Nutrition and Culinary Arts.

There are two Master of Science offerings in the Department of Nutrition and Exercise Science at the Seattle campus: the Master of Science in Nutrition with Didactic Program in Dietetics (DPD) and the Master of Science in Nutrition and Master of Arts in Counseling Psychology Dual Degree Program (MSN/MACP). There is one Master of Science offering at the San Diego campus: the Master of Science in Nutrition for Wellness and Health Coaching.

The Seattle Campus offers a Dietetic Internship, which is the final step in training to become a Registered Dietitian Nutritionist. This supervised practice (work training) program meets all accreditation requirements from the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

For information about each of these programs, refer to the following pages:

Bachelor of Science in Nutrition, Food, and Exercise (p. 124)
 Bachelor of Science in Nutrition and Culinary Arts (p. 114)
 Master of Science in Nutrition and Master of Arts in Counseling Psychology Dual Degree (MSN/MACP) (p. 116)
 Master of Science in Nutrition for Wellness and Health Coaching (MSNW) in San Diego only (p. 118)
 Master of Science in Nutrition with Didactic Program in Dietetics (MSN/DPD) (p. 116)
 Dietetic Internship (p. 120)

REQUIRED ABILITIES AND SKILLS FOR NUTRITION PROGRAM STUDENTS

A nutrition student must be able to demonstrate appropriate communication skills; intellectual-conceptual, integrative, and quantitative abilities; professional behavior; and social maturity. A student is expected to be able to perform in a reasonably independent manner.

Communication: A student must be able to communicate effectively and sensitively with others, including with faculty, with peers in the classroom, and in group-project work, with patients if the student is in a clinical program, and with preceptors in a practicum or internship. The ability to communicate effectively, respectfully and thoughtfully, including in situations of disagreement or conflict, is important to academic and career success. Effective communication skills include not only in speech, but also through listening, reading, writing and non-verbal means.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: Required abilities in this category include measurement, calculation, reasoning, analysis, and synthesis. Critical thinking and problem solving are also essential for the full range of nutrition program areas of focus.

Behavioral and Social Attributes: A student must possess the emotional health required to fully utilize intellectual potential and abilities; to exercise good judgment; to meet completion deadlines for all responsibilities required in the academic and/or clinical program; and to develop mature, sensitive and effective relationships with others. A student must be able to manage physically and mentally taxing workloads and to function effectively under stress. A nutrition 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 challenges. Compassion, a caring attitude, effective interpersonal skills, professional boundary-setting, 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 two 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 - NUTRITION, FOOD, AND EXERCISE

A graduate of the Bachelor of Science in Nutrition, Food, and Exercise 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.

EXPECTED PROGRAM 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

MINIMUM REQUIREMENTS

To be admitted to the nutrition program at Bastyr University, transfer students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent (only courses with a grade of C or higher are transferable).
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the general education and major-based prerequisite courses.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the general education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum (IGETC) [CA state]
- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees, will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis.

MAJOR-BASED PREREQUISITE COURSES

General Cell Biology w/lab (for science majors)	1 course
General Chemistry w/lab (for science majors)	2 courses
College Algebra or Statistics	1 course
Introductory Nutrition	1 course

GENERAL EDUCATION REQUIREMENTS

To see examples of general education courses, please see the General Admissions for Undergraduate students (p. 75).

Arts and Humanities	5 courses
English Composition I and II	2 courses
Other Courses	3 courses
Social and Behavioral Sciences	5 courses
General Psychology	1 course
Public Speaking	1 course
Other Courses	3 courses
Natural Science and Mathematics	5 courses
Major-Based Prerequisite Courses (see list)	4 courses
Other Course	1 course
General Electives	3 courses or more
TOTAL	90 quarter/60 semester 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 GPA 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
TR4103	Whole Foods Production	3
TR4118	Cultural Perspectives on Foods	2

Subtotal: 16

Winter

BC3113	Living Anatomy	3
BC3162	Anatomy and Physiology 2 Lecture/Lab	3
BC4117	Biochemistry for Life Sciences 1 Lecture/Lab	5
TR3111	Nutrition Throughout Life	3
TR3115	Introduction to Food Science	2

Subtotal: 16

Spring

BC3163	Anatomy and Physiology 3 Lecture/Lab	4
BC4140	Biochemistry for Life Sciences 2	4
TR3135	Writing and Research in Health Promotion	3
TR4140	Sustainable Food Systems, the Environment, and Health	2

Subtotal: 13

Senior Year (Year II)

Fall

EX4100	Physiology of Exercise	5
EX4107	Sports Nutrition	5
EX4119	Principles of Resistance Training	3
TR4105	Advanced Nutrition Principles: Macronutrients	3

Subtotal: 16

Winter

TR4106	Advanced Nutrition Principles: Micronutrients	3
TR4110	Health Promotion and Coaching	3
TR4113	Nutritional Supplements and Herbs	3
EX4106	Business Principles in Health Promotion	3
EX4135	Exercise Prescription for Special Populations	4

Subtotal: 16*Spring*

EX4120	Health and Fitness Methods	1
EX4800	Exercise/Nutrition Practicum	2
TR4117	Nutrition, Physical Activity and Disease	5
TR4126	Community Nutrition/Nutrition Education	5

Subtotal: 13

There is also a graduation requirement of Advanced First Aid and CPR.

TOTAL REQUIREMENTS

Total Core Course Credits	90
Total Requirements	90

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

BACHELOR OF SCIENCE IN NUTRITION AND CULINARY ARTS

The Bachelor of Science degree 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.

EXPECTED PROGRAM 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**MINIMUM REQUIREMENTS**

To be admitted to the nutrition program at Bastyr University, transfer students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent (only courses with a grade of C or higher are transferable).
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the general education and major-based prerequisite courses.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the general education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum (IGETC) [CA state]
- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees, will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis.

MAJOR-BASED PREREQUISITE COURSES

General Cell Biology w/lab (for science majors)	1 course
Survey of Chemistry w/lab*	1 course
College Algebra or Statistics	1 course
Introductory Nutrition	1 course

*Students wishing to pursue graduate studies in Nutrition are encouraged to take two courses of General Chemistry w/lab for science majors instead of Survey of Chemistry w/lab.

GENERAL EDUCATION REQUIREMENTS

To see examples of general education courses, please see General Admissions for Undergraduate students (p. 75).

Arts and Humanities	5 courses
English Literature and Composition	2 courses
Other Courses	3 courses
Social and Behavioral Sciences	5 courses
General Psychology	1 course
Public Speaking	1 course
Other Courses	3 courses
Natural Science and Mathematics	5 courses
Major-Based Prerequisite Courses (see list)	3 courses
Other Courses	2 course
General Electives	3 courses or more
TOTAL	90 quarter/60 semester 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 GPA 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
TR4105	Advanced Nutrition Principles: Macronutrients	3
TR4132	Quantity Food Production	3
TR4820	Culinary Practicum	4

Subtotal: 14

Winter

TR3142	Therapeutic Cooking: Illness and Recovery	2
TR3152	Cooking Demonstration	2
TR4100	Introduction to Research Methods	3
TR4106	Advanced Nutrition Principles: Micronutrients	3
TR4205	Nutrition Analysis and Assessment	3

Subtotal: 13

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	Sustainable Food Systems, the Environment, and Health	2

Subtotal: 14*Elective Requirements*

Programmatic Electives	3
General Electives	4

Subtotal: 7

Students must take a minimum of three (3) programmatic elective credits in nutrition program courses.

Subtotal: 7

TOTAL REQUIREMENTS

Total Core Course Credits	89
Total Programmatic Elective Credits	3
Total General Elective Credits	4
Total Requirements	96

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 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 Seattle 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 Seattle 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 Master of Arts in Counseling Psychology Dual Degree Program (MSN/MACP), which combines training in nutrition and counseling 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 San Diego, the Master of Science in Nutrition for Wellness and Health Coaching (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 AND MASTER OF ARTS IN COUNSELING PSYCHOLOGY

The Master of Science in Nutrition and Master of Arts in Counseling Psychology (MSN/MACP) is a dual-degree, integrated program that explores the dynamic relationship between the studies of nutrition and mental health. The Master of Arts in Counseling Psychology portion of the program provides the academic requirements to become a licensed mental health counselor. The Master of Science in Nutrition provides graduates the ability to practice as a certified nutritionist within the scope of practice specified in the state of Washington.

This three-year graduate program provides interdisciplinary education in nutrition and counseling psychology for students who want a fully integrated mind-body approach to human health. Students are offered a unique focus in health psychology through the biopsychosocial model. An array of other counseling theories are also offered so students can decide as providers what to offer their clients. The program includes attention to diversity issues across the curriculum. Follow this link for complete information (p. 98).

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 supervised practice program accredited by ACEND, and subsequently, to be eligible to sit for the registration examination for dietitians. Students enrolled in the DPD program will apply for their supervised practice (dietetic internship) in their second year and will complete their dietetic internship after graduation. We average a 95 percent placement rate in internship match and our students are routinely placed in competitive sites including Bastyr University, Yale, John's Hopkins, Brigham and Women's, and Cleveland Clinic, among many others. Please note that the MSN-DPD is not a coordinated program.

In addition to the MSN-DPD, Bastyr University offers a dietetic internship program. The internship accepts a total of 12 students each year, with up to six spaces reserved for Bastyr MSN-DPD students in a pre-select admissions process. Learn more about our dietetic internship program (p. 120).

EXPECTED PROGRAM 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. 75) 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, or a 3.0 in the last 45 credits in their undergraduate degree, or a B or better in Human Physiology, Organic Chemistry, Biochemistry, and Microbiology, and a C or better in all other prerequisite courses. Exceptional candidates who do not meet these standards will be reviewed on a case-by-case basis.

Human Physiology or a combined Human Anatomy and Physiology course	1 sequence
Organic Chemistry*	1 course
Biochemistry*	1 course
Introductory Nutrition	1 course
General Psychology	1 course
College Algebra or Statistics	1 course
Microbiology	1 course

*Must be science major level and not survey level with at least one lab in any science class.

Note: Biochemistry course must have been taken within seven years of program start.

ADMISSIONS TO CLINICAL TRAINING

In order to enroll in the Clinic Nutrition Practicums (TR6811 (p. 230) and TR6812 (p. 230)), 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 (p. 27) 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 64 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 minimum of 150 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:

- Minimum of 50 hours clinical nutrition (in-patient, ambulatory care, and/or long-term care direct patient contact)
- Minimum of 50 hours food service management
- Minimum of 50 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 150 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 ACEND-accredited supervised practice program. Completion of the DPD program does not guarantee acceptance into a supervised practice program. 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. 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
TR6100	Nutritional Supplementation	4
TR6122	Contemporary Nutrition: Community and Culture	3
TR6127	Therapeutic Cooking: Illness and Recovery	2

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 4 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 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 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 AND HEALTH COACHING – SAN DIEGO CAMPUS ONLY

The purpose of the Master of Science in Nutrition for Wellness and Health Coaching (MSNW) is to prepare students with a scientific foundation for understanding nutrition science and health coaching and its applications in promoting wellness. Graduates will achieve competency in evaluating science and developing tools to improve the health and wellbeing of individuals and groups. This program develops expertise in empowering communication and behavior change and creating clear paths to wellness through nutrition. This program presents a flexible hybrid format, with the first year courses offered remotely and the second year courses offered in-person.

EXPECTED PROGRAM 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.
- coach individuals and groups using effective, science-based approaches to improve health and wellness.

ADMISSIONS

For general information on the admissions process, refer to the Admissions section (p. 75) 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 is given to applicants with a 3.0 cumulative GPA in all prerequisites, and a B or better in Organic Chemistry and Introductory Nutrition. Notable candidates who do not meet these standards will be reviewed on a case-by-case basis.

Organic Chemistry*	1 course
Introductory Nutrition**	1 course

* Must be for science majors, cannot be survey level.

**The nutrition course must include macro- and micronutrients, lifecycle, and physical activity.

Note: Prerequisite 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 TR6130 Capstone Practicum and Presentation in order to graduate from the program.

THE CURRICULUM TABLES THAT FOLLOW LIST THE TENTATIVE SCHEDULE OF COURSES EACH QUARTER.

*Year I**Summer*

BC4139	Introduction to Biochemistry Lecture/Lab	6
BC4141	Human Physiology Lecture/Lab	5

Subtotal: 11

Students who had completed human physiology and biochemistry at other institutions are eligible for advance standing fall start.

Fall

TR5111	Macronutrients and Micronutrients	5
TR5113	Health, Social, and Behavioral Wellness in Nutrition Coaching	3
TR5121	Biostatistics and Research in Integrative Nutrition	4

Subtotal: 12

Winter

TR5106	Foundations of Chronic Disease Prevention and Management	4
TR5112	Fundamentals of Coaching, Motivation, and Behavior Change	3
TR5114	Dietary Supplements and Herbs	2
TR5136	Nutrition in the Life Cycle	3

Subtotal: 12*Spring*

EX6101	Physical Activity for Health	3
TR5105	Nutrition Analysis and Assessment	3
TR5125	Advanced Nutrition Coaching	3
TR5141	Advanced Nutrition: Bioactive Compounds, Nutrigenomics, and Microbiome	3

Subtotal: 12*Year II**Fall*

TR5101	Whole Foods Production	3
TR6108	Developing and Evaluating Nutrition Education Programs	3
TR6119	Nutrition Program Capstone Seminar I	1
TR6122	Contemporary Nutrition: Community and Culture	3
TR6125	Nutrition Coaching Practicum 1	2

Subtotal: 12*Winter*

TR6117	Therapeutic Cooking: Maintaining Health	2
TR6124	Culinary Medicine in Health Practice	3
TR6128	Capstone Seminar and Practicum	2
TR6129	Nutrition Coaching Practicum 2	2
TR6133	Contemporary Nutrition: Public Health	3

Subtotal: 12*Spring*

TR6109	Food and Nutrition in Health Systems	2
TR6111	Contemporary Nutrition: Global and Ecological Issues	2
TR6118	Leadership and Business Management	3
TR6127	Therapeutic Cooking: Illness and Recovery	2
TR6130	Capstone Practicum and Presentation	3

Subtotal: 12**TOTAL REQUIREMENTS**

Total Core Course Credits with Summer Year 1 Start	83
Total Elective Credits	6
Total Requirements	89

Total Core Course Credits with Advanced Standing Year 1 Fall Start	72
Total Elective Credits	6
Total Requirements	78

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DIETETIC INTERNSHIP

The goal of the Dietetic Internship (DI) is to train students who are on track to becoming registered dietitian nutritionists (RDNs). Before admission to the program, students must complete required didactic (classroom) education requirements, including a DPD verification statement and a master's degree in any field of study. The DI's purpose is to provide the supervised practice (work training) component of the RDN career pathway. After completing the program, students are eligible to sit for the CDR credentialing exam and may become entry-level registered dietitian nutritionists. The mission of the DI is to create 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.

EXPECTED PROGRAM OUTCOMES

The DI curriculum is designed to meet all the learning competencies set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The curriculum prepares students for success in the CDR credentialing exam and for success as entry-level RDNs in community, clinical, and food service settings.

ADMISSIONS

For general information on the admissions process for the DI program, refer to the program's webpage.

PREREQUISITES

To be eligible for this internship, prior to the start of the program, applicants must obtain:

- a verification statement from an ACEND-accredited Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE)
- an official transcript showing a minimum master's degree in nutrition, dietetics or an equivalent program granted by a U.S. regionally accredited college/university or foreign equivalent

For applicants from foreign institutions, documentation must be provided that their academic degree has been validated as equivalent to the master's degree conferred by a U.S. regionally accredited college or university. Applicants from foreign institutions should visit the ACEND site for more information including links to independent foreign degree evaluation agencies.

GRADUATION REQUIREMENTS

The internship program has adopted the Achieved Competency System of grading used at Bastyr University. To complete this program and receive a dietetic internship verification statement, interns must obtain the following:

- Achieve competence (AC grade) in all internship graduate classes
- Successfully complete/achieve competence in all rotations
- Successfully complete/achieve competence in all projects, assignments, and enrichment classes
- Successfully complete any corrective actions or remediation plans
- Complete 1,200 hours of supervised practice
- Achieve a minimum score of 75% on the final exit exam

ACCREDITATION

The Dietetic Internship 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. ACEND is a specialized accrediting body recognized by the U.S. Department of Education. Program outcomes data are available upon request from the program director.

Dietetic Internship Curriculum

THE CURRICULUM TABLES THAT FOLLOW LIST THE TENTATIVE SCHEDULE OF COURSES EACH QUARTER.

Fall

DI5821	Dietetic Internship 1	5
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Winter

DI5822	Dietetic Internship 2	5
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Spring

DI5823	Dietetic Internship 3	5
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TOTAL REQUIREMENTS

Total Course Credits	15
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The curriculum for the DI program includes both supervised practice and seminar time.

During supervised practice, interns 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. 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 a diverse array of rotation sites.

The Bastyr University Dietetic Internship has a concentration in natural medicine and whole-food nutrition. Interns practice alongside 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 educate others about whole foods eating principles and the environmental impacts of food choices at many rotation sites and through enrichment projects.

The program also includes seminar time on Mondays in the Fall and Winter quarters. This seminar time is devoted to presentations on topics related to professional development as well as planning delivering cooking demonstrations, health screening fairs, and a continuing professional education event. These key experiences develop professionalism, leadership skills, and communication skills.

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

SCHOOL OF NATUROPATHIC MEDICINE

ADMINISTRATORS OF THE SCHOOL OF NATUROPATHIC MEDICINE

Kristina Conner, ND, MSOM, LAc, Dean

Jana Nalbandian, ND, Associate Dean

Cynthia Hope, ND, Associate Dean, San Diego Campus

Jenn Dazey, ND, RH (AHG), Chair, Botanical Medicine

Joshua Rubinstein, ND, Chair, Clinical Sciences

Baljit Khamba, ND, Chair, Clinical Sciences, San Diego Campus

Gary Garcia, MD, Director, Community and Post Graduate Medicine

Kristine Arena, Program Supervisor

Caitlin Gilson, MA, Program Director, Certificate in Holistic Landscape Design

Nicole Telkes, Supervisor, Bastyr University Gardens

Crystal Hamby, Lab Coordinator, Practicum Coordinator, Botanical Medicine

Ana Ogard, Program Supervisor, San Diego Campus

PROGRAMS OFFERED

The School of Naturopathic Medicine offers a Doctorate in Naturopathic Medicine, a Bachelor of Science in Herbal Sciences, and a Certificate in Holistic Landscape Design. The departments in the School of Naturopathic Medicine include botanical medicine, physical medicine, clinical sciences, clinical education, and community and post-graduate medicine.

Doctor of Naturopathic Medicine (p. 130)

Bachelor of Science in Herbal Sciences (p. 136)

Certificate in Holistic Landscape Design (p. 124)

UNDERGRADUATE PROGRAMS BACHELOR OF SCIENCE IN HERBAL SCIENCES

The mission of the department is to inspire students and colleagues to carry forward the traditions and enrich the knowledge of botanical medicine with integrity.

The vision is to 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 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 degree 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, Plant Identification, 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 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.

EXPECTED PROGRAM 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.

ADMISSIONS

MINIMUM REQUIREMENTS

To be admitted to the herbal sciences program at Bastyr University, transfer students must meet the following criteria:

- Complete 90 quarter (60 semester) credits from a regionally accredited college or university or its equivalent (only courses with a grade of C or higher are transferable),
- Achieve a cumulative GPA of 2.5 and prerequisite GPA of 2.0.
- Complete the general education and major-based prerequisite courses.

Undergraduate transfer students who complete one of the following transfer degrees will satisfy the general education requirements:

- Associate of Arts (AA)
- Associate of Science (AS)
- Direct Transfer Associate (DTA) [WA state]
- Intersegmental General Education Transfer Curriculum

(IGETC) [CA state]

- California State University Breadth [CA state]
- Associate Degree for Transfer [CA state]

Note: Technical degrees, such as Applied Science degrees, will not automatically satisfy the general education requirements. They will be reviewed on a course-by-course basis.

MAJOR-BASED PREREQUISITE COURSES

General Cell Biology w/lab (for science majors)	1 course
General Chemistry w/lab (for science majors)	2 courses
College Algebra	1 course

GENERAL EDUCATION REQUIREMENTS

To see examples of general education courses, please see General Admissions for Undergraduate students (p. 75).

Arts and Humanities	5 courses
English and Composition	2 courses
Other Courses	3 courses
Social and Behavioral Sciences	5 courses
General Psychology	1 course
Public Speaking	1 course
Other Courses	3 courses
Natural Science and Mathematics	5 courses
Major-Based Prerequisite Courses (see list)	4 courses
Other Course	1 course
General Electives	3 courses or more
TOTAL	90 quarter/60 semester 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 GPA with a minimum of 45 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
BO3107	Botany 1	2
BO3108	Introduction to Herbal Sciences	3
BO3123	Plant Identification 1	1
BO3124	Horticulture 1	0.5

Subtotal: 15.5

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
BO3127	Plant Identification 2	1
BO3128	Horticulture 2	0.5
BO4102	Research Methods for Herbal Science	2

Subtotal: 15.5

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
BO3129	Plant Identification 3	1
BO3130	Horticulture 3	0.5

Subtotal: 15.5

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
BO4153	Horticulture 4	0.5

Subtotal: 14.5

Winter

BO4100	Herbs and Food	3
BO4121	QAQC Quality Assurance/Quality Control	3
BO4146	Materia Medica 2 for Herbal Sciences	4
BO4154	Horticulture 5	0.5
BO4156	Pharmacology and Herb/Drug Interactions	4

Subtotal: 14.5

Spring

BO4147	Materia Medica 3 for Herbal Sciences	4
BO4150	Herbal Science Research Applications	1
BO4152	Business and Law for Herbal Sciences	1
BO4155	Horticulture 6	0.5
BO4802	Herbal Sciences Practicum	2

Subtotal: 8.5

TOTAL REQUIREMENTS

Total Core Course Credits	84
Total Elective Credits ¹	6
Total Requirements	90

¹Four elective credits must be in Botanical Medicine field classes.

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

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 are able to develop sustainable landscapes that benefit the environment and provide utilitarian resources for the community as a whole.

EXPECTED PROGRAM OUTCOMES

Following are the learning objectives for students in the holistic landscape design program:

- Have 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.

ADMISSIONS

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. Including one Introductory Botany course, or equivalent.

PREREQUISITE COURSE

Introduction to Botany	1 course
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Must cover basic plant morphology and physiology, classification, plant evolution, terminology, and ecology, no labs required.

STRONGLY RECOMMENDED COURSES

Though not required for admission, the faculty recommends that students complete biology, chemistry, public speaking, and general education coursework in addition to the botany prerequisite requirement. These courses will substantially enhance students' ability to be prepared for the concepts covered in the holistic landscape design program. Please see additional details regarding these recommendations:

- Biology – 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 - including some humanities, English, natural sciences and social sciences courses

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 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

EXPECTED PROGRAM OUTCOMES

Following are the learning objectives for students in the holistic landscape design program:

- Have 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.

ADMISSIONS

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. Including one Introductory Botany course, or equivalent.

PREREQUISITE COURSE

Introduction to Botany	1 course
------------------------	----------

Must cover basic plant morphology and physiology, classification, plant evolution, terminology, and ecology, no labs required.

STRONGLY RECOMMENDED COURSES

Though not required for admission, the faculty recommends that students complete biology, chemistry, public speaking, and general education coursework in addition to the botany prerequisite requirement. These courses will substantially enhance students' ability to be prepared for the concepts covered in the holistic landscape design program. Please see additional details regarding these recommendations:

- Biology – 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 - including some humanities, English, natural sciences and social sciences courses

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 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

GRADUATE PROGRAMS**NATUROPATHIC MEDICINE PROGRAM**

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 naturopathic primary care physicians who care for the health and well-being of their communities, through education, research, leadership and clinical services. Respecting the naturopathic principles, we integrate science, nature, and spirit.

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.

EXPECTED PROGRAM OUTCOMES

A graduate of the naturopathic medical program at the School of Naturopathic Medicine, Bastyr University, will be able to:

- demonstrate competency in biomedical and clinical sciences in order to practice safely and effectively as a naturopathic physician.
- provide patient-centered clinical services as a naturopathic primary care physician.
- apply the philosophy and principles of naturopathic medicine to efficiently and effectively practice naturopathic primary care.
- uphold ethical standards and demonstrate respect and integrity in professional interactions.
- apply information literacy skills to efficiently and effectively practice evidence-informed naturopathic primary care.
- demonstrate cultural humility through self-awareness and a commitment to engage in culturally responsive naturopathic practice in their communities.
- cultivate the development and dissemination of new knowledge in naturopathic medicine through education, scholarship, and research.

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:

- First Do No Harm – *primum non nocere*
- The Healing Power of Nature – *vis medicatrix naturae*
- Discover and Treat the Cause – *tolle causam*
- Treat the Whole Person – *tolle totum*
- The Physician as Teacher – *docere*
- Prevention Is the Best Medicine – *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 naturopathic physicians who diagnose, treat, and manage patients with acute and chronic medical conditions and diagnoses.

Treatment 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 trains students to the broadest scope, except for acupuncture. Graduates meet the requirements for licensure in Washington and California. 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, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, Rhode Island, Utah, Vermont, Washington, Wisconsin, 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, 818 18th St. NW, Suite 250, Washington, D.C., 20006, 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 in this catalog. The information below refers only to the naturopathic medicine program.

REQUIRED ABILITIES/SKILLS FOR NATUROPATHIC MEDICINE PROGRAM ADMISSION

The following technical guidelines are common to most medical school programs. They ensure that prospective students have the physical and cognitive abilities and sufficient mental and emotional stability to successfully complete the program and perform the required duties of a competent and compassionate naturopathic physician. Although these standards serve to delineate the necessary physical and mental abilities of all candidates, they are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates and current students who have questions regarding the technical standards or who believe they may need to request reasonable accommodations(s) in order to meet the standards are encouraged to contact the Student Access and Accommodation Office.

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.

Observation: The candidate must be able to acquire information from demonstrations and participate in 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 accurately acquire information from patients and assess findings. They must be able to perform a complete physical examination in order to integrate findings based on this information and to develop an appropriate diagnostic and treatment plan. Observation necessitates the use of vision, hearing, and touch, or the functional equivalent. These can be enhanced by the functional use of the sense of smell.

Communication: A candidate must be able to communicate effectively and efficiently with patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to relate effectively and sensitively with patients and family members of all genders, ages, races, life-styles, sexual orientations, and political, cultural and religious backgrounds. Communication can include speech, reading, writing, and electronic communication. The candidate must be able to communicate effectively and efficiently in English with all members of the health care team.

Motor: Candidates should have sufficient motor function to elicit information from patients of all genders by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate must be able to handle medical instruments and equipment with precision and perform diagnostic and therapeutic procedures. They must be able to respond to emergency situations in a timely manner and provide general and emergency care. They must adhere to universal precaution measures and meet safety standards applicable to outpatient settings and other clinical activities. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, and balance and equilibrium.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: Candidates must have sufficient cognitive (mental) abilities and effective learning techniques to assimilate the detailed and complex information presented in the medical student curriculum. These abilities include measurement, calculation, reasoning, analysis and synthesis, and memorization. Timely 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 their 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 of all genders, ages, races, life-styles, sexual orientations, and political, cultural and religious backgrounds. 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. Candidates must be able to accept responsibility for learning; contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational processes.

Ethics and Professionalism: Candidates must demonstrate the ability to conduct themselves with the highest standards of integrity and professionalism as expected by patients, peers, faculty, and those in the various health care professions. Candidates must demonstrate the ability to act with integrity and honesty in all interactions, both in the classroom and in clinical settings. In addition, candidates must demonstrate the ability to consistently demonstrate the capacity for accountability and responsibility expected of a physician. Candidates must demonstrate the ability to recognize and avoid acts of plagiarism, cheating, and unethical behavior. They must understand the legal and ethical aspects of the practice of medicine and the ability to function within both the law and ethical standards of the medical profession.

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. Prerequisite coursework with a grade of P (passing) may not be acceptable in every case. An admissions advisor should be consulted to determine acceptability.

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, 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. A minimum of 3.0 GPA cumulative and a minimum 3.0 GPA in prerequisite courses are required. Qualified applicants who submit complete applications and meet the prerequisites may be invited to interview.

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 or volunteer experience in health care and exposure to the practice of naturopathic medicine are both strongly recommended.

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 you have questions about a specific prerequisite, contact an admissions advisor before taking the course.

PREREQUISITES

General Chemistry I and II	2 semesters or 3 quarters
General Biology* I and II	2 semesters or 3 quarters
Organic Chemistry I	1 course
Organic Chemistry II or Biochemistry (preferred)	1 course
Physics -Algebra or Calculus based (no lab required)	1 course
Intro to General Psychology or Developmental/Lifespan Psychology	1 course
College-level Algebra	1 course

Please note: Required chemistry and biology courses must be intended for science majors. All courses are subject to review by the admissions committee.

**Biology must cover cell biology and genetics*

STRONGLY RECOMMENDED COURSES

Though not required for admission, the faculty recommends that students complete biochemistry, anatomy and physiology, and microbiology 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, 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. Please consult an admissions advisor for additional information.

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.

TRANSFER AND ADVANCE STANDING**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 up to 40 percent of the total number of credits required for graduation from the Bastyr University naturopathic medical program in addition to completing most or all of their clinical work at Bastyr University.
- 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 of the curriculum may be transferred; students must complete at least two-thirds of the program and do all of their clinical work at Bastyr University.

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 showing that 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 after admission to the program.

Applicants who can demonstrate successful completion of the USMLE Step 1 exam, or the 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 with coursework taken at an accredited university within the last seven years can apply for transfer credit on a course-by-course basis. Applicants can apply for waiver credit based on their experience. Since students need to pass NPLEX 1, we strongly recommend that they consider the full four-year track. They should start on the four-year track and then petition, course by course, once they are enrolled.

DOCTOR OF NATUROPATHIC MEDICINE

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.

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.

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.

NUTRITION

Naturopathic doctors believe that food is your best medicine. Part of every treatment plan is supporting the fundamentals of health, such as diet, exercise, sleep, and relationships. The nutrition curriculum in the naturopathic medicine program includes exploring the relationship with food, dietary assessment, macro- and micronutrients, and diet and nutrient therapy for the common presenting concerns seen in naturopathic practice.

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 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 299.5 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. Elective credits covering waived course credits may be from any discipline. A student may take elective credits from any program/department.

CLINICAL ENTRANCE PREREQUISITES

Questions about didactic prerequisites for clinical ND training should be addressed to the registrar's office on campus. Students must have completed TB screening, received a hepatitis B vaccination or signed a waiver, completed a background check and confidentiality form, and completed online compliance trainings provided by Bastyr University. Proof of current CPR-Basic Life Support and First Aid training is also required. The criminal background check is conducted prior to enrolling in clinical rotations. For more information, see Felony Conviction Disclosure and Background Checks (p. 27) in the *Academic Policy and Procedure Manual* (p. 6). Failure to remediate non-passing grades for this course may be considered grounds for dismissal from the program. Students are required to pass a Clinic Entry Assessment to enter clinic and a Clinic Exit Assessment to graduate.

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 1,204 hours of clinical training. Students must pass a Clinic Exit Assessment at the end of their fourth year. Failure to remediate non-passing grades for this course may be considered grounds for dismissal from the program.

GRADUATION REQUIREMENTS

The curriculum of the naturopathic medicine program requires completion of 300 credits for graduation. This includes 238.5 core course credits, 8 elective credits, and 53.5 clinical credits. Students must achieve competency (grade of AC) in all 300 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. All requirements must be completed within a total of six years. Students may petition for an additional year by writing a letter to the dean. These may be granted in cases of medical or family emergencies.

NATUROPATHIC MEDICINE FOUR-YEAR PROGRAM TRACK

At the time of enrollment, all naturopathic medicine students are registered for the four-year track. Students are required to follow the approved program track. Any deviation from the program track, including adding or dropping required classes, must have prior approval from the associate dean of academics.

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 - 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. 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.

Community medicine is training obtained at other than our teaching clinics. This occurs in external sites as well as in preceptor opportunities. Student clinicians can choose to do rotations in external sites that serve specific populations, such as Spanish Language, people experiencing homelessness, seniors, immigrant populations, and high school students. Some external sites may have additional entrance requirements. Preceptorships are required opportunities to work with practicing naturopathic physicians and other providers in their clinics.

Post-Graduate Medicine refers to Bastyr's residency program, which is continued training for graduates of the ND

program. Bastyr oversees over 30 residency sites located in California, Connecticut, Illinois, Indiana, Montana, Vermont, Utah, Washington, and British Columbia, Canada, and includes our teaching clinics in Seattle and San Diego.

Students who have completed their first two years or have been accepted into a second clinical degree program may change to the extended track—clinical option. Students must complete the ND change of status form (available in the Office of the Registrar) and then meet with their academic advisor. Changes may affect financial aid packages as well as the sequencing of courses. This five-year track extends the second two years of the program into three. 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

BC5122L	Gross Human Anatomy 1 Lab	1
BC5142	Fundamentals of Research Design	2
BC5170	Integrated Structure and Function	8.5
BC5171	Integrated Muscular and Skeletal Systems	7
BP5400	Therapeutic Alliance 1	1
NM5103	Naturopathic Medicine Seminar 1	1
NM5141	Naturopathic Theory and Practice 1	2
NM5820	Clinic Observation 1	1
SN5100	Clinical Skills Lab 1	1
SN5103	Integrated Case Studies 1	1

Subtotal: 25.5

BC5142 is offered summer and fall for both campuses.

NM5820 is offered also in winter or spring.

Winter

BC5123L	Gross Human Anatomy 2 Lab	1
BC5172	Integrated Cardiovascular and Immune Systems	6
BC5173	Integrated Respiratory System	4.5
BC5174	Integrated Digestive System	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: 23.5*Spring*

BC5124L	Gross Human Anatomy 3 Lab	1
BC5175	Integrated Endocrine System and Metabolism	5
BC5176	Integrated Renal and Reproductive Systems	4.5
BC5177	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
BO6400	Botanical Materia Medica 1	2
BP6300	Behavioral Medicine Theories and Interventions 1	2.5
HO6305	Homeopathy 1	1.5
NM6110	Naturopathic Theory and Practice 4	0.5
NM6103	Naturopathic Medicine Seminar 2	1
NM6303	Nutrition Principles 1: Assessment, Education and Macronutrients	3
NM6310	Naturopathic Clinical Diagnosis 1	4
NM6315	Physical Exam Diagnosis Lab 1	1

NM6320	Clinical Diagnosis Lab 1	1
NM6810	Clinic Observation 2*	2
PM6305	Physical Medicine 3	2
SN6100	Integrated Case Studies 4	0.5

Subtotal: 30.0*NM6810 is also offered in summer.**Winter*

BC6108	Integrated Pathology, Immunology, and Infectious Diseases 2	7
BO6401	Botanical Materia Medica 2	2
BP6200	Psychopathology	2
HO6306	Homeopathy 2	2
NM6111	Naturopathic Theory and Practice 5	0.5
NM6304	Nutrition Principles 2: Micronutrients	2.5
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

Subtotal: 25.5*Spring*

BC6109	Integrated Pathology, Immunology, and Infectious Diseases 3	6
BC6112	Medical Pharmacology	3
BO6402	Botanical Materia Medica 3	2
BP6301	Behavioral Medicine Theories and 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
NM6825	Clinic Entrance Assessment	0.5
PM6310	Physical Medicine 5	2
SN6102	Integrated Case Studies 6	0.5

Subtotal: 26.5

Year III**Summer**

BO7400	Botanical Medicine Formulation Lab 1	0.5
NM7111	Coding and Billing	1
NM7326	Medical Procedures 1 Lecture/Lab	2
NM7332	Clinical Pharmacology 1	0.5
NM7347	Pediatric Therapeutics 1	0.5
NM7355	Orthopedics and Musculoskeletal System	3
NM7403	Diet and Nutrient Therapy 1	0.5
PM7309	Physical Medicine 6	2
	Clinic Rotation (1 or 2)	2-4

Subtotal: 12.0-14.0**Fall**

BO7306	Botanical Medicine Formulation Lab 2	1
BP7300	Naturopathic Approaches to Addictions	2
HO7300	Homeopathy 4	1.5
NM7103	Naturopathic Medicine Seminar 3	1
NM7303	Naturopathic Approaches to Mental Health	3
NM7333	Clinical Pharmacology 2	0.5
NM7346	Maternity and Pediatrics	4.5
NM7348	Pediatric Therapeutics 2	1
NM7356	Endocrine System Therapeutics	3.5
NM7365	Advanced Case Studies 1	0.5
NM7404	Diet and Nutrient Therapy 2	1
NM8801	Preceptorship 1	1
PM7311	Physical Medicine 7	2
	Clinic Rotation (1 or 2)	2-4

Subtotal: 24.5-26.5**Winter**

BO7307	Botanical Medicine Formulation Lab 3	1
HO7301	Homeopathy 5	1
NM7142	Critical Evaluation of the Medical Literature	2
NM7316	Neurological Therapeutics	2
NM7334	Clinical Pharmacology 3	0.5
NM7339	Environmental Medicine	2
NM7349	Pediatric Therapeutics 3	1.5
NM7358	Cardiovascular Therapeutics	3.5
NM7359	Respiratory Therapeutics	2
NM7366	Advanced Case Studies 2	0.5

NM7368	Digestive Therapeutics	3
NM7405	Diet and Nutrient Therapy 3	2.5
	Clinic Rotation (1 or 2)	2-4

Subtotal: 23.5-25.5*NM7142 may also be offered spring quarter.***Spring**

BO7308	Botanical Medicine Formulation Lab 4	1
NM7113	Jurisprudence	1
NM7335	Clinical Pharmacology 4	0.5
NM7350	Pediatric Therapeutics 4	1.5
NM7361	Renal System Therapeutics	1.5
NM7362	Urology and Male Reproductive	1
NM7363	Urology and Female Reproductive	3.5
NM7364	EENT Therapeutics	2
NM7367	Advanced Case Studies 3	0.5
NM7406	Diet and Nutrient Therapy 4	2
NM7830	Mid-Clinical Assessment	0.5
	Clinic Rotation (1 or 2)	2-4

Subtotal: 17.0-19.0**Year IV****Summer**

BO8302	Botanical Medicine Formulation Lab 5	0.5
NM8300	Integumentary System Therapeutics	2
NM8301	Clinical Pharmacology 5	0.5
NM8310	Medical Procedures 2 Lecture/Lab	2
NM8313	Advanced Case Studies 4	0.5
NM8320	Pediatric Therapeutics 5	0.5
NM8411	Diet and Nutrient Therapy 5	0.5
	Clinic Rotation (4)	8

Subtotal: 14.5**Fall**

NM8100	Advanced Medical Ethics	0.5
NM8103	Naturopathic Medicine Seminar 4	1
NM8105	Advanced Business Practices 1	2
NM8316	Advanced Topics in Public Health	1
NM8317	Advanced Topics in Geriatric Medicine	2
NM8802	Preceptorship 2	1
	Clinic Rotation (4)	8

Subtotal: 15.5

Winter

NM8106	Advanced Business Practices 2	0.5
NM8311	Rheumatologic Disorders	2
NM8319	Advanced Topics in Oncology	2.5
NM8891	Clinic Exit Assessment	0.5
	Clinic Rotation (4)	8

Subtotal: 13.5*Spring*

NM8803	Preceptorship 3	1
	Clinic Rotation (4)	8

Subtotal: 9*Summary of Clinic Requirements*

NM5820	Clinic Observation 1	1
NM6810	Clinic Observation 2*	2
NM6825	Clinic Entrance Assessment	0.5
NM7830	Mid-Clinical Assessment	0.5
NM7851-7866	Third Year Patient Care Rotations	20
NM8851-8866	Fourth Year Patient Care Rotations	16
NM8801-8803	Preceptorship 1-3	3
NM8844	Interim Patient Care	2
PM7851-7866	Third Year Physical Medicine Rotations	4
PM8851-8866	Fourth Year Physical Medicine Rotations	4
NM8891	Clinic Exit Assessment	0.5

Subtotal: 53.5**Quarterly rotation assignments are based on availability.*

Subtotal: 53.5

TOTAL REQUIREMENTS

	Credits	Clock hours
Total Core Course Credits	238.5	2981
Total Elective Credits	8	88
Total Clinic Credits	53.5	1204
Total Requirements	300	4273

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

NATUROPATHIC MEDICINE CURRICULUM CONCENTRATIONS

The Naturopathic Medicine Curriculum Concentrations are designed to help students obtain training in areas of clinical interest. Curriculum Concentrations are optional for naturopathic students.

NATUROPATHIC COMMUNITY HEALTH CONCENTRATION

The Community Health and Primary Care Concentration is designed to help students gain knowledge and training in community health. It is recommended for naturopathic medicine students who wish to pursue primary care medicine with a community health focus, through residency and/or future employment. Students may complete a concentration within their required elective credits and clinical training. There are no additional courses to take.

Expected Learning Outcomes:

- Review aspects of communicable diseases, disease control measures, preventive medicine, clinical medicine, minor surgery, and pharmacology relevant to community health care settings.
- Diagnose, treat, and manage diseases and physical injuries in a culturally sensitive manner for communities at risk of health care inequities.
- Prepare for the practice of naturopathic medicine in a community health setting as part of an integrative team.
- Understand how to practice naturopathic clinical medicine within resource limits.
- Develop therapeutic relationships with a wide variety of patients from diverse educational, social, and cultural backgrounds.

Requirements:

- Elective Classes - at least three electives from the following:
 - Advanced Medication Management
 - Advanced Gynecology 1, 2, 3, or 4
 - Advanced Pediatrics
 - Social Determinants of Public Health (from the Master of Public Health program)
- Clinic Shifts - at least three shifts are required in the following:
 - Diabetes and Cardiovascular

- External Sites with a community-health focus*
- Preceptorship in a community health center or federally qualified health center*
- Optional: Advanced preceptorships in a community health center or federally qualified health center*
- Completion of the CH Skills Checklist
- Written Case Report(s)
- Regular meetings with the CH concentration administrator and (optional) faculty mentor

*Current list available from the concentration administrator

Location: Currently, the Community Health Concentration is only offered on the Kenmore campus.

Eligibility: Students may apply for the CH Concentration when entering clinic with two years remaining in their clinical training. Students must be in good academic standing and have an interest in primary community health care. To apply, students submit a resume, online application with essay questions, and a transcript. Applications are accepted during the spring quarter. Applications will be reviewed by the selection committee, and applicants are informed by the end of the spring quarter.

Length of program: two years, during the clinical phase of the naturopathic medicine program. Courses are offered on weekdays, evenings, and weekends, and vary per quarter. Once all requirements are completed, the student will receive a Certificate of Completion and the Community Health Concentration will be notated on the transcript.

PEDIATRIC HEALTH CONCENTRATION

The Naturopathic Pediatric Health Concentration is designed to help naturopathic medicine students with an interest in primary care pediatrics gain knowledge and training beyond the ND curriculum. This program will provide focused clinical work in pediatrics to help students serve all ages in their future practice. It may help prepare for a pediatrics residency and the Pediatric Association of Naturopathic Physicians (PedANP) board certification examination. The Pediatric Health Concentration is recommended for students who wish to pursue a pediatric- or family medicine-focused practice. Students may complete the curriculum concentrations within their required elective credits and clinical training. There are no additional courses to take.

Expected Learning Outcomes:

- To prepare for clinical practice in primary care pediatrics after graduation through focused clinical study, rotations, and externships

- To be able to conduct a thorough and age-appropriate well-child examination for all ages of childhood development, from newborns to adolescents
- To understand age-appropriate developmental milestones in order to provide comprehensive preventative medicine for all ages
- To identify and treat common acute and chronic childhood conditions and illnesses within the primary care setting, including managing referrals and emergent care
- To support the parent-infant dyad postpartum through breastfeeding/ chestfeeding and to understand unique nutritional needs of infancy and childhood
- To understand routine childhood vaccination and the federal Vaccines for Children program utilized in primary care pediatrics, through evidence-based understanding of vaccine- preventable illnesses and competent communication of benefits and risks of immunizations

Requirements:

- Elective Classes - at least 5 credits from the following elective courses:
 - Advanced Pediatrics
 - Breastfeeding and Lactation Education
 - Maternal and Infant Nutrition
 - Neonatology
 - Botanical Formulations in Pediatrics
 - Special Topics in Pediatric Medicine
- Clinical Requirements:
 - 44 hours in a pediatric-focused BCNH or affiliated shift*
 - 44 hours in a pediatric-focused preceptorship* (60 percent or more of contacts), continuing medical education, grand rounds, or mentorship
 - 50 pediatric primary-level contacts (including well-child and complaint-focused visits for patients, newborn-17 years)
 - One written pediatric case report following PedANP-ABNP guidelines
 - Regular meetings with the PH Concentration administrator and (optional) faculty mentor

*Current list available from the concentration administrator

Location: Currently, the Pediatric Health Concentration is offered only on the Kenmore campus.

Eligibility: Students may apply for the PH Concentration when entering clinic with two years remaining in their clinical training, and after completion or with concurrent enrollment in NM7346 Maternity and Pediatrics. Students must be in good academic standing and have an interest in primary care pediatric or family medicine. To apply, students submit a CV, online application with essay questions, and a transcript. Applications are accepted during the winter quarter. Applications will be reviewed by the selection committee, and applicants are informed at the beginning of the spring quarter.

Length of program: two years, during the clinical phase of the naturopathic medicine program. Courses are offered on weekdays, evenings, and weekends, and vary per quarter. Once all requirements are completed, the student will receive a Certificate of Completion and the Pediatric Health Concentration will be notated on the transcript.

Learn more about naturopathic medicine and pediatrics: Pediatric Association of Naturopathic Physicians (PedANP)

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 academic standing may apply to a dual-degree program during the second year of their ND program. Students must complete the second year (all 5000 and 6000 level courses) of the ND program before beginning the dual-degree program. Students wishing to pursue a dual degree should realize that adding a second program will extend the time they spend in their 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.

Currently, the following programs may be considered: Acupuncture and East Asian Medicine, Counseling and Health Psychology, 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.

ND MACP DUAL DEGREE COURSE EXEMPTIONS

The following table identifies where MACP competencies have been met by course content within the naturopathic medicine program. Courses have been assessed for depth of relevant content when compared to that of the naturopathic medicine program, as well as the number of credits. Students who have successfully completed the naturopathic medicine curriculum courses listed in the first column of this table are exempt and are not required to take the MACP courses listed in the second column of this table.

Naturopathic Medicine Courses	MACP Courses
BP6300 Behavioral Medicine Theories and Interventions 1 and BP6301 Behavioral Medicine Theories and Interventions 2 Provide competencies which match	PS5401 Mind Body Approaches to Health Psychology (3.0 credits) Summer Quarter Year I
BP5400 Therapeutic Alliance 1 and BP5401 Therapeutic Alliance 2 and BP5402 Fundamentals of Behavioral Medicine Provide competencies which match	PS5402 Fundamentals of Counseling 1: Relationship and Interview (4.5 credits) Summer Quarter Year I
NM5140 Constitutional Assessment and NM5141 Naturopathic Theory and Practice 1Provide competencies which match	PS5102 Biopsychosocial Approaches and Whole Person Healing (4.0 credits) Fall Quarter Year I
BC5142 Fundamentals of Research Design and NM7142 Critical Evaluation of the Medical Literature and SN6100 Integrated Case Studies 4Provide competencies which match	PS6103 Research Methods and Program Evaluation (4.5 credits) Winter Quarter Year II
NM5820 Clinic Observation 1Provide competencies which match	PS5800 Clinic Preparation (0.5 credits) Winter Quarter Year I
NM Counseling rotation	PS5803 Clinic Experience 1 orPS6804 Clinic Experience 2

ND AEAM DUAL DEGREE COURSE EXEMPTIONS

Students who have graduated from the naturopathic medicine program within the last three years will be considered exempt and will not have to take a list of specific courses in the MAc or MAcCHM program. For those who have earned their doctoral degree prior to that time, an individual applicant review will be completed.

The following table identifies where MAc or MAcCHM competencies have been met by course content within the naturopathic medicine program. Courses have been assessed for depth of content when compared to that of the naturopathic medicine program, as well as the number of credits. Students who have successfully completed the naturopathic medicine curriculum courses listed in the first column of this table are exempt and are not required to take the MAc or MAcCHM courses listed in the second column of this table.

Naturopathic Medicine Courses	AEAM Courses
BC5122 thru BC5124L Gross Anatomy Lab 1 -3 (3.0 credits)	BC4102 AOM Living Anatomy (4 credits)
BC5170 thru BC5177(47.5 credits) Integrated System Module Series	BC4107 Medical Terminology (1 credit)
BC5170 thru BC5177 (47.5credits) Integrated System Module Series	AM4100 Survey of Organic and Biochemistry (4 credits)
BC5170 thru BC5177(47.5credits) Integrated System Module Series	BC4123 Anatomy and Physiology 1 Lecture/Lab (5 credits)
BC5170 thru BC5177(47.5credits) Integrated System Module Series	BC4124 Anatomy and Physiology 2 Lecture/Lab (4 credits)
BC5170 thru BC5177(47.5credits) Integrated System Module Series	BC4104 Microbiology (AOM) (3 credits)
BC5170 thru BC5177(47.5credits) Integrated System Module Series	BC4105 Introduction to Western Pathology (3 credits)
BO7400,7306, 7307 (2.5 credits)	CH6101 Chinese Herbal Preparations (1 credit)
BP5400-01Therapeutic Alliance 1 and 2 (2.0 credits) and BP6300-01Behavioral Medicine Theories and Interventions 1-2 (4.5 credits)	PS5205 Patient Communications (3 credits)
BP6300-01Behavioral Medicine Theories and Interventions 1-2 (4.5 credits)	PS6100 Motivational Interviewing (3 credits)
NM7332-35, NM8301 Clinical Pharmacology 1 - 5 (2.5 credits)	AM6102 Pharmacology Overview for AOM (4 credits)
NM6310-12 Naturopathic Clinical Diagnosis 1 - 3 (12.0 credits) and NM6315-17 Physical Exam Diagnosis 1 -3 (3.0 credits)	AM5300 Survey of Western Clinical Sciences 1 (3 credits)AM6301 Survey of Western Clinical Sciences 2 (3 credits)
NM6310-12 Naturopathic Clinical Diagnosis 1 - 3 (12.0 credits) and NM6315-17 Physical Exam Diagnosis 1 -3 (3.0 credits)	AM6302 Survey of Western Clinical Sciences 3 (3 credits)
NM 6320-2 Clinical Diagnosis Lab 1, 2, and 3 (3 credits)	AM8200 Clinical Diagnosis 2 -Lab (1.5 credits)
NM 6325 Fundamentals of Radiology and Diagnostic Imaging (2 credits)	AM7202 Clinical Diagnosis 1 - Imaging
NM6810 Clinic Observation 2 (2.0 credit)	AM6201 Clinical Preparation Lab (1 credit)

NM6303-04 Nutrition Principles 1 and 2 (5.5 credits) and NM7403-06; NM8411 Diet and Nutrient Therapy 1 -5 (6.5 credits)	TR6104 Nutrition and Dietary Systems (2 credits)
BC5142 Fundamentals of Research Design (2.0 credits) and NM7142 Critical Evaluation of Literature (2.0 credits)	BC5140 Research Methods in AOM (3 credits)
NM8105-06 Advanced Business Practices 1 and 2 (2.5 credits)	AM7101 Business Fundamentals 1 Finance and Accounting (1 credit)
NM8105-06 Advanced Business Practices 1 and 2 (2.5 credits)	AM7104 Business Fundamentals 2 Marketing and Advertising (1 credit)
NM8105-06 Advanced Business Practices 1 and 2 (2.5 credits)	AM7106 Business Fundamentals 3 Practice Management and Leadership (1 credit)
M8815-7 Grand Rounds 1-3	AM8103 Survey of Integrative Medicine (3 credits)
BC6107-BC6109 Integrated Pathology, Immunology and Infectious Diseases (1-3) BP7300 Naturopathic Approaches to Addictions (2 credits) NM8316 Advanced Topics in Public Health (1 credit)	AM6311 Public Health Issues in AEAM (3 credits)
NM6820 Clinical Assessment, NM6810 Clinical Observation (2 credits)	AM4801 Course work is waived, clinic tour is required prior to first shift

ND MPH DUAL DEGREE COURSE EXEMPTIONS

Naturopathic Medicine Courses	MPH Courses
BC6107, BC6108, BC6109 Concepts are introduced in the naturopathic medicine curriculum in Integrated Pathology, Immunology and Infectious Diseases 1, 2 and 3	PH5111 Biological Determinants in Public Health (3 credits)
Successful completion of a biological determinants review module and competency exam are required by professional accreditor.	

SCHOOL OF TRADITIONAL WORLD MEDICINES

ADMINISTRATORS OF TRADITIONAL WORLD MEDICINES

Lynelle Golden, PhD, Dean

Angela Tseng, DAOM, Chair, Department of Acupuncture and East Asian Medicine

Sara Bayer, DAOM, EAMP, Director of Clinical Education, Department of Acupuncture and East Asian Medicine; Program Director, Doctor of Acupuncture and Oriental Medicine

Kathleen Lumiere, DAOM, Research Director, Department of Acupuncture and East Asian Medicine

Angie Jordan, MBA, Program Supervisor

OVERVIEW

Bastyr University recognizes many traditional and indigenous approaches to health and well-being that have existed for centuries, including acupuncture and traditional Asian medicine.

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.

PROGRAMS OFFERED:

- Master of Acupuncture (p. 143)
- Master of Acupuncture with a Chinese Herbal Medicine Specialization (p. 147)
- Doctor of Acupuncture co-enrolled with Master in Acupuncture (p. 152)
- Doctor of Acupuncture co-enrolled with Master in Acupuncture with Chinese Herbal Medicine (p. 154)
- Doctor of Acupuncture Completion Track (p. 156)
- Certificate in Chinese Herbal Medicine (CCHM) (p. 157)

DEPARTMENT OF ACUPUNCTURE AND EAST ASIAN MEDICINE

OVERVIEW

Traditional 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 evolution of critical thinking and development due to extensive refinement through clinical observation. The resultant perception of health and illness, 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, Bastyr's 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 nurture students' passion for East Asian medicine and challenge them to think beyond the borders of their own discipline.

PROGRAM GOALS

1. Offer high-quality educational programs that are relevant and meet evolving health care needs.
2. Foster critical thinking and information literacy.
3. Promote effective communication skills.
4. Promote opportunities for interdisciplinary or interprofessional collaborations.

REQUIRED ABILITIES/SKILLS FOR ACUPUNCTURE AND EAST ASIAN MEDICINE PROGRAM STUDENTS

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 their 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.

RECOGNITION AND LICENSURE OF ACUPUNCTURE AND TRADITIONAL ASIAN MEDICINE

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

- Master of Acupuncture
- Master of Acupuncture with a Chinese herbal medicine specialization
- Doctor of Acupuncture
 - including Doctor of Acupuncture degree completion track
- Certificate in Chinese Herbal Medicine
- Doctor of Acupuncture and Oriental Medicine

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Bastyr University has voluntarily ceased enrolling students in its Doctor of Acupuncture and Oriental Medicine program and has instituted an ACAHM-approved teach-out plan for all currently enrolled students. During the teach-out period, the program maintains the current accredited status.

Accreditation status and notes may be viewed on the [ACAHM Directory](#).

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, Minnesota 55331; phone (952) 212-2434; www.ACAHM.org Public Disclosure Statement Effective as of 9 August 2023.

The MAc, MAcCHM, DAc, and DAOM degrees are approved by the Washington State Department of Health. Graduates of Bastyr University's MAc/MAcCHM 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 - Acupuncture and Eastern Medicine Practitioner, P.O. Box 1099, Olympia, WA 98507-1099, (360) 236-4700. The Master of Acupuncture with Chinese Herbal Medicine Specialization (MAcCHM) is an approved curriculum by the California Acupuncture Board for graduates seeking California licensure. 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.

Acupuncture is currently recognized in 47 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

MASTER OF ACUPUNCTURE (MAC) AND MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION (MACCHM)

PURPOSE

The purpose of the acupuncture and traditional Asian medicine programs at Bastyr University is to prepare highly competent health care professionals. This is accomplished through rigorous training in traditional Chinese medicine with a foundation in biomedical sciences and collaboration with other health care providers. The program is committed to producing graduates who are respected among their peers, who provide effective patient care, and who are dedicated to service in their community and engaged in lifelong learning in their field.

The MAc and MAcCHM provide 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. The MAc program is a three-calendar-year, 11-quarter course of study. The MAcCHM also includes training in Chinese herbal medicine. The MAcCHM program is a three-calendar-year, 12-quarter course of study.

EXPECTED PROGRAM OUTCOMES

The MAc/MAcCHM graduates are trained 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 MAcCHM), lifestyle and dietary counseling, and other modalities within the scope of practice
 - d. Skill in the application of acupuncture techniques in an appropriate and safe fashion for each patient
 - e. Competence in physical examination, orthopedic and neurological assessment, and pain management
 - f. Critical thinking and other cognitive skills to continually improve patient outcomes and professional judgment
2. Able to integrate traditional Asian medicine and Biomedicine 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. Proficient in setting up and maintaining a private practice compliant with safety and legal standards
4. Capable of collaborating care with other health care professionals
5. Capable of assessing the quality of clinical research and scholarly works in the field
6. Able to provide health promotion and disease prevention measures based on traditional Chinese medicine theory (such as tai chi, qigong, and therapeutic nutrition) to support the well-being of their patients and themselves
7. Qualified to pass national and state acupuncture and/or herbal exams

ADMISSIONS

For general information on the admissions process, please refer to the Admissions section (p. 75) in this catalog. The information below refers only to the MAc/MacCHM 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 traditional Asian medicine via the mainstream press and Internet.

PREREQUISITES FOR MASTER IN ACUPUNCTURE AND MASTER IN ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION

Students may enter with a completed bachelor's degree and the required prerequisite coursework (minimum GPA 2.75). Students may also enter the program without a bachelor's degree but must complete the required prerequisite coursework in addition to specific general education requirements, which total a minimum of 135 quarter credits.

Prerequisites:

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
<i>Note: All students must complete a CPR Basic Life Support course or equivalent prior to entering clinic.</i>	
¹ <i>Survey-level class that covers inorganic chemistry and includes a lab component. Intended for students in allied-health majors.</i>	
² <i>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.</i>	

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 ACAHM accredited acupuncture and traditional 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, they may be required to complete additional courses at Bastyr University. Students must complete at least two-thirds of the program credits, including all clinical credits, at Bastyr University. For more information on the transfer admission policies and procedures, contact the admissions office.

MASTER OF ACUPUNCTURE

DIDACTIC TRAINING

BASIC SCIENCES CURRICULUM WITHIN ACUPUNCTURE AND TRADITIONAL ASIAN MEDICINE

Basic science courses within acupuncture and traditional Asian 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 master's degree programs. 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 all AEAM programs.

COUNSELING AND HEALTH PSYCHOLOGY CURRICULUM WITHIN ACUPUNCTURE AND TRADITIONAL 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 traditional Asian medicine master's 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. 213) 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 MAc requires completion of 4 elective credits. For dual-degree (ND/MAc) students, please see the dual-degree program requirements (p. 137) described in the School of Naturopathic Medicine section.

LAB COURSES

A portion of AEAM didactic education takes place in a lab environment for hands-on training. Students are asked to participate in roles as both practitioner and patient on each other. Consent is implied unless the student notifies the instructor to the contrary. Students who are unable to act as a patient for a fellow classmate or allow another student to practice any techniques on them must notify the instructor

and the Student Access and Accommodations Office (SAA) prior to week two of the quarter. If granted permission by the SAA, the department will hire a substitute to be an extra lab partner for the course.

CLINICAL TRAINING

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 traditional Asian 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 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 (including one observation theater rotation), one observation preceptorship, and 14 student clinician rotations. Clinical entrance requirements for observers include the following (details can be found in the *Student Clinician Handbook*): completed AM4801 Clinic Entry; completed TB screening; received hepatitis B vaccination or titer; completed online HIPAA, BBP, and safety trainings; submitted confidentiality form, submitted Washington state patrol check and national background check; and have proof of current CPR (Basic Life Support) training. 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*, in the Student Policies and Procedures section of MyBU on Sharepoint. In addition, the AEAM department requires students to complete the requirements for external sites: mumps, measles, and rubella (two doses or titer), varicella (two doses or titer), influenza (annually), and current Tdap. (Students with medical reasons can be exempt from completing external rotations.) These requirements and the documentation thereof will be explained and submitted during AM4801 Clinic Entry.

The three observation rotations (AM5801, AM5802, and AM6800) 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 (AM6801) may be performed in either the observation or internship phase of training and can

only be registered for after a student has completed AM5801 or AM6800. A minimum of one observation rotation must be completed in order to do a preceptorship.

Additional eligibility requirements for student clinician status are as follows: successfully complete all curriculum requirements up through the end of the sixth quarter and be in good academic standing; take and pass the CCAHM Clean Needle Technique exam; have a current CPR card (Basic Life Support), annual TB screening, annual online HIPAA, BBP training, and annual influenza vaccination; pass the comprehensive exams — foundations and acupuncture — and pass all components of AM6402 TCM Advanced Techniques Lab. Students are welcome to take additional clinic rotations for elective credit on a space-available basis. However, elective rotations cannot be used to make up missing hours in core rotations due to prior or future absences.

Interim Clinic functions as an extension of the regular clinic rotation. 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.) Of the 36 required interim hours, 8 hours are done as an observer and 28 hours as an intern. Details can be found in the *Student Clinician Handbook*. Students register and pay for this shift, AM7850 AEAM Interim Clinic, in their last quarter of attendance.

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 have a medical reason preventing completion of immunizations required by external sites will NOT be eligible for these rotations, 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. 27) and Background Checks (p. 27) in the *Academic Policy and Procedure Manual* (p. 6).

AEAM External Clinical Training Sites:

- Providence Regional Medical Center Everett ----- cancer treatment and pain management

- Columbia City Neighborcare Health Clinic ----- multi-ethnic/low-income patients
- Highpoint Neighborcare Health ----- family health and general community patients (temporarily closed due to COVID19)

ACADEMIC STATUS AND GRADUATION REQUIREMENTS

Students in the MAc must complete their degree requirements within five years. Students must complete at least two-thirds of their credits (110.5 quarter credits) in residence at Bastyr University including all clinical credits.

Students in the master's program must maintain a minimum of a 3.0 GPA to be in good academic standing. For more information on academic status, see Academic Status – Probation, Suspension, and Dismissal in the *Academic Policy and Procedure Manual*.

In MAc, grades below a 72.9 percent indicate 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. A first-year student who earns <3.0 GPA on foundational courses (TCM Fundamentals, TCM Diagnosis 1 and 2, TCM Pathology 1 and 2, and Meridians and Points 1, 2, and 3) will be required to retake one or more of the courses.

In order to receive a license to practice acupuncture in the majority of states, a student must earn either an MAc or MAcCHM 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 MAc program requires a total of 4 electives/special topic credits. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

DEGREE REQUIREMENTS

The curriculum tables that follow list the tentative schedule of courses each quarter.

MAc Year I

Fall

AM4100	Survey of Organic and Biochemistry	4
AM4104	Medical Chinese 1	1
AM4108	History of Medicine	2
AM4401	Qi Gong 1	1
AM4801	AOM Clinic Entry	2
AM5100	Meridian and Points 1 Lecture/Lab	3
AM5101	TCM Fundamentals	4
AM5109	Case Discussions 1	1
BC4102	Living Anatomy for AEAM	4
BC4107	Medical Terminology	1

Subtotal: 23

Winter

AM4301	TCM Bodywork: Tui Na	1
AM5104	Meridians and Points 2 Lecture/Lab	3
AM5201	TCM Diagnosis 1	3
AM5203	TCM Pathology 1	3
AM5401	TCM Techniques 1	2
BC4104	Microbiology	3
BC4123	Anatomy and Physiology 1 Lecture/Lab (AEAM)	5
CH5100	Introduction to Chinese Herbs 1	1.5

Subtotal: 21.5

Spring

AM5106	Meridians and Points 3 Lecture/Lab	3
AM5202	TCM Diagnosis 2	3
AM5204	TCM Pathology 2	3
AM5403	TCM Techniques 2	2
AM5801	Clinical Observation 1	2
BC4105	Introduction to Western Pathology for AEAM	3
BC4124	Anatomy and Physiology 2 Lecture/Lab (AEAM)	4
CH5101	Introduction to Chinese Herbs 2	1.5

Subtotal: 21.5

Summer

AM5300	Survey of Western Clinical Sciences 1 Lecture/Lab	3
AM5308	Clinical Theater - Acupuncture Lab	1
AM5802	Clinical Observation 2	2
PS5205	Patient Communications	3

Subtotal: 9

MAc Year II

Fall

AM6102	Pharmacology Overview for AOM	4
AM6109	Case Discussions 2	1
AM6301	Survey of Western Clinical Sciences 2 Lecture/Lab	3
AM6400	TCM Techniques 3	2
AM6411	Acupuncture Point Selection Strategies	2
AM6412	Acupuncture Therapeutics 1	2
AM6800	Clinical Observation Theater	2

Subtotal: 16

*AM6800 may be taken in WI of year one or FA of year two.

Winter

AM6201	Clinical Case Preparation Lab	1
AM6302	Survey of Western Clinical Sciences 3	3
AM6307	Auricular and Scalp Therapy	2
AM6402	TCM Advanced Techniques Lab	1
AM6413	Acupuncture Therapeutics 2	2
AM6414	Acupuncture Therapeutics 3	2
AM6801	Clinical Observation Preceptorship	2
PS6100	Motivational Interviewing	2

Subtotal: 15

*AM6801 may be taken anytime after completion of AM5801 or AM6800.

Spring

AM6408	TCM Whole Foods Nutrition	1
AM6415	Acupuncture Therapeutics 4	2
AM6416	Acupuncture Therapeutics 5	2
AM6802	AOM Clinic 1	2
AM6803	AOM Clinic 2	2
AM6804	AOM Clinic 3	2
TR6104	Nutrition and Dietary Systems	2

Subtotal: 13

Summer

AM6311	Public Health Issues in AOM	3
AM6805	AOM Clinic 4	2
AM6806	AOM Clinic 5	2
AM6807	AOM Clinic 6	2

Subtotal: 9**MAc Year III****Fall**

AM7101	Business Fundamentals 1 - Finance and Accounting	1
AM7109	Case Discussions 3	1
AM7400	Acupuncture Review	2
AM7804	AOM Clinic 7	2
AM7805	AOM Clinic 8	2
AM7806	AOM Clinic 9	2

Subtotal: 10**Winter**

AM7104	Business Fundamentals 2 - Marketing and Advertising	1
AM7110	Overview of Pain Management Therapies	2
AM7125	TCM Medical Classics	2
AM7320	Clinical Theater Lab	1
AM7808	AOM Clinic 10	2
AM7840	AOM Clinic 11	2
AM7841	AOM Clinic 12	2

Subtotal: 12**Spring**

AM7106	Business Fundamentals 3 - Practice Management and Leadership	1
AM7126	Jurisprudence and Ethics	1
AM7301	Trigger/Motor Point Therapy Lecture/Lab	1
AM7842	AOM Clinic 13	2
AM7843	AOM Clinic 14	2
AM7850	Interim Clinic	1.5
BC5140	Research Methods in AEAM	3

Subtotal: 11.5**TOTAL REQUIREMENTS**

	Total Credits	Total Clock Hours
Total Core Course Credits	124.0	1512.5
Total Elective Credits	4.0	44.0
Total Clinic Credits	37.5	828.0
Total Requirements	165.5	2384.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

MASTER OF ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION

DIDACTIC TRAINING

BASIC SCIENCES CURRICULUM WITHIN ACUPUNCTURE AND TRADITIONAL ASIAN MEDICINE

Basic science courses within acupuncture and traditional Asian 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 master's degree programs. 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 all AEAM programs.

COUNSELING AND HEALTH PSYCHOLOGY CURRICULUM WITHIN ACUPUNCTURE AND TRADITIONAL 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 traditional Asian medicine master's 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. 213) 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 MACCHM requires completion of 6 elective credits. For dual-degree (ND/MACCHM) students, please see the dual-degree program requirements (p. 137) 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 the MACCHM preceptorship clinic requirements and/or elective credit. These credits cannot 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. *This externship is approved by the university on a year-by-year basis. Students will be alerted in the fall if it is approved for the following summer.*

LAB COURSES

A portion of AEAM didactic education takes place in a lab environment for hands-on training. Students are asked to participate in roles as both practitioner and patient on each other. Consent is implied unless the student notifies the instructor to the contrary. Students who are unable to act as a patient for a fellow classmate or allow another student to practice any techniques on them must notify the instructor and the Student Access and Accommodations Office (SAA) prior to week two of the quarter. If granted permission by the SAA, the department will hire a substitute to be an extra lab partner for the course.

Students in the MACCHM program take CHM dispensary lab courses (CH6100 and CH7100) at Bastyr Center for Natural Health in any quarter of the program after spring year one. This is an opportunity to have hands-on experiences in dispensing Chinese herbal medicinal formulations and in learning the tasks associated with managing an herbal dispensary.

CLINICAL TRAINING

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 traditional Asian 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 (including one observation theater rotation), one observation preceptorship, 16 student clinician rotations, and four Chinese herbal clinical rotations. Clinical entrance requirements for observers include the following (details can be found in the *Student Clinician Handbook*): completed AM4801 Clinic Entry; completed TB screening; received hepatitis B vaccination or titer; completed online HIPAA, BBP, and safety trainings; submitted confidentiality form, Washington state patrol check, and national background check; and have proof of

current CPR (Basic Life Support) training. 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*, in the Student Policies and Procedures section of MyBU on Sharepoint. In addition, the AEAM department requires students to complete the requirements for external sites: mumps, measles, and rubella (two doses or titer), varicella (two doses or titer), influenza (annually), and current Tdap (Students with medical reasons can be exempt from completing external rotations.) These requirements and the documentation thereof will be explained and submitted during AM4801 Clinic Entry.

The three observation rotations (AM5801, AM5802, and AM6800) 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 (AM6801) may be performed in either the observation or clinician phase of training and can only be registered for after a student has completed AM5801 or AM6800. A minimum of one observation rotation must be completed in order to do a preceptorship.

Additional eligibility requirements for student clinician status are as follows: successfully complete all curriculum requirements up through the end of the sixth quarter and be in good academic standing; take and pass the CCAHM Clean Needle Technique exam; have a current CPR card (Basic Life Support), annual TB screening, annual online HIPAA, BBP training, and annual influenza vaccination; pass the comprehensive exams—foundations and acupuncture—and pass all components of AM6402 TCM Advanced Techniques Lab. Additional eligibility requirements for students entering Chinese herbal clinical rotations include good academic standing and passing the comprehensive Herbal Clinic Entry exam in the eighth quarter of the program. Students are welcome to take additional clinic rotations for elective credit on a space-available basis. However, elective rotations cannot be used to make up missing hours in core rotations due to prior or future absences.

Interim Clinic functions as an extension of the regular clinic rotation. 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.) Of the 36 required interim hours, 8 hours are done as an observer and 28 hours as an intern. Details can be found in the *Student Clinician Handbook*. Students register and pay for this shift, AM7850 AEAM Interim Clinic, in their last quarter of attendance.

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 have a medical reason preventing completion of immunizations required by external sites will NOT be eligible for these rotations, 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. 27) and Background Checks (p. 27) in the *Academic Policy and Procedure Manual* (p. 6).

AEAM External Clinical Training Sites:

- Providence Regional Medical Center Everett—cancer treatment and pain management
- Columbia City Neighborcare Health Clinic—multi-ethnic/low-income patients
- Highpoint Neighborcare Health—family health and general community patients (temporarily closed due to COVID19)

ACADEMIC STATUS AND GRADUATION REQUIREMENTS

Students in the MAcCHM must complete their degree requirements within six years. Students must complete at least two-thirds of their credits (146.5 quarter credits) in residence at Bastyr University including all clinical credits.

Students in the master's program must maintain a minimum of a 3.0 GPA to be in good academic standing. For more information on academic status, see Academic Status—Probation, Suspension, and Dismissal in the *Academic Policy and Procedure Manual* (p. 8).

In MAcCHM, grades below a 72.9 percent indicate 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. A first-year student who earns <3.0 GPA on foundational courses (TCM Fundamentals, TCM Diagnosis 1 and 2, TCM Pathology 1 and 2, and Meridians and Points 1, 2, and 3) will be required to retake one or more of the courses.

In order to receive a license to practice acupuncture in

the majority of states, a student must earn either an MAC or MACCHM 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 MACCHM program requires a total of 6 elective/special topics credits. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

THE CURRICULUM TABLES THAT FOLLOW LIST THE TENTATIVE SCHEDULE OF COURSES EACH QUARTER.

MACCHM Year I

Fall

AM4100	Survey of Organic and Biochemistry	4
AM4104	Medical Chinese 1	1
AM4108	History of Medicine	2
AM4401	Qi Gong 1	1
AM4801	AOM Clinic Entry	2
AM5100	Meridian and Points 1 Lecture/Lab	3
AM5101	TCM Fundamentals	4
AM5109	Case Discussions 1	1
BC4102	Living Anatomy for AEAM	4
BC4107	Medical Terminology	1

Subtotal: 23

Winter

AM4301	TCM Bodywork: Tui Na	1
AM5104	Meridians and Points 2 Lecture/Lab	3
AM5201	TCM Diagnosis 1	3
AM5203	TCM Pathology 1	3
AM5401	TCM Techniques 1	2
BC4104	Microbiology	3
BC4123	Anatomy and Physiology 1 Lecture/Lab (AEAM)	5
CH5100	Introduction to Chinese Herbs 1	1.5

Subtotal: 21.5

Spring

AM5106	Meridians and Points 3 Lecture/Lab	3
AM5202	TCM Diagnosis 2	3
AM5204	TCM Pathology 2	3
AM5403	TCM Techniques 2	2
AM5801	Clinical Observation 1	2
BC4105	Introduction to Western Pathology for AEAM	3
BC4124	Anatomy and Physiology 2 Lecture/Lab (AEAM)	4
CH5101	Introduction to Chinese Herbs 2	1.5

Subtotal: 21.5

Summer

AM5300	Survey of Western Clinical Sciences 1 Lecture/Lab	3
AM5308	Clinical Theater - Acupuncture Lab	1
AM5802	Clinical Observation 2	2
CH5401	Chinese Materia Medica 1	3
PS5205	Patient Communications	3

Subtotal: 12

MACCHM Year II

Fall

AM6102	Pharmacology Overview for AOM	4
AM6109	Case Discussions 2	1
AM6301	Survey of Western Clinical Sciences 2 Lecture/Lab	3
AM6400	TCM Techniques 3	2
AM6411	Acupuncture Point Selection Strategies	2
AM6412	Acupuncture Therapeutics 1	2
AM6800	Clinical Observation Theater	2
CH6400	Chinese Materia Medica 2	3

Subtotal: 19

*AM6800 may be taken WI of year one or EA of year two.

Winter

AM6201	Clinical Case Preparation Lab	1
AM6302	Survey of Western Clinical Sciences 3	3
AM6307	Auricular and Scalp Therapy	2
AM6402	TCM Advanced Techniques Lab	1
AM6413	Acupuncture Therapeutics 2	2
AM6414	Acupuncture Therapeutics 3	2
AM6801	Clinical Observation Preceptorship	2
CH6100	CHM Dispensary 1	2
CH6401	Chinese Materia Medica 3	3
PS6100	Motivational Interviewing	2

Subtotal: 20

*AM6801 may be taken any time after completion of AM5801 or AM6800.

*CH6100 and CH7100 may be taken any quarter after completion of AM4801.

Spring

AM6408	TCM Whole Foods Nutrition	1
AM6415	Acupuncture Therapeutics 4	2
AM6416	Acupuncture Therapeutics 5	2
AM6802	AOM Clinic 1	2
AM6803	AOM Clinic 2	2
AM6804	AOM Clinic 3	2
CH6101	Chinese Herbal Preparations	1
CH6402	CHM Formulations 1	4
TR6104	Nutrition and Dietary Systems	2

Subtotal: 18*Summer*

AM6311	Public Health Issues in AOM	3
AM6805	AOM Clinic 4	2
AM6806	AOM Clinic 5	2
AM6807	AOM Clinic 6	2
CH6403	CHM Formulations 2	4

Subtotal: 13*MAcCHM Year III**Fall*

AM7101	Business Fundamentals 1 - Finance and Accounting	1
AM7109	Case Discussions 3	1
AM7400	Acupuncture Review	2
AM7804	AOM Clinic 7	2

AM7805	AOM Clinic 8	2
AM7806	AOM Clinic 9	2
CH7101	Jia Jian/Formula Families	2
CH7104	Pharmacology of AOM and Drug Interactions	2
CH7401	Chinese Herbal Therapeutics 1	2
CH7800	CHM Clinic 1	2

Subtotal: 18*Winter*

AM7104	Business Fundamentals 2 - Marketing and Advertising	1
AM7110	Overview of Pain Management Therapies	2
AM7125	TCM Medical Classics	2
AM7320	Clinical Theater Lab	1
AM7808	AOM Clinic 10	2
AM7840	AOM Clinic 11	2
AM7841	AOM Clinic 12	2
CH7402	Chinese Herbal Therapeutics 2	2
CH7403	Chinese Herbal Therapeutics 3	2
CH7801	CHM Clinic 2	2

Subtotal: 18*Spring*

AM7106	Business Fundamentals 3 - Practice Management and Leadership	1
AM7126	Jurisprudence and Ethics	1
AM7301	Trigger/Motor Point Therapy Lecture/Lab	1
AM7842	AOM Clinic 13	2
AM7843	AOM Clinic 14	2
BC5140	Research Methods in AEAM	3
CH7100	CHM Dispensary 2	2
CH7404	Chinese Herbal Therapeutics 4	2
CH7405	Chinese Herbal Therapeutics 5	2
CH7802	CHM Clinic 3	2

Subtotal: 18

Summer

AM7844	AOM Clinic 15	2
AM7845	AOM Clinic 16	2
AM7850	Interim Clinic	1.5
CH7406	Chinese Herbal Therapeutics 6	2
CH7407	Chinese Herbal Review	2
CH7803	CHM Clinic 4	2

Subtotal: 11.5**TOTAL REQUIREMENTS**

	Total Credits	Total Clock Hours
Total Core Course Credits	164.0	2007.5
Total Elective Credits	6.0	66.0
Total Clinic Credits	49.5	1092.0
Total Requirements	219.5	3165.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DOCTORATE PROGRAMS**PURPOSE**

The purpose of the first professional doctorate, Doctor of Acupuncture (DAc), is to train future traditional Asian medicine professionals with the ability to practice as independent health care providers in a variety of settings. This is accomplished through rigorous education and clinical training in traditional Chinese medicine and biomedical concepts. The program's rigor builds on the student's knowledge and understanding by improving their ability to think critically and creatively, synthesize knowledge, and use research findings and the scientific and scholarly literature to support the professional practice. The program fosters collaborative interactions between traditional Asian medicine practitioners and other health care practitioners. The program is designed to train acupuncturists to the highest level of competency in an entry-level degree.

Students enrolled in this entry-level professional doctoral program will be co-enrolled in a master's program, Master of Acupuncture OR Master of Acupuncture with a Chinese Herbal Medicine Specialization. Thus, graduates of this program will have achieved all of the master competencies and doctoral-level competencies set out for the two programs.

EXPECTED PROGRAM OUTCOMES

The DAc graduates are trained 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 interviewing, palpation, and observation
 - c. Competence in selecting the appropriate treatment modalities and plans for a patient utilizing acupuncture, tui na, Chinese herbs (relevant to the MAcCHM), lifestyle and dietary counseling, and other modalities within the scope of practice
 - d. Skill in the application of acupuncture techniques in an appropriate and safe fashion for each patient
 - e. Competence in physical examination, orthopedic and neurological assessment, and pain management
 - f. Critical thinking and other cognitive skills to continually improve patient outcomes and professional judgment
 - g. Ability to incorporate findings from imaging, laboratory, and diagnostic studies in patient care
2. Able to integrate traditional Asian medicine and biomedicine 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. Proficient in setting up and maintaining a private practice compliant with safety and legal standards
4. Capable of collaborating with other health care professionals
5. Capable of accessing the quality of clinical research and scholarly works in the field
6. Able to provide health promotion and disease prevention measures based on traditional Chinese medicine theory (such as tai chi, qigong, and therapeutic nutrition) to support the well-being of their patients and themselves
7. Qualified to pass national and state acupuncture and/or herbal exams
8. Able to assess personal and professional strengths and weaknesses, and implement a professional development plan
9. Able to provide leadership within the acupuncture and traditional Asian medicine field
10. Able to deliver interprofessional care in a collaborative and interdisciplinary setting

ADMISSIONS

For general information on the admissions process, please refer to the Admissions section in this catalog. The information below refers only to the DAc program.

Students may enter with a completed bachelor's degree and the required prerequisite coursework (minimum GPA 2.75). Students may also enter the program without a bachelor's degree, but must complete the required prerequisite coursework in addition to specific general education requirements, which total a minimum of 135 quarter credits.

Prerequisites:

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 Basic Life Support course or equivalent prior to entering clinic.

¹Survey-level class that covers inorganic chemistry and includes a lab component. Intended for students in allied-health majors.

²Science classes must have been taken within seven years of entering the program. If not, additional coursework may be required after the Admissions Committee review.

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 accredited acupuncture and traditional 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, they may be required to complete additional courses at Bastyr University. Students must complete at least two-thirds of the program credits, including all clinical credits, at Bastyr University. For more information on the transfer admission policies and procedures, contact the admissions office.

DOCTOR OF ACUPUNCTURE (DAC)

ACADEMIC STATUS AND GRADUATION REQUIREMENTS

Students in the DAc-MAC program must complete their degree requirements within seven years. Students must complete at least two-thirds of their credits, 129.5 quarter credits (DAc + MAC) in residence at Bastyr University including all clinical credits.

Students in the professional doctoral program must maintain a minimum of a 3.0 GPA to be in good academic standing. For more information on academic status, see Academic Status--Warning, Probation, Suspension, and Dismissal in the *Academic Policy and Procedure Manual*.

In the AEAM department, grades below a 72.9 percent indicate 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.

In order to receive a license to practice acupuncture in the majority of states, a student must earn either a MAC or MAcCHM 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 DAc requires an additional 4 elective/special topic credits to the master's requirements. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

DEGREE REQUIREMENTS***DAc-MAc Year I******Fall***

AM4100	Survey of Organic and Biochemistry	4
AM4104	Medical Chinese 1	1
AM4108	History of Medicine	2
AM4401	Qi Gong 1	1
AM4801	AOM Clinic Entry	2
AM5100	Meridian and Points 1 Lecture/Lab	3
AM5101	TCM Fundamentals	4
AM5109	Case Discussions 1	1
BC4102	Living Anatomy for AEAM	4
BC4107	Medical Terminology	1

Subtotal: 23***Winter***

AM4301	TCM Bodywork: Tui Na	1
AM5104	Meridians and Points 2 Lecture/Lab	3
AM5201	TCM Diagnosis 1	3
AM5203	TCM Pathology 1	3
AM5401	TCM Techniques 1	2
BC4104	Microbiology	3
BC4123	Anatomy and Physiology 1 Lecture/Lab (AEAM)	5
CH5100	Introduction to Chinese Herbs 1	1.5

Subtotal: 21.5***Spring***

AM5106	Meridians and Points 3 Lecture/Lab	3
AM5202	TCM Diagnosis 2	3
AM5204	TCM Pathology 2	3
AM5403	TCM Techniques 2	2
AM5801	Clinical Observation 1	2
BC4105	Introduction to Western Pathology for AEAM	3
BC4124	Anatomy and Physiology 2 Lecture/Lab (AEAM)	4
CH5101	Introduction to Chinese Herbs 2	1.5

Subtotal: 21.5***Summer***

AM5300	Survey of Western Clinical Sciences 1 Lecture/Lab	3
AM5308	Clinical Theater - Acupuncture Lab	1
AM5802	Clinical Observation 2	2
PS5205	Patient Communications	3

Subtotal: 9***DAc-MAc Year II******Fall***

AM6102	Pharmacology Overview for AOM	4
AM6109	Case Discussions 2	1
AM6301	Survey of Western Clinical Sciences 2 Lecture/Lab	3
AM6400	TCM Techniques 3	2
AM6411	Acupuncture Point Selection Strategies	2
AM6412	Acupuncture Therapeutics 1	2
AM6800	Clinical Observation Theater	2

Subtotal: 16**AM6800 may be taken in WI or year one or EA of year two.****Winter***

AM6201	Clinical Case Preparation Lab	1
AM6302	Survey of Western Clinical Sciences 3	3
AM6307	Auricular and Scalp Therapy	2
AM6402	TCM Advanced Techniques Lab	1
AM6413	Acupuncture Therapeutics 2	2
AM6414	Acupuncture Therapeutics 3	2
AM6801	Clinical Observation Preceptorship	2
PS6100	Motivational Interviewing	2

Subtotal: 15**AM6801 may be taken any time after completion of AM5801 or AM6800.****Spring***

AM6401	TCM Techniques 4	2
AM6408	TCM Whole Foods Nutrition	1
AM6415	Acupuncture Therapeutics 4	2
AM6416	Acupuncture Therapeutics 5	2
AM6802	AOM Clinic 1	2
AM6803	AOM Clinic 2	2
AM6804	AOM Clinic 3	2
TR6104	Nutrition and Dietary Systems	2

Subtotal: 15

Summer

AM6311	Public Health Issues in AOM	3
AM6805	AOM Clinic 4	2
AM6806	AOM Clinic 5	2
AM6807	AOM Clinic 6	2

Subtotal: 9**DAC-MAC Year III****Fall**

AM7101	Business Fundamentals 1 - Finance and Accounting	1
AM7109	Case Discussions 3	1
AM7400	Acupuncture Review	2
AM7804	AOM Clinic 7	2
AM7805	AOM Clinic 8	2
AM7806	AOM Clinic 9	2

Subtotal: 10**Winter**

AM7104	Business Fundamentals 2 - Marketing and Advertising	1
AM7110	Overview of Pain Management Therapies	2
AM7125	TCM Medical Classics	2
AM7320	Clinical Theater Lab	1
AM7808	AOM Clinic 10	2
AM7840	AOM Clinic 11	2
AM7841	AOM Clinic 12	2

Subtotal: 12**Spring**

AM7106	Business Fundamentals 3 - Practice Management and Leadership	1
AM7126	Jurisprudence and Ethics	1
AM7202	Clinical Diagnosis 1 - Imaging	2
AM7301	Trigger/Motor Point Therapy Lecture/Lab	1
AM7842	AOM Clinic 13	2
AM7843	AOM Clinic 14	2
AM7850	Interim Clinic	1.5
BC5140	Research Methods in AEAM	3

Subtotal: 13.5**DAC-MAC Year IV****Fall**

AM8103	Survey of Integrative Medicine	3
AM8112	Case Analysis and Clinical Research	2
AM8200	Clinical Diagnosis 2 Lab	1.5
AM8806	Specialty Clinic 1	2
AM8807	Specialty Clinic 2	2

Subtotal: 10.5**Winter**

AM8113	Acupuncture Medical Classics	2
AM8115	Professional Development	2
AM8116	Integrated Case Discussions	2
AM8808	Specialty Clinic 3	2
AM8809	Specialty Clinic 4	2

Subtotal: 10**TOTAL REQUIREMENTS**

	Total Credits	Total Clock Hours
Total Core Course Credits	140.5	1669.5
Total Elective Credits	8.0	88.0
Total Clinic Credits	45.5	1004.0
Total Requirements	194	2761.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DOCTOR OF ACUPUNCTURE CO-ENROLLED WITH THE MASTER IN ACUPUNCTURE WITH CHINESE HERBAL MEDICINE SPECIALIZATION

ACADEMIC STATUS AND GRADUATION REQUIREMENTS

Students in the DAC-MACCHM program must complete their degree requirements within seven years. Students must complete at least two-thirds of their credits, 165.5 quarter credits (DAC + MACCHM) in residence at Bastyr University including all clinical credits.

Students in the professional doctorate program must maintain a minimum of a 3.0 GPA to be in good academic standing. For more information on academic status, see Academic Status - Warning, Probation, Suspension and Dismissal in the *Academic Policy and Procedure Manual*.

In the AEAM department, grades below a 72.9 percent indicate 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.

In order to receive a license to practice acupuncture in the majority of states, a student must earn either a MAc or MAcCHM degree, pass the NCCAAM 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 DAC requires an additional 4 elective/special topic credits to the MAcCHM requirements. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

DEGREE REQUIREMENTS

DAC-MAcCHM Year I

Fall

AM4100	Survey of Organic and Biochemistry	4
AM4104	Medical Chinese 1	1
AM4401	Qi Gong 1	1
AM4108	History of Medicine	2
AM4801	AOM Clinic Entry	2
AM5100	Meridian and Points 1 Lecture/Lab	3
AM5101	TCM Fundamentals	4
AM5109	Case Discussions 1	1
BC4102	Living Anatomy for AEAM	4
BC4107	Medical Terminology	1

Subtotal: 23

Winter

AM4301	TCM Bodywork: Tui Na	1
AM5104	Meridians and Points 2 Lecture/Lab	3
AM5201	TCM Diagnosis 1	3
AM5203	TCM Pathology 1	3
AM5401	TCM Techniques 1	2
BC4104	Microbiology	3
BC4123	Anatomy and Physiology 1 Lecture/Lab (AEAM)	5
CH5100	Introduction to Chinese Herbs 1	1.5

Subtotal: 21.5

Spring

AM5106	Meridians and Points 3 Lecture/Lab	3
AM5202	TCM Diagnosis 2	3
AM5204	TCM Pathology 2	3
AM5403	TCM Techniques 2	2
AM5801	Clinical Observation 1	2
BC4105	Introduction to Western Pathology for AEAM	3
BC4124	Anatomy and Physiology 2 Lecture/Lab (AEAM)	4
CH5101	Introduction to Chinese Herbs 2	1.5

Subtotal: 21.5

Summer

AM5300	Survey of Western Clinical Sciences 1 Lecture/Lab	3
AM5308	Clinical Theater - Acupuncture Lab	1
AM5802	Clinical Observation 2	2
CH5401	Chinese Materia Medica 1	3
PS5205	Patient Communications	3

Subtotal: 12

DAC-MAcCHM Year II**Fall**

AM6102	Pharmacology Overview for AOM	4
AM6109	Case Discussions 2	1
AM6301	Survey of Western Clinical Sciences 2 Lecture/Lab	3
AM6400	TCM Techniques 3	2
AM6411	Acupuncture Point Selection Strategies	2
AM6412	Acupuncture Therapeutics 1	2
AM6800	Clinical Observation Theater	2
CH6400	Chinese Materia Medica 2	3

Subtotal: 19

*AM6800 may be taken in WI of year one or EA of year two.

Winter

AM6201	Clinical Case Preparation Lab	1
AM6302	Survey of Western Clinical Sciences 3	3
AM6307	Auricular and Scalp Therapy	2
AM6402	TCM Advanced Techniques Lab	1
AM6413	Acupuncture Therapeutics 2	2
AM6414	Acupuncture Therapeutics 3	2
AM6801	Clinical Observation Preceptorship	2
CH6100	CHM Dispensary 1	2
CH6401	Chinese Materia Medica 3	3
PS6100	Motivational Interviewing	2

Subtotal: 20

*AM6801 may be taken any time after completion of AM5801 or AM6800.

*CH6100 and CH7100 may be taken any quarter after completion of AM4801.

Spring

AM6401	TCM Techniques 4	2
AM6408	TCM Whole Foods Nutrition	1
AM6415	Acupuncture Therapeutics 4	2
AM6416	Acupuncture Therapeutics 5	2
AM6802	AOM Clinic 1	2
AM6803	AOM Clinic 2	2
AM6804	AOM Clinic 3	2
CH6101	Chinese Herbal Preparations	1
CH6402	CHM Formulations 1	4
TR6104	Nutrition and Dietary Systems	2

Subtotal: 20**Summer**

AM6311	Public Health Issues in AOM	3
AM6805	AOM Clinic 4	2
AM6806	AOM Clinic 5	2
AM6807	AOM Clinic 6	2
CH6403	CHM Formulations 2	4

Subtotal: 13**DAC-MAcCHM Year III****Fall**

AM7101	Business Fundamentals 1 - Finance and Accounting	1
AM7109	Case Discussions 3	1
AM7400	Acupuncture Review	2
AM7804	AOM Clinic 7	2
AM7805	AOM Clinic 8	2
AM7806	AOM Clinic 9	2
CH7101	Jia Jian/Formula Families	2
CH7104	Pharmacology of AOM and Drug Interactions	2
CH7401	Chinese Herbal Therapeutics 1	2
CH7800	CHM Clinic 1	2

Subtotal: 18**Winter**

AM7104	Business Fundamentals 2 - Marketing and Advertising	1
AM7110	Overview of Pain Management Therapies	2
AM7125	TCM Medical Classics	2
AM7320	Clinical Theater Lab	1
AM7808	AOM Clinic 10	2
AM7840	AOM Clinic 11	2
AM7841	AOM Clinic 12	2
CH7402	Chinese Herbal Therapeutics 2	2
CH7403	Chinese Herbal Therapeutics 3	2
CH7801	CHM Clinic 2	2

Subtotal: 18

Spring

AM7106	Business Fundamentals 3 - Practice Management and Leadership	1
AM7126	Jurisprudence and Ethics	1
AM7202	Clinical Diagnosis 1 - Imaging	2
AM7301	Trigger/Motor Point Therapy Lecture/Lab	1
AM7842	AOM Clinic 13	2
AM7843	AOM Clinic 14	2
BC5140	Research Methods in AEAM	3
CH7100	CHM Dispensary 2	2
CH7404	Chinese Herbal Therapeutics 4	2
CH7405	Chinese Herbal Therapeutics 5	2
CH7802	CHM Clinic 3	2

Subtotal: 20**Summer**

AM7844	AOM Clinic 15	2
AM7845	AOM Clinic 16	2
AM7850	Interim Clinic	1.5
CH7406	Chinese Herbal Therapeutics 6	2
CH7407	Chinese Herbal Review	2
CH7803	CHM Clinic 4	2

Subtotal: 11.5**DAC-MAcCHM Year IV****Fall**

AM8103	Survey of Integrative Medicine	3
AM8112	Case Analysis and Clinical Research	2
AM8200	Clinical Diagnosis 2 Lab	1.5
AM8806	Specialty Clinic 1	2
AM8807	Specialty Clinic 2	2

Subtotal: 10.5**Winter**

AM8113	Acupuncture Medical Classics	2
AM8115	Professional Development	2
AM8116	Integrated Case Discussions	2
AM8808	Specialty Clinic 3	2
AM8809	Specialty Clinic 4	2

Subtotal: 10*Student will be enrolled in either AM8113 OR AM8114.***TOTAL REQUIREMENTS**

	Total Credits	Total Clock Hours
Total Core Course Credits	180.5	2194.5
Total Elective Credits	10.0	110.0
Total Clinic Credits	57.5	1268.0
Total Requirements	248.0	3572.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

DOCTOR OF ACUPUNCTURE COMPLETION TRACK

The Doctor of Acupuncture Completion Track provides an opportunity for recent graduates to advance their skills and knowledge and earn an entry-level doctoral degree.

ADMISSIONS

Students with a master's degree in Acupuncture or acupuncture and Chinese Herbal medicine can apply to the DAC completion track with the following requirements:

- Earned a minimum 3.0 cumulative grade point average in an ACAHM-accredited master's program.
- Meet the prerequisites for the DAC program.

Applicants in this category may need to take certain master's level courses in order to meet the competency of current DAC program.

Students in their final year of their master's program who fulfill the admission requirements may also apply for the DAC completion track.

GRADUATION REQUIREMENTS

Students in the DAC program must complete their degree requirements within seven years. Students must complete at least two-thirds of their credits, 19 quarter credits, in residence at Bastyr University including all clinical credits.

Students in the DAC Completion Track must complete their degree requirements within one year.

Students in the professional doctoral program must maintain a minimum of a 3.0 GPA to be in good academic standing. For more information on academic status, see Academic Status—Probation, Suspension, and Dismissal in the Academic Policy and Procedure Manual.

In the AEAM department, grades below a 72.9 percent indicate 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.

In order to receive a license to practice acupuncture in the majority of states, a student must earn either an MAc or MACCHM 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 DAc Completion Track requires 4 elective/special topic credits. These credits may be any general electives/special topics as long as the prerequisites for each course are met.

THE CURRICULUM TABLES THAT FOLLOW LIST THE TENTATIVE SCHEDULE OF COURSES EACH QUARTER.

Fall

AM6401	TCM Techniques 4	2
AM8103	Survey of Integrative Medicine	3
AM8112	Case Analysis and Clinical Research	2
AM8200	Clinical Diagnosis 2 - Lab	1.5
AM8806	Specialty Clinic 1	2
AM8807	Specialty Clinic 2	2

Subtotal: 12.5

Winter

AM7202	Clinical Diagnosis 1 - Imaging	2
AM8113	Acupuncture Medical Classics	2
AM8115	Professional Development	2
AM8116	Integrated Case Discussions	2
AM8808	Specialty Clinic 3	2
AM8809	Specialty Clinic 4	2

Subtotal: 12

TOTAL REQUIREMENTS

Total Core Course Credits	16.5
Total Elective Credits	4
Total Clinic Credits	8
Total Requirements	28.5

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

CERTIFICATE PROGRAMS

CERTIFICATE IN CHINESE HERBAL MEDICINE

Chinese herbal medicine is the largest organized herbal system in existence. In China, it is considered a very powerful form of therapy that is used to treat most conditions. Chinese herbs include roots, flowers, seeds, leaves, stems and branches and other substances. Chinese herbs usually are used in combination. Some herbs reinforce each other, and some eliminate adverse effects of other herbs.

The Chinese herbal medicine certificate program is designed for those seeking comprehensive training in the field of Chinese herbal medicine. This program is a postgraduate course for acupuncturists.

The CCHM curriculum enables students to gain skills and knowledge in the principles of Chinese herbology, including materia medica, formulations, prepared medicines, dispensary, herbal therapeutics and clinical training at the Chinese herbal medicine teaching clinic. The CCHM curriculum covers a minimum of 300 herbs and other therapeutic substances and a minimum of 150 herbal formulas. Case studies are presented to enhance the learning process. Students also gain skills in understanding drug/herb interactions — a very relevant topic for today's practitioners. At the conclusion of the certificate program, graduates have enhanced their academic skills through clinical training and have gained the traditional Chinese medicine diagnostic skills to assess and diagnose syndromes relevant to traditional Chinese medicine. They also are prepared to determine and use appropriate Chinese herbal therapies within the appropriate professional scope of practice.

EXPECTED PROGRAM OUTCOMES

The Chinese Herbal Medicine Certificate 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 assessment of patients, including observation and palpation
 - c. Competence in selecting the appropriate treatment modalities and plans for a patient utilizing Chinese herbs and lifestyle and dietary counseling
 - d. Skill in the application of herbs and Chinese herbal formulas in an appropriate and safe fashion for each patient

e. Critical thinking and other cognitive skills to continually improve patient outcomes and professional judgment

2. Able to integrate traditional Asian medicine and biomedicine 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. Qualified to pass national and state herbal exams

PREREQUISITES

The CCHM is a postgraduate course of study that includes both didactic and clinical training. The minimum requirement for the CCHM is one of the following: a master's degree in acupuncture from an ACAHM-accredited institution, a certificate in acupuncture with 10 years of documented clinical experience, or a current enrollment in a Master of Acupuncture program from an ACAHM-accredited institution. Applicants need to have completed or be in the process of completing the following coursework:

Intermediate Algebra	1 course
General Psychology	1 course
General Chemistry (allied-health level with lab)	1 course
General Biology (allied-health level with lab)	1 course
General Physics (allied-health level)	1 course

The following classes are prerequisites and may be completed while taking CCHM classes: Survey of Organic Chemistry, Biochemistry, and Microbiology.

CCHM applicants must have a background in the basic sciences that is comparable to Bastyr University's master's curriculum. Upon review of past coursework, applicants may be asked to take a higher-level science course or complete a competency exam.

CALIFORNIA LICENSURE REQUIREMENTS

The CCHM curriculum is designed to meet the current Chinese herbal medicine requirement portion for California acupuncture licensure. (The California licensing exam requires comprehensive training in acupuncture as well as CHM.) Those interested in California licensure should complete the MAcCHM program or complete the MAc and return to the CCHM program as a postgraduate student.

CASE/HERBAL STUDIES IN CHINA

Students in the CHM certificate program may also choose to study in China. (Please see the China Studies section in the MAcCHM master's program description.) CCHM students may apply for an advanced preceptorship as part of the China study. *This externship is approved by the university on a year-by-year basis. Students will be alerted in the fall if it is approved for the following summer.*

ACADEMIC STATUS AND GRADUATION REQUIREMENTS

The CCHM program is 62 credits total. To earn the certificate, 41.5 credits, including all clinical credits, must be completed in residence. Students in the CCHM program are required to have a minimum of 100 patient contacts to fulfill the clinical training requirements.

The CCHM is a graduate course of study and, as such, follows the grading policies of the department of AEAM degree programs.

Students entering the certificate in Chinese herbal medicine (CCHM) must maintain a minimum of a 3.0 GPA to be in good academic standing. Grades below a 72.9 percent indicate 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, or clinic shift must repeat that course, lab, or clinic. Academic sanctions occur when the quarterly or cumulative GPA drops below the minimum level or when a student receives PC or F grades. Students with a quarterly GPA below the minimum will be placed on academic warning status. Students who receive a PC 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.

THE CURRICULUM TABLES THAT FOLLOW LIST THE TENTATIVE SCHEDULE OF COURSES EACH QUARTER.

CCHM YEAR I

Summer

CH5100	Introduction to Chinese Herbs 1	1.5
CH5101	Introduction to Chinese Herbs 2	1.5
CH5401	Chinese Materia Medica 1	3
CH6100	CHM Dispensary 1	2

Subtotal: 8.0

Fall

AM6102	Pharmacology Overview for AOM	4
CH6400	Chinese Materia Medica 2	3
CH7100	CHM Dispensary 2	2

Subtotal: 9**Winter**

AM7125	TCM Medical Classics	2
CH6401	Chinese Materia Medica 3	3

Subtotal: 5**Spring**

AM6408	TCM Whole Foods Nutrition	1
CH6101	Chinese Herbal Preparations	1
CH6402	CHM Formulations 1	4

Subtotal: 6**Summer**

CH6403	CHM Formulations 2	4
CH7800	CHM Clinic 1	2

Subtotal: 6**CCHM Year II****Fall**

CH7101	Jia Jian/Formula Families	2
CH7104	Pharmacology of AOM and Drug Interactions	2
CH7401	Chinese Herbal Therapeutics 1	2
CH7801	CHM Clinic 2	2

Subtotal: 8**Winter**

CH7402	Chinese Herbal Therapeutics 2	2
CH7403	Chinese Herbal Therapeutics 3	2
CH7802	CHM Clinic 3	2

Subtotal: 6**Spring**

CH7404	Chinese Herbal Therapeutics 4	2
CH7405	Chinese Herbal Therapeutics 5	2
CH7803	CHM Clinic 4	2

Subtotal: 6**Summer**

CH7406	Chinese Herbal Therapeutics 6	2
CH7407	Chinese Herbal Review	2
CH7804	CHM Clinic 5	2

Subtotal: 6**TOTAL REQUIREMENTS**

	Total Credits	Total Clock Hours
Total Core Course Credits	50	605
Electives	2	22
Total Clinic Credits	10	220
Total Requirements	62	847

Curriculum and course changes in the 2023-2024 Bastyr University Catalog are applicable to students entering during the 2023-2024 academic year. Please refer to the appropriate catalog if interested in curriculum and courses required for any other entering year.

COURSES

Curriculum and course changes in the 2022-2023 *Bastyr University Catalog* are applicable to students entering during the 2021-2022 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: acupuncture and traditional Asian medicine (AOM/AEAM), midwifery/natural childbirth (MW), naturopathic medicine (ND), and nutrition (TR)

PROGRAM, DEPARTMENT, AND COURSE DESIGNATION CODES:

AM - ACUPUNCTURE MEDICINE

Angela Tseng, DAOM, Department Chair

Sarah Bayer, DAOM, Clinical Education Director

AM 4100 - 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: BC2115 or equivalent.

AM 4104 - 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.

Prerequisite: none.

AM 4107 - Medical Terminology (1)

This course offers an overview of biomedical terms. The focus is on components of a medical term, such as word roots, prefixes, and suffixes.

Prerequisite: Admission into any AEAM program.

AM 4108 - History of Medicine (2)

This course is a survey of the history of medicine, including cross-cultural perspectives in healing. Emphasis is placed on the early formative periods of Chinese, Greek, and European medicine. The important role of Jewish and Arab/Islamic physicians as well as Indian medicine is also introduced.

Attention is placed on issues of cultural diversity in medicine.

Prerequisite: Admission into MAc or MAcCHM.

AM 4301 - 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: Admissions into MAc or MAcCHM.

AM 4401 - Qi Gong 1 (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: Admissions into MAc or MAcCHM or permission from the department.

AM 4801 - AOM 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: Admissions into MAc or MAcCHM.

AM 5100 - Meridian and Points 1 Lecture/Lab (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: Admissions into MAc or MAcCHM.

AM 5101 - 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: Admissions into MAc or MAcCHM.

AM 5104 - Meridians and Points 2 Lecture/Lab (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: AM5100.

AM 5106 - Meridians and Points 3 Lecture/Lab (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: AM5104.

AM 5109 - Case Discussions 1 (1)

This is the first Case Discussion course in the series. It provides a forum for case analysis with a focus on fundamental TCM knowledge. Students develop critical thinking skills, team building and professionalism.

Prerequisite: Admission into MAc or MAcCHM. Corequisite: AM5101.

AM 5201 - 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: AM5101.

AM 5202 - 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: AM5201.

AM 5203 - 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, symptoms, and patterns that create disease, and treatment plans that facilitate homeostasis.

Prerequisite: AM5101.

AM 5204 - 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, symptoms, and patterns that create disease, and treatment plans that facilitate homeostasis.

Prerequisite: AM5203.

AM 5300 - Survey of Western Clinical Sciences 1 Lecture/Lab (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: BC4105, BC4124 and admission into MAc or MAcCHM.

AM 5308 - Clinical Theater - Acupuncture Lab (1)

This course provides an opportunity to observe experienced practitioners conducting patient interviews, constructing treatment plans, and applying acupuncture treatments with various styles.

Prerequisite: AM5202, AM5204, and AM5403.

AM 5401 - TCM Techniques 1 (2)

This is the first in a sequence of courses that offer 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: AM5100, AM5101, and BC4102. Corequisite: AM5104, BC4123.

AM 5403 - TCM Techniques 2 (2)

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, physical stimulation of acupoints, and ion pumping cords.

Prerequisite: AM5401.

AM 5801 - 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: AM4801.

AM 5802 - 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: AM5801.

AM 6102 - 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: AM4100, BC4105, and BC4124 .

AM 6109 - Case Discussions 2 (1)

This is the second Case Discussion course in the series. It provides a forum for case analysis with a focus on pathology and diagnosis. Students continue to develop critical thinking skills, team building, and professionalism.

Prerequisite: AM5202, AM5204, and AM5300.

AM 6201 - Clinical Case Preparation Lab (1)

This course builds on the previous coursework taught in OM Fundamentals, OM Diagnosis, and OM Pathology and prepares the student for the OM Therapeutics Series and Internship. This course focuses on the logistics of analysis and weighing of evidence gleaned from the Four Methods, especially interview skills and palpation, the arrival of the correct diagnosis, and the language of Treatment.

Prerequisite: AM5101, AM5202, and AM5204.

AM 6301 - Survey of Western Clinical Sciences 2 Lecture/Lab (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: AM5300.

AM 6302 - 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: AM6301.

AM 6307 - Auricular and Scalp Therapy (2)

This course offers instruction on the basics of auricular therapy and scalp acupuncture. Anatomical areas, zones, commonly used points, diagnosis, and treatment are covered. Students have the opportunity to practice under the direct supervision of the instructor.

Prerequisite: AM6400.

AM 6311 - 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: AM6802.

AM 6400 - TCM Techniques 3 (2)

This course provides students with advanced acupuncture skills, supervised practice on difficult acupuncture points, and the techniques of acupuncture microsystems including scalp therapy.

Prerequisite: AM5403.

AM 6401 - TCM Techniques 4 (2)

This course provides students with introduction to a number of advanced acupuncture techniques, which may include advanced electro-acupuncture, laser, point injection, magnets, intradermals, tacks, and ultrasound.

Prerequisite: AM6400.

AM 6402 - TCM Advanced Techniques Lab (1)

This course serves as a final practical qualifying event before entry into the clinic as an intern and provides further instruction, review, and practice opportunities for all material taught in the TCM Techniques 1-3 series.

Prerequisite: AM6400.

AM 6408 - TCM Whole Foods Nutrition (1)

Students learn through lecture and demonstration how to recognize and apply a wide variety of foods in a clinical setting to address common patterns of pathology in TCM.

Prerequisite: AM6414 .

AM 6411 - Acupuncture Point Selection Strategies (2)

This course covers strategies in acupuncture point selection and point combination. The topics include channel theory, five-element theory, point categories, root and branch theory, organ theory, eight principles, tender points, Chinese organ clock, and point combinations.

Prerequisite: AM5106, AM5202, AM5203, and AM5404.

AM 6412 - 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 applications are also covered when appropriate. The topics covered in Acupuncture Therapeutics 1 are mainly the conditions of the musculoskeletal system.

Prerequisite: AM5106, AM5202, AM5204, and AM5403.

AM 6413 - 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 applications are also covered when appropriate. The topics covered in Acupuncture Therapeutics 2 are mainly the disorders of the respiratory and gastroenterology systems. Prerequisite: AM6411 and AM6412.

AM 6414 - 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 applications are also covered when appropriate. The topics covered in Acupuncture Therapeutics 3 are mainly gynecological and pediatric disorders. Prerequisite: AM6411 and AM6412.

AM 6415 - 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 applications are also covered when appropriate. The topics covered in Acupuncture Therapeutics 4 are mainly cardiovascular, neurological, and psychological disorders. Prerequisite: AM6413 and AM6414.

AM 6416 - 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 applications are also covered when appropriate. The topics covered in Acupuncture Therapeutics 5 are mainly urogenital disorders and other internal medical conditions. Prerequisite: AM6413 and AM6414.

AM 6800 - Clinical Observation Theater (2)

As part of the first stage in clinical training, six to nine students are placed at Bastyr Center for Natural Health as observers who attend while a Bastyr clinical faculty treats patients in a theater setting. The students observe all aspects of the patient encounter, gaining experience in seeing how a professional clinician interacts with and treats various patients. Prerequisite: AM4801.

AM 6801 - Clinical Observation Preceptorship (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: AM5801 or AM6800.

AM 6802 - AOM Clinic 1 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient. Prerequisite: AM5802, AM640, and successful completion of Clinic Entry Exam.

AM 6803 - AOM Clinic 2 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient.

Prerequisite: AM5802, AM6401. and successful completion of Clinic Entry Exam.

AM 6804 - AOM Clinic 3 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient.

Prerequisite: AM5802, AM6401, and successful completion of Clinic Entry Exam.

AM 6805 - AOM Clinic 4 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient.

Prerequisite: AM6804.

AM 6806 - AOM Clinic 5 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient.

Prerequisite: AM6804.

AM 6807 - AOM Clinic 6 (2)

Clinical training progresses through 14 clinical rotations for MAc students and 16 clinical rotations for MAcCHM 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 AOM Clinic 1-6, students are closely supervised by clinical faculty who are involved in every aspect of contact with the patient.

Prerequisite: AM6804.

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 HIPAA, 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.

AM 7101 - Business Fundamentals 1 - Finance and Accounting (1)

This course is one of the three Business Fundamentals courses. This course focuses on finance and accounting. In this course, the following topics are covered: overview of financial statements, business structures, and accounting for a medical practice which includes billing, coding, insurance, income and expense tracking, profit and loss statements, and collection systems.

Prerequisite: AM6803.

AM 7104 - Business Fundamentals 2 - Marketing and Advertising (1)

This course is one of the three Business Fundamental courses. This course focuses on marketing and advertising. In this course, an overview of the field and practice of marketing and advertising is covered including networking, patient referrals and retention, website design, and optimization, branding strategies, social media, and non-traditional marketing avenues.

Prerequisite: AM7101.

AM 7106 - Business Fundamentals 3 - Practice Management and Leadership (1)

This course, one of the three Business Fundamentals courses, focuses on practice management and leadership. In this course, different business and management models and practices, and concepts of leadership in various settings are discussed. This course also focuses on clinic management, which includes personnel risk management and quality assurance.

Prerequisite: AM7104.

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. Different case study writing styles are discussed, and Rubric I and II are defined.

Prerequisite: Admission into DAOM program.

AM 7109 - Case Discussions 3 (1)

This is the third Case Discussion course in the series. It provides a forum for case analysis with a focus on integrated treatment and case management. Students continue to develop critical thinking skills, team building, and professionalism.

Prerequisite: AM6416.

AM 7110 - Overview of Pain Management Therapies (2)

In this course, mechanism and pathology of pain, biomedical treatments, advanced acupuncture, tui na and qi gong techniques, advanced Chinese herbology, and exercise and nutritional therapies are introduced.

Prerequisite: AM6302.

AM 7125 - 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: AM4108.

AM 7126 - Jurisprudence and Ethics (1)

Medical ethics, regulatory compliance, and jurisprudence are discussed in relationship to patient care and privacy issues.

Prerequisite: AM7806.

AM 7131 - Capstone Development 2 (0.5)

Literature reviews, introductions or scholarly contexts of the capstone project are developed during this online capstone course.

Prerequisite: AM7107, AM7122, and Admission into DAOM program.

AM 7202 - Clinical Diagnosis 1 - Imaging (2)

This course introduces students to imaging procedures such as diagnostic ultrasound, X-ray, computerized tomography, magnetic resonance imaging, nuclear medicine, and fluoroscopy.

Prerequisite: AM6302 and admission into DAc program.

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.

AM 7301 - Trigger/Motor Point Therapy Lecture/Lab (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: AM6402.

AM 7320 - Clinical Theater Lab (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: AM6807.

AM 7400 - Acupuncture Review (2)

This course is designed to review acupuncture information from previous quarters, including diagnostic methods, point location, functions and indications, point combinations, and acupuncture therapeutics.

Prerequisite: AM6416.

AM 7804 - AOM Clinic 7 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM6807.

AM 7805 - AOM Clinic 8 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM6807.

AM 7806 - AOM Clinic 9 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM6807.

AM 7808 - AOM Clinic 10 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM7806.

AM 7820 - Clinical Applications Lab 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.

AM 7826 - Preceptorship 2 (1)

This aspect of training requires the student to follow (shadow) practitioners of their choice (such as MD, DO, DC, ND, PT, or NP). This practitioner may be outside the disciplines of Chinese medicine but must specialize in pain relief. The student must follow the preceptorship guidelines to initiate and complete the training.

Prerequisite: Plan approval by AEAM preceptor coordinator.

AM 7840 - AOM Clinic 11 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM7806.

AM 7841 - AOM Clinic 12 (2)

Please refer to AOM Clinic 1-6 for a general description of clinical training. During AOM Clinic 7-12, 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.

Prerequisite: AM7806.

AM 7842 - AOM Clinic 13 (2)

Please refer to AOM Clinic 1-6 for a general description. During this phase of the clinical training, 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. MAcCHM 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.

Prerequisite: AM7841.

AM 7843 - AOM Clinic 14 (2)

Please refer to AOM Clinic 1-6 for a general description. During this phase of the clinical training, 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. MAcCHM 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.

Prerequisite: AM7841.

AM 7844 - AOM Clinic 15 (2)

Please refer to AOM Clinic 1-6 for a general description. During this phase of the clinical training, 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. MAcCHM 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.

Prerequisite: AM7843.

AM 7845 - AOM Clinic 16 (2)

Please refer to AOM Clinic 1-6 for a general description. During this phase of the clinical training, 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. MAcCHM 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.

Prerequisite: AM7843.

AM 7850 - Interim Clinic (1.5)

Bastyr Center for Natural Health 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: AM5801 or AM6800.

AM 8102 - Capstone Development 2 (1)

The main body of the capstone project is developed, including methods and outcomes. This is an online course.

Prerequisite: AM7107.

AM 8103 - Survey of Integrative Medicine (3)

This course is guest-lecturer-based and provides the student with an overview of various modalities outside of the scope of practice of acupuncturists. The course surveys a variety of medical practices and emphasizes how acupuncturists can work collaboratively with other medical practitioners, what the modalities of other practitioners involve, and when referrals may be appropriate to enhance the therapeutic effect of a patient's condition.

Prerequisite: AM7843 and admission into DAc program.

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: AM7102 and admission into DAOM program.

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: AM7123 and AM8801. Corequisite: AM7117.

AM 8112 - Case Analysis and Clinical Research (2)

This course is designed to further students' case analysis skills. Students utilize traditional and contemporary literature in acupuncture and/or in Chinese medicine biomedical research to analyze their clinical cases and form recommendations.

Prerequisite: BC5140 and Admission into DAc program.

AM 8113 - Acupuncture Medical Classics (2)

This course offers a survey of classical literatures on acupuncture such as Zhen Jiu Jia Yi Jing and Nan Jing.

Prerequisite: AM7125.

AM 8114 - Chinese Herbal Medical Classics (2)

This course offers a survey of classical literatures on Chinese Herbal Medicine such as Shang Han Lun and Jin Gui Yao Lue.

Prerequisite: AM7125 and admission into DAc program.

AM 8115 - Professional Development (2)

This course is designed to explore areas of professional development, including but not limited to clinical competency, research, education, and technology. The course facilitates students' self-assessment in identifying and remediating areas of professional weakness.

Prerequisite: AM8112.

AM 8116 - Integrated Case Discussions (2)

This course is designed to provide a forum for case analysis from multiple disciplines. Students also develop effective communication skills with peers and other members of the health care team.

Prerequisite: AM8112.

AM 8200 - Clinical Diagnosis 2 Lab (1.5)

This course introduces laboratory diagnostic tests 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.

Prerequisite: AM6302 and admission into DAc program.

AM 8303 - Advanced Tui Na for Pain (1)

This course substantially builds on the basic theory and practice of tui na 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.

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 moxibustion are some of the topics discussed and practiced.

Prerequisite: Admission into DAOM program.

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.

AM 8323 - Clinical Theater Lab 6 (0.125)

In this course, two or three patients are seen in a theater class setting. Students participate in the interview, diagnostic 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. This course provides an opportunity to observe and engage with experienced practitioners as they conduct patient interviews, construct treatment plans, and apply treatments on patients. The treatment includes Japanese acupuncture techniques.

Prerequisite: Admission into DAOM program. Corequisite: AM8306.

AM 8407 - Point Injection Therapy (1.5)

In this class, students develop an understanding of clinical theory, differential diagnosis injection techniques, and protocols for diseases and injuries appropriate for treatment with PIT (point injection therapy). This class consists of lecture, demonstration, and practicum.

Prerequisite: Admission into DAOM program.

AM 8806 - Specialty Clinic 1 (2)

Each student is required to attend two specialty clinics to ensure that the student's clinical training is diverse and not simply focused on traditional Chinese medicine. Various supervisors specialize in acupuncture treatment protocols that are outside of orthodox TCM-based treatments.

Prerequisite: AM7843 and admission into DAC program.

AM 8807 - Specialty Clinic 2 (2)

Each student is required to attend two specialty clinics to ensure that the student's clinical training is diverse and not simply focused on traditional Chinese medicine. Various supervisors specialize in acupuncture treatment protocols that are outside of orthodox TCM-based treatments.

Prerequisite: AM7843 and admission into DAC program.

AM 8808 - Specialty Clinic 3 (2)

In the specialty clinic rotation, students have the opportunity to work with supervisors who specialize in other acupuncture styles or in integrated clinical rotations.

Prerequisite: AM8807.

AM 8809 - Specialty Clinic 4 (2)

In the specialty clinic rotation, students have the opportunity to work with supervisors who specialize in other acupuncture styles or in integrated clinical rotations.

Prerequisite: AM8807.

AM 8812 - Internship 4 (0.5)

The DAOM Internship is conducted in conjunction with the University of Washington Medical School's Anesthesia Pain Service (APS) at Harborview Medical Center in Seattle. In consultation with the APS team, selected patients receive acupuncture treatment in their hospital rooms according to a treatment protocol created in conjunction with Bastyr University and the directors of the APS.

Prerequisite: AM7834.

AM 8820 - Clinical Case Discussions Lab 4 (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, or 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: AM7816.

AM 8830 - Integrative Care Rotation (4)

During the integrative care rotations, students observe medical practitioners who specialize in pain management and practice in an integrated or biomedical care facility. Students experience how pain is approached from other perspectives and broaden their skills of incorporating varied treatment options into an individualized care plan. They gain insight on how a biomedical care institution functions and what role integrated medicine could have within it.

Prerequisite: An approved preceptorship plan and associated requirements of the facility involved.

AM 9301 - TCM Sports Medicine 1 (1)

This course covers the theories, techniques, and treatments of TCM sports medicine. The class focuses on introducing the treatments of six common joint injuries: mandible dislocation, luxation of biceps, long head tendon, acromioclavicular joint, sternoclavicular joint, and radial capitulum.

Prerequisite: BC4102.

AM 9302 - 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.

AM 9400 - Advanced Acupuncture Techniques for Pain (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: AM5403

BC: BASIC SCIENCES

Mark Martzen, PhD, Department Chair

- Programmatic Electives** (2)

- Programmatic Electives** (4)

- Programmatic Electives** (5)

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 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 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 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 into integrated human biology 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 3123 - Organic Chemistry for Life Sciences Lecture/Lab (6)

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 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 program.

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 program or naturopathic medicine-post baccalaureate; grade of C- or above in BC3123 or equivalent course or permission of instructor.

BC 3148 - Research Methods in Human Biology 1 - Experimental Design (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 program.

BC 3149 - Research Methods in Human Biology 2 - Statistical Tools (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 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, or 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, or 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, or 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 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 4102 - Living Anatomy for AEAM (4)

This three-course sequence for AEAM 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 MAcCHM program.

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: None. Corequisite: BC3162.

BC 4105 - Introduction to Western Pathology for AEAM (3)

This course is designed for students in the Acupuncture and Eastern Asian Medicine program and introduces students to the key concepts of Western pathology and basic principles of disease. Topics covered are inflammation, neoplasia, hemodynamic disorders, and frequently seen conditions of immune, cardiovascular, hematopoietic, respiratory, gastrointestinal, musculoskeletal, reproductive, endocrine, and nervous systems.

Prerequisite: BC3162 or BC4123 and OM3111.

BC 4107 - Medical Terminology (1)

This course offers an overview of biomedical terms. The focus is on components of a medical term, such as word roots, prefixes, and suffixes.

Prerequisite: None.

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 introduces the students to the key concepts of pathology and the basic principles of disease. Topics covered are inflammation, neoplasia, hemodynamic disorders, and common diseases of immune, cardiovascular, hematopoietic, respiratory, gastrointestinal, renal, integumentary, musculoskeletal, reproductive, endocrine, and nervous systems.

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 integrated human biology program or permission of 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 at least C- in BC3123 or one quarter of college-level organic chemistry with lab; and a grade of at least a C in one quarter of college-level biology with lab.

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: BC3108, BC3149, and BC3152.

BC 4123 - Anatomy and Physiology 1 Lecture/Lab (AEAM) (5)

This three-course sequence for AEAM 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: None.

BC 4124 - Anatomy and Physiology 2 Lecture/Lab (AEAM) (4)

This three-course sequence for AEAM 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: BC4123.

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 4139 - Introduction to Biochemistry Lecture/Lab (6)

This course provides foundational information on amino acids, nucleotides, lipids, and carbohydrates with a focus on functional groups. The course provides a comprehensive study of fuel metabolism of carbohydrates and lipids.

Prerequisite: BC3123 or BC3125.

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 MSN 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 ND program. Corequisite: BC5171.

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 with dissection of the anterior neck, thorax, and abdominal regions of the body.

Prerequisite: None. Corequisite: BC5172, BC5173, and BC5174.

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: None. Corequisite: BC5175, BC5176, and BC5177.

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 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 AEAM (3)

This course provides an introduction to basic concepts of scientific methods, statistics, epidemiology, and research methodology. Also explored are the state of AEAM research and its interface with the research world. Emphasis is placed on gaining an understanding of how to read and evaluate AEAM/medical published research articles. Students also practice applied research skills and use of the library and Internet.

Prerequisite: Admission into MAcCHM or MAc program.

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 trial 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 ND program or permission of instructor.

BC 5170 - Integrated Structure and Function (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 ND program.

BC 5171 - Integrated Muscular and Skeletal Systems (7)

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 ND program.

BC 5172 - Integrated Cardiovascular and Immune Systems (6)

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: BC5170.

BC 5173 - 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: BC5170.

BC 5174 - Integrated Digestive System (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: BC5170.

BC 5175 - Integrated Endocrine System and Metabolism (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: BC5170.

BC 5176 - Integrated Renal and Reproductive Systems (4.5)

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: BC5170.

BC 5177 - 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: BC5170.

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: BC6107. Corequisite: NM6312.

BC 6112 - Medical Pharmacology (3)

This course introduces students to basic principles that include the safe and effective use of pharmaceuticals. The primary therapeutic uses, mechanism of action, and the potential adverse effect of drugs commonly encountered in a naturopathic practice are discussed. The basics of selected drug-drug and drug-herb interactions are reviewed. A goal of this basic science course is to prepare students for a more applied treatment of similar drug topics provided in third-year clinical pharmacology (therapeutics).

Prerequisite: BC6108. Corequisite: BC6109.

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 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 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 instructor.

BC 9117 - Advanced Research Methods Lab (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 9118 - Advanced Research Methods Lab 2 (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: BC9117. 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)

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 (1-5)

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: BC3152.

BC 9801 - Internship (1-5)

Students complete a supervised work experience with a previously approved business, firm, clinic, or governmental agency. Students are required to present a summary of the internship experience to the Bastyr community. May be repeated with permission of departmental committee.

Prerequisite: Approval of department.

BO: BOTANICAL MEDICINE/HERBAL SCIENCES

Jenn Dazey, ND, RH (AHG), Department Chair

BO 3107 - Botany 1 (2)

This course expands upon basic concepts of botany as they relate to the herbal sciences. The course 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: Introduction to Botany or equivalent.

BO 3108 - Introduction to Herbal Sciences (3)

As the beginning of the herbal sciences foundational coursework, 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 of 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: None.

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 3123 - Plant Identification 1 (1)

This course teaches plant identification and is spread over three seasons so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, herbarium sampling, and botanical drawing are also covered.

Prerequisite: Admission into herbal sciences program.

Corequisite: BO3108.

BO 3124 - Horticulture 1 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques, and soil preparation.

Prerequisite: Admission into herbal sciences program.

Corequisite: BO3108.

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 3127 - Plant Identification 2 (1)

This course teaches plant identification and is spread over three seasons so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, herbarium sampling, and botanical drawing are also covered.

Prerequisite: BO3123.

BO 3128 - Horticulture 2 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques, and soil preparation.

Prerequisite: BO3124.

BO 3129 - Plant Identification 3 (1)

This course teaches plant identification and is spread over three seasons so that students learn plant identification through the plants' life cycles. Plant taxonomy and morphology skills are covered and taught by botanical family. Habitat, herbarium sampling, and botanical drawing are also covered.

Prerequisite: BO3127.

BO 3130 - Horticulture 3 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques, and soil preparation.

Prerequisite: BO3128.

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: 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 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, BO3114, and BO3116.

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: BC4140, BO3114, and BO3129.

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 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 or permission of program chair.

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 or permission of program chair.

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. Students learn about local HLD practicum sites through site visits and presentations. Students 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, BO3114, and BO3115.

Corequisite: BO4153.

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: BO4154.

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: BO4155.

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 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 4153 - Horticulture 4 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques, and soil preparation.

Prerequisite: BO3130. Corequisite: BO4145.

BO 4154 - Horticulture 5 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques and soil preparation.

Prerequisite: BO4153. Corequisite: BO4146.

BO 4155 - Horticulture 6 (0.5)

This course teaches medicinal plant cultivation and is spread over two years so that students can learn through the plants' life cycles. The impact of climate, plant cultivation techniques, and harvesting are also covered—including propagation of various types, greenhouse techniques, and soil preparation.

Prerequisite: BO4154. Corequisite: BO4147.

BO 4156 - Pharmacology and Herb/Drug Interactions (4)

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 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.

Prerequisite: Admission into holistic landscape design program.

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: BC5176.

BO 6400 - Botanical Materia Medica 1 (2)

This module addresses botanical materia medica for naturopathic therapeutics and is discussed relative to the therapeutic order as well as in the context of modern and historical herbalism. Applications of these therapeutics to blood, the integumentary and the immune systems are discussed.

Prerequisite: BC5176, and completion or concurrent enrollment in BO6305. . Corequisite: BO6305.

BO 6401 - Botanical Materia Medica 2 (2)

This module addresses the botanical materia medica for naturopathic therapeutics and is discussed relative to the therapeutic order as well as in the context of modern and historical herbalism. Applications of these therapeutics include the digestive, respiratory, and cardiovascular systems.

Prerequisite: BO6400.

BO 6402 - Botanical Materia Medica 3 (2)

This module addresses the botanical materia medica for naturopathic therapeutics and is discussed relative to the therapeutic order as well as in the context of modern and historical herbalism. Applications of these therapeutics to the renal, urinary, male, and female systems are addressed.

Prerequisite: BO6401.

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 department chair.

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 systems, and mental health conditions.

Prerequisite: BO7400. Corequisite: NM7346, NM7356, and NM7357.

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: NM7358, NM7359, and NM7360.

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: NM7361, NM7362, and NM7363.

BO 7400 - Botanical Medicine Formulation Lab 1 (0.5)

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: BO6402. Corequisite: NM7355.

BO 8302 - Botanical Medicine Formulation Lab 5 (0.5)

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: NM8300.

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 herb lab. The class introduces home remedies in the form of tinctures, teas, infused oils, salves, creams, poultices, hydrosols, and steams. **Students in the herbal sciences or ND programs cannot use this course toward their elective requirement.**

Prerequisite: None.

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 9106 - 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.

BO 9107 - Food and Medicinal Mushrooms (2)

This course teaches beginning mushroom recognition and identification in the woods through mushroom hunting expeditions in Saint Edward State 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 9108 - 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 9109 - 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.

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 9113 - 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 9114 - Appalachia Field Course (2)

This course combines herbal medicine and Appalachian culture. It is a 10-day course that explores the traditional early American use of native east coast plants and experiences the music, scenery, and life in the Appalachian hills throughout the mid- to southeast coastal region in the U.S. Students visit historical sites, homes of families that have been Appalachian herbal wildcrafters going back to the 1700s, see the Great Smoky Mountains, the Land of the Waterfalls, and more. Students learn plant identification, harvesting, and traditional medicine making as well as history and culture of the regions visited. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment.

Students are responsible for their airfare and personal expenses. The activity fee covers group accommodations, transportation, most meals, and events for the duration of the course. A non-refundable deposit is charged upon registration.

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, sustainable harvesting methods, and in-field medicine-making skills. The camping experience includes several field sojourns to explore various habitats and ecosystems, processing the plant material into herbal remedies, 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: None.

BO 9118 - Herbal Medicine in Italy (3)

This course is an on-site study abroad in various regions of Italy. While immersed in Italian culture, many facets of herbal medicine are explored including plant identification through field excursions, herbal preparations, and medicinal applications. Throughout the two weeks in Italy students integrate herbal medicine in a way that facilitates a lifelong love of learning and living with plants and their healing powers. Yoga and meditation are woven throughout the course, infused with the spiritual energetics of plants, allowing each participant a deeper understanding of themselves as a healer. Students are responsible for their own airfare and other personal expenses. Students must be able to hike moderate distances at varying terrains and climates and carry their own equipment. The activity fee covers shared accommodations, transportation within Italy, three meals per day, and any group events while in Italy. A non-refundable deposit is charged upon registration. Open to the public.

Prerequisite: A passionate interest in herbal medicine and a curiosity about the history and culture of Italy.

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: BO6400.

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 croplands. 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 is charged upon registration.

Prerequisite: None.

BO 9122 - Medicinal and Edible Seaweed 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. The class travels to a Pacific Northwest beach location for harvesting. Transportation costs (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.

Prerequisite: None.

BO 9123 - Southwest Herbal Experience (2)

Students travel across the Sonoran desert in southern Arizona and California, learning plant identification and medicinal uses of the plants encountered. Some of the most important and powerful herbal medicines of North America come from this region. The ecology of the desert and what makes the Sonoran special are discussed. Practical medicine making, safe and sustainable harvesting, first aid, and non-medicinal uses are also reviewed. 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 all meals, accommodations, group events, and transportation while on the trip. Students are responsible for their airfare and personal expenses. A non-refundable deposit is charged upon registration.

Prerequisite: BO3108 or BO6400.

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 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 BO6400.

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.

BP: BEHAVIORAL MEDICINE AND PSYCHOLOGY

Gregory Yasuda, ND, Associate 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 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 ND 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 dean or chair of program.

BP 5402 - Fundamentals of Behavioral Medicine (2.5)

This course introduces the basic 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 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 or permission of dean or chair of program.

BP 6300 - Behavioral Medicine Theories and 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 dean or chair of program.

BP 6301 - Behavioral Medicine Theories and 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 muscle relaxation, breath work, autogenic training, meditation, and guided visualization.

Prerequisite: BP6300 or permission of 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 dean or chair of program.

CH: CHINESE HERBAL MEDICINE

Angela Tseng, DAOM, Department Chair

CH 5100 - Introduction to Chinese Herbs 1 (1.5)

Introduction to Chinese Herbs 1 and 2 introduces basic information of Chinese herbal medicine knowledge prior to the theory classes of Materia Medica and formulations. Introduction to Chinese Herbs 1 includes a brief history of medicine and herbs in China, nomenclature, classification, growing and harvesting, preparation, and processing of Chinese herbs. This course introduces characteristics of Chinese herbal medicine that include herb identification and authentication, zoological, mineral, and botanical names, the part of the plant used, taste, thermal property, direction, channel affiliations, and toxicity of Chinese herbs. Some commonly used herbs are introduced in this course.

Prerequisite: Admission into MAc, MAcCHM, or DAOM program.

CH 5101 - Introduction to Chinese Herbs 2 (1.5)

Introduction to Chinese Herbs 2 is the second of the two introductory courses. It includes a brief history of herbal formulas in China, treatment strategies, classification, composition, dosage forms, dosage, preparation and administration of formulas. Some commonly used formulas are introduced in this course.

Prerequisite: CH5100.

CH 5401 - Chinese Materia Medica 1 (3)

This is the first course in a series that includes a comprehensive study of the Chinese materia 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: CH5101.

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 dean.

CH 6100 - CHM Dispensary 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 2.

Prerequisite: Admission into MAcCHM program.

CH 6101 - Chinese Herbal 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: CH6401.

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 OM4130.

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 2.

Prerequisite: Admission into MAcCHM 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 2.

Prerequisite: Admission into MAcCHM program.

CH 6400 - Chinese Materia Medica 2 (3)

This is the second course in a series that includes a comprehensive study of the Chinese materia 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: CH5401.

CH 6401 - Chinese Materia Medica 3 (3)

This is the third course in a series that includes a comprehensive study of the Chinese materia 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: CH6400.

CH 6402 - 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: CH6401.

CH 6403 - 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: CH6402.

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 materia 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 MAcCHM 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 materia 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 MAcCHM 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 materia 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 MAcCHM 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 MAcCHM program 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 and successful completion of Herbal Clinic Entry Exam.

CH 6805-6806 - Chinese Herbal Medicine Clinic 3-4 (4)

Students enrolled in the MAcCHM program 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 MAcCHM program.

Prerequisite: CH6803-6804.

CH 6815 - Chinese Herbal Clinic in China (2)

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 2-credit experience to be applied toward MAcCHM clinic requirements and/or elective credit. These credits may not be audited.

Prerequisite: Admission into MAcCHM program.

CH 7100 - CHM Dispensary 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 2.

Prerequisite: CH6100.

CH 7101 - Jia Jian/Formula Families (2)

This course deepens the student's understanding of Chinese Herbal medicine by exploring strategies for tailoring classic formulas by adding, subtracting, or combining herbs or herb formulas to more accurately treat a patient's condition. The herbal family portion of the course explores how various formulas within a family change by changing various herbal constituents or the amounts of a particular herb.

Prerequisite: CH6403.

CH 7104 - Pharmacology of AOM 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: AM6102 and CH6401.

CH 7401 - Chinese Herbal Therapeutics 1 (2)

Chinese Herbal Therapeutics courses begin 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 common conditions in respiratory and cardiovascular systems. Prerequisite: CH6403.

CH 7402 - Chinese Herbal Therapeutics 2 (2)

Chinese Herbal Therapeutics courses begin 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 covers common conditions in digestive and hepatobiliary systems.

Prerequisite: CH7401.

CH 7403 - Chinese Herbal Therapeutics 3 (2)

Chinese Herbal Therapeutics courses begin 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 covers common conditions in gynecology and obstetrics.

Prerequisite: CH7401.

CH 7404 - Chinese Herbal Therapeutics 4 (2)

Chinese Herbal Therapeutics courses begin 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 fourth course covers common conditions in urogenital and endocrine systems.

Prerequisite: CH7403.

CH 7405 - Chinese Herbal Therapeutics 5 (2)

Chinese Herbal Therapeutics courses begin 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 common dermatological and psychological conditions.

Prerequisite: CH7403.

CH 7406 - Chinese Herbal Therapeutics 6 (2)

Chinese Herbal Therapeutics courses begin 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 common musculoskeletal and other internal medicine conditions. Topical application is also covered.

Prerequisite: CH7405.

CH 7407 - Chinese Herbal Review (2)

This course is designed to review Chinese herbal medicine information from previous quarters, including diagnostic methods, single herbs, formulations, and other herbal and dietary therapies.

Prerequisite: CH7405.

CH 7800 - CHM Clinic 1 (2)

Students enrolled in the MAcCHM program 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: CH6403 and successful completion of Herbal Entry Exam.

CH 7801 - CHM Clinic 2 (2)

Students enrolled in the MAcCHM program 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: CH7800.

CH 7802 - CHM Clinic 3 (2)

Students enrolled in the MAcCHM program 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: CH7801.

CH 7803 - CHM Clinic 4 (2)

Students enrolled in the MAcCHM program 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: CH7802.

CH 7804 - CHM Clinic 5 (2)

Students enrolled in the MAcCHM program 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: CH7803.

CH 9507 - Case Study in China (2)

This course is part of the AEAM China Experience. Chinese faculty at either Shanghai University of TCM or Chengdu University of TCM provide cases from their hospital for students to consider their assessment and 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

Cynthia Bartok, PhD, RD, Internship Director

DI 5821 - Dietetic Internship 1 (5)

This course includes the program orientation, seminar classes, required learning activities, and rotations that occur in the Fall quarter. Evaluation is based on successful completion of rotation objectives, written assignments, major intern projects, and seminar activities.

Prerequisite: Dietetic internship major.

DI 5822 - Dietetic Internship 2 (5)

This course includes seminar classes, required learning activities, and rotations that occur in the Winter quarter. Evaluation is based on successful completion of rotation objectives, written assignments, major intern projects, and seminar activities.

Prerequisite: Dietetic internship major.

DI 5823 - Dietetic Internship 3 (5)

This course includes seminar classes, required learning activities, and rotations that occur in the Spring quarter. Evaluation is based on successful completion of rotation objectives, written assignments, major intern projects, and seminar activities.

Prerequisite: Dietetic internship major.

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. This course may be offered in a hybrid online format.

Prerequisite: None.

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 offers a mixture of Pilates, yoga and calisthenics training, which provides students with the opportunity to learn how to safely and effectively utilize body weight and minimal equipment for strengthening and conditioning.

Prerequisite: None.

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 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 4106 - Business Principles in Health Promotion (3)

This course is designed to introduce nutrition, food and exercise 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 and writing a business plan.

Prerequisite: admission into the 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 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 4120 - Health and Fitness Methods (1)

Students are introduced to and develop skills and abilities required to successfully lead group exercises classes, as well as strategies for creating and delivering successful community education classes.

Prerequisite: EX4100 and EX4133.

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 considerations, and the American College of Sports Medicine exercise recommendations for varying diseases states.

Prerequisite: EX4100.

EX 4135 - Exercise Prescription for Special Populations (4)

This course is designed to expose students to various special populations, pathophysiology considerations, and the American College of Sports Medicine exercise recommendations for varying diseases states. In addition, this course offers students exposure to and practical hands-on experience with laboratory techniques commonly used in clinical exercise physiology labs and health and fitness settings.

Prerequisite: EX4100.

EX 4800 - Exercise/Nutrition Practicum (2)

This course provides the opportunity for students to develop practical experience in nutrition and exercise education through the development and delivery of classes/presentations or supervised preceptorships. All practicum sites must be approved by the instructor and practicum preceptor by March 15 to ensure timely completion of the required 40 hours.

Prerequisite: EX4107, EX4124 and TR4106.

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 MSNW program.

HO: HOMEOPATHIC MEDICINE

Gregory Yasuda, ND, Associate 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 ND program or permission of dean or chair of program. Corequisite: NM6310 or permission of 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 repetitorization, 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 materia 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 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 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 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 dean or associate dean. Corequisite: Concurrent with clinic shifts.

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 associate dean for clinical education.

IS: INTERDISCIPLINARY STUDIES

David L. Rule, 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 9112 - 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 productions and utilization.

Prerequisite: None.

IS 9113 - Diabetes Complications and Management (2)

This course provides an overview of diabetes mellitus, a disease characterized by abnormalities in the metabolism of carbohydrates, protein and fat primarily due to abnormal insulin productions 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.

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.

MW: MIDWIFERY

Wendy Gordon, DM, MPH, LM, CPM, 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: Introduction 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. The course 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: None.

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 their family.

Prerequisite: None.

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 1970s 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 toward 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: MW3302. Corequisite: MW4302 and MW4319.

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 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 Midwifery Care Health Assessment and covers aseptic technique, medication administration, pregnant abdominal exam, venipuncture, urinalysis and further practice in vital signs. Students are also introduced to the fundamentals of being a birth assistant.

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: MW4319. 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 are review and drill of neonatal resuscitation including how to apply those skills in an out-of-hospital setting.

Prerequisite: MW4322. Corequisite: MW5304.

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. Corequisite: MW4810.

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. Corequisite: MW4810.

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. Corequisite: MW4810.

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 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 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 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 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 midwifery care. Students also take a comprehensive cumulative exam in topics covered throughout their botanical medicine coursework.

Prerequisite: MW5125 or 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: MW4324 and 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 and 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: MW4324 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: MW4324. Corequisite: MW5308 and MW5316.

MW 5326 - Clinical Skills 5 (1)

This is the last course in the 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 their final project to their committee for approval and prepare their 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: MW6139.

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. Students 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 and 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 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 6139 - Advocacy for MCH Policies and Practices (4)

The course offers the student an exploration of the major pedagogies of adult education, 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: MW6120.

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.

NM: NATUROPATHIC MEDICINE

Kristina Conner, ND, MSOM, LAc, Dean

NM 5103 - Naturopathic Medicine Seminar 1 (1)

In the Naturopathic Medicine Seminar, students learn from experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. Instructors guide students in applying this knowledge to their future practice vision.

Prerequisite: Admission into ND 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 ND 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. Clinic Observation 1 allows for students to integrate learning of basic science and naturopathic principles in the patient care setting. This course includes one 20-hour clinical observation rotation during the first year as well as up to a total of 20 hours of classroom/lab instruction spread over fall, winter and spring terms.

Prerequisite: Admission into ND program.

NM 6103 - Naturopathic Medicine Seminar 2 (1)

In the Naturopathic Medicine Seminar, students learn from experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. Instructors guide students in applying this knowledge to their future practice vision.

Prerequisite: NM5103.

NM 6110 - Naturopathic Theory and Practice 4 (0.5)

This module addresses naturopathic philosophy, professionalism and business.

Prerequisite: NM5143 or permission of 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 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 dean or chair of program.

NM 6303 - 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: BC5170, BC5176 and SN5105.

NM 6304 - 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: NM6303.

NM 6310 - Naturopathic Clinical Diagnosis 1 (4)

This module is the first in the Naturopathic Clinical Diagnosis series. Students develop clinical diagnostic 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 through BC5156. Corequisite: NM6315 and NM6320.

NM 6311 - Naturopathic Clinical Diagnosis 2 (4)

In this module, students continue to develop clinical diagnostic 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: Permission of dean or chair of program.
Corequisite: NM6316 and NM6321.

NM 6312 - Naturopathic Clinical Diagnosis 3 (4)

In this module, students continue to develop clinical diagnostic 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: Permission of dean or chair of program.
Corequisite: NM6317 and 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: SN5103. Corequisite: NM6310 and 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 dean or chair of the program. Corequisite: NM6311 and 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 dean or chair of program. Corequisite: NM6312 and 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 through BC5156. Corequisite: NM6310 and NM6315 or permission of dean or chair of program.

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 occult blood test and other point of care tests related to these systems.

Prerequisite: NM6320 or permission of dean or chair of department. Corequisite: NM6311 and 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 dean or chair of the department. Corequisite: NM6312 and 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: NM6310 or permission of dean or chair of the department.

NM 6810 - Clinic Observation 2* (2)

This course provides an opportunity for students to integrate basic science, clinical science, naturopathic principles and their developing clinical skills as part of the clinical care team. Students participate in two separate 20-hour clinical observation rotations in either summer and winter or fall and spring. In addition there is up to a total of 44 hours of classroom/lab instruction spread over fall, winter and spring terms. The spring term also includes clinic entry exam, which students must pass in order to continue their clinical rotations as a NMS3.

Prerequisite: NM5820.

NM 6825 - 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 toward 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 become a clinician.

Prerequisite: None. Corequisite: NM6312 and NM6810.

NM 7103 - Naturopathic Medicine Seminar 3 (1)

In the Naturopathic Medicine Seminar, students learn from experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. Instructors guide students in applying this knowledge to their future practice vision.

Prerequisite: NM6103.

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 7303 - Naturopathic Approaches to Mental Health (3)

This module includes a discussion of the evaluation and management process of mental health related conditions from a naturopathic medicine perspective. Students learn how to use physical exam, diagnostic questionnaires, diagnostic imaging and other evaluation tools to determine diagnose(s). Naturopathic scope of practice in the management of these condition is identified, as well as the appropriate use of community resources and referrals. Students learn evidence-based practices of naturopathic treatments and standards of care as they relate to mental health conditions.

Prerequisite: BP6301, NM6312. Corequisite: Concurrent with clinical rotations.

NM 7316 - Neurological Therapeutics (2)

This module includes a discussion of the evaluation and management process of the nervous system and neurological conditions. Students learn how to use diagnostic imaging and other evaluation tools to determine a diagnosis. Students learn evidence-based practices of naturopathic treatments and standards of care as they relate to the nervous system and common neurological conditions.

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 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: BC6112 and NM6312 . Corequisite: NM7355.

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 BC6112. Corequisite: NM7356 and NM7357.

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: BC6112 and NM6312. Corequisite: NM7358, NM7359 and NM7360.

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: BC6112 and NM6312. Corequisite: NM7361, NM7362, NM7363 and NM7364.

NM 7339 - Environmental Medicine (2)

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 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 7347 - Pediatric Therapeutics 1 (0.5)

This course discusses management and treatment of common pediatric conditions of the musculoskeletal system.

Prerequisite: None. Corequisite: NM7355.

NM 7348 - Pediatric Therapeutics 2 (1)

This course discusses management and treatment of common pediatric conditions of the endocrine and nervous systems, and mental health conditions.

Prerequisite: None. Corequisite: NM7346 and NM7356 and NM7357.

NM 7349 - Pediatric Therapeutics 3 (1.5)

This course discusses management and treatment of common pediatric conditions of the digestive, cardiovascular and respiratory systems.

Prerequisite: NM7346. Corequisite: NM7358, NM7359 and NM7360.

NM 7350 - Pediatric Therapeutics 4 (1.5)

This course discusses management and treatment of common pediatric conditions of the male reproductive, renal and eyes, ears, nose and throat systems.

Prerequisite: NM7346. Corequisite: NM7362 and NM7364.

NM 7355 - Orthopedics and Musculoskeletal System (3)

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 naturopathic treatments and standards of care as they relate to the musculoskeletal system and orthopedics.

Prerequisite: NM6312 and NM6325. Corequisite: Concurrent with clinical rotations.

NM 7356 - Endocrine System Therapeutics (3.5)

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 naturopathic treatments and standards of care as they relate to the endocrine system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7358 - Cardiovascular Therapeutics (3.5)

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 naturopathic treatments, therapeutic exercise and standards of care as they relate to the cardiovascular system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7359 - Respiratory Therapeutics (2)

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 naturopathic treatments and standards of care as they relate to the respiratory system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7361 - Renal System Therapeutics (1.5)

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 naturopathic treatments and standards of care as they relate to the renal system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7362 - Urology and Male Reproductive (1)

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 naturopathic treatments and standards of care as they relate to the male reproductive and urology systems.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7363 - Urology and Female Reproductive (3.5)

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 naturopathic treatments and standards of care as they relate to the female reproductive and urology systems.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7364 - EENT Therapeutics (2)

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 naturopathic treatments and standards of care as they relate to EENT.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7365 - Advanced Case Studies 1 (0.5)

This module requires students to apply naturopathic principles in discussions of diagnosis and treatment of cases. Cases in this quarter are related to nervous system and mental health issues as well as endocrine system disorders. Students practice case presentation skills necessary for an ND working in integrative health settings.

Prerequisite: None. Corequisite: NM7346, NM7356 and NM7357.

NM 7366 - 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: NM7358, NM7359 and NM7360.

NM 7367 - Advanced Case Studies 3 (0.5)

This module requires students to apply naturopathic principles in discussions of diagnosis and treatment of cases. Cases in this quarter are related to EENT, the renal, urinary, male and female system disorders. Students practice case presentation skills necessary for an ND working in integrative health settings.

Prerequisite: None. Corequisite: NM7361, NM7362 and NM7363.

NM 7368 - Digestive Therapeutics (3)

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 naturopathic treatments and standards of care as they relate to the digestive system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

NM 7403 - Diet and Nutrient Therapy 1 (0.5)

This course discusses diet and nutrient therapy for conditions of the musculoskeletal system.

Prerequisite: None. Corequisite: NM7355.

NM 7404 - Diet and Nutrient Therapy 2 (1)

This course discusses diet and nutrient therapy for conditions of the endocrine and nervous systems, and mental health conditions.

Prerequisite: None. Corequisite: NM7356 and NM7357.

NM 7405 - Diet and Nutrient Therapy 3 (2.5)

This course discusses diet and nutrient therapy for conditions of the digestive, cardiovascular and respiratory systems.

Prerequisite: None. Corequisite: NM7358, NM7359 and NM7360.

NM 7406 - Diet and Nutrient Therapy 4 (2)

This course discusses diet and nutrient therapy for conditions of the male reproductive, renal, eyes, ears, nose and throat systems.

Prerequisite: None. Corequisite: NM7361, NM7362 and NM7364.

NM 7830 - Mid-Clinical Assessment (0.5)

The purpose of this assessment is to evaluate students' clinical knowledge, skills and attitudes at a level appropriate for a student entering their final year of the naturopathic medical program. The examination will evaluate student competence in diagnosis and case management. Successful completion of the Mid-Clinical Assessment is a requirement to enter fourth-year clinical rotations. Course includes instructional time to prepare for the examination.

Prerequisite: Completion or concurrent enrollment in all naturopathic medicine 7000 level courses.

NM 7851-7866 - Third Year Patient Care Rotations (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 they progress through the clinical education.

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 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 8103 - Naturopathic Medicine Seminar 4 (1)

In the Naturopathic Medicine Seminar, students learn from experts in skills, knowledge or fields relevant to the practice of naturopathic medicine. Instructors guide students in applying this knowledge to their future practice vision.

Prerequisite: NM7103.

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 8300 - Integumentary System Therapeutics (2)

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 naturopathic treatments and standards of care as they relate to the integumentary system.

Prerequisite: NM6312. Corequisite: Concurrent with clinical rotations.

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: BC6112 and NM6312. . Corequisite: NM8300 and NM8310.

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: NM8300 and 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: NM7355 and concurrent with clinical rotations.

NM 8313 - 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 and NM8300.

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: NM8300 and 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: NM8300 and 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: NM8300 and completion of all naturopathic medicine systems modules.

NM 8320 - Pediatric Therapeutics 5 (0.5)

This course discusses management and treatment of common pediatric conditions of the integumentary system.

Prerequisite: NM7346. Corequisite: NM8300.

NM 8411 - Diet and Nutrient Therapy 5 (0.5)

This course discusses diet and nutrient therapy for conditions of the integumentary system.

Prerequisite: NM8300.

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 ND 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 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 they progress through the clinical education. See also listings for physical medicine Patient Care Shifts (PM7801, PM7802, PM8801 and PM8802).

Prerequisite: NM7851-7866.

NM 8851-8866 - Fourth Year Patient Care Rotations (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 they progress through the clinical education.

Prerequisite: NM7851-7866.

NM 8891 - 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 9313 - Advanced Topics in Gynecology 1 (1)

This class is for those that want to explore advanced discussions in gynecology topics. Topics are abnormal uterine bleeding including amenorrhea, DUB, PCOS, PMP bleeding. There is a two-hour practicum in this class to review and practice the gynecologic exam and office procedures

Prerequisite: NM7363.

NM 9315 - Advanced Topics in Gynecology 2 (1)

This class offers the opportunity to explore advanced discussions in gynecology topics. Topics to be discussed include contraceptive management, menopause and female sexual dysfunction. There is a two-hour practicum in this class to review and practice the gynecologic exam and office procedures.

Prerequisite: NM7363.

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 9317 - Advanced Topics in Gynecology 3 (1)

This class offers the opportunity to explore advanced discussions in gynecology topics. Topics discussed include recurrent vaginitis, genital dermatology, and HPV/cervical dysplasia. There is a two-hour practicum in this class to review and practice the gynecologic exam and office procedures.

Prerequisite: NM7363.

NM 9320 - 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 [EOG], thermal, heart rate variability and respiration biofeedback), but also several mind-body techniques are introduced (such as breath retraining, progressive muscle 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: BC4123 or BC5177 or BC5122L and BC5171.

NM 9406 - Introduction to Cell Salt Therapy and Clinical Application (1)

This 11-hour course covers the history, materia 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: BC3163, BC5124L or BC5175 and BC5176.

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 9801-04 - Patient Care - Elective (2)

Prerequisite: None.

ON-BC - NUTRITION**ON-BC 5100 - Nutritional Biochemistry (4.5)**

This is a foundational course providing an overview of basic human metabolism. Topics include carbohydrate, protein, and fat metabolic pathways, with integration into overall anabolic and catabolic metabolic processes.

Prerequisite: None.

ON-BC 5105 - Human Physiology for the Integrative Nutritionist (4.5)

This is a foundational course where 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.

ON-TR - NUTRITION**ON-TR 5100 - Whole Foods Nutrition in Culinary Medicine (4.5)**

This course emphasizes in the health supportive evidence of a whole food diet, and trains students in incorporating culinary skills into health practice. Selection of foods from nature to point of purchase with health promoting culinary techniques, along with cooking demonstration skills are a main focus. A weekly cooking practicum completes the cycle from store to table. Students demonstrate their skills in a practice recorded culinary demonstration in culinary medicine.

Prerequisite: None.

ON-TR 5101 - Nutrition, Environment, and Food Systems (4.5)

This course focuses on the importance of food and food choice in a global context. Interactions between food choice and ecology, including such areas as food technology, water use and sustainable agriculture, are discussed. Food access, security, and world hunger are included. The socioeconomic and political factors in food selection are examined. Multicultural and interdisciplinary perspectives are used to broaden the understanding of integrative nutrition.

Prerequisite: None.

ON-TR 5102 - Research in Integrative Nutrition (4.5)

This course explores research methodology and biostatistics with an emphasis on understanding and interpreting current research in Integrative Nutrition. Topics discussed include qualitative and quantitative, epidemiologic, and experimental research methods. Data analysis and common statistical methods will be discussed, with emphasis on design and interpretation of research studies.

Prerequisite: None.

ON-TR 5103 - Integrative Nutrition Metabolism (4.5)

This course applies an integrative approach to human metabolism. Definition of integrative nutrition and nutritional biochemistry is discussed. Macronutrient digestion, biological requirements, absorption, and metabolism are emphasized. Micronutrient dietary sources, functions, bioavailability, metabolism, evidence for requirements, potential deficiency and toxicity, interaction with other nutrients, and assessment of nutritional status are emphasized.

Prerequisite: None.

ON-TR 6100 - Nutrition Analysis, Assessment and Meal Planning (4.5)

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 is emphasized. Students develop a deeper understanding of nutrition guidelines and common diet therapies for chronic diseases. Students practice analysis and assessment skills and apply to meal planning.

Prerequisite: ON-TR5103.

ON-TR 6101 - Integrative Nutrition in Wellness Care (4.5)

In this course, a whole-person perspective on health and wellness is applied to evidence-based nutrition care. Life-cycle nutrition and its wellness ramifications are emphasized: physical activity, stress, sleep hygiene, social determinants of health are discussed under a lifestyle medicine lens for different life stages – from infancy to elderly.

Prerequisite: ON-TR5103.

ON-TR 6102 - Integrative Nutrition in Chronic Disease Prevention (4.5)

This course explores pathology of diet-related chronic disease with a focus on inflammatory processes and cell repair. Students take a systematic approach at exploring common disease processes with an integrative nutrition focus and identify strategies for disease prevention.

Prerequisite: ON-TR6101.

ON-TR 6103 - Supplementation and Bioactive Compounds in Nutrition Care (4.5)

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 are discussed. Vitamins, minerals, bioactive compounds, medicinal herbs, and microbiome supplementation in nutrition care are presented.

Prerequisite: ON-TR6102.

ON-TR 6104 - Integrative Nutrition Counseling (4.5)

In this course students incorporate principles of integrative nutrition and counseling skills. Motivational interviewing, wellness vision creating, goal setting, and behavior change are applied to food and nutrition issues through a series of exercises, case studies, and mock clients. Students examine barriers and motivators to behavior and lifestyle change and explore different aspects of health and wellness.

Prerequisite: None.

ON-TR 6110 - Applied Capstone Project (4.5)

This course represents the culmination of skills gained in the program. Students will apply an integrative nutrition care plan based on a real-life case study of choice. The applied capstone project demonstrates competency in scientific research and writing, nutrition assessment and personalized nutrition care planning, counseling, and professional presentation skills.

Prerequisite: Completion of all courses.

PH: PUBLIC HEALTH

Robin Fenn, PhD, LICSW, Department Chair

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 MPH 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 5103 - Introduction to Qualitative Research Methods (2)

This course provides a foundation in qualitative research methods for public health, including study design, sampling and recruitment of participants, data collection, data analysis and interpretation, and ethical concerns.

Prerequisite: None. Corequisite: PH5102.

PH 5109 - Biological Determinants of Health (3)

This course provides an overview of the biological factors that contribute to the health of individuals and communities. Students learn to assess the importance of physiological systems, genetics, and age in maintaining health, and the interaction of these internal factors with external factors such as stress, exercise, nutrition and infectious agents.

Prerequisite: Admission into MPH 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. To be taught remotely.

Prerequisite: PH5109.

PH 5113 - Social Determinants of Public Health (3)

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: PH5100.

PH 5123 - Seminar in Social Justice and Health (1.5)

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: Admission into MPH program.

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 MPH 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 MPH 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 5801 - Public Health Practicum Preparation (1)

This course requires students to prepare for the summer practicum by identifying a community site and writing a practicum proposal.

Prerequisite: PH5101, PH5131, and PH5136.

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: PH5102 and PH5131.

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: PH5102, PH5123 and PH5130.

PH 6103 - Public Health Policy (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. To be taught remotely.

Prerequisite: PH6102. Corequisite: Null.

PH 6105 - Effective Grant Writing (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 6105 - Effective Grant Writing (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. Corequisite: Null.

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: PH5123.

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: PH5102, PH5123 and PH5131.

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 - Introduction to Capstone Project (1)

This is the first in a series of three capstone project 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 for a project that demonstrates integration of foundational health competencies and community health education competencies. Grading is AC/PC.

Prerequisite: PH6800.

PH 6813 - Intermediate Capstone Project (3)

This is the second in a series of three capstone courses. Students continue to work on a project that integrates foundational public health competencies and community health education competencies. Grading is AC/PC.

Prerequisite: PH6810.

PH 6814 - Capstone Project Completion (4)

This is the third in a series of three capstone courses. Students complete a project that integrates foundational public health competencies and community health education competencies.

Prerequisite: PH6813.

PH 9100 - 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 9101 - 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 9103 - 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 9104 - 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 9107 - 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 4 credits.

Prerequisite: Completion of all first-year MPH courses, including PH6800, and permission of department chair or dean.

PM: PHYSICAL MEDICINE

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: BC5171 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 is taught in a hybrid-online format.

Prerequisite: None. Corequisite: PM5314.

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 is 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: NM6310 and 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, 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 7851-7866 - Third Year Physical Medicine Rotations (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: Completion of all 6000-level ND required courses.

PM 8851-8866 - Fourth Year Physical Medicine Rotations (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: PM7851-7866.

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 students, refer to academic advisor.

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.

PS: COUNSELING AND HEALTH PSYCHOLOGY

Dan Rosen, PhD, Department Chair, Washington Campus

Sylvie Shuttleworth, PhD, Department Chair, California Campus

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 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 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 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 their 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.

Prerequisite: Introductory psychology course.

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 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 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 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, PS3134 and permission of instructor.

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: PS4117 and PS4126 for empirical studies.

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 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 4800 - Practicum in Psychology (1 to 3 credits maximum)

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 health psychology major.

PS 5102 - Biopsychosocial Approaches and Whole Person Healing (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 case conceptualization within the context of whole person health and the implications for understanding healthy human behavior, as well as the treatment of and response to mental health concerns.

Prerequisite: PS5401 and PS5402.

PS 5106 - Statistics (4)

In this course, statistical procedures such as probability, correlation and regression, analysis of variance, binomial and normal distributions, hypothesis testing, 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: PS5102, PS5126 and PS5127.

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 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: PS5401 and PS5402.

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 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. Entry into the counseling profession with application to counseling practicum is also emphasized, as are online representation and informed consent.

Prerequisite: PS5401 and PS5402.

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: PS5102, PS5126 and PS5127.

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 dean.

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: PS5106, PS5128 and PS5403.

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: PS5106, or TR5100 and PS5128 and PS5403.

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 are 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 chi/qi gong, exercise, sleep hygiene, and components of nutrition. In vivo experience and application are keys aspects of this course.

Prerequisite: Admission into MACP program.

PS 5402 - Fundamentals of Counseling 1: 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. The course 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. Students have ample opportunity to practice the skills they have learned in a simulated clinical setting.

Prerequisite: Admission into MACP 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: PS5102, PS5126 and PS5127.

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: PS5106 or TR5100, and PS5128 and PS5403.

PS 5502 - MSN/MACP Special Topics (0.5)

The Special Topics course series provides a bridge between the disciplines of food and nutrition, and counseling and health psychology, in the dual-degree MSN/MACP program. Topics chosen may include current scientific research outcomes, philosophies of health behavior change and application of mind/body principles. Students may be enrolled in Special Topics courses with members of other cohorts, and faculty from both programs provide instruction.

Prerequisite: Admission into MSN/MACP 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: PS5102, PS5126 and PS5127.

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: PS5106, PS5128, PS5403 and PS5800.

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 MACP 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 6101 - Eating Disorder Treatment (3)

This course includes the entire spectrum of disordered eating diagnosis. Emphasis is on the psychological, social and behavioral patterns of disordered eating. Both nutrition intervention strategies as well as counseling issues and techniques and interventions that interrupt these patterns and lead toward individual and family health and healing are explored. This course includes a lab component for student practice of treatment strategies.

Prerequisite: PS5402, TR5120 and TR5136 or permission of department chair.

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: PS6112 and PS6205.

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: PS6304 and PS6312.

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 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: PS6112 and PS6205.

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: PS6103 and PS6114.

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: PS6304 and PS6312.

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: PS5303, PS5304 and PS5410.

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: PS5303, PS5304 and PS5410.

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.

Prerequisite: PS6103 and PS6114.

PS 6502 - MSN/MACP Special Topics (0.5)

The Special Topics course series provides a bridge between the disciplines of food and nutrition, and counseling and health psychology, in the dual-degree MSN/MACP program. Topics chosen may include current scientific research outcomes, philosophies of health behavior change and application of mind/body principles. Students may be enrolled in Special Topics courses with members of other cohorts, and faculty from both programs provide instruction.

Prerequisite: Admission into MSN/MACP program.

PS 6800 - Clinic Shift 2 (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: PS5803.

PS 6804 - Clinic Experience 2 (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: PS5303, PS5304, PS5410 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. California students spend 700 total hours in their external practicum placement, 280 of which are direct client hours. Washington students spend 600 total hours in their 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: PS5127, PS5803, PS6304, PS6312 and PS6800 or PS6804.

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. California students spend 700 total hours in their external practicum placement, 280 of which are direct client hours. Washington students spend 600 total hours in their 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: PS6112, PS6205 and PS6805.

PS 6807 - Practicum and Practicum Seminar 3 (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. California students spend 700 total hours in their external practicum placement, 280 of which are direct client hours. Washington students spend 600 total hours in their 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 LPCC application for California state, or 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: PS6103, PS6114, PS6805, PS6806.

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 focus of this course. The internship involves the student in the day-to-day functioning of a counselor at the respective site. In this internship, the student takes on increased responsibility.

Prerequisite: PS6807.

PS 6830 - Exit Exam (0)

Successful completion of a clinical competency exit examination is a requirement for students in the final year of the dual-track MSN/MACP. 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 courses by the end of the term in which the exam is scheduled, and are making satisfactory progress in the practicum.

Prerequisite: Completion of MSN/MACP program.

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 and TR5104 or permission of instructor.

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 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 is on integrating spirituality and care of the soul as a principle of wellness and well-being.

Prerequisite: PS5205.

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.

Prerequisite: None.

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

Kate Ueland, MS, RD 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 complete business plan component activities to develop and reinforce knowledge of food service business concepts, organizational structure, operational budgets, marketing, menus, and human resources specific to food service management.

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

Kristina Conner, ND, MSOM, LAc, Dean, School of Naturopathic Medicine

Lynelle Golden, PhD, Dean, School of Natural Health Arts and Science

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 ND program. Corequisite: BC5170 and BC5171.

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: BC5172, BC5173 and BC5174.

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: BC5175, BC5176 and BC5177.

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 into ND program. Corequisite: BC5170 and BC5171.

SN 5104 - Integrated Case Studies 2 (1)

This module requires students to apply principles from both Naturopathic Theory and Practice 2 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 cardiovascular, immune, respiratory, and digestive systems.

Prerequisite: Admission into ND program. Corequisite: BC5172, BC5173 and BC5174.

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: BC5175, BC5176, BC5177 and NM5143.

SN 6100 - Integrated Case Studies 4 (0.5)

Students participate in case discussions 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 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 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.

TR: NUTRITION

Fernanda Brusamolin, EdD, MS, NBC-HWC, CN,
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), 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 for culinary arts program.

TR 3120 - Experimental Foods Lecture and Lab (5)

This course introduces students to the composition and physiochemical changes that occur in foods as the result of interactions and reactions during formulation, processing and preparation. Students explore the impact of these factors on various food constituents including water, carbohydrates, pigments, fats, oils, animal and plant-based proteins. Sensory evaluation, food formulation, processing and preparation are explored in the kitchen-based lab portion of the course. This course may be offered in a hybrid online delivery model, with online lecture plus an on-campus lab.

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. Students begin developing original recipes and present a final original soup/stew.

Prerequisite: TR4103 or TR5101 and current food handler's permit.

TR 3124 - Culinary Skills 2: Suppers and Desserts with Originality (3)

Students develop further skills working with meats and seafood and practice baking skills, including yeasted breads, pies, custards and cookies. Students learn advanced skills with sauces and practice using vegetarian protein sources. Breakfast dishes are introduced. Class culminates in a well-designed meal of original recipes.

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 3135 - Writing and Research in Health Promotion (3)

This online course introduces undergraduate students to the principles of the scientific method, with a special focus on scientific writing. Included are the basic concepts of scientific method, statistics, epidemiology and research methodology. Students also practice applied research skills such as evaluation of research literature and research design, and use of the library and Internet. Students may be required to complete CITI training modules.

Prerequisite: None.

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 a nutrition program or permission of instructor.

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 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, TR3105 and a math course.

TR 4103 - Whole Foods Production (3)

(Crosslisted 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 4105 - Advanced Nutrition Principles: Macronutrients (3)

This course is the first of a two-course series. Biochemical and physiological principles related to macronutrients are the focus. Structure, function, digestion, absorption, food sources, requirements, nutrient interactions, deficiencies and toxicity of the macronutrients are discussed.

Prerequisite: BC3104, BC3163 or BC4140, TR2101 or an introductory nutrition course.

TR 4106 - Advanced Nutrition Principles: Micronutrients (3)

This course is the second of a two-course series. Biochemical and physiological principles related to micronutrients are the focus. Structure, function, digestion, absorption, food sources, requirements, nutrient interactions, deficiencies and toxicity of selected vitamins and minerals are discussed.

Prerequisite: TR4105.

TR 4109 - Nutrition Education Principles (2)

This course introduces students to behavior change theories as they relate to health promotion to provide a foundation understanding of motivation and self-efficacy. Students identify the key components of effective nutrition education models, and practice skills in curriculum development and in educational material creation.

Prerequisite: TR3111. Corequisite: TR4105.

TR 4110 - Health Promotion and Coaching (3)

This course is designed to provide students with exposure and experience in the application of a variety of health promotion and health coaching theories and strategies.

Individual, as well as public health concepts, will be investigated. Professional standards in health coaching are discussed.

Prerequisite: None.

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 TR4105. Corequisite: TR4106.

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, TR4106 and EX4107 or TR4205 .

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: TR3124 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: TR4106 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 culinary arts program.

TR 4140 - Sustainable Food Systems, the Environment, and Health (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 any nutrition major 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 TR4105. Corequisite: TR4106.

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: Admission into culinary arts program, TR3124 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 credit)

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 MSN 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.

Prerequisite: None. Cross listed as TR4103. Offered: Open to the public.

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 MSN program. Corequisite: TR5100.

TR 5105 - Nutrition Analysis and Assessment (3)

This course is only offered in San Diego. 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: TR5124 or TR5111, TR5136, and admission to MSNW program.

TR 5106 - Foundations of Chronic Disease Prevention and Management (4)

This course explores the pathology of chronic disease with a focus on inflammatory processes, cell repair, and basic immunology, with a biology systems approach. Students take a systematic approach to exploring common disease processes with an integrative nutrition focus so as to identify strategies for disease prevention.

Prerequisite: Admission to MSNW program.

TR 5107 - Nutrition Counseling (3)

This course expands on the introductory fundamental counseling skills learned in PS5402 as they apply to working with a client on food and nutrition issues. Students practice motivational interviewing, and collaboration in setting client goals and supporting realistic behavior change. Role play, visualization, and other practice activities enhance student skill-building.

Prerequisite: PS5402, TR5120, and TR5136.

TR 5111 - Macronutrients and Micronutrients (5)

This course provides a biochemistry overview of the metabolism, absorption, transport, and requirements for protein, carbohydrates, and lipids, as well as vitamins and minerals, and their major functions. Students critically evaluate nutrient recommendations and individualized needs for a variety of health conditions using evidence-based research.

Prerequisite: Admission into MSNW program.

TR 5112 - Fundamentals of Coaching, Motivation, and Behavior Change (3)

This course introduces students to the coaching structure and process. The biopsychosocial model with an emphasis on behavior change theories as they relate to health promotion is presented, to include the transtheoretical model, social cognition theory, learning theories, and the health belief model, in the context of nutrition coaching. 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: TR5113.

TR 5113 - Health, Social, and Behavioral Wellness in Nutrition Coaching (3)

This course focuses on health, social, and behavioral aspects of wellness within a nutrition coaching perspective. A whole-person perspective is applied to the current evidence-based recommendations of health promotion, disease prevention, and lifestyle medicine. Health, social, and behavioral risk factors such as biometric measures and lifestyle are addressed, including hydration, sleep, stress management, emotional wellness, and substance use (alcohol, tobacco, drugs).

Prerequisite: Admission into MSNW program.

TR 5114 - Dietary Supplements and Herbs (2)

This course explores the natural products industry including federal regulations and labeling laws. Safety, manufacturing and formulation techniques, and delivery form are presented for a variety of nutritional supplements and herbs.

Prerequisite: Admission into MSNW program.

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. Sensory evaluation, food formulation, processing, and preparation are emphasized in the kitchen-based lab portion of the course. This course may be offered in a hybrid-online delivery model, with online lecture plus an on-campus lab.

Prerequisite: TR5141 and current food handler's permit.

TR 5116 - Sustainable Food Systems, the Environment, and Health (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 MSN-MACP program or approval from department chair.

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 MSNW program only).

Prerequisite: Admission into any MSN program.

TR 5121 - Biostatistics and Research in Integrative Nutrition (4)

This is a course in statistics with an emphasis on understanding and interpreting the common statistical methods used in evaluating nutrition research. Topics 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 MSNW 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 MSNW program only).

Prerequisite: TR5120 and admission into any MSN program

TR 5125 - Advanced Nutrition Coaching (3)

In this course students develop practical nutrition coaching skills by conducting practice nutrition coaching sessions. Students practice coach-client relationship development, client-centered communication techniques, goal setting, and self-determination theory. Role play, self-reflection, and other practice activities enhance student skill-building, culminating in a real nutrition coaching session.

Prerequisite: TR5113.

TR 5136 - Nutrition in the Life Cycle (3)

Students explore the physiological, metabolic, interpersonal, social, cultural, and developmental influences on nutrition across the various stages in the life cycle, including preconception, pregnancy, lactation, infancy, childhood, adolescence, 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 include rapport-building, use of questions, effective listening, and professional communication strategies. Students practice motivational interviewing, collaboration in setting treatment goals, and supporting realistic behavior change. Students 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: TR5111 or TR5124.

TR 5320 - Nutrition Assessment and Therapy 1 (5)

This course is an introduction to the practice of Medical Nutrition Therapy (MNT) for prevention and management of chronic disease using an integrative and functional approach. This class covers medical terminology and abbreviations, nutrition screening and assessment, therapeutic nutrition interventions including food as medicine and whole foods menu writing, and medical documentation using the Nutrition Care Process (NCP). Nutrition, anthropometric, biochemical, physical, and client history data are measured, interpreted, and applied in case studies. Topics covered include nutritional influences on inflammation, nutritional anemias, food allergies and sensitivities, upper and lower GI diseases, cardiovascular disease, diabetes, hypertension, and integrative approaches to body weight.

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 using Medical Nutrition Therapy (MNT) and the Nutrition Care Process (NCP) from an integrative and functional approach. Nutrition, anthropometric, biochemical, physical, and client history data are measured, interpreted, and applied in case studies. Topics covered include pediatric assessment, oral/dental and bone health, cancer, HIV/AIDS, neurological diseases, dysphagia, pulmonary disease, chronic kidney disease, endocrine imbalance, liver and biliary diseases including nutritional effects on detoxification, autoimmune and rheumatic diseases, and eating disorders.

Prerequisite: TR5124 and TR5138 (for DPD only), and TR5320. MSN/MACP take PS5402 or TR5107. Corequisite: BC5132.

TR 5500 - MSN/MACP Special Topics (0.5)

The Special Topics course series provides a bridge between the disciplines of food and nutrition, and counseling and health psychology, in the dual-degree MSN/MACP program. Topics chosen may include current scientific research outcomes, philosophies of health behavior change, and application of mind/body principles. Students may be enrolled in Special Topics courses with members of other cohorts, and faculty from both programs provide instruction.

Prerequisite: Admission into MSN/MACP program.

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 TR5320 and PS5402 for MSN/MACP and admission into MSN/DPD or MSN/MACP program or permission of instructor. Corequisite: TR5321.

TR 5901-5903 - Independent Study (variable credit)

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 MSNW program only).

Prerequisite: TR5141 and TR5321 for all programs except MSNW; TR5105 for MSNW only.

TR 6104 - Nutrition and Dietary Systems (2)

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 San Diego 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 media 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 MSNW program and completion of all year-one courses. Corequisite: TR6119.

TR 6109 - Food and Nutrition in Health Systems (2)

This course is only offered on the San Diego campus. This course explores the key components of an ideal, well-functioning health system. From this foundation, students use all of the 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 MSNW 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 MSN program.

TR 6117 - 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: TR5101.

TR 6118 - Leadership and Business Management (3)

This course is only offered on the San Diego 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 MSNW program.

TR 6119 - Nutrition Program Capstone Seminar I (1)

This course is only offered at the San Diego campus. This is the first in a three-course series and introduces students to the expectations for their capstone project. Students explore examples of successful nutrition education programs and begin to identify specific areas of interest for their own capstone project.

Prerequisite: Admission into MSNW program and completion of all year-one courses.

TR 6120 - Nutrition Program Capstone Seminar 2 (1)

This course is only offered at the San Diego campus. This course is the second in a three-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: TR6119 and completion of all year-one MSNW courses. Corequisite: TR6108.

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 explore foundational concepts in public health and community nutrition, learn how to assess the nutritional needs of a community, and critically examine the effectiveness of publicly funded nutrition programs. Project work forms the background of a public health grant that is completed in TR6133.

Prerequisite: Admission into any MSN program; students are required to maintain the same section cohorts for TR6122 and TR6133 as group projects begun in this course continue into TR6133. Any exceptions must be approved by the chair of the department.

TR 6123 - Nutrition Program Capstone and Practicum (2)

This course is offered only at the San Diego campus. This course is the third in a three-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 their capstone program project and its outcomes and evaluations to the Bastyr community.

Prerequisite: TR6108, TR6119, TR6120, admission into MSNW program, and completion of all year-one courses.

TR 6124 - Culinary Medicine in Health Practice (3)

This course is designed to train students in the skills and practice they need to be able to incorporate culinary skills into health practice. Students analyze scientific evidence and gain skills in teaching cooking classes and in implementing culinary medicine principles into practice.

Prerequisite: Admission into MSNW program.

TR 6125 - Nutrition Coaching Practicum 1 (2)

In this course students deepen practical nutrition coaching skills by conducting practice nutrition coaching sessions with real clients under supervision.

Prerequisite: TR5125.

TR 6127 - 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: TR5101.

TR 6128 - Capstone Seminar and Practicum (2)

This course is only offered at the San Diego campus. This course is the second in a three-course series. Student teams focus on 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: TR6119.

TR 6129 - Nutrition Coaching Practicum 2 (2)

In this course students deepen practical nutrition coaching skills by conducting practice nutrition coaching sessions with real clients under supervision.

Prerequisite: TR6125.

TR 6130 - Capstone Practicum and Presentation (3)

This course is only offered at the San Diego campus. This course is the third in a three-course 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 their capstone program project and its outcomes and evaluations to the Bastyr community.

Prerequisite: TR6119.

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, admission into any MSN program; students are required to maintain the same section cohorts for TR6122 and TR6133 as group projects begun in TR6122 continue into this course. Any exceptions must be approved by the chair of the department.

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. One credit of tuition is charged per quarter enrolled until completion of thesis.

Prerequisite: TR6114.

TR 6500 - MSN/MACP Special Topics (0.5)

The Special Topics course series provides a bridge between the disciplines of food and nutrition, and counseling and health psychology, in the dual-degree MSN/MACP program. Topics chosen may include current scientific research outcomes, philosophies of health behavior change, and application of mind/body principles. Students may be enrolled in Special Topics courses with members of other cohorts, and faculty from both programs provide instruction.

Prerequisite: Admission into MSN/MACP program.

TR 6501 - MSN/MACP Special Topics (0.5)

The Special Topics course series provides a bridge between the disciplines of food and nutrition, and counseling and health psychology, in the dual-degree MSN/MACP program. Topics chosen may include current scientific research outcomes, philosophies of health behavior change, and application of mind/body principles. Students may be enrolled in Special Topics courses with members of other cohorts, and faculty from both programs provide instruction.

Prerequisite: Admission into the MSN/MACP program.

TR 6811 - Clinic Nutrition Practicum 1 (2)

Students in the MSN/DPD and MSN/MACP 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, TR5136, TR5138, TR5321, and TR5803; for MSN/MACP - BC5132, PS5402, TR5107, TR5136, TR5321, TR5803 and meeting criteria for professional behavior and attitudes.

TR 6812 - Clinic Nutrition Practicum 2 (2)

Students in the MSN/DPD and MSN/MACP 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 - Quilliscut Culinary Farm Experience (2)

This is a one-week, onsite course at the Quilliscut Farm near Colville, Washington. 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 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 9113 - Chinese Culture, Food, and Nutrition (2)

This course focuses on how Chinese culture has affected dietary practices and health, and on how acculturation, food availability, and food practices among Chinese immigrants in the United States have had an influence. After completing this course, students are able to conduct effective cross-cultural communication to address nutrition and health issues among Chinese patients/clients. This is an online course.

Prerequisite: None.

TR 9114 - Whole Grain and Sourdough Bread Making (1)

During this weekend course, students learn how to make sourdough and yeasted bread from sponge to loaf. A flatbread such as pizza or naan is also covered. Lecture time covers current research on sourdough and its relation to gut health, history, and the science of bread making. Homework prior to the first day of the course is required. Organic, regionally grown, whole grain (gluten) flours are used.

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 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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Associate Professor, Herbal Sciences, Botanical Medicine,
Holistic Landscape Design, Naturopathic Medicine
ND, Bastyr University, 2008.
2005-

DeAngelo, Kory, MS, RDN

Assistant Professor, Nutrition and Exercise Science
MS, RDN, Bastyr University, 2011.
2014-

Ding, Wei Yi, MD (China), RN, LAc

Professor, Acupuncture and East Asian Medicine
MD (China), Shanghai University of Traditional Chinese
Medicine, 1976; RN, Indiana University of Pennsylvania,
1993.
1996-

DiPasquale, Robin, ND, RH (AHG)

Adjunct Faculty, Herbal Sciences, Botanical Medicine
ND, Bastyr University, 1995.
2002-

Dodge, Christian, ND, MA

Professor, Naturopathic Medicine
ND, Bastyr University, 2002, MA, Stanford University, 1998.
2002-

Dompe, Paul, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2001.
2015-

Dowling, James, MAc, RN, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MAc, Northwest Institute of Acupuncture and Oriental
Medicine, 1993.
1998-

Drouin, Andrea, MA

Adjunct Faculty, Counseling and Health Psychology
MA, University of San Diego, 2015.
2019-

DuBois, Jayne, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2018.
2022-

Durkin, Laura, MA, LMFT

Adjunct Faculty, Counseling and Health Psychology
MA, Lewis and Clark Graduate School of Education and
Counseling, Portland, OR, 2016.
2021-

Dymond, Cassy, ND

Adjunct Faculty, Naturopathic Medicine, Acupuncture and
East Asian Medicine
ND, Bastyr University, 2012.
2017-

Dzikon, Caitlin, PhD

Associate Professor, Counseling and Health Psychology
PhD, University of North Dakota, 2009.
2020-

Dzikowski, Andrew, ND, LAc, RN

Adjunct Faculty, Botanical Medicine
ND, LAc, Bastyr University, 2021; RN, University of Hawaii
at Manoa, 2015.
2022 -

Edwards, Louise, ND

Adjunct Faculty, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1988.
2001-

Effland, Kristin, LM, CPM

Assistant Professor, Midwifery, Maternal Child Health
Systems
MA-MCHS, Bastyr University, 2017; MW Certificate, Seattle
Midwifery School, 2008.
2013-

Ehrler, Marlene, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2016.
 2019-

Elabaddi, Mohga, ND, PhD

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2013, PhD, Boston College, 1995.
 2015-

Elson-Schwab, Lev, PhD

Professor, Basic Sciences
 PhD, University of California, San Diego, 2006.
 2011-

Evans, Samantha E., ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2016.
 2018-

Evezich, Maribeth, MS, RDN, MBA

Assistant Professor, Nutrition and Exercise Science
 MS, Bastyr University, 2006.
 2018-

Ewing, Drake, MS, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
 MS, Bastyr University, 2004.
 2005-

Falquier, Sabrina, MD

Adjunct Faculty, Nutrition and Exercise Science
 MD, New York Medical College, 2001.
 2023-

Farrelly, Christopher, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 2018.
 2018-

Fenn, Robin, PhD, LICSW

Professor, Public Health
 PhD, University of Akron, 2004.
 2020-

Foster, Sarah, LM, CPM, MA

Adjunct Faculty, Midwifery, Maternal Child Health Systems
 MA-MCHS, Bastyr University, 2019.
 2020-

Frances, Deborah, ND, RN

Adjunct Faculty, Botanical Medicine
 ND, National College of Naturopathic Medicine, 1993; RN,
 Edward J. Meyer Memorial School of Nursing, 1973.
 1999-

Fresonke, Jill, ND

Adjunct Faculty, Naturopathic Medicine
 ND, Bastyr University, 1997.
 1997-

Frieling, Jeremy

Adjunct Faculty, Acupuncture & East Asian Medicine
 MS, Bastyr University, 2016.
 2023-

Fulton-Kehoe, Deborah, PhD

Adjunct Faculty, Public Health
 PhD, University of Washington, 2005.
 2011-

Gabriel, Sea, PhD

Adjunct Faculty, Counseling and Health Psychology
 PhD, Pacifica Graduate Institute, 2020.
 2020-

German, Elisabeth, LM, CPM, MSM

Adjunct Faculty, Midwifery
 MSM, Bastyr University, 2014.
 2014-

Gilson, Caitlin, MA

Associate Professor, Holistic Landscape Design, Herbal
 Sciences
 MA, University of New Hampshire, 2009.
 2014-

Golden, Lynelle, PhD

Professor, Basic Sciences, Public Health
 PhD, University of Tennessee, Knoxville, 1992.
 2003-

Goldman, Shana, MS, RDN

Adjunct Faculty, Nutrition and Exercise Science, Counseling and Health Psychology
MS, RDN, Bastyr University, 2007.
2010-

Gordon, Chelsea, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2011.
2019-

Gordon, Wendy, DM, MPH, LM, CPM

Associate Professor, Midwifery, Maternal Child Health Systems
Doctor of Midwifery, Jefferson University, 2019.
2007-

Greene, Jessica, ND

Adjunct Faculty, Naturopathic Medicine
Bastyr University, 2017.
2020-

Griffith, Lester, ND

Adjunct Faculty, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1975.
2017-

Gruska, Janis, ND

Associate Professor, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 1991.
2016-

Gulla, Mandy, ND, LM, LMP

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2010, LM, Seattle Midwifery School, 2007.
2016-

Hall, Linda, MBA

Adjunct Faculty, Public Health
MBA, University of Montana, 1999.
2017-

Hamby, Crystal, BS

Adjunct Faculty, Herbal Sciences, Botanical Medicine
BS, Bastyr University, 2006.
2008-

Hardison, Joy, MD, MPH

Adjunct Faculty, Basic Sciences, BUSD
MD, Mayo Clinic College of Medicine, 2009, MPH, University of Minnesota, 2009.
2016-

Harris, Kevin, MPA, MBA

Adjunct Faculty, Public Health
MPA, University of Washington, 2015; MBA, Cal State University, 1987.
2022-

Helsel, Diane, PhD, RDN

Adjunct Faculty, Nutrition and Exercise Science
PhD, University of Pittsburgh, 2005.
2013-

Hobart-Beaumari, Melissa, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2019.
2021 -

Holguin, Jeffrey, PhD

Adjunct Faculty, Counseling and Health Psychology
PhD, Seattle Pacific University, 2019.
2020-

Hood, Carly, MSW

Adjunct Faculty, Counseling and Health Psychology
MSW, University of Illinois at Chicago; Chicago, Illinois, 2017.
2019-

Hope, Cynthia, ND

Associate Professor, Naturopathic Medicine
ND, Bastyr University, 2013.
2013-

Hsiung, Chih-Yun

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2018.
2020-

Hughes, Angela, MAc, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MAc, Northwest Institute of Acupuncture and Oriental Medicine, 2002.
2002-

Hultin, Ginger, MS, RDN, CSO

Adjunct Faculty, Nutrition and Exercise Science
MS, Bastyr University, 2011.
2016-

Ipsen, Dawn, PharmD, FACA, FACUP

Adjunct Faculty, Naturopathic Medicine
Doctorate of Pharmacy, University of Washington, 2001.
2018-

Jackson, Andrew, ND

Adjunct Faculty, Naturopathic Medicine, Basic Sciences
ND, Bastyr University, 2016.
2018-

Jenkins, Emilie, MSM, LM

Adjunct Faculty, Midwifery
MSM, Bastyr University 2020.
2022-

Johnson, Jennifer, ND

Adjunct Faculty, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 2002.
2014-

Johnson, Travis, DC

Adjunct Faculty, Naturopathic Medicine
DC, Northwest Health Sciences University, 2009.
2023-

Jordan, Wendy

Adjunct Faculty, Nutrition and Exercise Science
AOS, The Culinary Institute of America, 1998.
2015-

Kaelin, Christian, Mycologist

Adjunct Faculty, Holistic Landscape Design
2012-

Kalu, Ijeoma, MSN

Adjunct Faculty, Nutrition and Exercise Science
MS, Bastyr University, 2015.
2021-

Kasawa, John, MD

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

Kelly, Shane, DC

Adjunct Faculty, Naturopathic Medicine
DC, University of Western States, 2017.
2023-

Ketchel, Jefferson, MA, RS

Adjunct Faculty, Public Health
MA, University of Washington, 2008.
2020-

Keys, Molly, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2001.
2020-

Khamba, Baljit, ND, M.PH

Associate Professor, Naturopathic Medicine
ND, Canadian College of Naturopathic Medicine, 2009;
M.PH, Lakehead University, 2006.
2017-

Kim, David, MA, LMFT

Adjunct Faculty, Counseling and Health Psychology
MA, University of San Diego, 2016.
2022-

King, Kayo, MAc, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MAc, Northwest Institute of Acupuncture and Oriental
Medicine, 1990.
1992-

Kinsel, Helen, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2020.
2022-

Kirkham, Derek, DAOM, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2011.
2010-

Kleeschulte, Courtney, PhD

Adjunct Faculty, Basic Sciences
PhD, Binghamton University (NY), 2021.
2023-

Kloubec, June, PhD

Professor, Nutrition and Exercise Science, Public Health
PhD, University of Minnesota, 2005.
2008-

Konjkavfard, Eyesun, DC

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

Kostrzewski, Laura, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2019.
2019-

Kyncl, Michelle, BS

Adjunct Faculty, Botanical Medicine
BS, Bastyr University, 2010.
2018-

Lair, Cynthia, BA, CHN

Adjunct Faculty, Nutrition and Exercise Science
BA, Wichita State University, 1975.
1994-

Lefcovich, Jaime, CPM, LDM

Adjunct Faculty, Midwifery
CPM Certificate, Birthingway College of Midwifery, Portland,
OR, 2020.
2022-

Lester, Naomi, PhD

Professor, Counseling and Health Psychology
PhD, Uniformed Services University of the Health Services,
1992.
1998-

Lilly, Harold Ryan, LAc, EAMP

Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 2012.
2022-

Lim, David, LICSW, MSW, MBA

Adjunct Faculty, Counseling and Health Psychology
MBA, University of California, Irvine.
2022-

Lin, Nan, MD, PhD

Professor, Nutrition and Basic Sciences
MD, Peking University Health Science Center, 1996.
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
MD (China), Harbin Medical University, 1982, 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

Associate Professor, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2008.
2007-

Lund, Kaleb, PhD

Associate Professor, Herbal Sciences, Basic Sciences,
Interdisciplinary Studies
PhD, University of Minnesota, 2007.
2009-

Lyll, Violet, MS

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

Lye, Lain, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2017.
2020-

Ma, Xin Dong (Rosey), MD (China), LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MD (China), Heilongjiang University of Traditional Chinese
Medicine, 1976.
1993-

Malik, Neal, DrPH

Adjunct Faculty, Nutrition and Exercise Science
DrPH, Loma Linda University, 2011.
2020-

Mann, Richard, ND

Adjunct Faculty, Homeopathic Medicine
ND, Bastyr University, 1987.
1997-

Martin, Katherine, ND

Adjunct Faculty, 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-

Mazzanti, Marta, MS, RDN

Adjunct Faculty, Nutrition and Exercise Science
MS, RDN, Bastyr University, 2007.
2011-

Meng, Jing, MD (China), PhD

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-

Minoff, Melissa, ND, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
ND, Bastyr University, 2001.
2010-

Mischley, Laurie K., ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2001.
2018-

Montalto, Melissa, MS, RDN, CD

Adjunct Faculty, Nutrition and Exercise Science
MS, Bastyr University, 2007.
2018-

Morrow, Kelly, MS, RDN, FAND

Adjunct Faculty, Nutrition and Exercise Science
MS, RDN, FAND, Bastyr University, 1999.
2002-

Mueller, Susan, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2010.
2010-

Murphy, Melissa, PhD

Assistant Professor, Basic Sciences
PhD, Rutgers University, 2017.
2017-

Ngamsiripol, Prasert, MD (China), MS, CCHM, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MD (China), Jinan University, 1992, MS, Bastyr University,
1998.
2013-

Nordell, Heather Swift, MS

Adjunct Faculty, Herbal Sciences
MS, Antioch University, 2002.
2020-

Norton, Emma, ND

Associate Professor, Naturopathic Medicine
ND, University of Bridgeport College of Naturopathic
Medicine, 2003.
2015-

Nosetti, Anna, ND

Adjunct Faculty, Botanical Medicine, Herbal Sciences
ND, Bastyr University, 2018.
2018-

November, Jennifer, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2015.
2017-

O'Brien, Tara, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2020.
2022-

O'Callaghan, Naomi, MSM, CPM, LM

Adjunct Faculty, Midwifery
MSM, Bastyr University, 2018.
2022-

Odenthal, Joanne, PhD

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

Orr, Brian, ND

Adjunct Faculty, Naturopathic Medicine, Basic Sciences
ND, Bastyr University, 2010.
2021-

Parkinson, Andrew, ND

Associate Professor, Naturopathic Medicine
ND, Bastyr University, 1994.
1994-

Pellegrini, Reese, ND

Associate Professor, Naturopathic Medicine
ND, Bastyr University, 2010.
2010-

Perlot, Nancy, MS

Associate Professor, Nutrition and Exercise Science
MS, Marylhurst University, 2015.
2016-

Peterson, Craig, ND, MS, LAc

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2011.
2016-

Pfeuffer, Jennifer, PsyD

Assistant Professor, Counseling and Health Psychology
PsyD, Carlow University, 2016.
2018-

Philp, Hazel, ND, MS, LAc

Associate Professor, Naturopathic Medicine
ND, MS, Bastyr University, 1997.
2006-

Piche, Brianna, ND

Adjunct Faculty, Naturopathic Medicine, Botanical Medicine
ND, Bastyr University, 2016.
2017-

Pilarski, Michael, Herbalist/Wildcrafter

Adjunct Faculty, Herbal Sciences
2002-

Piper, Jennifer, PsyD

Adjunct Faculty, Counseling and Health Psychology
PsyD, California School of Professional Psychology, 2015.
2018-

Pizzorno, Joseph, ND

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

Portera-Perry, Lisa, DC

Adjunct Faculty, Physical Medicine, BUSD
DC, Southern California University of Health Sciences
College of Chiropractic, 1985.
2013-

Pournadeali, Kasra, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 1998.
2021 -

Heather Post, MA

Adjunct Faculty, Counseling and Health Psychology
MA, City University, 2014.
2021-

Pretlow, Arya, MSN, CNM, ARNP

Adjunct Faculty, Midwifery
MSN, Frontier Nursing University, Hayden, KY, 2021.
2022-

Purdy, Mary, MS, RDN

Adjunct Faculty, Nutrition and Exercise Science
MS, RDN, Bastyr University, 2007.
2015-

Ramanujam, Kumuthini, MD (India)

Adjunct Faculty, Basic Sciences
MD (India), Madras Medical College, 1989.
2000-

Robbins, Ryan, ND

Adjunct Faculty, Naturopathic Medicine, Homeopathy
ND, Bastyr University, 2010.
2015-

Rode, Carsten, MS, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 2015.
2021-

Rome, Janna, MS, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 1996.
1996-

Rose, Nicholas, MS, PhD (cand)

Assistant Professor, Nutrition and Exercise Science
PhD (cand) University of Vermont, 2022; MS, Virginia Tech,
2005.
2022-

Rosen, Daniel, PhD

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

Assistant Professor, Naturopathic Medicine
ND, University of Bridgeport College of Naturopathic
Medicine, 2007.
2015-

Rubinstein, Joshua, ND

Professor, Naturopathic Medicine
ND, Bastyr University, 2004.
2005-

Sanchez, Jose A, MS

Adjunct Faculty, Basic Sciences
MS, San Diego State University, 2008.
2015-

Sarter, Barbara, PhD, RN

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

Sasagawa, Masa, ND, MS

Adjunct Faculty, Nutrition and Exercise Science, Acupuncture and East Asian Medicine, Public Health, Basic Sciences ND, Bastyr University, 2003.
2000-

Sauerlender, Katherine, LM, CPM, MSM

Adjunct Faculty, Midwifery
MSM, Bastyr University, 2016.
2018-

Sayigh, Allen, MAcOM, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MAcOM, Seattle Institute of Oriental Medicine, 1999.
1999-

Schaefer, John, DC

Adjunct Faculty, Basic Sciences
DC, Los Angeles College of Chiropractic, 1985.
2022-

Schwaiger, Timothy, ND

Associate Professor, Naturopathic Medicine
ND, Southwest College of Naturopathic Medicine and Health Sciences, 1999.
2018-

Serafin, Mara, LMHCX

Adjunct Faculty, Counseling and Health Psychology
MA, Chicago School of Professional Psychology, 2005.
2020-

Shaff, Katie, ND

Adjunct Faculty, Naturopathic Medicine
ND, National College of Naturopathic Medicine, 2004.
2004-

Shaw, Elizabeth, MS, RD, CLT, CPT

Adjunct Faculty, Nutrition and Exercise Science
MS, Northern Illinois University, 2010.
2018-

Shuttleworth, Sylvie, PhD

Professor, Counseling and Health Psychology
PhD, California School of Professional Psychology, 2005.
2014-

Simon, Andrew J., ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2013.
2016-

Sizemore, Max T., PhD

Associate Professor, Basic Sciences
PhD, University of Washington, 2010.
2015-

Snider, Pamela, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 1992.
1994 -

Snyder, Zach, JD, MPA

Adjunct Faculty, Acupuncture and East Asian Medicine
JD, Seattle University School of Law; MPA, Seattle University of Public Service.
2023 -

Somol, Kris, ND

Adjunct Faculty, Naturopathic Medicine, Midwifery
ND, Bastyr University, 2005.
2005-

Stahlberg, Rainer, PhD

Adjunct Faculty, Herbal Sciences
PhD (Russia), Leningrad State University, 1982.
2004-

Stephens, Jeffrey R., PhD

Adjunct Faculty, Basic Sciences
PhD, University of Montana, 1989.
2018-

Stewart, E. A., MBA, RDN

Adjunct Faculty, Nutrition and Exercise Science
MBA, University of San Diego, 2000; RDN San Diego State University, 1993.
2020-

Stewart, Erin, DAOM

Adjunct Faculty, Acupuncture and East Asian Medicine
DAOM, Bastyr University, 2019.
2020-

Stilson, Terri, MS

Assistant Professor, Basic Sciences
MS, University of South Florida, 2001.
2012-

Stuhlsatz-Krouper, Sarah, MA

Adjunct Faculty, Midwifery
MA, Washington University, St. Louis, MO, 2001.
2023-

Sundaravaradan, Vasudha, PhD

Adjunct Faculty, Public Health
PhD, University of Arizona, 2006.
2015-

Suzumura, Leika, MS

Adjunct Faculty, Nutrition and Exercise Science
MS, University of Washington School of Public Health, 2020.
2022-

Tabert, Suzanne, Herbalist/Wildcrafter

Adjunct Faculty, Herbal Sciences
2013-

Taiwo, Tanya Khemet, CPM, MPH, PhD

Assistant Professor, Midwifery, Maternal Child Health
Systems
PhD, University of California, Davis, 2018.
2016-

Takakura, Masahiro, ND, DC, MS, LAc

Adjunct Faculty, Physical Medicine, Acupuncture and East
Asian Medicine
ND, Bastyr University, 2002; DC, National School of
Chiropractic, 2005.
2006-

Taverniti, Jessica, PsyD

Adjunct Faculty, Counseling and Health Psychology
PsyD, California School of Professional Psychology, 2013.
2019-

Taylor, Megan, ND

Adjunct Faculty, Naturopathic Medicine
ND, National College of Natural Medicine, 2015.
2020-

Thomas, Kathleen, MA, APCC, NCC

Adjunct Faculty, Counseling and Health Psychology
MA, University of San Diego, 2016.
2019-

Thompson, Adrian, PhD

Adjunct Faculty, Counseling and Health Psychology
PhD, Howard University, Washington DC, 2017.
2020-

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-

Ueland, Kate, MS, RDN

Assistant Professor, Nutrition and Exercise Science
MS, Bastyr University, 2014.
2019-

Ung, Danielle, PhD

Assistant Professor, Counseling and Health Psychology
PhD, University of South Florida, Tampa Florida, 2016.
2019-

Vassighi, Nazanin, ND

Associate Professor, Naturopathic Medicine
ND, Southwest College of Naturopathic Medicine, 2010.
2015-

Velasquez, Meyleen, DSW, LCSW, LICSW, RPT-S, PMH-C

Adjunct Faculty, Counseling and Health Psychology
Doctorate in Social Work, Capella University, 2022.
2022-

Wallace, James, ND

Associate Professor, Naturopathic Medicine
ND, Bastyr University, 1996.
2000-

Wang, Pei-Wen, EAMP, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
MS, Bastyr University, 2019.
2021-

Wang, Ying, MD (China), LAc

Associate Professor, Acupuncture and East Asian Medicine
MD (China), MS, Heilongjiang University of Traditional
Chinese Medicine, 1983.
1996-

Weeks-Torres, Tiffany, ND

Associate Professor, Botanical Medicine
ND, Southwest College of Naturopathic Medicine, 2006.
2013-

Welliver, Nancy, ND

Adjunct Faculty, Physical Medicine
ND, Bastyr University, 1992.
2014-

Wenner, Cynthia, PhD

Professor, Basic Sciences, Public Health
PhD, Washington University, St. Louis, 1996.
1997-

Winship, Tucker, ND

Adjunct Faculty, Naturopathic Medicine, Botanical Medicine
ND, Bastyr University, 2016.
2017-

Woldseth, Hayley, MS, CNS

Adjunct Faculty, Nutrition and Exercise Science
MS, Bastyr University, 2021.
2022-

Yang, Jiang, PhD

Adjunct Faculty, Counseling and Health Psychology
PhD, University of San Diego, 2019.
2019-

Yang, Wu-Hsun "Tom", ND, LAc

Adjunct Faculty, Naturopathic Medicine, Acupuncture and
East Asian Medicine
ND, MSAOM, Bastyr University, 2016.
2017-

Yarnell, Eric, ND, RH (AHG)

Professor, Botanical Medicine, Herbal Sciences, Naturopathic
Medicine, Acupuncture and East Asian Medicine
ND, Bastyr University, 1996.
2002-

Yasuda, Gregory T., ND

Associate Professor, Physical Medicine
ND, Bastyr University, 2003.
2009-

Yu, Debbie, DAOM, LAc

Adjunct Faculty, Acupuncture and East Asian Medicine
DAOM, Oregon College of Oriental Medicine, 2018.
2018-

Zimmerman, Claire, ND

Adjunct Faculty, Naturopathic Medicine
ND, Bastyr University, 2016.
2017-

Zink, Alycia, PhD

Adjunct Faculty, Counseling and Health Psychology
PhD, California School of Professional Psychology, 2007.
2019-

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
1 st	100%	100%
2 nd	100%	100%
3 rd	50%	80%
4 th	50%	70%
5 th	25%	60%
6 th	25%	50%
7 th through 8 th	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).

Bastyr University will return unearned Tuition Assistance (TA) up to 60% completion of courses directly to the Military Department (DoD) and not the Service Member. Any and all calculations of the returned unearned TA funds apply to the TA portion only and will be proportional based on the standard refund schedule at the time of course withdrawal.

¹All 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 rotations. Students who drop a clinic rotation before the quarter may be assessed a financial penalty. Once the quarter has begun, there is no refund for clinical rotation 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 rotation changes.

²Calculated by hand.

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