



SONORAN
UNIVERSITY
OF HEALTH SCIENCES

2025-2026

COURSE CATALOG

ADDENDUM



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COURSE CATALOG

Sonoran University of Health Sciences

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www.sonoran.edu (<https://www.sonoran.edu/>)

College of Naturopathic Medicine

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(admissions@sonoran.edu)

College of Nutrition

Phone: 480.809.9738 | online@sonoran.edu (online@sonoran.edu)

Ric Scalzo Institute for Botanical Research

2140 East Broadway Road, Tempe, AZ 85282
www.sonoran.edu/research (<https://www.sonoran.edu/research/>) |
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Neil Riordan Center for Regenerative Medicine

2152 East Broadway Road, Tempe, AZ 85282
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2152 East Broadway Road, Tempe, AZ 85282
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Editor: Liz Morgan

Welcome

President's Welcome Message

A heartfelt welcome! It is both an honor and a joy to greet you as you join the Sonoran community. You are the heartbeat of this University. Each of us, whether student, faculty, staff, donor, or Board member, is united by a shared purpose: to transform the health of humanity through the profound healing power of Nature. Here, you are embraced as a unique and essential part of a community that cherishes love, inclusivity, and resilience.

Sonoran University is not just a place. It is a vibrant, living community. Our diverse degree and certificate programs are all rooted in the belief that every individual holds innate healing potential. This guiding principle

shapes everything we do and inspires us to honor one another and the health within us all.

Over the past 26 years, Sonoran has flourished. Sonoran is renowned for academic excellence, innovative curricula, cutting-edge botanical research, novel clinical approaches and a network of community healthcare clinics. Sonoran University is home to the Neil Riordan Center for Regenerative Medicine, pioneering non-opioid care for chronic pain; the Virtual Health Center, bringing real-world experience to Clinical Nutrition students; the Ric Scalzo Institute for Botanical Research, where the mysteries of medicinal plants are unlocked; and a Community Health program delivering compassionate care to underserved communities. At the core of these initiatives are rigorous and innovative academic programs that nurture students who excel and go on to become compassionate, successful practitioners.

This university catalog is more than a guide, it is a map of the academic pathways we have thoughtfully designed to help you become a confident, trustworthy, and passionate healthcare provider. It is also a pledge: to uphold the highest standards and to support your learning journey. Within these pages, you will meet the dedicated faculty who will mentor you and discover courses that we hope will ignite your curiosity and passion as you embark on your studies.

Thank you for choosing a path that contributes so deeply to the well-being of our world. I am truly delighted you have chosen Sonoran University of Health Sciences. Welcome to a community of like-minded and like-hearted individuals. May you study with purpose, grow with courage, and thrive in all you do.

Yours in health,

Lise Alschuler, ND, eMBA, FABNO
President & CEO

Purpose and Publication Notice

This catalog is effective September 30, 2025.

Sonoran University of Health Sciences Course Catalog is published to provide applicants and the general public with information about educational programs, policies, and procedures. This catalog does not constitute a contract. Sonoran University reserves the right to make changes in the regulations, rules, and policies set forth in this publication. The University will communicate those changes with reasonable notice to interested parties. While every effort is made to ensure the accuracy of the information available at the time the copy is prepared for this catalog, Sonoran University does not guarantee its accuracy. Students are responsible for understanding and complying with all policies and procedures contained in the most recent catalog and in other publications distributed by Sonoran University. A student's course of study is guided by the curricula published annually in this catalog. Information, programs, and requirements are subject to change without notice at the discretion of the administration. The University reserves the right to change the terms and conditions of this catalog at any time. This catalog supersedes all previous editions.

Sonoran University is a tax-exempt, not-for-profit corporation accredited by the Higher Learning Commission (HLC) and approved to offer degrees by the Arizona Naturopathic Physicians Board of Medical Examiners and Arizona State Board of Private Postsecondary Education. Sonoran University's Doctor of Naturopathic Medicine (ND) program is accredited by the Council on Naturopathic Medical Education (CNME). In addition to the ND program, HLC has approved Sonoran University to offer

distance education courses and programs, including the Master of Science in Clinical Nutrition (MSCN), Master of Science in Nutrition Business Leadership (MSNBL) and Master of Science in Clinical Mental Health Counseling (MSCMHC). Sonoran University's MS in Clinical Nutrition program fulfills the didactic requirements to sit for the Certified Nutrition Specialist (CNS) exam and has been approved for CNS candidates to earn 349 hours and meet the required competencies for the Supervised Practice Experience (SPE), see Academic Accreditation (p. 4) and specific program Information to learn more about accreditation and certification.

Sonoran University does not discriminate on the basis of race, ethnicity, gender, socioeconomic background, religion, sexual orientation, gender expression or identity, age, disability, veteran status, nationality, thinking styles, or life experiences in the administration of educational policies, admission policies, financial aid, employment, or any other program or activity.

University Information

Vision

A world that embraces the healing power of nature.

Mission Statement

Sonoran University of Health Sciences shapes a healthier future by supporting students as they train to excel as healthcare professionals, by enhancing the health and wellbeing of our patients and communities, and by discovering effective treatments for humanity grounded in the healing power of nature.

Value Proposition

Challenge your mind and engage your heart to change lives through healthcare at a school of medicine and health sciences renowned for its dynamic culture of innovation and collaboration.

Core Values

Sonoran University embraces the following values:

We Shape the Future

- With Purpose: Educating the next generation of evidence-based healers and leaders
- Through Collaborations: Embracing interprofessional relationships
- By Expanding Knowledge: Conducting research that improves health and well-being
- Through Evidence-based Principles: While honoring the past

We Achieve Excellence

- By Pursuing Greatness: Setting the bar high—and exceeding it
- Through Continuous Improvement: Enhancing the Sonoran University experience through innovation and persistence
- By Celebrating Accomplishments: Appreciating achievements with humility and gratitude

We Love

- By Practicing Inclusivity: Embracing diversity with kindness, respect, and understanding

- Through Self-Awareness: Recognizing our inherent biases to expand our capacity to serve
- By Projecting Positivity: Providing hope and encouragement
- Through Compassion: Serving individuals, communities, and humanity

We Do the Right Thing

- By Being Principle-driven: Guiding our actions through honesty and integrity
- Through Honoring Commitments: Saying what we do and doing what we say
- By Accepting Responsibility: Holding ourselves and others accountable
- By Following the Golden Rule: Treating others as we want to be treated

We Are Resilient

- By Never Giving Up: Finding solutions through tenacity and teamwork
- Through Appreciative Inquiry: Identifying our best practices to overcome challenges
- Through Wellness: Promoting physical, mental, and emotional health
- With Mindfulness: Finding calm in the face of adversity

Strategic Plan 2022-2027

As a leader in integrative health sciences education, Sonoran University will meet the challenges in higher education and in healthcare by continuing to improve and innovate its existing academic programs and patient/client care, developing and acquiring new programs and services, and growing through strategic partnerships.

The full Strategic Plan (https://my.sonoran.edu/ICS/Campus_Life/Campus_Leadership/) can be found on MySonoran, you must be logged in to view the content.

Sonoran University is Renowned For

- **Student-Centeredness** – empowering and supporting students to engage in a learning process that sparks curiosity, develops critical thinking, and respects their unique attributes and capabilities.
- **Grounding in the Healing Power of Nature** – fostering the self-healing process in people and uncovering the health-promoting properties of medicinal plants.
- **Strategic Partnerships** – collaborating with other academic, research, healthcare institutions, governmental and non-profit agencies, and businesses to expand the University's role in addressing current and emerging health problems.
- **Values-Based Education and Care** – applying our Core Values, “We Shape the Future, We Love, We Achieve Excellence, We Do the Right Thing, We Are Resilient” to the way we think, speak, and act.
- **Interprofessional Synergy** – collaborating with faculty, practitioners, and researchers across disciplines to enhance learning, patient care, and discovery.
- **Inclusive Excellence and Belonging** – fostering a community that values the range of human experiences and where students,

staff, faculty, and patients feel respected, included, supported, and valued.

- **Innovative and Exceptional Education** – valuing work that is grounded in learning science and driven by data insights.
- **Inclusive and Holistic Healthcare** – applying best practices in the campus and community medical centers.

Three Strategic Goals

Deliver high-quality graduate and certificate education

The University is measured by the success of its students, including graduation rates and professional examination scores. The University supports student learning by drawing upon learning science to incorporate best practices in teaching and learning, innovative technology and curricular design, faculty support and development, and collaboration between Academic, Student Affairs and Inclusive Excellence departments.

Engage in impactful research

The University's research agenda is multi-faceted. We are committed to investigating: 1) Medicinal plants – which already comprise 10% of the World Health Organization's Model List of Essential Medicines – representing a rich source of medicines to treat current and emerging diseases; and 2) Lifestyle and other therapeutic interventions to address preventable illness and premature death.

Serve individuals and communities through patient/client-centered care

During the pandemic, the public adopted healthcare innovations (e.g., telehealth), gained a deeper appreciation of stress and mental health, and saw healthcare equity gaps widen. Over the next five years, Sonoran University of Health Sciences will increase its investment in telehealth, deepen its commitment to cultural competence and inclusive excellence in the communities it serves, and continue to infuse patient care with evidence-based and patient-empowering treatments.

Foundational Resources Needed to Succeed

Expand resources critical to the University's vibrant future

Fulfilling our audacious goals – including changing the institution's name and brand and capitalizing on today's evolving education and technology opportunities – will require increased human and financial resources, and investments in training, technology, and philanthropic support.

Oversight

Academic Accreditation

The Arizona State Board of Private Postsecondary Education granted a license to Sonoran University as a degree-granting institution in April 1993 to offer the Doctor of Naturopathic Medicine program. In October 2018, Sonoran University was granted a license to offer the Master of Science in Clinical Nutrition, Master of Science in Nutrition Business Leadership programs, and in March 2023 to offer Master of Science in Clinical Mental Health Counseling.

Sonoran University's naturopathic medical program is accredited by the Council on Naturopathic Medical Education (CNME), the programmatic accreditor for naturopathic medicine programs. A copy of the CNME Handbook for Accreditation for Naturopathic Medical Colleges and Programs is available in the Library.

Sonoran University's doctorate and master's programs are also accredited by the Higher Learning Commission (HLC), including the Doctor of Naturopathic Medicine, Master of Science in Clinical Nutrition,

Executive Master of Science in Nutrition Business Leadership, and Master of Science in Clinical Mental Health Counseling.

For additional information, please contact:

Arizona State Board for Private Postsecondary Education

1740 West Adams, Suite 3008, Phoenix, AZ 85007

Phone: 602.542.5709

<https://ppse.az.gov/>

Council on Naturopathic Medical Education

342 Main Street, PO Box 178, Great Barrington, MA 01230

Phone: 413.528.8877 | Fax: 413.528.8880

www.cnme.org (<http://www.cnme.org>)

Higher Learning Commission

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604

Phone: 312.263.0456 | Fax: 312.263.7462

www.hlcommission.org (<http://www.hlcommission.org>)

Sonoran University Medical & Research Facilities

Neil Riordan Center for Regenerative Medicine

For two generations the name Riordan has been synonymous with medical advances harnessing the body's innate healing ability. Sonoran University's Neil Riordan Center for Regenerative Medicine builds on this legacy, turning the tide from symptom suppression to regeneration and healing. The Neil Riordan Center for Regenerative Medicine is located in a beautiful 6,200-square-foot space on the ground floor of the Lim Commons building. Through patient care, research, and medical education, Neil Riordan Center for Regenerative Medicine helps to usher in a new era in the treatment of pain and chronic disease by:

- Developing innovative, safe, effective, and promising practices for patients suffering from pain
- Training the next generation of physicians skilled in regenerative medicine
- Building the foundation for in vitro and clinical research in regenerative medicine to explore new treatments and explicate their mechanisms of action

Ric Scalzo Institute for Botanical Research

The Institute's mission is to explore traditional medicines at the cellular, molecular, and cultural levels to create novel botanical solutions that support people, plants, and the planet.

The Ric Scalzo Institute for Botanical Research, a state-of-the-art molecular biology/phytochemistry laboratory opened in the Spring of 2021. The Institute works in collaboration with the natural products industry, foundations, and other academic institutions and labs to develop new products and improve existing botanical therapeutics through scientific exploration grounded in clinical and traditional herbalism's rich history. The Institute houses multiple laboratory facilities including a Biosafety Level 2 molecular and cellular biology laboratory with cell/virus culture capabilities, a compound isolation laboratory, and a compound identification and quantification facility. Bioassay-guided characterization, purification, and isolation of botanicals is a proven process that our research team utilizes to achieve success in creating novel, evidence-based natural products.

Sonoran University Medical Center

Sonoran University's Medical Center is a fragrance-free facility consisting of natural and recycled building materials and non-toxic paint. It is designed to support and enhance patient care and student learning through indoor healing spaces.

The Medical Center creates a clinical environment unique to any naturopathic clinical setting. Hydrotherapy, a core modality in naturopathic medicine and an important component of European water spas comprises nearly thirty percent of the Center and includes a custom-designed steam area, two saunas (far-infrared/radiant), and a hydrotherapy/color therapy suite. There are also two minor surgery suites with high-definition video equipment for recording or transmitting certain procedures, with patient consent, for learning purposes. Intravenous therapies, which can be a prominent treatment method for many health conditions, are provided in the IV Suite.

Equipment and Technology

In addition to serving patients' health needs, Sonoran University's Medical Center and Neil Riordan Center for Regenerative Medicine are the on-campus training sites for naturopathic medical students' clinical training. Designed with video technology in each of the 7 classrooms and 37 exam rooms, the clinical care facilities support student learning in the clinical environment. Corporate sponsors donated large LCD monitors to each classroom to enhance the physicians' ability to use online resources, display a patient's electronic health record (EHR), and closed-circuit observation of exam rooms when appropriate. This technology allows students to gain immediate feedback from their attending physician. In addition, state-of-the-art medical equipment in each exam room was donated by Welch-Allyn. Naturopathic medical student learning is supported through the Clinical Resource Center, a specialized clinical collection that is an extension of Sonoran University's Library. The collection features resources in naturopathic modalities including acupuncture, botanical medicine, nutrition, homeopathy, hydrotherapy, and environmental, physical, and mind-body medicine. The Library subscribes to electronic books, journals, and specialized medical, naturopathic, and nutrition databases that supplement the on-campus print resources.

Sonoran University was the first naturopathic medical school to implement an EHR system in 2010. The utilization of EHR increases medical research opportunities and enhances patient benefits through electronic record keeping and communication among medical facility physicians and other healthcare providers. Sonoran University updated the system to eClinicalWorks in 2020. This system supports a patient portal and telemedicine.

Sonoran University Laboratory

Sonoran University's Laboratory is a CLIA moderate complexity laboratory and is accredited by COLA. Students are required to participate in laboratory posts in which they gain a finer understanding of laboratory diagnostic tests, as well as OSHA and CLIA standards. While in a laboratory post, naturopathic medical students have the opportunity to collect and prepare samples and perform CLIA-waived testing.

While some laboratory testing is done on-site, the Medical Center laboratory also contracts with Laboratory Corporation of America (LabCorp) and Sonora Quest Laboratories for standard diagnostic tests. The laboratory utilizes 15 additional specialty labs for testing not available at LabCorp or Sonora Quest.

Sonoran University Medicinary

Sonoran University's Medicinary, located in the Lim Commons building, is Arizona's largest natural Medicinary with the largest inventory of homeopathic medicines and botanical tinctures in Arizona. Naturopathic medical students are required to complete a one-credit course in which they learn about how the Medicinary operates. Covered topics include choosing high-quality supplements, the safety and prescribing of botanical tinctures, inventory management, providing customer service, and more. The Medicinary serves the patients of in-house physicians, providers across the Greater Phoenix area, and the general public.

Virtual Center for Personalized Health Care

Leveraging high-quality and evidence-based care standards, our Virtual Center for Personalized Nutrition engages clients on a Virtual Care Journey that retains the best practices of in-person personalized nutrition care delivered at no cost through our virtual care setting. The Center eliminates traditional barriers to personalized nutrition care by increasing access and eliminating costs. Through our telehealth platform, we are connecting our providers to clients in need of nutrition care from across the country.

Our care team consists of master's or doctoral degree-level nutrition providers who are all candidates enrolled in our Supervised Practice Experience Program (SPE). Each provider is completing an internship in pursuit of their Certified Nutrition Specialist[®] (CNS[®]) credential and working under the direct supervision of licensed clinical nutritionists who hold appointments as Clinical Faculty within the College of Nutrition at Sonoran University and have been vetted and approved as SPE Clinical Supervisors by the Board for Certification of Nutrition Specialists.

Virtual Health Center Experience

Leveraging high-quality and evidence-based care standards, our Virtual Center for Personalized Health Care, set to launch in 2025, engages clients on a Virtual Care Journey that retains the best practices of in-person mental health care delivered at no cost through our virtual care setting. The Center eliminates traditional barriers to mental health care by increasing access and eliminating costs. Through our telehealth platform, we are connecting our providers to clients in need of mental health care from across the country. Our care team consists of master's level clinical mental health counseling students working under the direct supervision of licensed professional counselors who hold appointments as Clinical Faculty within the School of Mental Health at Sonoran University.

Naturopathic Extended Site Community Clinics

Naturopathic medicine students may also receive their clinical training at community clinics. These clinics give students unique opportunities to provide treatment, gain skills and experience in a community healthcare setting, and enhance their cultural competence working with diverse patient populations. Treatments often include nutritional intervention, clinical nutrition, botanical medicine, physical medicine, acupuncture, homeopathy, and prescription medicines when necessary. To learn more about Sonoran University's Community Clinics, please review the listings below:

Sage Foundation for Health

[www.sage.sonoran.edu](https://sage.sonoran.edu) (<https://sage.sonoran.edu/>)

Hamilton Elementary School

sage.sonoran.edu/community-clinics/hamilton-elementary-school (<http://sage.sonoran.edu/community-clinics/hamilton-elementary-school/>)

Mission of Mercy

[amissionofmercy.org/arizona](https://www.amissionofmercy.org/arizona/) (<https://www.amissionofmercy.org/arizona/>)

Phoenix Rescue Mission – Changing Lives

sage.sonoran.edu/community-clinics/changing-lives ([http://](http://sage.sonoran.edu/community-clinics/changing-lives/)

sage.sonoran.edu/community-clinics/changing-lives/)

Roosevelt Health Center

sage.sonoran.edu/community-clinics/roosevelt-health-cente ([https://](https://sage.sonoran.edu/community-clinics/roosevelt-health-cente/)

sage.sonoran.edu/community-clinics/roosevelt-health-center/r/)

Saint Vincent de Paul - Phoenix

<https://sage.sonoran.edu/community-clinics/svdp-clinic/> ([https://](https://sage.sonoran.edu/community-clinics/svdp-clinic/)

sage.sonoran.edu/community-clinics/svdp-clinic/)

Sojourner Center

sage.sonoran.edu/community-clinics/sojourner-center ([http://](http://sage.sonoran.edu/community-clinics/sojourner-center/)

sage.sonoran.edu/community-clinics/sojourner-center/)

Southwest Center

sage.sonoran.edu/community-clinics/southwest-center/ ([https://](https://sage.sonoran.edu/community-clinics/southwest-center/)

sage.sonoran.edu/community-clinics/southwest-center/)

Tempe Elementary Clinic

sage.sonoran.edu/community-clinics/tempe-elementary-clinic/ ([https://](https://sage.sonoran.edu/community-clinics/tempe-elementary-clinic/)

sage.sonoran.edu/community-clinics/tempe-elementary-clinic/)

University Location

Sonoran University's main campus, including the research institute and two medical facilities, is located in Tempe, Arizona - a sophisticated city of culture and learning. Known as the home of Arizona State University, Tempe has a rich college atmosphere and an abundance of affordable housing, research, and entertainment opportunities. It is the ideal place to learn, live, work, and play.

Phoenix Metro Area

Tempe is part of the Greater Phoenix Metro area, one of the top ten largest metropolitan areas in the United States. The "Valley of the Sun" has the diversity of big-city life without the big-city cost. Among these assets are flat terrain, simple transportation routes, and a light-rail system. Not only is the transportation system evolving, but the housing communities provide comfortable, affordable homes for new and longtime residents.

With 300 days of sunshine each year, the Phoenix Metro area is a haven for outdoor enthusiasts. Students enjoy hiking, biking, boating, swimming, golf, tennis, horseback riding, and even skiing and snowboarding during the winter months in beautiful northern Arizona. They also enjoy weekend and day trips to breathtaking Sedona, Tucson, the Grand Canyon, Mogollon Rim, and the White Mountains.

Entertainment venues, fine dining, and shopping settings are plentiful, as well as countless golf courses. Along with the cosmopolitan treasures of the Herberger Theatre, Ballet Arizona, The Phoenix Symphony, and the world-renowned Heard Museum, the cities that make up Greater Phoenix are home to numerous professional sports teams including the Arizona Cardinals, Phoenix Suns, Arizona Diamondbacks, Phoenix Rising, and Phoenix Coyotes. Tempe is also a sports mecca with the ASU Sun Devils, spring training sites for Major League Baseball, the annual Rock 'N Roll Arizona Marathon, and the Ironman Arizona Triathlon.

Phoenix is fortunate to be a growing city with a healthy economy.

Uniquely, the cost of living in Phoenix and Tempe is lower relative to other metropolitan cities housing naturopathic colleges/universities.

Sonoran University Campus and Community

The Tempe campus includes Sonoran University's Medical Center and in the Lim Commons building the Neil Riordan Center for Regenerative Medicine, which convey the excitement and enthusiasm that the staff, faculty, and students bring to our community. Sonoran University is a highly respected source of information in the natural healthcare field. Our faculty, staff, and administrators collaborate to deliver a bold, innovative, and dynamic education. Those who spend time on campus know that Sonoran University's sense of community makes these goals a reality.

The Mr. Andrew C.G. and Dr. Ruth Tan Lim Commons (Lim Commons), a LEED platinum-certified building, features the integrative Neil Riordan Center for Regenerative Medicine, the Dr. Soram & Caroline Khalsa Health Sciences Library, an extensive medical library, teaching kitchen, yoga studio, Borneman Board Room with high-definition teleconferencing, Thorne Auditorium, classrooms, 18 group study/meeting rooms, weight and cardio room, student lounge, wellness rooms, café, and Medicinary. The first building of its kind at any naturopathic college/university, the Lim Commons engages the public as it reshapes the university experience. Sonoran University's campus also generates clean electricity, provides shade, and reduces energy costs through the installation of solar-panel-covered structures over 80% of all parking spaces. Abundant light, evidence-based design, and sustainable and non-toxic materials create an atmosphere that delights the eye as it inspires healing, learning, and community engagement. The top-of-the-line Steelcase furnishings are functional and environmentally sustainable, providing students, patients, and the public comfortable and ergonomically sound seating throughout the Lim Commons.

The academic buildings are well-equipped to serve the needs of the community. Sonoran University classrooms, medical facilities, and Lim Commons are equipped with presentation technology and wireless internet. In addition, computers are available for student use throughout the Khalsa Health Sciences Library and at the Medical Center. To top it all off, the beauty of the medicinal gardens creates an atmosphere for community learning, campus events, and medical conferences. The gardens also provide botanicals for classroom instruction and lab experiences.

Founded principally by naturopathic physicians Michael and Kyle Cronin as Southwest College of Naturopathic Medicine & Health Sciences in 1992, Sonoran University is one of five recognized institutions of naturopathic medicine in North America. It is also the first medical school in the Phoenix Metropolitan area.

Prospective students are invited to experience Sonoran University by touring the campus and/or sitting in on a class or a clinical shift. For more information, please call the College of Naturopathic Medicine at 480.222.1136 or the College of Nutrition at 480.809.9738 to speak with an admission representative and schedule your visit.

Student Community

The student community at Sonoran University includes individuals from diverse backgrounds and experiences with a shared commitment to integrative and natural healthcare. Student demographic information is available on the Student Consumer Information Page (<https://www.sonoran.edu/student-life/student-consumer-information/>) on Sonoran University's website.

Admissions Information

Where Nature Meets Nurture

Sonoran University Admissions is here to inspire, guide, nurture, and support you as you embark on your journey into naturopathic medicine or nutrition.

Admissions representatives are available to answer any questions you may have or if you would like to plan a visit to campus!

- Admissions Policies (p. 7)
- Doctorate Program Admissions (p. 10)
- Master's Program Admissions (p. 13)

Admissions Policies

Application for Admission

Please review the general application information below, and review the admission requirements under the respective prescribed program of study for application links and requirements. For additional information not found in this publication, contact the Admissions Office at (480) 858-9100, admissions@sonoran.edu, or visit our Admissions page (<https://www.sonoran.edu/admissions/>) on Sonoran University's website.

Applicant Selection

Sonoran University of Health Sciences selects candidates for admission who exhibit the necessary motivation, intelligence, perseverance, and character essential for becoming a healthcare professional. Applicants are considered on the basis of academic performance, occupational history, professional potential, maturity, concern for others, and emotional maturity. Prospective students who wish to enter the degree program in the 2025 - 2026 academic year must meet and adhere to all institutional admission policies and requirements, as well as any admission policies and requirements for their prescribed program of study. See the Admission Requirements (<https://www.sonoran.edu/programs/college-of-naturopathic-medicine/prerequisites-requirements-application-process/>) page for the prescribed program of study.

Deadline for Application

Sonoran University accepts applications on a rolling basis until all spaces are filled. Application deadlines are listed below. Candidates are encouraged to apply on or before the early action deadline.

Spring Start (early April)

Applicable for Clinical Nutrition, Clinical Mental Health Counseling, and the Naturopathic Medical Program.

- Early Action Deadline – August 1, 2025
- Priority Deadline – December 1, 2025
- Application Deadline – March 8, 2026
- Admission Decision Deadline – March 15, 2026
- Deposit and Admissions Document Submission Deadline – March 22, 2026

Fall Start (early October)

Applicable to all degree programs.

- Early Action Deadline – November 1, 2024
- Priority Deadline – March 1, 2025
- Application Deadline – September 6, 2026

- Admission Decision Deadline – September 13, 2026
- Deposit and Admissions Document Submission Deadline – September 20, 2026

Documents Submitted for Admission

Transcripts and documents from other institutions are the property of Sonoran University and, as such, are ultimately under the control of Sonoran University's Registrar's Office. Under the Family Educational Rights and Privacy Act (FERPA), a Sonoran University student has the right to view the documents in their file; the University is not required to provide (or allow the making of) copies of these documents. Transcripts submitted for admission or credit transfer become the property of Sonoran University and cannot be copied by or returned to the student or forwarded to other institutions. Letters of recommendation are not part of the student's file and are not available for review. Sonoran University reserves the right to contact references to verify letters or other documents submitted during any part of the admission and background check process.

Applicants and Students with Disabilities

Sonoran University welcomes applications from students of all backgrounds. It does not discriminate on the basis of race, ethnicity, gender, socioeconomic background, religion, sexual orientation, gender expression or identity, age, disability, veteran status, nationality, thinking styles, or life experiences. Sonoran University is committed to complying with all applicable provisions, including amendments to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

It is Sonoran University's policy not to discriminate against any qualified student or applicant with regard to any terms or conditions because of such individual's disability or perceived disability, so long as the student can perform the essential functions of the program. Consistent with this policy, the University will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has submitted the required documentation informing Sonoran University of their disability, provided that such accommodation does not constitute an undue hardship to Sonoran University. For more information, see the Accessibility Office page ([https://my.sonoran.edu/ICS/Students/Accessibility_Office_\(ADA_Accommodations\)/](https://my.sonoran.edu/ICS/Students/Accessibility_Office_(ADA_Accommodations)/)) on MySonoran.

Persons with disabilities who possess the required abilities and meet all academic qualifications for admission are encouraged to apply. All applicants are required to meet the program's technical standards. See admissions policies for the specific programs for additional details. Admitted individuals with disabilities who believe they need accommodations to perform the essential functions of being a student must contact the Accessibility Office at accessibility@sonoran.edu to make appropriate arrangements prior to beginning their program. An application for accommodation is initiated by submitting the Accessibility Intake Form and required medical documentation.

If a student, after following Sonoran University procedures, believes the University is not fulfilling its responsibilities under the ADA or other acts, they may email the Dean of Students (dos@sonoran.edu) for further advice and assistance. If the matter remains unresolved, the student may file a complaint with the Vice President of Student Affairs (compliance officer for the ADA and Rehabilitation Act).

Admissions Decision

It is the responsibility of the Admissions Committee to select applicants who are best qualified to complete the required training and most likely to succeed in the program for which the candidate has applied. Applicants

are selected for admission to Sonoran University programs based not only on their scholastic achievements and ability, but also on their experience and their intellectual, physical, and emotional capabilities to meet the requirements of the program curriculum and have a successful career. The Committee recognizes that academic competency is essential for success in graduate and medical school. Intellectual curiosity and undergraduate grades help to demonstrate academic competency. The Committee exercises its judgment on behalf of Sonoran University. The Committee considers academic ability as well as character, extracurricular achievement, commitment to service, and overall suitability for the profession based on information in the student's application, letters of recommendation, and, for the Naturopathic Doctor and Clinical Mental Health Counseling program, personal interviews. An interview may be required for College of Nutrition candidates at the discretion of the Committee.

The Admissions Committee makes the final decision regarding an applicant's admission. The decision may be one of the following:

- **Admitted** – all admission requirements are met
- **Admitted with provisions** – must meet admission requirements prior to matriculation
- **Application pooled** – admission decision pending review of additional information
- **Admission denied** – applicants who are denied may reapply after one (1) year

The Admissions Department will notify the applicant of their admission decision in writing. Applicants may also log into Sonoran University's Admissions Portal (https://naturalhealth.my.site.com/ERx_Forms__Portal_Login/?&_ga=2.173967459.1368164648.1692043696-1352983614.1684858648) to view their application status and decision. Admitted students must remit a non-refundable deposit and sign the Enrollment Agreement by the date stipulated in their Offer of Admission letter to hold a place in the class. The deposit is credited toward the first quarter's tuition.

All application files are the property of Sonoran University and cannot be returned. Sonoran University reserves the right to admit or reject applicants, at its sole discretion, at any point during the admission process. Sonoran University does not discuss Committee decisions regarding an applicant's file. The decisions of the Admissions Committee are final and are not subject to appeal.

Admission Before Receipt of Final Transcript

Students enrolled in other colleges/universities are considered for admission on the basis of meeting all admission requirements prior to matriculating, except for a final transcript. This final official transcript must be sent to the Admissions Office upon completion of coursework in progress. Only under these conditions will the student be allowed to register for and attend courses for their first quarter. Official documentation of completion of prerequisites must be received by the first day of registration for the second quarter, or the student may not be permitted to register. See Sonoran University's Admission Requirements page for your prescribed program of study to review specific requirements. In the event that the applicant does not qualify, the University reserves the right to cancel admission and registration and administratively withdraw the student.

International Applicants

Sonoran University welcomes applications from international candidates. Transcripts from international institutions must be translated and evaluated

by a professional transcript evaluation service that is a member of either the National Council on the Evaluation of Foreign Education Credentials (<https://www.naces.org/>) (NACES) or the Association of International Credential Evaluators (<https://aice-eval.org/>) (AICE). Fees for this service are the responsibility of the applicant. The applicant must request a course-by-course and degree evaluation. Before the applicant's evaluation can begin, the transcript evaluation service must mail the official report and transcripts utilized directly to Sonoran University's Admissions Office. Additional requested coursework materials, such as catalogs, course descriptions, and syllabi, must be translated into English by a professional service. International applicants for the Doctor of Naturopathic Medicine program may substitute additional CLEP examinations for prerequisite requirements.

F1 Student Visa and U.S. Immigration and Customs Enforcement (SEVIS) Requirements

Sonoran University's ND program is approved by the U.S. Immigration and Customs Enforcement (SEVIS) to enroll international students on an F1 Visa. Sonoran University's International Student Services is handled by the Vice President of Student Affairs and the Dean of Students' offices. International student resources can be found on MySonoran, International Student Information (https://my.scnm.edu/ICS/Students/International_Student_Information/). International applicants must submit a Financial Guarantee Form and provide proof of sufficient financial resources to the Admissions Office to cover the anticipated costs of study. Anticipated costs of study include travel, tuition, school fees, books, other study expenses, and all living expenses for the student (and dependents, if applicable) for the first year of study. The Admissions Office will issue a Form I-20 to be used by the applicant to obtain a student visa only after admission to qualifying Sonoran University programs and confirmed receipt of the admissions deposit. This request must be received no less than 60 days prior to planned matriculation.

All payments to Sonoran University must be made in U.S. dollars. International students must maintain full-time enrollment at all times unless otherwise instructed by the articulated program of study. All exceptions require approval from the Dean of Students. Prospective students with questions should contact the Admissions Office at admissions@sonoran.edu.

Transfer Applicants

Applicants who wish to transfer from another accredited (or candidate) equivalent-level degree program must meet all program admission requirements, including payment of fees.

- Transfer applicants are required to submit a completed Verification of Student Conduct form signed by the Dean of Students or the Registrar of the previously attended institution, verifying that the student was in good citizenship standing and not subject to any disciplinary actions.
- ND transfer applicants, as part of their application, must submit a letter of recommendation from the Academic Dean of the school or program from which the applicant is transferring, indicating the student is leaving in good academic standing.
- Transfer applicants studying in the U.S. on a visa must work with the institution they are transferring from to transfer their student visa to Sonoran University.

Transfer Credit Policy

Students entering Sonoran University who have completed coursework or have graduated from an accredited professional school or graduate-

level program may apply for transfer credit evaluation. The awarding of transfer credit(s) is determined on an individual basis depending on academic standing, the type of program, degree, depth of course content, and courses completed. Coursework completed more than seven (7) years prior to matriculation at Sonoran University requires the applicant to pass a competency examination with appropriate fees. The Registrar's Office, in conjunction with Sonoran University faculty and the Program Dean, makes determinations of acceptable transfer credits. Transfer credit will not be considered after matriculation and is not subject to appeal. Transfer credits are counted toward the total hours required for graduation but are not counted toward the GPA. Transfer students are required to fulfill the same number of credits required in their program of study as outlined in the catalog.

Transfer status does not imply or guarantee that a student will graduate in less time than the student's prescribed program of study. Transfer students must complete their program in the time determined during the transfer evaluation and in accordance with the number of credits transferred (see Satisfactory Academic Progress for the prescribed program of study).

Transfer Credit Request

Transfer credit is determined during the admissions process. Admitted students seeking transfer credit must complete the Transfer Credit Evaluation Acknowledgement form and pay the non-refundable Transfer Evaluation Fee (p. 17) a minimum of ten weeks prior to the start of their first quarter of attendance. The Transfer Credit Evaluation Acknowledgement form is sent to all admitted students upon admission to their program. All admission and transfer fees can be paid directly on Sonoran University's Admissions portal. The fee and the transfer credit evaluation results are valid for one academic year. Admitted students must request and submit transcripts from all prior institutions, including military training transcripts for veterans, traditional college coursework, and vocational training.

Eligible Coursework

Only graduate-level coursework completed prior to matriculation at Sonoran University will be eligible for transfer credit, except for approved coursework taken while dual-enrolled at Phoenix Institute of Herbal Medicine and Acupuncture (PIHMA) or the Mel and Enid Zuckerman College of Public Health (MEZCOPH) at the University of Arizona. For more information, see Program Partnerships (p. 13).

Transferring Credit to the ND Program

Only courses completed with a C or better will be considered for transfer credit. Clinical training credit cannot be transferred or earned through the completion of a competency exam, except for 12 or fewer credits completed at another accredited naturopathic institution and less than five years' lapse in their completion.

Transferring Credit to the MS Program

Transfer credit limits are set in adherence with standards set by the Accreditation Council of Nutrition Professional Education (ACNPE). Only courses completed with a B or better will be considered for transfer credit. No more than 25% of the total MS program credits may be transfer credits. For students concurrently enrolled in the MS and ND courses, no more than 12 transfer credits will be accepted for the MS program.

Deferral of Admission

Applicants offered either full or provisional admission may apply for a deferral of their entrance to the next start term. Applicants with extreme circumstances may defer up to two start terms. Applications for deferrals

are accepted on a space-available basis. An application for deferral will not be processed until the admission deposit is received. Students applying for a deferral of admission must meet any new admission requirements for the new entrance year and term.

Applicants who require additional time beyond two intakes must reapply with a complete application and all applicable fees. A student who desires a deferral must complete the Deferral Application through the Admissions Portal (https://naturalhealth.my.site.com/ERx_Forms__Portal_Login/?&_ga=2.173967459.1368164648.1692043696-1352983614.1684858648). A non-refundable Deferral Application Fee is required to transfer a deposit to a new entering class, see Tuition and Fees (p. 17).

Reapplication Process

Applicants who have submitted an application for admission to Sonoran University and have not completed the process may reactivate their application for up to one year after the initial application. Reapplicants should contact admissions for assistance with updating their prior application. The applicant must submit the requirements outlined below directly to Sonoran University. Applicants denied admission to Sonoran University may reapply after one (1) year and must submit a new application, see Application for Admission (p. 7). Below are the requirements for the reapplication process:

1. Application submitted through the Admissions Portal.
2. Non-refundable application fee.
3. Updated curriculum vitae/resume.
4. Official transcripts for any post-secondary coursework completed since the original application.
5. The application will be reviewed for admission, and qualified candidates will be admitted or invited to interview. See admission requirements for the prescribed program of study to determine if interviews are required or at the request of the Admissions Committee.
6. Any additional admission requirements for the prescribed program of study.

Application Program Change

Sonoran University allows applicants to request a program change during the application process if the request is for a program within the same college or school. The request must be made prior to the published Application Deadline (p. 7) date. Applicants offered admission prior to initiating the application program change will be temporarily placed into a pre-admit status while the new application is reviewed for admission. Below are the steps for initiating a program change request:

1. Contact your admissions representative to request the program change.
2. Complete the electronic Application Program Change Request form. The request must be for the same term as the original application.
3. Upon receipt of the form, a new application will be created on the applicant's behalf, which includes all previously submitted application documents (i.e., resume, letter of recommendation, transcripts).
4. Applicants are required to review the created application, make any necessary updates to previously submitted information, and resubmit the application to complete the process.

- A decision will be rendered on the application with a provisional status until all additional admission requirements are met, including signing a new Enrollment Agreement for the program requested.

Doctorate Program Admissions

ND Application for Admission

Applicants are required to meet and adhere to the University's admissions policies and requirements as well as the admission policies and requirements for their specific program. See the University Admissions Policies (p. 7). This section contains admission policies and requirements specific to the Doctor of Naturopathic Medicine program.

All applicants to the Doctor of Naturopathic Medicine program must apply online either directly through Sonoran University's Application Portal or the Doctor of Naturopathic Medicine Centralized Application Service (NDCAS).

To apply, visit our Application Portal (https://naturalhealth.my.site.com/ERx_Forms__Portal_Register/?utm_source=coursecatalog&utm_medium=link&utm_campaign=catalog).

Prospective students who wish to enter the ND program must complete the application materials and meet the following application requirements:

- Application submitted through Sonoran University's Application Portal (https://naturalhealth.my.site.com/ERx_Forms__Portal_Register/?utm_source=coursecatalog&utm_medium=link&utm_campaign=catalog), or through NDCAS (<https://ndcas.liasoncas.com/applicant-ux/#/login>)
- Non-refundable application fee payable to either Sonoran University or NDCAS, see Tuition and Fees (p. 17)
- Three letters of recommendation
 - One academic reference
 - One regulated healthcare professional reference
 - One additional reference from either of the above categories or from an employer/volunteer supervisor
- Essay
- Resume or curriculum vitae (CV)
- Official transcripts from all post-secondary institutions attended, including military training transcripts for U.S. Veterans, traditional college coursework, and vocational training, showing completion of academic requirements
- In-person interview, qualified applicants selected for an interview will be contacted by the Admissions Office.

International Applicants

International applicants must also satisfy these additional application requirements:

- An international transcript evaluation is received for all post-secondary coursework completed in a foreign country. Transcripts must be translated and evaluated by a NACES or AICE member transcript evaluation service. Fees for this service are the responsibility of the applicant. The applicant must request a course-by-course and degree evaluation. The transcript evaluation service must mail the official report and all

transcripts directly to Sonoran University's Admissions Office and must be received before an evaluation of the applicant's file can begin. Additional coursework materials, such as catalogs, course descriptions, and syllabi, if requested, must be translated into English by a professional service.

- Sonoran University reserves the right to require international applicants whose first language is not English to provide an official English Language Test report (IELTS or TOEFL preferred). Sonoran University requires a minimum score of 80 on the Internet-based test or IELTS Band 6.5.
- International applicants admitted and deposited to enter the ND degree program must also apply for and obtain an F1 visa to begin and continue their studies in the United States, see International Applicant (p. 8) information.

ND Admissions Requirements

Prospective students who wish to enter the Doctor of Naturopathic Medicine program must complete and submit the following requirements prior to matriculation.

- A 4-year Baccalaureate degree or equivalent (contact admissions for requirements) is required. Total postsecondary coursework must be completed at an accredited or candidate college or university. Within the U.S., accreditation must be recognized by the U.S. Department of Education. If the degree was earned outside the U.S., please see International Applicants (p. 8) for more information.
- Complete all prerequisite coursework with a minimum GPA of 3.0 at a regionally accredited or candidate college or university prior to matriculation into the ND program. Applicants with science courses older than seven (7) years must demonstrate competency in the discipline(s) in question and will be evaluated on a case-by-case basis.
- Following the submission of the application and receipt of all required materials and credentials (see Application for Admission (p. 10) tab on this page), the Admissions Office will contact qualified applicants selected to interview with the Admissions Committee.

The Admissions Committee will review applications, interview qualified candidates for admission, and render an admission decision post-interview.

For more information, contact the Admissions Office at admissions@sonoran.edu or call 480.858.9100.

Subject Requirements/Prerequisite Coursework

The Subject Requirements/Prerequisite Coursework list indicates minimum requirements, but it should not be inferred that admission is probable or guaranteed for any applicant who meets them.

Area	Sem. Credit	Qtr. Credit	Notes
Biology	12	18	Courses with lab, for science majors
Organic Chemistry	3	4.5	Courses with lab for science majors

Biochemistry or Organic Chemistry II	3	4.5	For science majors
Psychology	3	4.5	Developmental Psychology is recommended, behavioral or cognitive learning courses will also be considered in lieu of psychology

DDS, etc.) may apply for transfer credit. To comply with VA requirements, all U.S. Veterans with graduate-level coursework must be evaluated for potential transfer credit. See Veterans Benefits (p.) for more information. Transfer credit will be determined during the admissions process and will not be considered after matriculation. For more information, see Transfer Applicants (p. 8).

- Technology Requirements - laptop and reliable high-speed internet for use in completing college coursework. For a complete listing of Sonoran University's technical requirements, please visit our Technology Check site (<http://techcheck.sonoran.edu/>).

CLEP Examinations Accepted

Applicants for admission may substitute the College Level Examination Program (CLEP) exam(s) for select academic prerequisites listed below. Information regarding exams can be obtained from CLEP at (866)630-9305 or www.clep.org (<https://www.clep.org>). To report examination scores to Sonoran University, use score report code #7563. An official score from the College Board/CLEP must be mailed directly to Sonoran University.

CLEP Examination	Credit Equivalent	Minimum Score
(PSY) Human Growth and Development	3 sem. or 9 qtr. credits	45
(PSY) Introduction to Educational Psychology	3 sem. or 4.5 qtr. credits	47
(PSY) Introduction to Psychology	3 sem. or 4.5 qtr. credits	47

Post-admit Enrollment Requirements

Students admitted to the ND program must satisfy the following enrollment requirements prior to matriculation:

- Criminal background check - Sonoran University requires applicants who are offered admission to undergo a criminal background check. Sonoran University has contracted with Certiphi Screening, Inc., to facilitate the criminal background check. There is a fee for the service, payable directly to Certiphi. The applicant's offer of admission will not be considered final, nor will the applicant be permitted to enroll, until the completion of a background check with results deemed acceptable by Sonoran University. Convictions of a criminal offense, other than a minor traffic offense, are required to be disclosed, including the nature of the offense and what disposition occurred as a result of that offense. This disclosure must be made whether or not a sentence was served and/or civil rights have been restored, or whether the conviction(s) were expunged from the record. A prior felony conviction does not necessarily preclude an applicant from being admitted to Sonoran University, but professional licensing boards in the state of Arizona and elsewhere may refuse to issue a certificate to engage in clinical training or a clinical license if an individual has a felony or other conviction on their record.
- Successful completion of Sonoran University's safety and training courses.
- Transfer Credit Evaluation (if applicable)- students admitted to the program who have completed graduate or professional level program coursework or have graduated from an accredited professional school or program (i.e., ND, MD, DO, DC,

Immunization and Vaccine Requirements

Sonoran University is committed to protecting the health and well-being of our students and patients. Because Sonoran and naturopathic medicine play an increased role in the delivery of integrative healthcare through multiple partnerships with hospitals, clinics, and treatment centers, our ND students are required to provide proof of immunity or testing for various diseases. Prior to enrolling at Sonoran University, all incoming ND students must provide sufficient documentation regarding immunity to Measles (Rubeola), Tuberculosis, Hepatitis B, and others. For a complete list of requirements and instructions, please visit our Student Consumer Information (<https://www.sonoran.edu/student-life/student-consumer-information/>) page.

Technical Standards

Sonoran University of Health Sciences Doctorate of Naturopathic Medicine (ND) program students must possess aptitude, abilities, and skills in all five areas listed below and be able to meet them with or without accommodation. These standards must be met throughout medical school in order for students to make satisfactory progress and graduate. Any intention of the student to practice only a narrow part of the curriculum upon graduation does not alter the requirement that all students perform satisfactorily in the full curriculum and meet all graduation requirements. If at any time the candidate can no longer meet these technical standards or requires additional accommodation, the Dean of Students must be notified immediately.

Observation

Students must be able to observe demonstrations, conduct experiments, and tolerate normal odors associated with the basic sciences, including, but not limited to anatomic dissection of preserved tissues and cadavers, microbiologic cultures, and microscopic studies of microorganisms, and animal and human tissues in normal and pathologic states.

A student must be able to observe patients accurately at a reasonable distance and close at hand, noting non-verbal as well as verbal signals. Specific observational requirements include but are not limited to the following abilities: detecting and identifying significant changes in colors of fluids, skin, culture media, and dipstick tests; perceiving with acuity and accurately discriminating findings on x-rays and other imaging tests; efficiently reading written and illustrated material; observing intracellular details through a microscope; observing demonstrations in the classroom, including projected slides, films, videos, and overheads; observing and differentiating changes in body movement; observing anatomic structures; discriminating numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers

and electrocardiograms; and competently using instruments such as the otoscope, ophthalmoscope, microscope, and stethoscope.

Communication

Students must be able to actively listen and relate effectively and sensitively to patients of all genders, ages, races, lifestyles, sexual orientations, and cultural backgrounds and be able to convey a sense of compassion and empathy.

Students must be able to observe and clearly communicate with patients in order to elicit information, accurately describe changes in mood, activity, and posture; and be able to perceive verbal as well as nonverbal communications. Communication includes speech as well as reading and writing. Medical education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others.

Students must be able to communicate quickly and effectively in oral and written English with all members of the health care team. Specific requirements include but are not limited to the following abilities: communicating rapidly and clearly with the medical team during a case report, eliciting a thorough history from patients, and communicating complex findings in appropriate terms to patients and various members of the healthcare team.

Students must learn to recognize and promptly respond to emotions such as sadness, worry, and agitation, as well as a lack of comprehension of physician communication.

Students must be able to read and record observations and plans, legibly, efficiently, and accurately in documents such as the patient record.

Students must be able to prepare and communicate concise and complete summaries of individual encounters.

Students must be able to complete forms manually and on the computer keyboard, according to directions, in a complete and timely fashion.

Sensory and Motor Function

Students must be able to perform a complete physical exam of patients with acuity, accuracy, facility, and compassion on patients of all genders utilizing palpation, auscultation, percussion, and other diagnostic maneuvers. In general, this requires sufficient ability to observe with acuity and process visual, auditory, exteroceptive (smell, touch, pain, and temperature), and proprioceptive (position, pressure, movement, stereognosis, and vibratory) phenomena accurately, as well as the ability to manipulate patients, medical instruments, and equipment with precision at a fine level of movement. Methods of surgical instruction include practice on living or preserved animal tissues.

A student should be able to provide general care and emergency treatment to patients in a timely manner. Examples of such emergency treatment reasonably required of physicians include responding quickly when called, initiating cardiopulmonary resuscitation, administering intravenous medication, applying pressure to stop bleeding, opening obstructed airways, suturing wounds, and performing physical exams of the anatomy/physiology/pathophysiology of male and female reproductive systems as well as other physical maneuvers. Cardiopulmonary resuscitation may require moving an adult patient, repeatedly applying considerable chest pressure, delivering an adequate volume of artificial respiration, and calling for help.

A student should be able to learn to perform basic laboratory tests, e.g., urinalysis, completed blood count, and diagnostic and therapeutic

procedures, e.g., phlebotomy, acupuncture, minor surgery, and arthrocentesis.

Students must be able to measure angles and diameters of various body structures using a tape measure and goniometer, measure blood pressure and pulse, and interpret graphs describing biological relationships.

Students must have strength, coordination, and the ability to use the torso and limbs to position themselves and skillfully and successfully perform common naturopathic manual procedures and techniques.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, judgment, and synthesis. The student must also be able to recognize letters and numbers quickly and accurately. Clinical reasoning and problem-solving, critical skills demanded of physicians, require all of these intellectual abilities and must be performed quickly, especially in emergency situations. Moreover, the effective physician often must deal with several tasks or problems simultaneously.

Students must be able to identify significant findings from history, physical examination, and laboratory data; provide a reasoned explanation for likely diagnoses; construct a reasoned and cost-effective diagnostic plan; and prescribe medications and therapy, recalling and retaining information in an efficient manner.

Students must be able to identify and communicate the limits of their knowledge to others when appropriate. The ability to incorporate new information from peers, teachers, and medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment and diagnostic and therapeutic planning is essential.

Behavioral and Social Attributes

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest, and motivation are all required personal qualities.

Students must be able to fully utilize their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients in all clinical and academic settings. They must be able to develop mature, professional, and effective relationships with patients of all genders, ages, races, lifestyles, sexual orientations, and cultural backgrounds, as well as with their families, with other healthcare providers, and with all members of the learning and working community. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses. For example, students must maintain a professional demeanor and be able to function at a high level in the face of personal fatigue, dissatisfied patients and their families, and tired colleagues.

Students must be able to develop professional relationships with patients and their families, providing comfort and reassurance when appropriate while protecting patient confidentiality.

Students must be able to maintain professional conduct when interacting with patients and the families of patients suffering from catastrophic illness, trauma, and death.

Students must possess adequate endurance to tolerate physically taxing workloads and function effectively under stress. At times, all students are required to work for extended periods, occasionally with rotating shifts.

Students must be able to adapt to change, display flexibility, and learn to function with the uncertainties inherent in the clinical problems of many patients.

Students are expected to accept appropriate suggestions and criticism and, if necessary, respond by modifying their behavior.

Program Partnerships

Sonoran University is proud to partner with the University of Arizona Mel and Enid Zuckerman College of Public Health (MEZCOPH) at the University of Arizona and the Phoenix Institute of Herbal Medicine and Acupuncture (PIHMA). Through these partnership agreements, students may be dually enrolled at Sonoran University and either institution for additional degree completion.

Mel and Enid Zuckerman College of Public Health ND/MPH

Sonoran University students must apply directly to the Mel and Enid Zuckerman College of Public Health (MEZCOPH) through SOPHAS (<http://www.sophas.org/>), the public health programs' centralized application. Please note that there are additional requirements beyond what was required to apply to Sonoran University including:

- GRE or MCAT
- College algebra, statistics, or a more advanced math course, such as calculus
- 3 additional letters of recommendation

For all admissions requirements, visit: <https://publichealth.arizona.edu/graduate-students/admissions/programs> (<https://publichealth.arizona.edu/graduate-students/admissions/programs/>)

When applying through SOPHAS, please indicate your interest in dual degree status in the One Concise Statement under the "Additional Questions" section. *For example, "ND/MPH: I am interested in family medicine and chronic disease, with an emphasis on cancer and cardiovascular disease."*

You can learn more about the MPH Program and admissions requirements by visiting this website for more information: <https://publichealth.arizona.edu/academics/mph> (<https://publichealth.arizona.edu/academics/mph/>)

Sonoran University students enrolled in approved coursework at the Mel and Enid Zuckerman College of Public Health (MEZCOPH) must sign an acknowledgment form in the Registrar's Office. After coursework is completed at MEZCOPH, an official transcript must be received from MEZCOPH in order for those courses to be transferred. It is the student's responsibility to inform the Registrar's Office if the student withdraws from courses at MEZCOPH in order to make necessary changes in the student's schedule.

Phoenix Institute of Herbal Medicine and Acupuncture*

The Phoenix Institute of Herbal Medicine and Acupuncture (PIHMA) offers a Master of Science in Acupuncture (MSAc) and a Master of Science in Acupuncture and Herbal Medicine (MSAcHM). Both degree programs provide future clinicians with the unique skills of a comprehensively trained practitioner in Asian medicine. Students must apply directly to PIHMA.

For admission requirements, visit: <https://www.pihma.edu/degree-programs/>

Sonoran University students enrolled in approved coursework at PIHMA must sign an acknowledgment form to drop the equivalent courses from the ND program of study. After coursework is completed at PIHMA, an official transcript must be received from PIHMA for those courses to be transferred. It is the student's responsibility to inform their Academic Advisor if they withdraw from PIHMA courses so the Registrar's Office can make the necessary updates to the student's schedule. Failure to successfully complete PIHMA courses as scheduled may delay clinic entry and/or graduation. Graduation from Sonoran University is contingent upon completing all equivalent courses at PIHMA with a grade of C or better.

***Important Note:** Effective February 25, 2026, ACAHM has terminated accreditation for PIHMA. PIHMA coursework completed prior to February 25, 2026 is eligible for transfer evaluation.

Master's Program Admissions

MS Application for Admission

All applicants to a masters program must apply online through Sonoran University's Admission Portal (https://naturalhealth.my.site.com/ERx_Forms__Portal_Register/?utm_source=coursecatalog&utm_medium=link&utm_campaign=catalog).

Prospective students who wish to enter a masters degree program in the 2025-2026 academic year must complete the requirements below, in addition to specific program admission requirements prior to matriculation:

1. A 4-year Baccalaureate degree or equivalent (contact the admissions department for requirements). Total postsecondary coursework must be completed at an accredited or candidate college or university. Within the United States, accreditation must be recognized by the U.S. Department of Education (non-U.S. residents see International Applicants (p. 8) for more information).
2. Completed application. The admissions application requires the submission of:
 - a. Completed application through Sonoran University's Application Portal (http://bit.ly/Sonoran_App/)
 - b. Non-refundable Application Fee (see Tuition and Fees (p. 17))
 - c. Personal statement/essay
 - d. Resume or curriculum vitae
 - e. Official transcripts from an accredited or candidate college or university where the highest degree was earned. Within the U.S., accreditation must be recognized by the U.S. Department of Education. U.S. Veterans must also submit military training transcripts. Additional transcripts may be requested on a case-by-case basis.
 - f. A minimum cumulative grade point average (GPA) of 2.75 on a 4.0 scale is preferred. However, Sonoran University uses a holistic admissions process, and all applicants with a GPA below 2.75 are encouraged to apply to be considered on a case-by-case basis.

MS Admission Requirements

Applicants are required to meet and adhere to the Institutional Admission Policies and Requirements (p. 7) as well as the Admission Policies and Requirements for their specific program.

This section contains admission policies and requirements specific to the masters programs:

- College of Nutrition - Application Requirements (p. 14)
- School of Mental Health - Application Requirements (p. 15)

College of Nutrition Admission Requirements

Master of Science in Clinical Nutrition or Applied Clinical Nutrition (MSCN or MSACN)

Prospective students who wish to enter a clinical nutrition master's program must complete and submit the following requirements prior to matriculation.

1. A completed online application and application fee payment, see Tuition and Fees (p. 17).
2. A current resume
3. A personal statement
4. Official transcript from the institution that conferred the student's highest awarded degree. Coursework/degree must be completed at an accredited or candidate college or university. Applicants can verify if their institution qualifies using the U.S. Department of Education's database of accredited postsecondary institutions (<https://ope.ed.gov/dapip/#/home>). Official transcripts should be sent electronically from the institution directly to Sonoran University transcripts inbox, transcripts@sonoran.edu. It is recommended that students provide any post-secondary transcripts that document coursework in basic sciences or nutrition to strengthen the application.
5. A cumulative grade point average (GPA) of 2.75 on a 4.0 scale is preferred. However, Sonoran uses a holistic admissions process for the MSCN, MSACN, and MSNBL programs, and all applicants with a GPA below 2.75 are encouraged to apply for consideration on a case-by-case basis.
6. International Applicants must submit foreign transcripts from the institution that conferred the student's highest degree earned. This transcript must undergo a course-by-course evaluation by a member organization of either the National Council on the Evaluation of Foreign Education Credentials (NACES) (<http://www.naces.org/>) or the Association of International Credential Evaluators (AICE) (<http://aice-eval.org/>). Fees for this service are the responsibility of the applicant.
7. All military transcripts and post-secondary education transcripts for former members of the armed services.
8. Students are recommended to submit optional letters of recommendation to strengthen their application.
9. A video conference interview may be required at the discretion of the Admissions Committee or Program Dean.

Additional MSACN Program Requirement

To protect client safety and public health and reduce risk to clients, supervisors, peers, and Sonoran, all students admitted to the MSACN

program are required to complete a criminal background check (CBC) as part of the post-admission enrollment requirements.

Executive Master of Science in Nutritional Business Leadership (MSNBL)

Prospective students who wish to enter the executive MSNBL program must complete and submit the following requirements prior to matriculation:

1. A completed online application and application fee payment
2. A current resume
3. A personal statement
4. Official transcript from the institution that conferred the student's highest awarded degree. Coursework/degree must be completed at a regionally accredited college or university. Applicants can verify the accreditation status of an institution in the U.S. Department of Education's database of accredited postsecondary institutions (<https://ope.ed.gov/dapip/#/home>). Official transcripts should be sent electronically from the institution directly to Sonoran University's transcripts inbox, transcripts@sonoran.edu. It is recommended that students provide any post-secondary transcripts that document coursework in basic sciences or nutrition to strengthen the application.
5. Two (2) professional letters of recommendation. Early career candidates must also submit a letter of recommendation from their current employer.
6. Early career candidates (less than seven (7) years of professional work experience) must submit one professional letter of recommendation addressing the leadership potential of the candidate
7. Complete a virtual interview. Upon reviewing a submitted application and all outlined requirements, qualified applicants selected for an interview will be contacted by the Admissions Office.
8. International Applicants must submit foreign transcripts from the institution that conferred the student's highest degree earned. This transcript must undergo a course-by-course evaluation by a member organization of either the National Council on the Evaluation of Foreign Education Credentials (NACES) (<http://www.naces.org/>) or the Association of International Credential Evaluators (AICE) (<http://aice-eval.org/>). Fees for this service are the responsibility of the applicant.
9. All military and post-secondary education transcripts for former members of the armed services.

International Applicants

International applicants must also satisfy these additional application requirements:

1. International transcript evaluation completed for the highest degree earned in a foreign country.
2. Sonoran University reserves the right to require international applicants whose first language is not English to provide an official English Language Test report (IELTS or TOEFL preferred). Sonoran University requires a minimum score of 80 on the Internet-based test or IELTS Band 6.5.
3. Transcripts from international institutions must be translated and evaluated by a NACES or AICE member transcript evaluation service. Fees for this service are the responsibility of the

applicant. The applicant must request a course-by-course and degree evaluation. The transcript evaluation service must mail the official report and all transcripts directly to Sonoran University's Admissions Office. These documents must be received before an evaluation of the applicant's file can begin. Additional coursework materials, such as catalogs, course descriptions, and syllabi, if requested, must be translated into English by a professional service.

Post-admit Enrollment Requirements

Students admitted to a Master of Science in Nutrition program must satisfy the following enrollment requirements prior to matriculation:

1. Successful completion of Sonoran University's safety and training courses.
2. Transfer Credit Evaluation (if applicable) - Students admitted to an MS program who have completed graduate-level coursework or have graduated from a domestic or foreign accredited graduate school or program may apply for transfer credit. To comply with VA requirements, all U.S. Veterans with any graduate-level coursework must be evaluated for potential transfer credit. See VA Benefits (<https://catalog.sonoran.edu/catalog/financial-information/#veteransbenefitstext>) for more information. Transfer credit will be determined during the admissions process and will not be considered after matriculation, see Transfer Credit Policy (<https://catalog.sonoran.edu/catalog/admissions-information/policies/#transferapplicantstext>).
3. Technology Requirements - laptop and reliable high-speed internet for use in completing coursework. To review the minimum requirements, please visit Sonoran University's technical check and requirements (<https://techcheck.sonoran.edu/>) webpage.
4. (MSACN only) Criminal background check - Sonoran University requires applicants who are offered admission to undergo a criminal background check. Sonoran University has contracted with Certiphi Screening, Inc., to facilitate the criminal background check. There is a fee for the service, payable directly to Certiphi. The applicant's offer of admission will not be considered final, nor will the applicant be permitted to enroll, until the completion of a background check with results deemed acceptable by Sonoran University. Convictions of a criminal offense, other than a minor traffic offense, are required to be disclosed, including the nature of the offense and what disposition occurred as a result of that offense. This disclosure must be made whether or not a sentence was served and/or civil rights have been restored, or whether the conviction(s) were expunged from the record. A prior felony conviction does not necessarily preclude an applicant from being admitted to Sonoran University, but professional licensing or certification boards may refuse to issue a certificate or a clinical license if an individual has a felony or other conviction on their record.

Concurrent Enrollment for College of Nutrition Students

Sonoran University offers a pathway that allows current MS students to complete the requirements for two MS degree programs (MSCN and MSNBL or MSACN and MSNBL) concurrently. This creates an opportunity

for our MS students to graduate with the MSCN and the MSNBL degree. Students should contact the Admissions Office for more information.

Sonoran University does not allow MSCN and MSACN students to complete the requirements for both these degree programs concurrently and does not currently offer a concurrent pathway with the MSCMHC degree program.

Application Deadlines

Students may apply for admission into both eligible MS programs at the same time, or students already enrolled in Sonoran University's MSCN or MSACN programs are eligible to apply through the Admissions Office as early as quarter 1 for admission to the MSNBL program and begin the MSNBL program as early as quarter 2 of the MSCN or MSACN program. Students already enrolled in the MSNBL program are eligible to apply through the Admissions Office as early as quarter 1 for admission to the MSCN or MSACN program and begin the MSCN or MSACN program as early as quarter 3 of their MSNBL program.

Eligibility

To be eligible for concurrent enrollment, a separate application is required for each degree program, and students must meet admissions requirements for both programs. Students admitted into the MSCN or MSACN and the MSNBL programs will be charged the lower of the two credit rates.

Once a student is admitted to their secondary Master's degree program, pre-matriculation concurrent enrollment requirements must be met.

Concurrent Enrollment Eligibility Requirements

Once admitted, concurrently enrolled students must continue to meet all concurrent enrollment eligibility requirements (CEER) outlined within the University Policies section of the catalog and maintain satisfactory academic progress in each program.

1. Only select, predefined common coursework can be shared across programs.
2. Registration in both programs will be required each quarter.
3. Leaves of Absence (LOA) may apply to both programs.
4. Graduate credit transferred from another academic institution may only be applied to one program.
5. The maximum time for completion of each degree requirement applies to each degree individually.
6. Since MSNBL program courses are only offered once per year, students requesting a special schedule to reduce their workload are advised to continue their MSNBL courses.

School of Mental Health Admission Requirements Master of Science in Clinical Mental Health Counseling (MSCMHC)

Prospective students who wish to enter a master's program must complete and submit the following requirements prior to matriculation.

1. A completed online application and application fee payment, see Tuition and Fees (p. 17).

2. A current resume.
3. A personal statement.
4. Official transcript from the institution that conferred the student's highest awarded degree. Coursework/degree must be completed at an accredited or candidate college or university. Applicants can verify if their institution qualifies using the U.S. Department of Education's database of accredited postsecondary institutions (<https://ope.ed.gov/dapip/#/home>). Official transcripts should be sent electronically from the institution directly to Sonoran University at transcripts@sonoran.edu. It is recommended that students provide any post-secondary transcripts that document coursework in basic sciences or nutrition to strengthen the application.
5. A cumulative grade point average (GPA) of 2.75 on a 4.0 scale is preferred. However, Sonoran uses a holistic admissions process for the MSCMHC program, and all applicants with a GPA below 2.75 are encouraged to apply for consideration on a case-by-case basis.
6. International Applicants must submit foreign transcripts from the institution that conferred the student's highest degree earned. This transcript must undergo a course-by-course evaluation by a member organization of either the National Council on the Evaluation of Foreign Education Credentials (NACES) (<http://www.naces.org/>) or the Association of International Credential Evaluators (AICE) (<https://aice-eval.org/>). Fees for this service are the responsibility of the applicant.
7. All military transcripts and post-secondary education transcripts for former members of the armed services.
8. Upon reviewing a submitted application and all outlined requirements, qualified applicants selected for an interview will be contacted by the Admissions Office.

Recommended Application Materials

The following recommended items can strengthen an application but are not required for admission:

1. Letters of recommendation for industry professionals, employers, or prior faculty.
2. Listing all degree-related professional experience, volunteer work, or awards and certifications received.

Post-admit MSCMHC Enrollment Requirements

1. Criminal background check - Sonoran University requires applicants who are offered admission to undergo a criminal background check. Sonoran University has contracted with Certiphi Screening, Inc., to facilitate the criminal background check. There is a fee for the service, payable directly to Certiphi. The applicant's offer of admission will not be considered final, nor will the applicant be permitted to enroll, until the completion of a background check with results deemed acceptable by Sonoran University. Convictions of a criminal offense, other than a minor traffic offense, are required to be disclosed, including the nature of the offense and what disposition occurred as a result of that offense. This disclosure must be made whether or not a sentence was served and/or civil rights have been restored, or whether the conviction(s) were expunged from the record. A prior felony conviction does not necessarily preclude an applicant from being admitted to Sonoran University, but professional licensing boards in the state of Arizona and elsewhere may

refuse to issue a clinical license if an individual has a felony or other conviction on their record.

2. Successful completion of Sonoran University's safety and training courses.
3. Transfer Credit Evaluation* (if applicable) - Students admitted to an MS program who have completed graduate-level coursework or have graduated from a domestic or foreign accredited graduate school or program may apply for transfer credit. To comply with VA requirements, all U.S. Veterans with any graduate-level coursework must be evaluated for potential transfer credit. See VA Benefits (<https://catalog.sonoran.edu/catalog/financial-information/#veteransbenefitstext>) for more information. Transfer credit will be determined during the admissions process and will not be considered after matriculation, see Transfer Credit Policy (<https://catalog.sonoran.edu/catalog/admissions-information/policies/#transferapplicantstext>).
4. Technology Requirements - laptop and reliable high-speed internet for use in completing coursework. To review the minimum requirements, please visit Sonoran University's technical check and requirements (<https://techcheck.sonoran.edu/>) webpage.

Technical Standards

Students in Sonoran University of Health Sciences' Master of Science in Clinical Mental Health Counseling (MSCMHC) program must possess aptitude, abilities, and skills in all four areas listed below and be able to meet them with or without accommodation. These standards must be met throughout the program in order for students to make satisfactory progress and graduate. Any intention of the student to practice only a narrow part of the curriculum upon graduation does not alter the requirement that all students perform satisfactorily in the full curriculum and meet all graduation requirements. If at any time the candidate can no longer meet these technical standards or requires additional accommodation, the Dean of Students must be notified immediately.

Observation

A student must be able to observe clients accurately at a reasonable distance and close at hand, noting non-verbal as well as verbal signals. Specific observational requirements include but are not limited to the following abilities: detecting emotional mood; noting non-verbal communication (e.g., lack of eye contact); recognizing distress; observing trauma-based reactions; noting discrepancies in verbal and non-verbal communication.

Communication

Students must be able to actively listen and relate effectively and sensitively to clients of all genders, ages, races, lifestyles, sexual orientations, and cultural backgrounds and be able to convey both understanding and empathy.

Students must be able to observe and clearly communicate with clients in order to elicit information, accurately describe changes in mood, activity, and posture; and be able to perceive verbal as well as nonverbal communications. Communication includes verbal and/or nonverbal communication as well as reading and writing. Counselor education presents exceptional challenges in the volume and breadth of required reading and the necessity to utilize evidence-based strategies with clients.

Students must be able to communicate quickly and effectively in oral and written English with all members of the health care team. Specific

requirements include but are not limited to the following abilities: documenting sessions through case notes, developing and updating the client's treatment plan, communicating rapidly and clearly with the team during a case report, eliciting a thorough intake history from clients, and communicating complex findings in appropriate terms to clients and various members of the healthcare team.

Students must learn to recognize and promptly respond to emotions such as sadness, worry, and agitation, as well as a lack of comprehension of a provider's communication. Students must be able to read and record observations and plans, legibly, efficiently, and accurately in documents such as the client record. Students must be able to prepare and communicate concise and complete summaries of individual sessions. Students must be able to complete forms manually and on the computer keyboard, according to directions, in a complete and timely fashion.

Intellectual, Conceptual, Integrative and Quantitative Abilities

These abilities include analysis, judgment, and synthesis of complex human behaviors. The student must also be able to recognize patterns in clients and signs of progress or regression. Clinical reasoning and problem-solving, critical skills demanded of counselors, require all of these intellectual abilities and must be performed quickly, especially in crisis situations. Moreover, the effective counselor often must deal complicated cognitive, emotional and behavioral issues simultaneously.

Students must be able to identify significant findings from history, presenting issues and current presentation of client; provide a reasoned explanation for likely mental health diagnostic impressions; construct a reasoned and evidence-based treatment-plan; and support clients in incorporating psychotropic medications with therapy, recalling and retaining information in an efficient manner.

Students must be able to identify and communicate their scope of competence to others when appropriate. The ability to incorporate new information from peers, teachers, and literature in formulating mental health diagnostic impressions and treatment plans is essential. Good judgment in client assessment and therapeutic planning is essential.

Behavioral and Social Attributes

Empathy, integrity, honesty, concern for others, good interpersonal skills, ethical decision-making, interest, and motivation are all required personal qualities.

Students must be able to fully utilize their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of clients in all clinical and academic settings. They must be able to develop mature, professional, and effective relationships with patients of all genders, ages, races, lifestyles, sexual orientations, and cultural backgrounds, as well as with their families, with other healthcare providers, and with all members of the learning and working community. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses. For example, students must maintain a professional demeanor and be able to function at a high level in the face of personal fatigue, dissatisfied clients and their families, and tired colleagues.

Students must be able to develop professional relationships with clients, providing comfort and reassurance when appropriate while protecting client confidentiality. Students must be able to maintain professional conduct when interacting with clients suffering from severe mental illness trauma, and complicated grief and loss. Students must possess adequate endurance to tolerate physically taxing workloads and function effectively

under stress. At times, all students are required to work for extended periods, seeing clients one after another through the day. Students must be able to adapt to change, display flexibility, and learn to function with the uncertainties inherent in the clinical problems of many patients. Students are expected to accept appropriate suggestions and criticism and, if necessary, respond by modifying their behavior.

Tuition

Tuition and Fees

The following tuition and fees apply to the 2025-2026 academic year. Sonoran University of Health Sciences reserves the right to change tuition and fees at anytime. A new tuition and fee schedule will be published when there are changes. Fees specific to the Naturopathic Doctor (ND) program and Master of Science (MS) programs are indicated next to the fee.

Application & Enrollment Fees

(Non-refundable)

Fee	Cost
Admission Deposit ¹	\$300
Deferral (ND)	\$100
Deferral (MS)	\$100
New Student Application (ND)	\$115
New Student Application (MS)	\$50
Non-degree Application (ND)	\$65
Reapplication (ND)	\$115
Reapplication (MS)	\$50
Transfer Evaluation	\$300

¹ The deposit is credited towards tuition and is refundable only upon written request of cancellation and within three (3) days of receipt of the Enrollment Agreement (excludes Saturday, Sunday or Federal/State holidays).

Tuition (Per Credit)

Fee	Cost
Doctor of Naturopathic Medicine ¹	\$444
Master of Science in Clinical Nutrition	\$763
Master of Science in Applied Clinical Nutrition	\$763
Master of Science in Nutrition Business Leadership	\$1,253
Master of Science in Clinical Mental Health Counseling	\$497

¹ Tuition cost is per credit no matter the method of instructional delivery.

Non-course-specific Fees

(Non-refundable)

Fee	Cost
Program Completion Audit Fee	\$250
Additional Course Enrollment Fee	\$5
Audit (per credit hour)	\$150
Clinical Drop/Add (ND)	\$50

Competency Assessment (per exam)	\$150
Credit Card Processing	2.75% - 4.5%
Diploma Replacement ²	\$50
I-Print ¹ Single B/W (ND)	\$0.08
I-Print ¹ Duplex B/W (ND)	\$0.14
Late Clinical Paperwork (ND)	\$50
Late Quarterly Registration Documents (Registration Agreement/Address Update)	\$100
Returned Check	\$45
Special Examination (per exam)	\$150
Student Replacement ID Card	\$25
Transcript Fee (via Parchment) ²	\$12-\$14.75
Enrollment/Graduation Verification Fee (via Parchment) ²	\$12

¹ ND students receive a \$25 printing credit per quarter; additional credit can be purchased through the Business Services Office.

² Sales tax not included

Quarterly Fees

Fee	Cost
Equipment (ND)	\$30
NMSA Dues (ND)	\$15
NPLEX Review (ND)	\$15
Student Government	\$20
Technology (ND)	\$150
Technology (MS)	\$250

ND Course-specific Fees

Fee	Cost
ANAT 5014/ANAT 5024/ ANAT 5034L	\$25
BOTM 6020L	\$63
BOTM 6940 (Selective)	\$30
CLPR 5010 (BLS Initial Certification)	\$105
Clinical Entry Quarter (BLS Recertification)	\$105
CLPR 5010L	\$27
CLPR 5020L	\$27
CLPR 5030L	\$105
CLPR 5030 Practice Exam	\$79
CLPR 6040L	\$27
CLPR 6050L	\$27
CLPR 6060L	\$105
CLTR 4304 Clinical Entry Exam	\$131
CLTR 4508 A, 1st Attempt	\$630
CLTR 4508 B, Part 1: 1 - 2 Sections	\$152
CLTR 4508 B, Part 1: 3+ Sections	\$289
CLTR 4508 B, Part 2	\$289
CLTR 4508 C, Part 1: 1 – 2 Sections	\$152
CLTR 4508 C, Part 1: 3+ Sections	\$289
CLTR 4508 C, Part 2	\$289

CPE Make-up or Remediation	\$158
CEE Make-up or Remediation	\$263
ERMD 8014	\$201
GYNE 7020L	\$65
MICR 5026L	\$25
MSRG 7010 / MSRG 8020L	\$71
NUTR 6930	\$250
PHMD 6981L (Selective)	\$48
PSYC 6970 (Selective)	\$28

MS Course-specific Fees

Fee	Cost
MSCN – NUTC 5420 Certificate	\$250
MSCMHC-CMHC 5630 Atypical Human Behavior 2 (Immersive Practicum)	\$150
MSCMHC-CMHC 5710 Pre-Practicum in Counseling 1 (Immersive Practicum)	\$200
MSCMHC-CMHC 5810 Counseling Practicum 1	\$45
MSCMHC-CMHC 5830 Counseling Practicum 2	\$45
MSCMHC-CMHC 5910 Counseling Internship I (A)	\$45
MSCMHC-CMHC 5930 Counseling Internship I (B)	\$45
MSCMHC-CMHC 6010 Counseling Internship II (A)	\$45
MSCMHC-CMHC 6030 Counseling Internship II (B)	\$45

Library Fines

Fee	Cost
Lost or Damaged Processing Fee (plus cost of item)	\$5.00
Overdue Items (per item each day)	\$0.50
Late Fee for Reserve/Reference Items (2-hour check-out) (per item/per hour late)	\$1.00

Student Material and Equipment Purchases (Non-refundable)

In addition to the tuition and fees, students are required to purchase books, materials, supplies, and equipment to supplement their course instruction and clinical training.

Depending on the program of study, students should allow, on average, a cost of approximately \$500 - \$1,000 per quarter for textbooks, materials, and supplies.

For the ND program, Sonoran University contracts with high-quality medical equipment manufacturers such as 3M Littman and Welch Allyn and other vendors to provide you with the tools needed to effectively learn in the classroom and clinic. Participation in Sonoran University's equipment purchase is mandatory for all ND students and is automatically charged to students in their first term of attendance.

Fee	Cost
Audience Response Subscription (ND)	\$30
Medical Equipment (ND)	\$977

Ancillary Program Expenses

Additional expenses related to programs include but are not limited to the fees paid for certifications, vaccinations, certification and licensing exams, clinical requirements, licensure applications, etc.

Following the enrollment requirements of the ND program, ND students will obtain a fingerprint clearance card upon acceptance into the program and during the admissions process. This card is good for six (6) years as outlined by the Arizona Department of Public Safety.

Ancillary program expenses are paid directly to outside agencies and organizations. Certifications are administered by third-party organizations. Should students opt to pursue certification, all application and examination fees associated with these certifications are paid directly to outside agencies and organizations.

Financial Policies

Tuition and Fee Payment

All tuition and fees listed are in United States currency. Tuition and fees are due in full every quarter on the first day of the term. The payment deadline for students is the earlier of the end of the first week of classes or the end of the add/drop period. Payment plans may be available and students are encouraged to contact the Business Services Office to review their options. Students who have not paid their tuition and fees in full by each quarter's tuition payment deadline will have a hold placed on their account. Failure to pay by the deadline could also result in certain students being dropped from their courses. Students may be permitted to re-register for courses/clerkships after tuition and fees are paid in full dependent on the payment occurring sufficiently in the Add/Drop period. Late registration and clinical add/drop fees may apply, see Adding and Dropping Courses (p. 35) for applicable dates and the Tuition and Fees tab on this page for specific fees.

Throughout a term, students may incur additional fees and fines for which payment will be due when the charge is incurred. Sonoran University's Business Services Office may place a hold on student accounts until debts are paid in full. Further:

- Any debt or returned check may revoke a student's current enrollment.
- Permission to register for subsequent terms may be held until all student debt is paid in full for previous terms.
- Course credit will not be given until all student debt is paid in full.

Payment Options

Student payments must be in U.S. currency in the form of a credit card (fees apply), personal check, money order, or bank check. Students who prepay tuition and fee charges are not eligible for reimbursement through federal student aid. Small-dollar charges under \$100 may be paid with cash in the Business Services Office.

Financial Aid

Financial Aid

Students in eligible programs seeking federal funding for their educational needs will receive assistance through the Financial Aid Office.

Federal William D. Ford Direct Unsubsidized Loans are available to students who qualify and are not need-based per federal regulations. The student is responsible for the interest that accrues on an unsubsidized loan. Students have the option of paying the interest while in school or adding the interest to the principal balance at the time of repayment.

Program Limits

Doctor of Naturopathic Medicine Students

- The maximum amount a student may borrow in Direct Unsubsidized Loans is \$40,500 per nine-month academic year.
- The aggregate limit for Direct Unsubsidized loans is \$224,000.

Masters Students

- The maximum amount a student may borrow in Direct Unsubsidized Loans is \$20,500 per nine-month academic year.
- The aggregate limit for Direct Unsubsidized loans is \$138,500.

Private Loans

Private student loans are available to those who qualify and are credit-based. There are no fixed annual or aggregate loan limits for private student loans. However, private loans may not exceed the cost of attendance for a nine-month academic period. See the Tuition and Living Expense page (<https://www.sonoran.edu/admissions/tuition/>) on the University Website for the prescribed program of study.

Financial Aid Recipients

In accordance with the U.S. Department of Education (ED) 34 CFR 668.164 (c), federal student aid shall be posted to student accounts for allowable tuition and fee charges prior to crediting student accounts for other costs such as books and living expenses. Further, student verification of attendance in classes or clerkships must be documented prior to financial aid disbursement. Once student aid is applied to student accounts and attendance verification is received, the net difference between aid and tuition and fee charges results in an amount due to the student or an amount due from the student. Amounts due to students are provided in the form of a paper check or directly deposited into student bank accounts. Amounts due from students are due and payable according to the payment guidelines (see Payment Options above).

Foreign Financial Aid or Third-Party Payer Recipients

Proof of an official promissory note and/or an offer letter from a third-party payer must be delivered to the Business Services Office prior to the first day of a term in order to avoid being dropped from all registered courses and clerkships and having to re-register for courses.

General Eligibility Requirements

All students seeking financial aid must meet general eligibility requirements regarding citizenship, financial need, and satisfactory academic progress. Students who are currently in default and have not made satisfactory loan repayments or owe a refund on a Title IV program do not qualify for any form of federal aid.

Financial Aid Policy for Repeat Coursework

Federal regulations (Title IV) limit the number of times a student may repeat a course and receive federal financial aid for that course. The Financial Aid Office does not determine if a student may repeat a course; it only determines if the student is eligible for federal financial aid for the repeated course(s). Repeat coursework can also have consequences on a student's Satisfactory Academic Progress (SAP) calculation.

- Federal regulations prohibit students from using Title IV funds to cover a course for more than two attempts after a failure of a course.
- A student may receive federal financial aid when repeating a course that was previously failed.
- Once a student has completed any course twice and earned a passing grade, they are no longer eligible to receive federal financial aid for that course.

Drug Conviction and Federal Financial Aid Eligibility

The FAFSA Simplification Act amended Section 484 of the Higher Education Act of 1965 (HEA). A student's Title IV aid is no longer impacted due to a drug conviction that occurred while enrolled in their program of study and receiving Title IV aid, as long as the student meets all other eligibility criteria. However, the eligibility criterion related to the Anti-Drug Abuse Act remains unaffected. Federal Student Aid Handbook. (2024-2025). School-Determined Requirements. Vol., 1, Ch., 1, pp. 21-22 (https://fsapartners.ed.gov/sites/default/files/2024-2025/2024-2025_Federal_Student_Aid_Handbook/_knowledge-center_fsa-handbook_2024-2025_vol1_ch1-school-determined-requirements.pdf).

Financial Aid Procedure

Students in eligible programs interested in obtaining financial aid must complete the Free Application for Federal Student Aid (FAFSA), the Direct Master Promissory Note (MPN), and the Federal Stafford Entrance Counseling Exam. Approximately two to three weeks after submission of the FAFSA, the results of the compilation of information, including the Student Aid Index (SAI), are sent to the student and Sonoran University. Once the student's file is reviewed for eligibility, federal funding is determined. The student will receive an offer letter reflecting the cost of attendance based on the student's credit hour load reflected in their final registration and the type of aid offered based on the student's eligibility.

Federal Work-Study

Federal Work-Study (FWS) awards are need-based. Campus-based students in eligible programs are required to indicate their desire to participate in the FWS program when completing their FAFSA or communicate their desire to the Financial Aid Office to ensure FWS awarding is an option. Available positions are advertised each quarter. Please contact the Financial Aid Office for additional information at finaid@sonoran.edu (finaid@sonoran.edu).

International Students

Although international students do not qualify for U.S. federal financial aid, there are other options to help fund their Sonoran University education. Private student loans are available to foreign students; however, they must have a U.S. citizen or permanent resident as a co-signer.

Canadian students may be eligible to apply for Canadian student loans through their respective provincial governments. Canadian students receiving financial aid from their provincial governments will be held to

the same payment deadlines for tuition. Tuition must be paid in full by the end of the add/drop period. If provincial financial aid is received by Sonoran University after the student has paid, a refund of excess tuition will be issued to the student within ten business days. Canadian students are responsible for initiating the process of financial assistance from their province. Documentation should be sent to the Financial Aid Office at Sonoran University for completion and returned to the appropriate provincial government.

Veteran Benefits

Veterans (VA) Benefits

Applying for VA Benefits

Sonoran University's ND and MS programs are approved programs of study by the Arizona State Approving Agency (ASAA) for eligible students. Eligibility for VA benefits is determined by the appropriate VA Benefits Office. Students must contact the VA Office and complete the required approval forms to determine eligibility. After the student has completed the process, the student must submit their notice of eligibility and status of benefits to the Registrar's Office.

Yellow Ribbon Program

Sonoran University is an approved participant in the U.S. Department of Veterans Affairs' Yellow Ribbon program. Individuals who qualify for the Post-9/11 GI Bill[®] at the 100% rate may be eligible for this additional funding to help them achieve their educational goals.

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 GI Bill[®] that allows veterans to attend private schools and graduate programs costing more than the annual state tuition cap. Under the program, Sonoran University offers a veterans-only scholarship which the VA will then match. This benefit is offered to a limited number of students on a first-come, first-served basis. Veterans should contact the Registrar's Office for further information on the benefits and submission of the Yellow Ribbon Program application.

VA Eligibility

VA Benefits are not considered Estimated Financial Assistance when determining eligibility for Title IV aid. Veterans must continue to achieve Satisfactory Academic Progress (SAP) toward their educational program(s) each term in order to remain eligible for benefits. Sonoran University must report to the VA Office if a student is not making SAP or if there is any change in enrollment status, see Satisfactory Academic Progress for the prescribed program of study.

Students who served on Active Duty may be eligible for education benefits offered by the Department of Veterans Affairs. Students should check their eligibility status and the amount for which they qualify prior to enrolling. For additional information, refer to the Financial Aid page and Veterans Benefits section (<https://www.sonoran.edu/admissions/financial-aid/>) on Sonoran University's website.

Please be advised that the Master of Science in Applied Clinical Nutrition (MSACN) Program does not currently qualify for VA Benefits. We encourage prospective students who are veterans or active military personnel to consult with our admissions team for guidance on available resources and alternative programs that are approved for VA Benefits.

VA Principles of Excellence

Sonoran University has agreed to comply with the Principles of Excellence issued in Executive Order 13607 and signed on April 27, 2012.

Any individual covered by VA benefits is eligible to attend or participate in courses during the period beginning on the date on which the individual provides Sonoran University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to Sonoran University.
2. Ninety (90) days after the date Sonoran University certified tuition and fees, following the receipt of the certificate of eligibility.

Sonoran University will not impose any penalty, including assessment of late fees; the denial of access to classes, libraries, or other institutional facilities; or the requirement that a covered individual borrow additional funds on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33. For more information, see the Military Leave of Absence (p. 32) and the Withdrawal Refund Policy (p. 34).

GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Student Information

The Healing Power of Nature

Sonoran University of Health Sciences is comprised of many parts. World-class nutrition and naturopathic medical education. An innovative botanical research institute. Healthcare clinics to empower our community. And much, much more. So, what ties it all together? From our faculty to our students, from our alumni to our administration, we are all passionately dedicated to shaping a healthier future through the healing power of nature.

- Policies & Privileges (p. 21)
- Appeals & Complaints (p. 24)
- Student Safety (p. 25)
- Library (p. 27)

Policies and Privileges

Privileges, Rights, and Responsibilities

Sonoran University expects students to be honest, responsible, and professional at all times. Our policies of student conduct are an expectation of student behavior, and these are upheld despite the location of the alleged incident or behavior. Students are expected to be respectful to others, both in and outside of Sonoran University's community; and

to demonstrate professional behavior, accountability, and high ethical standards.

Sonoran University is committed to providing an educational environment for its students, with challenging and comprehensive coursework and practical experience; programs that enhance and assist students in their daily and professional lives; and practical, fair, and timely appeal and dispute procedures.

The following policies inform students of their rights, privileges, and responsibilities and outline the various administrative procedures. More detailed information about student-related policies and procedures is included in Sonoran University's Student Handbook (<https://catalog.sonoran.edu/student-handbook/>) and, for ND students, Sonoran University's Clinical Handbook found on the Campus Publications page (https://my.sonoran.edu/ICS/Campus_Life/Campus_Publications/) on MySonoran.

Sonoran University reserves the right to update policies and procedures pertaining to student rights and responsibilities as deemed necessary. Students may be informed of policy changes via e-mail or official updates to the Course Catalog, Student Handbook, or Clinical Handbook at any time. Students are responsible for the most current version of these publications as they supersede all previous versions.

Employment at the University

Sonoran University offers campus-based students federal work study (FWS) and other employment opportunities as needs arise. FWS students must be in good academic standing to be eligible for employment at Sonoran University, see Academic Standing (p. 37). For more information, see Student Employment (<https://catalog.sonoran.edu/student-handbook/student-programs/student-support-programs/#studentemploymenttext>).

Medical Student Conduct

Unethical conduct of naturopathic medical students, including practicing without a license, will be reported to the State of Arizona Naturopathic Physicians Medical Board, in compliance with Arizona statutes.

Criminal Conduct/Theft

Theft is considered an infraction of the Student Professional Code of Conduct and Academic Honor. All students are expected to observe national, state, and local laws and ordinances. Conduct that Sonoran University officials think violates laws and ordinances will be reported to the proper authorities. Conduct that violates the Code of Professional Conduct will be handled according to the prevailing student disciplinary process and may result in suspension or dismissal. For more information, see the Student Code of Professional Conduct (<https://catalog.sonoran.edu/student-handbook/code-professional-conduct-academic-honor/>) in the Handbook or contact the Dean of Students.

Student Identification Card

All Sonoran University students are issued an institution photo identification card. On-campus students will receive their ID card during orientation. Students enrolled in online distance learning programs will receive their ID by mail approximately two weeks after the start of classes. Students are required to always wear and keep the ID in their possession when on campus or at any Sonoran University-affiliated site. For more information, refer to the ID Card Policy (https://my.sonoran.edu/ICS/icsfs/ID_card_policy_updated_September_2020.pdf?target=ed32998e-6de5-4547-9559-3041a6503a50) on MySonoran. The

photo ID is used as a security measure and is required for students to receive access to various campus buildings, as well as certain services such as library borrowing and copy/printer privileges. The first card is provided free of charge. Replacement cards are available for a fee. For more information, go to the Student ID Requests (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_ID_Requests.jnz) page on MySonoran.

Student Emergency Contact Information

Sonoran University requires all students to provide an emergency contact to the Registrar's Office upon matriculation. The contact may be a family member or friend that the university may contact in the event of an emergency. Emergencies include but are not limited to medical emergencies, mental health crises, missing students, and safety threats.

Personal Appearance and Professional Behavior

Students are expected to maintain a clean and neat appearance at all times while on campus, attending university events, and engaging in online courses. Clothing with offensive graphic designs or statements is prohibited. Footwear must be worn on campus and in campus buildings, with close-toed shoes required in Sonoran University's Medical Center, Medicinary, and Neil Riordan Center for Regenerative Medicine facilities at all times. Professional attire is expected at all Sonoran University medical facilities. For complete dress guidelines in clinical environments, please see the Clinical Handbook (https://my.sonoran.edu/ICS/Campus_Life/Campus_Publications/) on MySonoran.

Examinations and Course Assignments

Sonoran University values the pursuit of knowledge, research, and personal growth. These pursuits cannot be achieved without adherence to ethical standards of behavior and honesty. As we embrace this quest for academic growth, we are guided by a Sonoran University Core Value: *Do the Right Thing*. Academic integrity is the commitment to and the demonstration of honesty and integrity within an academic or learning environment. It is important that students understand what constitutes academic integrity. The following paragraphs define Sonoran University's expectations of our students with respect to academic integrity and honesty.

Examination and Assessment Standards

When taking in-person or online examinations or other individual graded assessments, students:

- are expected to abide by Sonoran University's Code of Professional Conduct and Academic Honor (Code) (<https://catalog.sonoran.edu/student-handbook/code-professional-conduct-academic-honor/>) as described in the Student Handbook. Cheating is a violation of Code policies and undermines the community of trust and integrity of which we are all stewards. Failure to follow the Code as outlined in the Student Handbook will not be tolerated, and students in violation may be subject to disciplinary actions, including suspension and dismissal.

- are expected to understand that taking a screenshot, photo, or transcribing questions and/or responses to questions or sharing answers with other students is strictly prohibited and constitutes cheating.
- should encourage honesty and discourage dishonesty among other students.
- may not receive/send answers from/to other students (via text, instant message, phone, email, etc.)
- must refuse to assist other students in cheating.
- are expected to adhere to all expectations as outlined in the course syllabi as well as examination/assessment instructions. Some examinations and assessments have specific requirements and unique expectations.

In addition to the expectations outlined above, when students take in-person or online examinations, they:

- are required to leave all books and other aids in an inaccessible spot, such as in the front of the room or another room (except open-book tests).
- are not allowed to talk to each other during an examination.
- should place as much space between themselves and other students as possible, when necessary.
- are encouraged to take the initiative to prevent others from copying their work.
- may not leave the room or virtual testing environment and return to the test without express permission from the faculty or proctor.
- if note/blank paper is allowed, all notes must be turned in with the exam or destroyed as instructed.

Students who violate any standard above will receive an automatic zero for the examination or assignment and are subject to disciplinary actions. For more information, see the Integrity and Academic Honesty Policy (<https://catalog.sonoran.edu/student-handbook/student-policies/integrity-academic-honesty/>).

Missed Examinations, Assignments, and Absences

Students are expected to take all examinations at the scheduled time and day as well as complete examinations and assignments by the published deadline. This includes didactic and clinical exams, quizzes, assignments, activities, assessments, midterms, finals, and meeting attendance requirements as applicable. In exceptional situations, the course faculty may allow a student to reschedule a missed exam, provide a comparable learning activity/assignment, or permit an extension of an assignment deadline, depending on attendance, examination, and/or assignment specifications, due to an extenuating circumstance as defined in the Excused Absence Policy.

Absences

Absences must be requested prior to the absence and prior to a scheduled exam or assessment deadline, unless due to a sudden emergency or the student's being incapacitated. If a request is made after the absence, missed exam, or deadline, notifications are required upon resolution of the emergency or upon returning to class, whichever is sooner. Failure to submit documentation within this time frame will result in an unexcused absence.

The Dean of Students determines whether the absence is excused, and the faculty, at their discretion, determines a student's eligibility to

receive a makeup exam or an extension on other classroom exercises, assignments, and assessments.

Requesting an Excused Absence

To request an absence to be excused, students must complete the following.

1. The student must complete the Absence Report Form (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_Absences.jnz?portlet=J1_FormFlow_-_Forms&screen=FormView&screenType=change&form=dd18103b-b488-283e1b3c556b) and, when applicable, provide medical, religious, or other supporting documentation to the Dean of Students Office. For non-acute illnesses, medical documentation from a neutral (non-supervisory) qualified licensed healthcare professional must accompany the Excused Absence Request Form.
2. Students must immediately notify the course faculty by email. Clinical clerkship faculty must be notified by phone.
3. Faculty makes the final decision on whether missed work can be made up, based on the guidelines in the course syllabus.

Please Note: Absence for presenting at a conference must be pre-approved by the program dean before completing the steps above

The Dean of Students will evaluate the submitted absence report and any supporting documentation to determine whether it conforms to Sonoran University's Absence Policy (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_Absences.jnz). The Dean of Students will notify if the absence "meets criteria" or "does not meet criteria". This decision is communicated to the student, the course faculty, and the program dean within one business day. The faculty will then notify the student whether the absence permits them to take a rescheduled exam, receive an assignment deadline extension, or complete a comparable learning activity/assignment. The format of any rescheduled exam will be determined by the faculty member, subject to any ADA testing accommodations required by law. Special Examination Fee(s) apply for missed exams; visit Tuition and Fees (p. 17) for more information.

Requests to reschedule tests or receive an assignment deadline extension, or comparable learning activity/assignment for unexcused absences are solely at the discretion of the faculty member and will be refused if deemed not within the parameters of the assignment, activity, and/or course syllabus.

Students who are not permitted to make up a missed examination or assignment and/or believe they were not provided fair treatment may utilize the University feedback or complaint procedures found in the Student Solution Center (https://my.sonoran.edu/ICS/Students/Student_Solution_Center.jnz) on MySonoran.

Competency Examinations

As part of the transfer credit evaluation process, students may request to take a competency examination for select course transfer credit if a similar course has been completed more than seven (7) years prior to the start of the course. Due to the complexity of scheduling and because it affects the student's schedule, competency examinations must be requested and approved prior to matriculation. Competency exams for first-quarter courses must be completed prior to matriculation; all other competency exams must be completed prior to the start of quarter two. Eligibility is determined on a case-by-case basis by the Registrar's Office, in conjunction with faculty and the program dean. A syllabus of the

previously completed course and other official documentation are required to determine eligibility. The competency examination applies only to the course requested and may not be used for another course.

Students may request to take a competency exam by submitting a request to Admissions or the Registrar's Office. Students may attempt a competency examination only once per approved course. If a student fails the competency examination, the student must enroll in the course. Course credit given through passing a competency examination may be reflected as transfer credit or a grade of "S" Satisfactory on the transcript. Competency Examination Fee(s) apply; see Tuition and Fees (p. 17) for more information. Clinical credits are not eligible for competency examinations.

Student Course Evaluations

Course evaluations provide opportunities for students to comment on their experiences in the classroom and their learning environment. Students are encouraged to complete evaluations near the end of each course. Course evaluations are anonymous; only aggregate results are reported to faculty and administration, with no student identifiers included. The Academic Affairs Department tabulates the information from these evaluations, provides a report to faculty, department chairs, division directors, and deans, and posts the aggregated program results to the applicable Program page (<https://my.sonoran.edu/ICS/Programs/>) on MySonoran for each degree of study. This information is used to inform faculty and administration about the effectiveness of each course and the areas requiring improvement.

Non-student Campus Visitors

Visitors on Campus

Students may have visitors, including children, friends, and family members, on Sonoran University premises subject to the following requirements:

- All visitors must check in at the Welcome Center in the Lim Commons Building upon each visit and receive a visitor badge, which must be in full display while visiting. Exceptions are for visitors who only utilize the café facilities.
- Students are expected to accompany their visitors while on campus.
- Visitors are prohibited from all classrooms and labs.

Visitors are responsible for their actions while on campus and are expected to conduct themselves in a respectful manner. Visitors causing any disruptions to the learning environment may be asked to leave the campus and/or lose future visitation privileges.

Children on Campus

Children are permitted on campus with the following conditions:

- Children are allowed in common areas with adult supervision but are prohibited from all classrooms and labs.
- Children under the age of 12 must be accompanied by an adult at all times, including in Sonoran University's Medical Center, Neil Riordan Center for Regenerative Medicine, Medicinary, and the café.

Sonoran University assumes no responsibility or liability for infants/children under their parent's or guardian's care.

Animals on Campus

Certified service animals are permitted on campus. All service animals are required to wear a visibly identifiable recognition of their function at all times, be under their handler's control at all times, and are required to be appropriately trained for their respective duty. Owners are responsible for any damage that may occur to facilities due to improperly trained service animals. All other animals, including emotional support animals, are prohibited from campus.

Food in Classrooms and Laboratories

The consumption of food and drinks, within reason, is permitted in the classroom. However, students are asked to be considerate of others and to avoid consuming food items that create messes, smells, and/or noise. Students are expected to dispose of all trash and clean up after themselves. All classrooms offer food-free zones in the front of the room. For health and safety reasons, neither food nor beverages are allowed in the laboratories or any patient-contact area, with the exception of bottled water.

Where necessary to address a documented ADA accommodation, the school reserves the right to implement a ban on specific foods and beverages or a total ban on all items in the classroom, as required for the health and safety of other community members. Students will be notified at the beginning of the term if there is any such ban, its scope, and the items covered. For more information, please see the Consumption of Food and Beverage in Instructional Areas policy on MySonoran.

Photographs, Images, and Recordings

In order to promote Sonoran University and our Medical Centers through various media, including but not limited to television, the Sonoran University website and affiliated social media sites, magazines, journals, newspapers, and internally developed publications and advertisements, faculty, staff, and students may be photographed and/or video recorded. Sonoran University retains ownership and reserves the right to publish these photographs and videos. From time to time, Sonoran University community members may be asked to meet with a reporter or photographer who wishes to learn more about the institution. If a member of the media contacts you directly, refer the request to the Marketing Department, marketing@Sonoran.edu

Sonoran University allows the recording of lectures, presentations, and events for personal use only. Recordings may not be posted to the internet or used in any social media without express approval of the person(s) being recorded. For more information, refer to the University Notifications (<https://catalog.sonoran.edu/student-handbook/student-policies/notifications/#photographsimagesandvideorecordingtext>) page in the Handbook.

Lobbying/Political and Legislative Activity

The tax-exempt status of Sonoran University affects all staff and students. Tax-exempt organizations are limited in their political and legislative activity, even if the lobbying activity would contribute directly and substantially to meeting Sonoran University's tax-exempt purposes. Lobbying is also prohibited on Sonoran University premises, using Sonoran University technology, or at any Sonoran University function

unless the activity is pre-approved by the President and Dean of Students within 15 days of the event.

Personal Property

Sonoran University is not responsible for the personal belongings of students while on campus. All students are encouraged to safeguard and secure personal belongings and to remove them at the end of each class session. Students should be aware that many spaces on campus can be accessed by the general public. Any items found in the classrooms during cleaning will be removed. Please check with the Welcome and Enrollment Center for lost items. Sonoran University reserves the right to inspect campus property and personal property used on Sonoran University premises.

Benefits at Sonoran University Medical Facilities

As a commitment to the health and well-being of our students, Sonoran University's Medical Center and Neil Riordan Center for Regenerative Medicine provide discounted medical care to Sonoran University students and their families, including their spouse, domestic partner, child(ren) (18 and under), and parents. Discounts are also available in Sonoran University's Medicinary and for certain services such as intravenous and injectable therapies. For more information, contact Sonoran University's Medical Center at 480.970.0000 or email psr@sonoran.edu.

Courtesy Phones

Courtesy phones are available in the student lounge area in the Academic Building at Sonoran University and the medical reference room in the Medical Center. Students are asked to limit their calls to allow all students access to the courtesy phones. Students are not permitted to use Sonoran's University office or medical facility phones without permission. Only emergency messages will be taken by Sonoran University personnel and communicated appropriately and promptly whenever possible.

Housing

While Sonoran University does not provide student housing, information on housing near campus may be obtained through MySonoran's Community Forum page (https://my.sonoran.edu/ICS/Campus_Life/Community_Forums.jnz). Prospective and current students may also advertise for roommates or housing on designated campus bulletin boards.

Appeals and Complaints Student Complaint Resolution Process

Any student has the right to submit an appeal or complaint related to their grades, dismissal, readmittance, or as it relates to a specific academic policy, process, and other general activities at Sonoran University. For complete information on the policies and specific applications concerning appeals and complaints procedures please refer to Concerns and Complaint Resolutions (<https://catalog.sonoran.edu/student-handbook/concerns-complaint-resolution/>) in the Handbook. Student complaint and appeal forms can be found in the Student Solution Center (https://my.sonoran.edu/ICS/Students/Student_Solution_Center.jnz) on MySonoran.

Unresolved Student Appeals and Complaints

If a student's issue cannot be resolved after exhausting the institution's procedures, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the state board for further details:

Arizona State Board for Private Postsecondary Education
 1740 West Adams, Suite 3008, Phoenix, AZ 85007
 602-542-5709 | <https://ppse.az.gov/>

State Authorization Reciprocity Agreement (SARA) Complaints

For out-of-state¹ students taking a distance education course through Sonoran University who reside in SARA states, the Arizona SARA Council has jurisdiction over Arizona SARA-participating institutions, including Sonoran University, in relation to non-instructional complaints. Instructional complaints, such as grade appeals, are not reviewed by the Arizona SARA Council and should not be submitted for review.

Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must first complete Sonoran University's Complaint Process (<https://catalog.sonoran.edu/student-handbook/concerns-complaint-resolution/>). If the complaint is not resolved through Sonoran University's process, the student/complainant should submit their complaint to the Arizona State Board for Private Postsecondary Education (<https://ppse.az.gov/resources/student-complaint/>).

If the non-instructional complaint has not been resolved through the complaint processes of either Sonoran University or the Arizona State Board of Private Postsecondary Education, the complaint may be submitted to AZ-SARA (<https://azsara.arizona.edu/complaints/>). Complaints must be submitted within two years of the incident.

¹ *Students of Sonoran University residing in California can file financial or academic complaints online at www.dca.ca.gov or call toll-free (833) 942-1120.*

Student Safety

Campus Safety and Security

Sonoran University meets OSHA standards for a safe workplace in an institution of higher learning. Students are asked to immediately report any unsafe conditions to the Facilities office directly by contacting facilities@sonoran.edu or by submitting a safety/incident report form (<https://scnm.questionpro.com/a/TakeSurvey/?tt=5IrynFoe5VM%3D>) online. Any on-campus student injury must be reported to the Dean of Students and the Facilities office immediately.

The Federal Campus Security Act of 1990 requires that an annual report on campus crime be made available to members of Sonoran University's community. This report is available on Sonoran University's website and in the Facilities office. Any security issues or concerns should be reported to the Facilities Office. Students should be aware of personal security practices, including being observant of their surroundings at all times, locking automobiles, walking in the evening in pairs, and guarding belongings. All buildings are locked nightly. Students may request a security escort to their vehicle by contacting the Facilities office for assistance.

Safety and Prevention Courses

As part of our ongoing effort to support the health and safety of our entire Sonoran University community, Sonoran University partners with a third party to offer online training courses. These courses are not for credit and are free to students. Sonoran University requires all incoming students to complete an Optimizing Communities on Campus course, and, to ensure compliance with Title IX and the Clery Act, Sexual Assault Prevention courses. Additionally, prior to graduation, all students are required to complete the Sexual Assault Prevention – Ongoing Healthy Relationships course. This requirement is enforced during registration and applies to all degree-seeking students regardless of full- or part-time status.

Harassment Prohibition – Sexual and Other

Sonoran University has a strict policy against sexual harassment or sexual discrimination and harassment based on any legally protected basis. Conduct constituting sexual harassment, as defined herein, toward another person of the same or opposite sex is prohibited by this policy. The University explicitly prohibits harassment of any kind, both in person and in electronic formats. It is a violation of policy for any student to engage in any act or behavior constituting harassment toward any student, employee, vendor, customer, consultant, or any other individual or group of individuals with whom the institution interacts or does business. For complete information on Sonoran University's policies see the Harassment & Assault Policy (<https://catalog.sonoran.edu/student-handbook/student-policies/harassment-assault-policy/>) in the Student Handbook.

Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, both in verbal and electronic formats, and physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's standing; or
- Submission to or rejection of such conduct by an individual is used as the basis of employment or school decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or school performance or creating an intimidating, hostile, or offensive working or school environment.

Sexual harassment takes many forms; examples of conduct that might be considered sexual harassment under this policy include but are not limited to:

- Sexual exploitation of a relationship between individuals of unequal power and authority
- Sexual exploitation of a relationship between peers and students that could affect the workplace or educational environment
- Repeated and unwanted requests for dates, sexual flirtations, or propositions of a sexual nature
- Subtle pressure for a sexual relationship
- Sexist remarks about a person's clothing, body, or sexual activities
- Unnecessary touching, patting, hugging, or brushing against a person's body

- Direct or implied threats that submission to sexual advances will affect or be a condition of employment, work status, or academic standing
- Physical assault
- Conduct of a sexual nature that causes humiliation or discomfort, such as use of inappropriate terms of address
- Sexually explicit or sexist comments, questions, or jokes, in writing or on t-shirts
- Conduct of a sexual nature that creates a hostile work or educational environment

Sonoran University's Sexual Violence/Assault Reporting Form (<https://sexual-violence-assault-form.questionpro.com/>).

Definition of Other Harassment

Arizona law defines harassment as "conduct that is directed at a specific person and that would cause a reasonable person to be seriously alarmed, annoyed or harassed" (ARS 13-2921). Additionally, it is any course of conduct that annoys, threatens, intimidates, alarms, or puts a person in fear of their safety. Harassment is based on, but not limited to, race, ethnicity, gender, socio-economic background, religion, sexual orientation, gender expression, gender identity, age, disability, veteran status, nationality, thinking styles, or life experiences or any other protected or status related to a minoritized, or marginalized identity is a violation of federal and state law.

Sonoran University is committed to achieving a learning, working, and patient care environment that is free of bias, harassment, and conduct seen as inappropriate. The Diversity Incident Response Policy outlines how the institution addresses any behavior related to bias, harassment (not sexual), and discrimination toward another student. Employee, vendor, patient, or other individuals or groups who the institution interacts with. More information on Sonoran University's policy and process is documented in MySonoran's Diversity and Inclusion Policy (https://my.sonoran.edu/ICS/icsfs/SCNM_Diversity_and_Inclusion_Policy_Final_10_10_11.pdf?target=5bfdb96c-41c6-4006-bd50-e0bc3146aa89).

Individuals wanting to report an incident can use the Bias Incident Report Form (<https://forms.office.com/pages/responsepage.aspx?id=BA0K2UhH30SJG3oAM0LkZ7aAgjhE4xOrZuNqGAX6IUQTRLNEsxNEED30107WZNSXRSVtVtNE4LWdSONoas09B77E942019EB-DAE4930B20DD>).

Examples of conduct that may constitute harassment based on a legally protected class include, but are not limited to:

- The use of slurs based on any protected group
- Epithets or negative stereotyping
- The use of socially unacceptable words at the workplace or in an online environment, even between students, employees, patients, vendors, or visitors of the same protected class
- Hazing
- Printed or digital materials that show hostility towards any legally protected class.

Harassment is defined to include any nonverbal, verbal, or physical conduct that creates an intimidating, hostile, or offensive learning, work, or patient care environment that unreasonably interferes with an individual's ability to carry out their roles and responsibilities.

Discipline/Consequences

Any student who permits, does not report, or engages in sexual or other prohibited harassment will be subject to disciplinary action, including dismissal. Legal action is also possible in addition to academic consequences. Any person who is a victim of or knows someone who is the victim of such harassment behavior must immediately contact the Title IX Deputy Coordinator (Dean of Students), and/or the Title IX Coordinator (Director of Human Resources) if a faculty or staff member is involved. Report incidents using the Sexual Incident Reporting Form (<https://sexual-violence-assault-form.questionpro.com/>).

Upon notice, a Title IX Coordinator will promptly investigate each complaint of harassment as thoroughly and as confidentially as possible and will take appropriate corrective action on all confirmed violations of this policy.

At the end of an investigation, a Title IX Coordinator will put the findings in writing and forward a copy to the Vice President of Student Affairs and the President, if a faculty or staff member is involved. The findings of the complaint and the action to be taken will be reported to the complainant and the alleged harasser as expeditiously as possible. Results may be indeterminate. If so, the matter will be recorded as unresolved, and a record of the investigation will be maintained in a separate file apart from any personnel or student file. If an individual is found to have engaged in sexual or other harassment, they are subject to all disciplinary action for violation of this policy up to and including suspension and/or dismissal as is consistent with existing policies and procedures. This policy explicitly prohibits retaliation against an individual who in good faith makes a formal complaint of sexual or other harassment. Sonoran University will not allow reprisal in any form against any complaining party or corroborating witness. By the same token, irresponsible and frivolous complaints or accusations will not be tolerated and may be subject to a Code of Conduct investigation.

Drug and Alcohol Abuse and Prevention

Sonoran University, its Medical Center, Neil Riordan Center for Regenerative Medicine, and all affiliated patient care sites are in full compliance with the Drug-free Workplace Act of 1988 and Drug-free Schools and Communities Act of 1989. Sonoran University will not tolerate and will act against the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by any student or personnel at Sonoran University, its Medical Center, Neil Riordan Center for Regenerative Medicine, through Sonoran University online resources, or any Sonoran University-affiliated patient care site or business. No student or employee is permitted on Sonoran University's campus or clinic premises while under the influence of alcohol or illegal drugs. Use, possession, or distribution by a student or employee of illegal drugs on or off Sonoran University premises is a major offense, and such persons are subject to dismissal or immediate suspension if proven in violation of this policy.

Higher Education Act – Drug Provision

Students are required to annually review Sonoran University's Drug and Alcohol Abuse and Prevention Policy. Drug and alcohol prevention information will be provided on Sonoran University's website and through annual emails to ensure that students have read and are aware of the University's Drug and Alcohol Abuse Prevention Policy as required by the Higher Education Act (HEA) Drug Provision, amended in 1998. For

more information, see the Drug and Alcohol Abuse and Prevention Policy (<https://catalog.sonoran.edu/student-handbook/student-policies/drug-alcohol-abuse-prevention-policy/>).

Library

Sonoran University Library

Sonoran University's Khalsa Health Sciences Library augments the curriculum by providing knowledge-based resources of core medical books, journals, and electronic databases in general and naturopathic medicine, as well as in the fields of nutrition and mental health counseling.

Visit the library to study, check out books, ask for research help, or use our desktop computers. Library computers are equipped with high-speed internet, on-demand printer capability, and the latest software. A copier/printer is located in the library for student use. The library has quiet study areas, including enclosed study rooms, for private or group study accessible during building hours. The library main desk is staffed and the bookroom is open on weekdays and closed on Saturdays, Sundays, term breaks, and campus holidays.

Collections

The library print collection specializes in topics of acupuncture, botanical medicine, homeopathy, hydrotherapy, mind-body, clinical nutrition, dietary supplements, traditional Chinese medicine, and behavioral and mental health, in addition to materials on the basic sciences. This collection numbers approximately 6,500 titles. The print collection also includes rare and historical naturopathic medical books dating back to the early 1800s. A single copy of each required textbook can be found in the reserves collection.

An increasing number of electronic books, journals, and specialized medical, naturopathic, clinical nutrition, behavioral and mental health, and business-related databases supplement the print collection. The electronic database resources are accessible through campus wi-fi with any personal computing device, or from the provided Library computers. Sonoran Library's online resources, including the many databases, e-journals, and e-books, are available off-campus with your unique library account login.

iSearch

Finding items on the library shelves, in electronic books and journals, or in PubMed is simplified using the iSearch tool, which can be found on the Library (<https://my.sonoran.edu/ICS/Library/>) page on MySonoran.

Library Services

The library offers instruction about library resources, research assistance, Interlibrary Loans, classroom instruction, computer assistance, and exam proctoring. Requests can be made through Interlibrary Loan for journal articles that are otherwise not available from Sonoran University's Library. This service is provided at no cost to students in good standing.

Account

A library account is created for students, enabling them to:

- Renew items checked out
- Place holds on books
- Check for library fines
- Review items checked out

- Request articles through interlibrary loan
- Send messages to the library

Borrower Privileges

These include the ability to:

- Check out books and multi-media items
- Remotely log into electronic databases
- Request journal articles through interlibrary loan

See Tuition and Fees (p. 17) for applicable library fines

Affiliations and Memberships

These include the following library organizations:

- Arizona Health Information Network (AzHIN)
- Central Arizona Biomedical Libraries (CABL)
- Medical Library Association (MLA)
- Medical Library Group of Southern California and Arizona (MLGSCA)
- Network of the National Library of Medicine (NN/LM)

Library Policies

The library encourages a quiet study environment. All patrons must act responsibly and abide by library policies. The library has the right to deny services to patrons who violate the policies noted below:

- Drinks with lids and dry snack foods are permitted in the library, except in study rooms that are designated as food and beverage-free
- Other than service animals, no animals are allowed
- Children must be accompanied by an adult
- Cell phone calls must be taken outside of the library

Student Privileges during a Leave of Absence

Enrolled students at Sonoran University have full borrower privileges and access to electronic databases. Students approved for a Leave of Absence (LOA) must return all library items and pay any outstanding fines prior to LOA approval. Depending on the type of leave of absence, students may not have borrower privileges or remote access to electronic databases.

Leave of Absence Type	Library Privileges
Medical, Military, Academic, or Personal LOA/ALOA	Full Privileges and Full Access
Dismissal	Guest Access
Dismissal Appeal	Guest Access
Suspension	Digital Access Only
Withdrawn	Guest Access

Alumni Privileges

Sonoran University's Library supports students as they move forward into their professional careers; and for six months after graduation, graduates have full access to all library resources. Lifelong library benefits for alumni include materials check-out and Interlibrary Loan.

While alumni cease to have remote access to electronic medical databases, they will have access to other library resources on MySonoran's Library (<https://my.sonoran.edu/ICS/Library/>) home page that offer graduates web links and open access resources, as well as a

few unique resources and materials only accessible through their personal MySonoran login.

Guest Access

Guests are welcome to visit the library on campus and utilize any resources while in the library. Guests are not able to check out materials and access electronic resources off-campus.

Learning Outcomes & Distance Learning

Institutional Learning Outcomes

Graduates of all Sonoran University of Health Sciences programs are expected to demonstrate the following knowledge, skills, and attitudes upon completion of their prescribed program:

1. Depth and breadth of knowledge of their discipline
2. Application of basic sciences to their field of study
3. Ethics and professionalism
4. Skills for scholarship and lifelong learning

Distance Learning

In addition to traditional campus-based courses, Sonoran University offers courses via online learning and distance education. Online learning can occur in different forms, from 100% online (online) to partially online (hybrid or blended) courses. Distance education refers to a degree or a course that "deliver(s) instruction to students who are separated from the instructor or instructors" (The Higher Learning Commission Glossary (<https://www.hlcommission.org/General/glossary.html#InstChange>)) with at least 75% of interaction and instructions in a distance education course occurring online with faculty and students physically separated from one another. Sonoran University adheres to best practices in online program and course design, delivery, and assessment and ensures that program and course quality and educational standards are consistent regardless of the mode of course delivery.

Within an online or partially online course, course content may be engaged by students through synchronous (e.g., attending live virtual class sessions) and/or asynchronous (e.g., viewing a pre-recorded video lecture) learning opportunities.

Online Courses

Online learning consists of all e-learning (web-based) instruction and activities. In 100% online courses; there are no in-person requirements within the course. All communication and coursework are completed through the learning management system with synchronous and/or asynchronous learning opportunities included.

Hybrid Courses

Blended (hybrid) learning consists of traditional in-person classroom instruction mixed with e-learning (web-based) instruction and/or activities. In-person, classroom-based learning time is scheduled along with web-based or out-of-class work; typically, in-person class time is replaced with web-based or out-of-class work. Communications and coursework are enhanced by making use of Canvas, MySonoran, and other online education tools.

Technology Requirements

Students enrolled in Sonoran University courses must have access to hardware, software, and internet bandwidth that meets the minimum technology and computer requirements that will allow them to successfully navigate Sonoran University's technology systems. To view recommended minimum requirements and evaluate their device(s), students should visit the Technology Check (<https://techcheck.sonoran.edu/techreqs.html>) website.

Course Access

Students will have access to online courses upon registration; however, course content may not be available prior to the start of the quarter.

Student Authentication

The United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, mandates that institutions validate that the person enrolled in and receiving credit for the online course is the same person participating in and completing the online course. To authenticate student identity in online courses, Sonoran University uses a secure login with username and password to authenticate student identity. In accordance with the Family Educational Rights and Privacy Act (FERPA), methods used to authenticate student identity in online and distance learning courses will protect the privacy of student information.

Privacy

Students should be aware that information posted using course tools in courses with online components, including discussion forums, blogs, or videos, is available to the instructor and fellow students. Students should refrain from posting personal or confidential information to safeguard their privacy.

Academic Calendar

2025-2026 Academic Calendar

Fall Quarter

October 6 - December 28, 2025

Date	Event
Aug 11-22	Fall Online Orientation Opens (All Programs)
Sep 29 - Oct 3	ND LIVE New Student Orientation (NSO)
Oct 6	Fall Classes Begin - ND/MS Sessions A & C
Oct 6 - Oct 9	MS Add/Drop - Session A Courses
Oct 6 - Oct 17	ND/MS Add/Drop - Session C Didactic Courses
Oct 10	Last Day to Pay Tuition & Fees
Nov 11	Veterans Day - University/Clinics Closed
Nov 16	MS Mid Quarter - End of Session A
Nov 17	MS Session B Courses Begin
Nov 17 - 20	MS Add/Drop - Session B Courses
Nov 17 - 21	Winter Quarter Registration
Nov 27 - 28	Thanksgiving - University/Clinics Closed
Dec 13 - 17	Certified Nutrition Specialist Exam (MSCN/MSACN)

Dec 14	MS Graduates End of Fall Quarter
Dec 15 - 19	ND Final Exams
Dec 19	ND End of Fall Quarter
Dec 16 - 22	Graduation Ceremony
Dec 22 - Jan 2	ND Clinic Rotations (Break Weeks 1 & 2)
Dec 22 - Jan 2	ND Student Recess - Didactic Only
Dec 23	ND Final Grades Due
Dec 24 - 25	Holiday - University/Clinics Closed
Dec 28	MS End of Fall Quarter
Dec 29	MS Final Grades Due
Dec 29 - Jan 2	MS Student Recess
Dec 31 - Jan 1	New Year's - University/Clinics Closed

Winter Quarter

January 5 - March 29, 2026

Date	Event
Jan 5	Winter Classes Begin
Jan 5 - 8	MS Add/Drop Courses - Session A
Jan 5 - 16	ND/MS Add/Drop - Session C Didactic Courses
Jan 10	Last Day to Pay Tuition & Fees
Jan 19	Martin Luther King - University/Clinics Closed
Feb 3	NPLEX Basic Science Exam (ND - Q8)
Feb 3 - 7	NPLEX Clinical Science Exam (ND)
Feb 15	MS Mid Quarter - End of Session A
Feb 16	MS Session B Courses Begin
Feb 16 - 19	MS Add/Drop Courses - Session B
Feb 16 - 20	Spring Quarter Registration
Feb 19	MSCN / MSACN Q4 Pinning Ceremony
Feb 23 - Mar 6	MS Spring Orientation Opens
Mar 16 - 20	ND Final Exams (except Q8)
Mar 20	ND End of Winter Quarter (except Q8)
Mar 23 - 27	ND Q8 - Final Exams
Mar 23 - Apr 3	ND Clinic Rotations (Break Weeks 1 & 2)
Mar 23 - Apr 3	ND Student Recess - Didactic (except Q8)
Mar 25	ND Final Grades Due (except Q8)
Mar 27	ND Q8 - End of Winter Quarter
Mar 27 - Apr 3	ND White Coat Ceremony
Mar 29	MS End of Winter Quarter
Mar 30 - Apr 3	MS/ND Q8 - Student Recess
Apr 1	MS/ND Q8 - Final Grades Due

Spring Quarter

April 6 - June 28, 2026

Date	Event
Feb 9 - 20	Spring Online Orientation Opens (all programs)
Mar 30 - Apr 3	ND LIVE New Student Orientation (NSO)
Apr 6	Spring Classes Begin - ND/MS Sessions A&C
Apr 6 - 9	MS Add/Drop - Session A Courses
Apr 6 - 17	ND/MS Add/Drop - Session C Didactic Courses
Apr 10	Last Day to Pay Tuition & Fees
May 17	MS Mid Quarter - End of Session A
May 18	Session B Courses Begin
May 18 - 21	MS Add/Drop - Session B Courses
May 18 - 22	Summer Quarter Registration
May 25	Memorial Day - University/Clinics Closed
Jun 14	MS Graduates End of Spring Quarter
Jun 15 - 22	ND Final Exams
Jun 19	Juneteenth - University/Clinics Closed
Jun 20 - 24	Certified Nutrition Specialist Exam (MSCN/MSACN)
Jun 22	ND End of Spring Quarter
Jun 17 - 24	Graduation Ceremony
Jun 22 - Jul 3	ND Clinic Rotations (Break Weeks 1 & 2)
Jun 22 - Jul 3	ND Student Recess - Didactic Only
Jun 24	ND Final Grades Due
Jun 28	MS End of Spring Quarter
Jun 29 - Jul 3	MS Student Recess
Jun 30	MS Final Grades Due
Jul 3	Fourth of July Holiday - University/Clinics Closed

Summer Quarter

July 6 - September 27, 2026

Date	Event
Jul 6	Summer Classes Begin
Jul 6 - 9	MS Add/Drop Courses - Session A
Jul 6 - 17	ND/MS Add/Drop - Session C Didactic Courses
Jul 10	Last Day to Pay Tuition & Fees
Aug 4	NPLEX Basic Science Exam (ND - Q8)
Aug 4 - 6	NPLEX Clinical Science Exam (ND)
Aug 16	MS Mid Quarter - End of Session A
Aug 17	MS Session B Courses Begin
Aug 17 - 20	MS Add/Drop Courses - Session B
Aug 17 - 21	Fall Quarter Registration
Aug 20	MSCN / MSACN Q4 Pinning Ceremony

Sep 7	Labor Day - University/Clinics Closed
Sep 14 - 18	ND Final Exams (except Q8)
Sep 18	ND End of Summer Quarter (except Q8)
Sep 21 - 25	ND Quarter 8 - Final Exams
Sep 21 - Oct 2	ND Clinic Rotations (Break Weeks 1 & 2)
Sep 21 - Oct 2	ND Student Recess - Didactic (except Q8)
Sep 23	ND Final Grades Due (except Q8)
Sep 25	ND Q8 - End of Summer Quarter
Sep 25 - Oct 2	ND White Coat Ceremony
Sep 27	MS End of Summer Quarter
Sep 28 - Oct 2	MS/ND Q8 - Student Recess
Sep 30	MS/ND Q8 - Final Grades Due

Fall Quarter

2026-2027 Academic Year

Date	Event
Aug 10 - 21	Fall Online Orientation Opens (All Programs)
Sep 28 - Oct 2	ND LIVE New Student Orientation (NSO)
Oct 5	Fall Classes Begin

All dates are subject to change

Academic Departments

College of Naturopathic Medicine Academic Departments

Associate Vice President of Naturopathic Medicine and Dean, College of Naturopathic Medicine: Jessica Mitchell, ND, FABNP

Associate Dean of Clinical Education & Interim Residency Director: Joseph Vazquez, ND, MS

Division of Clinical Education

Division Director: Jaclyn Bain, ND, FABNP

Department of Pre-Clinical Sciences

Department Chair: Jaclyn Bain, ND, FABNP

The Department of Pre-Clinical Sciences focuses on developing, enhancing, and exercising cognitive analytical and evaluative thinking in the clinical context. These skills are enhanced through hands-on practice in the lab setting. Students develop and practice clinical skills in preparation for the clinical milestone examinations.

Division of Human Sciences

Division Director: Yasmin Abusamra, PhD

Department of Basic Medical Sciences

Department Chair: Yasmin Abusamra, PhD

The Department of Basic Medical Sciences focuses on principles and concepts relative to the structure and functions of the human body. Didactic courses and labs integrate anatomy, embryology, biochemistry,

immunology, microbiology, physiology, pathology, and pharmacology. Emphasis is placed upon studying the human systems used to maintain health and the transitional pathophysiologic processes contributing to maintaining life.

Department of General Medicine

Department Chair: Pamela Howell, MD

The Department of General Medicine emphasizes integrating knowledge with the practical application of primary naturopathic medicine. Didactic courses are designed and organized by body systems, integrating biomedical sciences with clinical applicability.

Department of Research

Department Chair: Jeffrey Langland, PhD

The Department of Research provides coursework that addresses the fundamentals of advanced scientific methods in medicine and the practices and policies of the generic research community. Students learn scientific literature review and evaluation of the reliability of published data. Students with a strong interest in the conduct of research may, with the approval and supervision of a faculty member, enroll in research selectives and, taking advantage of available resources, conduct a research project which may lead to publication. Members of the research department are actively involved in research and maintain relationships with other area institutions such as the Bio-Design Institute at ASU, T-GEN North, and the University of Arizona.

Research at Sonoran University is guided by two internal institutional groups: The Research Advisory Board (RAB) is responsible for the review of research protocols, taking into account scientific merit, ethical considerations, program relevance, and public responsibility; and the Institutional Review Board (IRB) assures compliance with medical ethics and human subjects research protection. The IRB will not accept protocols without prior RAB review and approval.

Division of Therapeutics

Division Director: Katrina Stage, ND, RH (AHG), FABNG

Department of Acupuncture and Chinese Medicine

Interim Department Chair: Chris Vedeler, L.Ac.

The Department of Acupuncture and Chinese Medicine prepares students to practice safely and competently while proving basic competency in Traditional Chinese Medicine. The curriculum includes didactic courses and labs in fundamental concepts of Chinese Medicine, diagnosis, meridians and points, pathology, acupuncture techniques, and case analysis and management.

Department of Botanical Medicine

Department Chair: Patricia Gaines, ND, RH (AHG)

The Department of Botanical Medicine provides training in the medicinal and clinical application of plants. The curriculum recognizes historical and traditional use as well as modern research. Several venues offer courses, including field study, lectures, and medicine-making laboratory. Instruction focuses on clinical use, pharmacognosy, specific indication, dosage, formulation, and safety considerations. Materia medica classes are organized based on organ systems and reinforced through case studies. Emphasis is placed on understanding each herb's unique properties and how best to apply botanical medicine to various patient populations. Botanical medicine is discussed for treating acute and chronic illness, prevention, and wellness.

Department of Homeopathy and Pharmacology

Interim Department Chair: Kimberly Blyden-Taylor, ND, MSc

The Department of Homeopathy and Pharmacology prepares students to be competent in case-taking, prescription, and patient management with an emphasis on the recognition of the body's process of healing. Students study homeopathic medicines' historical, current, and evolving use in naturopathic practice.

Department of Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Interim Department Chair: M. Dawn Jonas, ND, MA

The Department of Mind-Body emphasizes the intuitive, communicative, and therapeutic skills needed to be an effective practitioner. Focus is placed on the body, mind, and spirit interactions within the patient's health needs and the doctor/patient relationship. The Department of Environmental Medicine focuses on environmental toxins that adversely affect health, such as solvents, pesticides, heavy metals, plastic, and other pollutants. Labs provide opportunities to practice techniques that elicit detoxification in reducing toxicity and improving overall health. The Department of Naturopathic Philosophy introduces the naturopathic profession's basic philosophy, principles, concepts, and historical figures. They are designed to encourage the students to explore and discover their relationship to the philosophy, principles, and concepts within naturopathic medicine.

Department of Nutrition

Department Chair: Shaun Kennedy, ND

The Department of Nutrition emphasizes the body's metabolic pathways for macronutrients and micronutrients, individualized nutrient requirements, and therapeutic dietary protocols emphasizing whole foods. Based on the recognition that diet is a critical foundation for health, students learn to analyze patient diets and use specialty testing to make appropriate recommendations. Students will have the opportunity to practice nutritional counseling and utilize the teaching kitchen to integrate their knowledge. Critical analyses of the current evidence for nutritional and supplemental interventions are considered.

Department of Physical Medicine

Interim Department Chair: Katrina Stage, ND, RH (AHG), FABNG

The Department of Physical Medicine focuses on orthopedic physical assessment techniques and treatment modalities, including therapeutic touch, palpation, soft-tissue and osseous manipulation techniques, and hydrotherapy. Patient case management is emphasized for functional improvement in injury states, postural stress conditions, pain management, and structural integration.

College of Nutrition Academic Departments

Associate Vice President for Program Innovation and Dean of the College of Nutrition & School of Mental Health: Gena E. Kadar, DC, MSMEdL, CNS

Associate Professor and Director of Nutrition Programs: Kim Ross, DCN, MS, MBA, CNS, C/LDN, IFMCP

Department of Clinical Nutrition

The courses in the Department of Clinical Nutrition prepare students for success as practitioners of clinical nutrition by emphasizing the relationship between nutrition and human health and disease. Based on

the recognition that diet is a critical foundation for health, the courses incorporate evidence-based training in dietary and health assessment, individualized nutrient requirements, nutrigenomics, therapeutic dietary protocols, supporting lifestyle/behavioral change, and practice management. Critical analyses of the current evidence for nutritional and supplemental interventions are emphasized, as are practical applications of didactic training through a teaching kitchen lab and an unparalleled Virtual Health Center experience.

Department of Nutritional Sciences

The courses in the Department of Nutritional Sciences focus on the physical and biological sciences as a basis for understanding the role of food and nutrients in human health and disease. The multidisciplinary courses incorporate training in clinical biochemistry, physiology, pathophysiology, microbiomics, nutrients, botanicals, and therapeutic dietary patterns. Emphasis is placed upon understanding the body's metabolic pathways for macronutrients and micronutrients; the use of food, nutrients, and botanicals in health and disease; and the responsible use of dietary and herbal supplements. Critical analyses of the current evidence for nutritional and supplemental interventions are emphasized, and self-care practices are used both to apply didactic learning and to promote personal sustainability.

Department of Nutrition Business Leadership

The courses in the Department of Nutrition Business Leadership prepare students for success as a leader in the natural products industry. The multidisciplinary courses incorporate training in nutrition business fundamentals including supply chain (ingredient procurement, product manufacturing, regulations, sales, and marketing), leadership, finance, and management—all specific to the multi-billion-dollar natural foods and dietary supplement industry. The courses emphasize critical thinking, real-life problem solving, sustainability, corporate social responsibility, and effective written and verbal communication. Students will gain leadership qualities, knowledge, and skills unique to the natural products industry.

University Policies

A Place Where Everybody Belongs

Sonoran University maintains a number of policies that guide the administrative functions of the university. A University Policy is a rule that generally has university-wide applicability. A policy may include governing principles, may either mandate or constrain action, may ensure compliance with laws, or may mitigate the university's risk. Broadly, a policy is either academic or administrative in scope and application.

- Enrollment Policies (p. 31)
- Registration Policies (p. 35)
- Standards of Satisfactory Academic Progress (p. 36)
- Student Records (p. 40)
- Graduation (p. 41)

Enrollment Policies

Academic Policy and Progress Committee

The Academic Policy and Progress Committee (APPC) is comprised of faculty, administration, and staff members. The APPC makes academic

decisions regarding students' progress throughout their program. The decisions of the APPC are final with the exception of decisions regarding academic dismissal, which may be appealed to the Dean of the College of Naturopathic Medicine or the Dean of the College of Nutrition and the School of Mental Health depending on the student's program of study.

Attendance

Students are expected to attend all classes, laboratories, and clinical clerkships. It is the faculty member's prerogative to determine individual course attendance requirements. The attendance requirements are stated in the course syllabus. Attendance at laboratories and clinical clerkships is mandatory.

In alignment with graduate and medical education best practices, final examinations are considered mandatory professional obligations, and students are required to attend them at their scheduled time.

Attendance for online distance education courses is determined by active participation within the course, such as submitting an assignment or exam, attending an online chat, or posting to a discussion forum. Simply logging into the course is not considered participation. While some online courses may allow course access prior to the start of the quarter, including course information and syllabi, courses do not officially begin until the term/quarter start date. Prior to the term start date, faculty are not in the course, do not perform assessments, or grade assignments. Submission of assessments and/or assignments prior to the start of the quarter will not be counted towards attendance. Class participation by the end of the fourth day of the course is required to verify attendance and to release financial aid, if applicable. Students who do not maintain active participation in a distance course, as outlined in the syllabus, are encouraged to withdraw from the course to avoid failure of the course (see Adding and Dropping Courses (p. 35)).

Students receiving Title IV federal aid, including assistance from the Veterans Administration (VA), are responsible for meeting VA and/or applicable federal aid attendance requirements.

Absences

Students must notify their faculty and the Dean of Students Office of a qualified incident utilizing the Absence Reporting Form (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_Absences.jnz) in order to obtain an excused absence for course attendance, test, or assignment rescheduling purposes, unless there are extenuating circumstances (see Missed Assessments (<https://catalog.sonoran.edu/student-handbook/student-policies/exams-testing/#examassignmentsandotherformsofacademicassessmenttext>) or Attendance (<https://catalog.sonoran.edu/student-handbook/student-policies/attendance-absences/>)).

Absences must be reported (see the steps below) prior to the absence, scheduled exam, or assessment deadline, except in the case of a sudden emergency or the student being incapacitated, in which case notifications are required upon resolution of the emergency or upon returning to class, whichever is sooner. Failure to submit documentation within this time frame will result in an unexcused absence. Qualified absences meeting policy criteria include a documented illness, accident, family emergency, unavoidable medical appointment, death of a loved one, court appearance, religious holiday (with a religious exemption on file with the Dean of Students Office), or other unique extenuating circumstances as reviewed by the Dean of Students in advance of the request. Unexcused and non-qualifying absences will not be covered under this category.

The Dean of Students determines whether the absence meets policy criteria and informs the course faculty of the outcome. Faculty, as per the course syllabus, make a determination as to the student's eligibility to receive a makeup exam or an extension on other classroom exercises, assignments, and assessments.

To request an Absence Policy Criteria Review, students must complete the following steps:

1. Complete the Absence Reporting Form (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_Absences.jnz) and, when applicable, provide medical, religious, or other supporting documentation to the Dean of Students Office. For a non-acute illness, medical documentation from a neutral qualified licensed healthcare professional (non-supervisory or university employee) must accompany their request form.
2. Immediately notify the course faculty by email. Clinical clerkship faculty must be notified by phone as soon as an absence is known.

Absences for presenting at a conference on behalf of the University must be pre-approved by the program Dean prior to notifying faculty or completing the Absence Policy Criteria Review Request Form.

Absences for final exams or for mandatory assessments will not be approved. In alignment with graduate and medical education best practices, final examinations are considered mandatory professional obligations, and students are required to attend them at their scheduled time.

Once the Dean of Students issues a final decision via email, it is the student's responsibility to contact course faculty within 24 hours to determine eligibility to re-take any missed graded assessment activity, and to reschedule accordingly. Note that faculty make the final determination of when the rescheduled exam or comparable learning activity or assignment will occur or the new assignment deadline. Meeting policy criteria does not guarantee that a missed assessment item is possible. Parameters per the published course syllabus determine eligibility.

The format of any rescheduled exam will be determined by the faculty member, subject to any ADA testing accommodations required by law. Special Examination Fee(s) may apply for milestone and practical-type exams (see Tuition and Fees (p. 17)).

Requests to reschedule tests or receive an assignment deadline extension, or comparable learning activity or assignment for unexcused absences are solely at the discretion of the faculty member and will be refused if deemed not within the parameters of the assignment, activity, and/or course syllabus.

Students who are not permitted to make up a missed examination or assignment and/or believe they were not provided fair treatment may utilize the university's grievance procedure.

Leave of Absence

A leave of absence (LOA) may be granted to any student maintaining satisfactory academic progress for their prescribed program of study and who has met all financial obligations to Sonoran University. All LOA requests must be submitted to the Academic Advising Office for review and approval. While on LOA, students are not eligible to attend courses or clinical clerkships, nor receive financial aid. The Financial Aid Office will

be notified of the student's intended last date of attendance when students request an LOA.

If students are unable to complete a quarter, tuition and fee refunds will be issued according to the applicable Refund Policy (p. 34); and final grades will be issued according to the Grading Scale Policy (p. 38)

LOA is a period of non-enrollment where students are not considered to be working toward the completion of their degree. The length of time allowed for LOA varies depending on the type of leave (see Types of Leave of Absence below). Students on LOA are not eligible for financial aid and are subject to federal regulations pertaining to current loans. Upon return from LOA, the student must continue to meet technical standards and graduation requirements for their prescribed program of study.

Requesting a Leave of Absence

1. Students must initiate the LOA process through an Academic Advisor. The Advisor will assist the student in the evaluation of their individual circumstances and advise the appropriate course of action and type of leave.
2. Requests for LOA will be considered using the following guidelines:
 - a. An LOA will only be granted to students demonstrating satisfactory academic progress for their prescribed program of study.
 - b. It is recommended that students request an LOA prior to the beginning of a term and have it approved before the term for which it is requested.
3. Leave time will be included when calculating the student's length of a degree program, as it compares to the maximum completion time for the degree, see Satisfactory Academic Progress (p. 36). If the proposed LOA would result in the student exceeding the maximum time to degree completion, the LOA must be reviewed by the Academic Policy and Progress Committee (APPC) (p. 31).
4. Students who do not return to active enrollment at the end of the granted leave are administratively withdrawn from Sonoran University. Students who are absent in excess of one year and wish to re-enter their degree program must go through the admission process for re-entry. Students are responsible for any outstanding tuition, fees, medical center bills, and library fines.

Types of Leave of Absence

Administrative Leave of Absence

The Administrative Leave of Absence (ALOA) policy is designed to support students by streamlining the leave of absence process for those students unable to progress in their prescribed program of study due to the failure of a required course. Students will receive an official notification of the ALOA from the Registrar's Office. The general policies for a student on LOA typically apply to a student on ALOA. Sonoran University reserves the right to place a student on an ALOA in the event the student is unable to return to courses or has submitted medical documentation indicating they are unable to participate in courses.

Personal Leave of Absence

Students who are temporarily unable to continue their program of study for personal reasons may request a Personal LOA for a specific period of time not to exceed two consecutive quarters in a 12-month period. Students on a Personal LOA that exceeds two quarters must request an extension from APPC or they may be officially withdrawn.

Medical Leave of Absence

Students who are temporarily unable to continue their program of study for medical reasons may request a Medical LOA for a specific period of time not to exceed a 12-month period. Students requesting an LOA for medical reasons must provide documentation by a clinician qualified to diagnose in the appropriate area of specialization. Documentation must be based on a current evaluation, provided on letterhead, typed, dated, and have an original signature. Medical documentation is required when a student wishes to return from the medical LOA, indicating the student can resume their academic program. All documentation must be submitted with the LOA request. Sonoran University reserves the right to verify medical documentation. For information regarding medical accommodations, please refer to the Accessibility Office page ([https://my.sonoran.edu/ICS/Students/Accessibility_Office_\(ADA_Accommodations\)/](https://my.sonoran.edu/ICS/Students/Accessibility_Office_(ADA_Accommodations)/)) on MySonoran. A Medical LOA can be requested in conjunction with a Grade of Incomplete request if it occurs during the term and requirements are met.

Military Leave of Absence

Any student who is a member of the National Guard or other reserve component of the Armed Forces of the United States and is called to active duty will be granted a Military LOA for the period of active duty and one year thereafter. Students will submit the student's notification of duty requirements from the military. Upon return from a Military LOA, the student will be reactivated with the same academic status and without loss of academic credits earned, scholarships or grants awarded, or tuition or other fees paid prior to the commencement of active duty.

Leave of Absence and Financial Aid

The U.S. Department of Education requires that a student maintain a minimum status of half-time enrollment to receive federal financial aid. Therefore, students who are on ALOA/LOA will be considered withdrawn according to financial aid regulation 34 CFR 668.22 (d). If students are unable to complete a quarter, tuition and fee refunds will be issued according to the Add/Drop Policy for their prescribed program of study, and final grades will be issued according to the Grading Scale Policy. Leave time will be considered a portion of the total time limit for degree completion. For more information see Satisfactory Academic Progress (p. 36).

Students who are enrolled less than half-time, withdraw, or graduate from Sonoran University are required by the U.S. Department of Education to complete the online exit counseling. Exit counseling helps borrowers understand their responsibilities when repaying their federal student loans. Please visit the Federal Student Aid website (<https://studentaid.gov/>) for more information.

Leave of Absence and Library Resources

Enrolled students at Sonoran University have full borrower privileges and full access to electronic databases. Students approved for an LOA must return all library items and pay any outstanding fines prior to the start of their leave. Depending on the type of LOA, students may not have borrower privileges or remote access to electronic databases; see Library Privileges during a Leave of Absence (p. 27) for more information.

Reactivation of Enrollment after Leave of Absence

Students wishing to re-activate enrollment within a year from the last date of attendance must submit the Reactivation Request form to the Academic Advising office. Eligibility is considered after a review of the student's progress toward the program's maximum timeframe for completion, as the maximum time includes all leaves of absence and periods of withdrawal. Academic Advising supports the returning student

with applying for reactivation of enrollment, including assistance with requirements, submission of supporting documents related to the student's LOA (if applicable), and answering any questions the returning student may have. Upon return from LOA, the student must continue to meet all technical standards and all graduation requirements for their prescribed program of study.

ND students who return from an LOA may be required to attend Clinical Skills Development Sessions (CSDS) and/or Basic Science immersion course(s) to ensure they are prepared for re-entry into the program.

Academic Standing and Withdrawals

Each student's academic standing is finalized at the conclusion of each quarter after a review of the term's final grade submissions. A student who meets the criteria for warning and/or dismissal will be notified at the end of the quarter. See Satisfactory Academic Progress for the prescribed program of study.

Administrative Withdrawal

Sonoran University is required to verify the enrollment and participation of students who participate in Federal Title IV student aid programs and/or who receive educational benefits through alternate funding sources.

Students may be administratively withdrawn from the University under the following circumstances:

- Failure to meet admission requirements or falsification of information on Sonoran University's Application.
- Failure to pay tuition and fees for the prescribed program of study by the published deadline.
- Failure to return to active enrollment at the end of a granted leave.
- Failure to complete the Registration Term Agreement, Personal Information Update (when required), and/or necessary authorizations for registration to occur.

Course Withdrawal

Sonoran University recognizes the complex lives of our adult learners; therefore, there are conditions under which a student may withdraw from courses after the add/drop period. See the Adding and Dropping Courses tab (p. 36) on this page. Courses dropped after the add/drop period may result in a grade of Withdrawal (WD) on the student's official transcript if the withdrawal meets the Final Date of Withdrawal criteria stated in the course syllabus. Students are ineligible for a course withdrawal if they have completed all course requirements.

There is no refund due to a student who withdraws from courses after the official add/drop period of the prescribed program of study.

Withdrawals are reflected on the student's transcript as credit hours attempted (not credit hours earned); therefore, a grade of WD on the student's transcript does not impact the student's GPA. Re-enrollment in a previously withdrawn course beyond the add/drop period will be noted as a repeated course on the student's official transcript. If a course syllabus does not specify a Final Date of Withdrawal, withdrawals will be processed in accordance with the guidelines below.

- Courses with a final exam: The final date to withdraw from the course is prior to the date/time of the regularly scheduled final exam (not make-up exam dates) as published in the course syllabus.

- Courses with a final assignment (e.g., project, paper): The final date to withdraw from the course is prior to the scheduled submission deadline.
- Courses with both final written and final practical exams: The final date to withdraw from the course is prior to the date/time of the earliest scheduled final exam.
- Courses with both a final written exam and a final assignment: The final date to withdraw from the course is prior to the date/time/due date of the one that is scheduled earliest.
- Courses without a final exam or final assignment and/or with a final quiz only: The final date to withdraw from the course is prior to the final scheduled course session.

To withdraw from a course, the student is required to meet with an Academic Advisor, as withdrawing from a course may impact a student's progress in their program of study. Please note the following considerations:

- A copy of the course syllabus with the Final Date of Withdrawal must be submitted with the withdrawal request.
- A student who fails to sit for a scheduled make-up exam is unable to withdraw from the course.
- A WD in a prerequisite for other courses precludes the student from enrolling in those courses until a letter grade is earned in the withdrawn course.
- A student may not withdraw from a course if the impact of the withdrawal results in a failure to meet satisfactory academic progress standards or will inhibit the student's ability to graduate within the maximum timeframe to completion, see Minimum Academic Requirements for the prescribed program of study.
- (ND Students only) Clinical Skills Development Sessions may be required for a student who withdraws from a clinical clerkship.

Complete Withdrawal and Refund Policy

Complete withdrawal is defined as completely withdrawing from all courses (including a leave of absence). In the case of a complete withdrawal, the following tuition refunds apply and are dependent upon the withdrawal date.

For calculation purposes, the date of complete withdrawal for 11- or 12-week courses is the date the student provides formal written notice to an Academic Advisor, the Registrar, or the Dean of Students Office. Written notice via email is sufficient if the email is sent from the student's Sonoran University email account. In the case of a student who fails to notify the University of the intent to withdraw, the date that is the midpoint of the term or the student's last documented date of an academically related activity will be considered the withdrawal date, whichever is the longest time.

Courses that are taught in sessions (courses that do not span an 11- or 12-week term) will be considered as stand-alone courses for the purpose of withdrawal and refunds. Refunds are determined based on the last date of attendance in relation to the course's official start date. A withdrawal exception is considered for courses offered in 6-week sessions if the following applies:

1. A student successfully completes one module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.

2. A student successfully completes a combination of modules that cumulatively contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules.

3. A student successfully completes coursework equal to or greater than the coursework required for the institution's definition of a half-time student under 34 CFR 668.2(b) for the payment period

The percentage of time enrolled in each session will dictate the refund amount:

Withdrawal Date	Refund Calculations
Complete withdrawal before the start of the term	100% tuition and fees except for non-refundable fees as noted in Tuition and Fees
Complete withdrawal after the start of the session/term and before 49% for courses offered in 6-week sessions or before 60% completion for courses offered in the 11- or 12-week term	% tuition and non-refundable fees will be based on the federal guidelines formula as shown below, except for non-refundable fees as noted in Tuition and Fees
After the applicable 49% or 60% completion point of the session/term	0% tuition and fees refunded

Federal Formula

- Percent Earned:** Calendar days completed in the payment period divided by total calendar days in the payment period (excludes breaks of five or more consecutive days).
- Payment Period:** Sessions that are not scheduled for 11 or 12 weeks; the payment period only includes the calendar days in which the student is registered.
- Refund Amount:** Tuition charges for the period of enrollment multiplied by the percentage of unearned Title IV aid.

This calculation determines the percentage of federal funds that have been earned by the school at the time of withdrawal and the amount of unearned funds that must be returned to the federal program. For more information, contact the Financial Aid Office at finaid@sonoran.edu.

Re-enrollment after Complete Withdrawal

A student who has withdrawn from a degree program at Sonoran University, whether initiated by the student or administratively withdrawn, must re-apply for admission to the degree program through Sonoran's Admissions Office. Regardless of the length of time away, the student will be required to re-apply for admission and will be advised on the next available intake. The application review will include a review of their program's maximum timeframe for completion, as the maximum time includes all leaves of absence and periods of withdrawal. Re-enrolled students are required to meet with academic advising.

Registration

Pre-registration

All Sonoran University programs are cohort-based; therefore, students are automatically registered for core courses (not electives or selectives), including courses, labs, and clinical clerkships. Students may not deviate from their prescribed program of study. Following registration and prior to the start of the term, students enrolled in campus-based courses will have

the opportunity to trade course/lab sections or clinical clerkships according to published deadlines for their prescribed program of study, see Sonoran University Clinical Handbook on the Campus Publications page (https://my.sonoran.edu/ICS/Campus_Life/Campus_Publications/) on MySonoran.

Registration

New campus-based students are required to upload a copy of a government-issued photo identification (i.e., driver's license or passport) to Sonoran University's Admissions Portal for registration. Registration for ND selective courses is available to students online 24/7 during the open registration period. Registration dates for each program of study are published in the academic calendar unless posted otherwise. Registration is the responsibility of the student. Students may not register for courses after the add/drop period, refer to the Adding and Dropping Courses tab (p. 36) on this page. Students who fail any courses may not be eligible to progress in their prescribed program of study, will be dropped from the post-requisite course(s), and must meet with an Academic Advisor to amend their registration. Students must have the required prerequisites or co-requisites to be registered for the next quarter's courses. Students who fail a milestone, capstone, or sequence course are not eligible to progress until the course is repeated with a passing grade.

Students must finalize registration for courses in order to attend. To finalize registration each term, students must complete the online registration agreement. As part of fall quarter registration, all students are also required to review and update their personal and emergency contact information. Students enrolled in online distance education programs are required to verify their current address and indicate the state in which they will be taking courses, if different from their address, prior to the start of each quarter. Students who do not complete the agreement (and information update when required) during the designated time period will be charged a Late Registration Fee and may not be registered for the next quarter's courses, for more information refer to Tuition and Fees (p. 17).

Registration Holds

A registration hold may be placed on a student's record to prevent the student from registering for courses in future quarters for financial, administrative, admissions, or academic reasons (including failure to comply with Sonoran University's Safety and Prevention courses requirement, current NPLEX policies, or address verification requirement). Any registration hold must be resolved before a student is registered.

Auditing Courses

Students may audit a course with the approval of both the course faculty and the program dean if they have already received credit for the course, met the course prerequisites, and have registered for the course. In cooperation with the program dean, the faculty will determine the degree to which a student may participate.

- A student may not audit a course for which they have not already received credit. Rare exceptions are noted in the course syllabi.
- A student cannot audit laboratory courses or clinical courses.
- Non-degree students may not audit courses.
- When auditing a course, students do not earn a grade, nor do they receive credit.
- Courses taken as audit will appear as an AU on the student's official transcript, audit and course fees may apply, refer to Tuition and Fees (p. 17).

- Audit students are not eligible to participate in faculty office hours.
- Audit students will not complete any assignments or take any tests with the exception of exam preparation courses or in the event a unique exception is granted.

- Tuition paid for intensive courses will not be refunded once the course has begun. Special drop deadlines may apply for certain courses. Deadlines will be included in quarterly registration notifications.

For a complete withdrawal see Enrollment Policies and Academic Withdrawal (p. 34).

Adding and Dropping Courses

Sonoran University's programs of study are track programs. Changes to the student's prescribed program of study may require approval from APPC. Students are required to contact Academic Advising to discuss any potential schedule modifications. Schedule changes requested after the start of a quarter are only permitted as detailed below:

- ND students may not register for courses after the second week of classes; MS students may not register for courses after the fourth day of the course session.
- Students who fail to drop any course for which they are registered and fail to attend/participate in that course are subject to failing the course and the academic policies pertaining to failing a course (see Satisfactory Academic Progress for the prescribed program of study).
- Students dropping a course after the add/drop period may impact their academic performance/academic progress. All courses dropped after the add/drop period require advisor approval.
- Students wishing to withdraw from a course(s) after the drop/add period must submit a completed course withdrawal form to the Advising Office prior to the final day of the course.
- Courses that are dropped *after the add/drop period but prior to the final day of the course or access to the final exam or submission of the final assessment (whichever is earliest)* will result in a grade of Withdrawal (WD) on the student's official transcript and have no impact on the student's GPA; courses taken again after a WD grade was earned for that course will be noted as a repeat on their official transcript.
- See Refund Policy/Drop Courses for the prescribed program of study
- Students are ineligible for a course withdrawal if they have completed all course requirements. Changes made to a student's schedule may result in appropriate tuition and/or fees being applied to their account (see Tuition and Fees).
- Selectives may be added or dropped only during the designated add/drop period unless otherwise noted.
- If a dropped course has corequisites, all related courses will also be dropped at the same time.

See the ND Program Add/Drop Requirements (p. 44) for additional program requirements.

Dropped Courses Refund Policy

Students who do not completely withdraw from the University but drop a course/clerkship during the published drop period will be refunded the difference in the tuition paid and the tuition rate applicable to the reduced number of hours, including course-specific fees assessed to the courses dropped.

- There is no refund due to a student who partially withdraws from courses after the official add/drop period of the prescribed program of study.

Special Schedules

Students are placed on a special schedule any time they deviate from their original program track. A special schedule is an approved program pathway tailored to the student's individual circumstances. Pathway options may vary depending on the student's academic progression. All pathways are subject to approval by the respective academic program dean and the Academic Progress and Policy Committee.

Satisfactory Academic Progress

Standards of Satisfactory Academic Progress

Sonoran University is committed to excellence in educational quality and learning outcomes by providing a supportive academic environment to students. To help Sonoran University and students identify if a student is making progress toward the completion of their degree, the University sets standards of Satisfactory Academic Progress (SAP). Federal regulations require Sonoran University to establish specific standards for measuring SAP for students receiving financial aid, which includes a quantitative measure (credit hours completed) as well as a qualitative measure (grade point average).

Satisfactory Academic Progress describes a student's successful completion of coursework toward a degree. Sonoran University monitors students' satisfactory academic progress at the end of each quarter with the calculation of a term grade point average and a cumulative grade point average (GPA) for enrolled students. A student's academic standing is based on the cumulative GPA and cumulative earned credits.

To meet Satisfactory Academic Progress at Sonoran University, students must:

- Successfully complete (earn) a cumulative number of required credits by the end of every calendar year. (see Satisfactory Academic Progress for the prescribed program of study).
- Students must progress through their academic program (pace) at a rate in accordance with their maximum allowable time frame set by their program. Students meet pace requirements by remaining in the prescribed track. For special schedule students, pace and maximum time frame are calculated quarterly by Academic Advising.
- Maintain a minimum career GPA (see Satisfactory Academic Progress for the prescribed program of study).

Failure to maintain either of these requirements will result in a student being placed on academic warning and/or being academically dismissed. See Good Academic Standing (p. 37) for more information.

Academic Standing

Good Academic Standing

Good Academic Standing is defined as consistently meeting or exceeding the program requirements of GPA minimum standards and the minimum academic requirements of appropriate program progression or pace as measured against the program's maximum time to completion (see Satisfactory Academic Progress Completion and Cumulative GPA Requirement for the prescribed program of study).

Course Failure/Withdrawal and Program Completion

Failure of, or withdrawal from, courses may not always progress a student to a warning level. However, students failing or withdrawing from a course(s) are required to meet with Academic Advising to complete an academic development plan, which may include requisite supplemental coursework intended to support improved performance.

- Failure or withdrawal from a course could impact the student's projected program completion date. Students who do not meet the minimum academic requirements of program progression (as measured against the program's maximum time to completion) will be subject to dismissal from the program.
- Failing a course for the second time will result in dismissal.

Academic Warning

Academic Warning is a reflection of a student's academic standing. An academic warning is assigned as an alert when the student is not making sufficient progress toward degree completion and is a signal that intervention, in the form of an academic development plan, is required.

First Academic Warning (Academic Warning I)

A student is placed on Academic Warning I if:

- The student does not achieve the required program minimum cumulative GPA standard (2.1 ND/3.0 MS), or
- The student fails one or more clerkships (CLTR course) during a quarter at Sonoran University (ND program only).

A notation of Academic Warning I is included on the academic transcript. Students placed on Academic Warning I will receive notification from the Registrar's Office and must meet with Academic Advising to complete an academic development plan intended to support improved performance. Students are encouraged to engage with all available support resources (e.g., Learning Specialist and mental health professionals) to obtain additional assistance. Students placed on Academic Warning will continue in this status unless they meet the requirements for restoring good academic standing.

If the student is unable to continue in their prescribed program of study, the student may be placed on an Administrative Leave of Absence (ALOA) (p. 32) and may not be eligible for financial aid. The student may be eligible to re-enter their prescribed program of study as determined by academic advising and Sonoran University's ALOA policy, as outlined in the catalog.# Note: A student whose GPA projections show an inability to recover to 2.1 (ND)/3.0 (MS) or higher in subsequent terms by the projected graduation date may be subject to dismissal.

Second Academic Warning (Academic Warning II)

A student is placed on Academic Warning II if:

- The student does not achieve the required program minimum cumulative GPA standard (2.1 ND/3.0 MS) while on Academic Warning I, or
- The student fails one or more clerkships (CLTR course) during a quarter at Sonoran University (ND program only) while on Academic Warning I.

#A notation of Academic Warning II is included on the academic transcript. Students placed on Academic Warning II will receive notification from the Registrar's Office and are required to meet with academic advising to update their academic development plan intended to support improved performance.# Students are encouraged to engage with all available support resources (e.g., Learning Specialist and mental health professionals) to obtain additional assistance. Students placed on Academic Warning II will continue in this status unless they meet the requirements for restoring good academic standing.

If the student is unable to continue in their prescribed program of study, the student may be placed on an Administrative Leave of Absence (ALOA) (p. 32) and may not be eligible for financial aid. The student may be eligible to re-enter their prescribed program of study as determined by academic advising and Sonoran University's ALOA policy, as outlined in the catalog.# Note: A student whose GPA projections show an inability to recover to 2.1 (ND)/3.0 (MS) or higher in subsequent terms by the projected graduation date may be subject to dismissal.

Academic Support for Students on Academic Warning

To support students on academic warning, students are required to meet with Academic Advising to help navigate resources and support opportunities. Students on the first or second levels of academic warning will be required to complete an academic development plan during their meeting with Academic Advising. If the student is unable to continue in their prescribed program of study, the student may be placed on an Administrative Leave of Absence (ALOA) and may not be eligible for financial aid. The student may be eligible to re-enter their prescribed program of study as determined by Sonoran University's ALOA policy and the Academic Advising Office.

The Academic Warning notation remains on the student's transcript indefinitely. Students reduce a warning level when their cumulative GPA meets or exceeds the minimum required as outlined for their program of study for two consecutive quarters per warning level.

Academic Restoration

To clear an Academic Warning and restore good academic standing, a student on Academic Warning must earn a minimum cumulative GPA for two consecutive terms# *foreach* level of academic warning to be reduced by one level.

GPA requirement for Academic Restoration:

- ND students must earn a minimum cumulative GPA of 2.1
- MS students must earn a minimum cumulative GPA of 3.0

The Advising Office can help students understand the impact and consequences of earned and future grades on their cumulative GPA.

Academic Dismissal

Students who are demonstrating unsatisfactory academic progress or are unable to meet the Technical Standards of Admission (if applicable) for their prescribed program of study will be subject to dismissal. A student will be subject to dismissal if:

- The student does not achieve the required program minimum cumulative GPA standard (2.1 ND/3.0 MS) while on Academic Warning II, or
- The student fails one or more clerkships (CLTR course) during a quarter at Sonoran University (ND program only) while on Academic Warning II, or
- The student's projected program completion exceeds the program's maximum completion time, or
- The student fails the same course for the second time during any portion of their enrollment at Sonoran University (a course includes any didactic course or clinical clerkship in the prescribed program of study), or
- The student fails to meet the Technical Standards of Admission (if applicable) for a prescribed program of study.

Should, despite reasonable accommodation (whether the student chooses to use the accommodation or not), a student's existing or acquired disability interfere with patient or peer safety or otherwise impede the ability to meet the Technical Standards for their program and advance to graduation, the student may withdraw or be subject to academic dismissal from the program.

Students who have been dismissed will receive official notification from the Registrar's Office. The dismissal notification will outline the student's rights to an appeal. If a student is reinstated on a dismissal appeal, they are ineligible for academic restoration as outlined in this policy and must meet the requirements outlined in their reinstatement letter.

Academic dismissal from a degree program does not preclude the student from admission to another degree program at Sonoran University. All academic records from the program from which a student was dismissed are reviewed to inform admission decisions.

Academic Dismissal Appeal Process

The student has five (5) business days from the date the dismissal was issued in which to request an appeal to the APPC regarding dismissal. See Student Appeals (https://my.sonoran.edu/ICS/Students/Dean_of_Students/Student_Appeals.jnz?portlet=Student_Appeals) on MySonoran. The student and the appropriate program dean will receive written notification from the Dean of Students regarding the outcome of the appeal.

If the dismissal is upheld, the student then has five (5) business days from the date the dismissal was upheld by APPC to appeal in writing to the appropriate program dean, whose decision is final. A student may not enroll in or attend any courses in that program and may not participate in any of that program's sponsored activities while the Dismissal Appeal process is pending. Additionally, they may be barred from Sonoran University's property unless pre-approved permission is provided by the Dean of Students to attend meetings and/or hearings in person.

Students who have been dismissed from an academic program will not be readmitted to that program under any circumstances.

Grading Scale Policy

Faculty members are required to provide students with a course syllabus that outlines course requirements, including methods of evaluation that assess mastery of course content.

Core courses in the ND program will be graded A/B/C/F; clinical clerkships and lab/medicinary posts, and some classes/selectives are graded

satisfactory/unsatisfactory (S/U). S/U graded courses have no effect on GPA and are noted in the course syllabus.

Core courses in the MS programs are graded A/B/F. Some selectives are graded satisfactory/unsatisfactory (S/U). S/U graded courses have no effect on GPA and are noted in the course syllabus.

Faculty are not required to round up a grade to a higher grade, irrespective of relative percentages. Faculty may also adjust a final letter grade depending on extenuating circumstances while maintaining the academic integrity and learning objectives of the course.

Grade Point Averages

The Grade Point Average (GPA) for each quarter is calculated by multiplying the point value of the grade received (see the following table) by the number of credits for each course. To calculate the GPA, add the credits, then add the grade points, and divide the total points by the total credits. The same principle applies to the cumulative GPA reflected on the transcript. If a course is repeated, all grades earned are used in determining the GPA. Grades received at another institution are not included in Sonoran University's GPA. Grades specific to the Doctor of Naturopathic (ND) program and the Master of Science (MS) programs are indicated next to the grade.

Grade	Description	Points	Percentage
A	Outstanding	4	90-100%
B	Very Good	3	80-89%
C (ND)	Average	2	70-79%
C (MS)	Does Not Meet Program Requirement	2	70-79%
F (ND)	Fail	0	Less than 70%
F (MS)	Fail	0	Less than 80%
AU	Audit	Taken	
I	Incomplete	Additional work required	
I/R	Incomplete/Remediate	Additional work required	
S (ND, MSACN-NUTA only Q7-Q9)	Satisfactory	Pass/Credit earned	80-94%
H (MSACN-NUTA only Q7-Q9)	Satisfactory with Honors	Pass/Credit Earned	95-100%
U (ND, MSACN-NUTA only Q7-Q9)	Unsatisfactory	Fail/No credit earned	Less than 80%
T	Transfer	Graduate transfer	
WD	Withdrew	Withdrew	
WV	Waived	Requirements waived	
WIP	Work in Progress	Continuing course	

Grade of Fail, Unsatisfactory, or Not Meeting Program Requirements

A grade of Fail (F)/Unsatisfactory (U), or Not Meeting Program Requirements (C) in the MC Programs can seriously affect the student's academic progress and financial aid eligibility. Students failing any course(s) will be required to meet with Academic Advising to complete

an academic development plan, which may include co-requisite developmental coursework intended to support improved performance.

- A grade of U, F, or C in MS coursework in a prerequisite for other courses precludes the student from entering those courses until the U/F/C has been rectified.
- To rectify the non-pass or not meeting program requirements grade, the course must be repeated at the next available offering in the student's prescribed program of study, with the exception of selectives.
- Students on federal financial aid should be aware of funding eligibility for repeating a non-passed course. For more information, see the Financial Aid Policy for Repeat Coursework (p. 19).
- Both the original grade and the grade given in the repeated course appear on the student's transcript and are calculated in the student's cumulative GPA.
- If a U/F is earned for the repeated course, the student will be academically dismissed. For more information, see Satisfactory Academic Progress (p. 36) and Academic Dismissal (p. 37).
- A C in an MS course may not automatically result in a dismissal, but could cause a student to violate minimum GPA requirements or the Maximum Timeframe for degree completion, resulting in removal from the program.

Grade of Incomplete

If a student is unable to complete a course, they may request a grade of Incomplete "I" by contacting the applicable faculty member.

The student must meet all the following requirements to receive a Grade of Incomplete:

1. The grade of Incomplete does not contradict the course requirements as outlined in the course syllabus or other published course documents;
2. The student either:
 - a. Has completed at least 70% of the course duration, or
 - b. Has no more than 30% of grades outstanding;
3. The student is passing the course at the date of submission of the Grade of Incomplete request;
4. The request is submitted to the course faculty before the final week of the course;
5. The presence of a legitimate circumstance (i.e., serious illness, bereavement, or another unanticipated factor) beyond the student's control;
6. The course is not a repeat of a previously failed course;
7. The student is not on Academic Warning II or Dismissal Appeal status.

All work for the course must be completed by the Friday following completion of the course. Students are responsible for meeting all stated requirements. Any failure to meet these requirements will result in the Incomplete grade reverting to the cumulative grade calculation, including all assessments – completed or not – at the end of the course.

Incompletes for ND clinical clerkships will follow the Incomplete/Make-Up Policy and process outlined in the Clinical Handbook and do not require a dean's approval unless completion requires an extension beyond the normal time period, as determined by clinical faculty.

Students on documented medical or military leave must resolve their Incomplete grade within four academic quarters. If the Incomplete grade is not resolved within four quarters, the Incomplete will be converted to the cumulative grade calculation, including all assessments – completed or not – at the end of the course, see Medical or Military Leave of Absence Policy (p. 32).

Grade Reports

Grade reports are available within two weeks of the end of the quarter for the prescribed program of study. Grades are considered a part of the student's educational record and will not be released to anyone other than the student, authorized school official, or posted in any personally identifiable form. Grade reports are available upon request through the Registrar's Office and online through MySonoran.

Grade Appeal Procedures

For courses taken in the College of Naturopathic Medicine, grade appeals must be initiated no later than the second Monday after the quarter has been completed. For courses taken in the College of Nutrition and the School of Mental Health, grade appeals must be initiated no later than the second Monday after the course has been completed. Final grades are posted to the Student Services, Academic Records section in MySonoran. Grade appeals are only applicable for final course grades and will only be pursued if evidence and a valid basis are presented. The responsibility for presenting a case for appeal rests with the student.

Students should consider only the following evidence when initiating a grade appeal:

- The final grade included a miscalculation of the course grades or the final exam/assignment.
- The final grade deviated from the calculation of course grades as outlined in the course syllabus.

The following situations do not serve as a valid basis for grade appeal:

- A dispute over how to interpret the syllabus.
- The grade change does not alter the final course grade.
- Comparing the course grading standards with those of another course.

First Appeal

The student must submit an appeal using the online Academic Compliment, Complaint, Grade Appeal, and Grievance Reporting form on MySonoran (see initiation deadlines above). Students must provide evidence to support their appeal. The Academic Services Manager has the responsibility to screen out frivolous or unsubstantiated appeals and report such findings to the student and faculty. At this time the student will have an opportunity to voice concern(s) about the grade received. The course faculty may elect to meet with the student and/or obtain additional information to further evaluate the student's concern(s) and will decide whether to maintain the original grade or submit a Grade Change Form to the Registrar's Office. A written notification of the decision will be provided to the student from the faculty within two (2) business days. Note, that if the faculty is unavailable for the first appeal, the Academic Services Manager will advance the appeal to the next level supervisor.

Final Appeal

If the grade appeal is denied by the course faculty, the student may appeal in writing to the next level supervisor: the appropriate Department Chair (DC), Division Director (DD), or Dean within two (2) business days of notification of denial from course faculty. The DC, DD, or Dean may make

a decision regarding the grade appeal with or without meeting with the student directly. If a meeting is granted, the DC, DD, or Dean may also request the course faculty be present for this meeting. The student will again have an opportunity to voice concern(s) about the grade received. The DC, DD, or Dean will have the chance to review the criteria by which the final grade is determined. The DC, DD, or Dean may elect to obtain additional information to further evaluate the student's concern(s) and will decide whether to maintain the original grade or submit a Grade Change Form to the Registrar's Office. A written notification of the decision will be provided to the student within two (2) business days. The decision is final and is not subject to further appeal or grievance.

Student Record Policies

Transcripts

A transcript is a student's official academic record of courses taken and grades earned. An official transcript will bear the signature of the Registrar as well as the official Sonoran University seal and will be sent directly to the address provided by the student. An unofficial transcript issued by Sonoran University is marked "unofficial." The degree earned by the student at Sonoran University is recorded on the transcript after conferral of the degree and completion of all graduation requirements for the prescribed program of study. Students are considered to be in good academic standing unless noted. The academic status of a student (such as suspended, academic dismissal, etc.), will be noted on the transcript.

Students may obtain unofficial transcripts via MySonoran. Sonoran University has contracted with Parchment for official transcript request processing. To request official transcripts, visit the University's Parchment webpage (<https://www.parchment.com/u/registration/32844185/institution/>), a transcript fee applies, see Non-course-specific Fees (p. 17) for more information.

Transcripts are issued within one week from the date the request is received. Only Sonoran University transcripts may be released. Transcripts provided from other institutions as part of the admissions process are part of the permanent Sonoran student record and cannot be released to the student or any other school/agency.

Change of Name

The name used by a student on all educational records, including their diploma, must be the student's legal name. To change the name reflected on student records, a student must complete a Records Change Request form (https://my.scnm.edu/ICS/Students/Academic_Records/) and provide one of the following legal documents to the Registrar's Office:

- A copy of the student's social security card
- A certified copy of a court decree dissolving a marriage/restoring maiden name
- A certified copy of the court order directing a change of name
- A valid motor vehicle driver's license

Any document submitted must clearly display the student's new legal name. The student's change request is recorded after all materials are submitted.

Degree Conferral

Sonoran University confers degrees only following the end of each academic term. Sonoran University does not guarantee the award of the degree to students enrolled in a program. The award of degrees is contingent upon satisfaction of all current degree and instructional

requirements at the time of such award, compliance with Sonoran University regulations, as well as performance and conduct meeting bona fide expectations of faculty. No member of the faculty is obliged to provide students or graduates with an evaluation or letter of recommendation that does not accurately reflect the faculty member's true opinion and evaluation of the student's academic performance and conduct.

Family Educational Rights and Privacy Act

This federal law is designed to protect the confidentiality of the student's educational records. The Act affords the student certain rights with respect to their education records. These rights ensure that eligible students have access to their educational records for inspection and review and to request an amendment if the student believes they are inaccurate or in violation of the student's privacy. Further, this law protects the rights of a student to privacy by limiting access by others to education records without the express written consent of the student and the right to file a complaint with the U.S. Department of Education concerning alleged failures by Sonoran University to comply with the requirements of FERPA.

Sonoran University may release information from an education record without the consent of the student to:

- Officials of another college or university where the student seeks or intends to enroll, as permitted by FERPA §99.31 (a)(2).
- Another educational institution in which the student is enrolled. For example, Sonoran University may release academic records for a "dual enrollment" without prior written consent (FERPA §99.34 (b)).
- If the information is necessary to protect the health or safety of the student or other individuals (FERPA §99.36). Student records are open to other school officials, including faculty and administration, and local and state education agencies that have been determined to have a legitimate educational interest, including those specified by the Act as amended January 3, 2012.

Students have the right to review and inspect (but not copy) their education records, including their application, except for confidential recommendations. Photo identification must be presented before access to education records will be permitted. An appointment must be made with the Registrar's Office at least 2 business days ahead of time to access an education record.

Directory Information

Sonoran University may release information that has been defined under the Directory Information Provision of FERPA. Sonoran University defines directory information as name, address, photo/photo ID, phone number, email address, dates of attendance, the program of study, degree conferral date, enrollment status, grade level, previous educational institutions attended, and degrees/awards earned. Forms are available at the Registrar's Office for a student to request that Sonoran University withhold all directory information.

Proper Disclosure

Student information of a private, personal, or confidential nature that is provided to Sonoran University faculty and staff will not be disclosed improperly. Faculty are expected to provide accurate evaluations of students. For the purposes of monitoring and recording student progress, evaluations include the strengths and weaknesses of academic, clinical, communication, and professional skills. The evaluations also include

observations and opinions regarding academic effort and professional conduct. Although not required, faculty and staff may provide judgments of a student's abilities and character to others in appropriate circumstances in accordance with Sonoran University's policies on student records.

Graduation

University Graduation Requirements

Candidates for all programs must fulfill the following institutional graduation requirements:

- Satisfactory completion of all courses in the prescribed curriculum
- Satisfactory discharge of all academic and/or disciplinary sanctions
- Fulfillment of all financial obligations to Sonoran University
- Recommendation from the Faculty Senate

See specific graduation requirements for the prescribed program of study.

Graduation Ceremony Requirements

The minimum requirements to participate in the graduation ceremony include the satisfactory completion of all courses and graduation requirements listed in the prescribed program of study, submission of the graduation application, and payment of the Program Completion Audit Fee (see Tuition and Fees (p. 17)).

Issuance of Diplomas

Toward the end of a student's program, the Registrar's Office conducts a formal audit to determine satisfactory completion of graduation requirements. Results of the audit are provided to each student, who has the responsibility to respond to any deficiencies in order to fulfill the requirements for graduation. The Registrar's Office issues diplomas four times a year following the conferral of the degree at the end of each academic term. The diploma is only issued when the student has fully satisfied graduation requirements for the prescribed program of study, upon meeting financial obligations to Sonoran University, and upon completing the Federal Direct Loans Exit Counseling as applicable.

Academic Achievement Awards

Each academic program recognizes graduating "with honors."

- The College of Nutrition and the School of Mental Health recognize all students with a 4.0 cumulative GPA as graduating "with honors."
- The College of Naturopathic Medicine recognizes all students with a 3.8 cumulative GPA or higher as graduating "with honors" and presents the award for Highest Academic Achievement to the student(s) graduating with the highest GPA and the award for High Academic Achievement to the student(s) with the second-highest GPA. Highest and High Academic Achievement awards require a student to have a cumulative GPA of at least 3.8.

Students who fail or receive an unsatisfactory grade in any course are not eligible to graduate with honors. For more information, please contact the Registrar's Office at registrar@sonoran.edu.

Doctor of Naturopathic Medicine (ND) Program

Where Tradition Meets Innovation

Sonoran University's flagship degree, our accredited Doctorate of Naturopathic Medicine degree program, is what put the University on the map.

Our curriculum consists of rigorous academic study and extensive supervised clinical experiences. Thanks to Arizona's wide scope of practice for naturopathic doctors, students in the College of Naturopathic Medicine have ample opportunities to learn a range of modalities, including acupuncture and injection therapies. Courses are built to support students as they train to excel as healthcare professionals and create future leaders in naturopathic medicine.

College of Naturopathic Programmatic Mission Statement

To educate exceptional and compassionate naturopathic physicians through an immersive curriculum that blends modern science with traditional wisdom, empowering them to deliver and lead whole-person, transformative healthcare.

- ND Program Introduction (p. 41)
- ND Program Policies (p. 43)
- ND Program Sequence (p. 46)
- ND Academic Information (p. 47)
- ND Programs of Study (p. 49)
- ND Course Descriptions (p. 53)

ND Program Introduction Philosophy

Naturopathic medicine concentrates on whole-person wellness; the medicine is tailored to the patient and emphasizes prevention and self-care. Naturopathic medicine attempts to find the underlying cause of the patient's condition rather than focusing solely on symptomatic treatment. Naturopathic doctors cooperate with all other branches of medical science, referring patients to other practitioners for diagnosis or treatment when appropriate.

Naturopathic doctors (NDs) are primary care physicians clinically trained in natural therapeutics with a philosophy derived in part from a Hippocratic teaching more than 2,000 years old: *vis medicatrix naturae*—nature is the healer of all diseases. Their practice is based on the same basic biomedical science foundation as that of allopathic practice. However, their philosophies and approaches differ considerably from their conventional counterparts.

Naturopathic doctors diagnose diseases and treat patients by using natural modalities such as physical manipulation, clinical nutrition, herbal medicine, homeopathy, counseling, acupuncture, and hydrotherapy, among others. They choose treatments based on the individual patient, not based on the generality of symptoms. This approach has proven successful in treating both chronic and acute conditions.

The precepts that guide the practice of naturopathic medicine include the Seven Principles of Naturopathic Medicine, The Therapeutic Order, and The Components of Patient Centered Care.

Naturopathic Principles

These seven principles guide the therapeutic methods and modalities of naturopathic medicine.

First Do No Harm

primum non nocere

Naturopathic medicine uses therapies that are safe and effective.

The Healing Power of Nature

vis medicatrix naturae

The human body possesses the inherent ability to restore health. The physician's role is to facilitate this process with the aid of natural, nontoxic therapies.

Discover and Treat the Cause, Not Just the Effect

tolle causam

Physicians seek and treat the underlying cause of a disease. Symptoms are viewed as expressions of the body's natural attempt to heal. The origin of the disease is removed or treated so the patient can recover.

Treat the Whole Person

tolle totum

The multiple factors in health and disease are considered while treating the whole person. Physicians provide flexible treatment programs to meet individual healthcare needs.

The Physician Is a Teacher

docere

The physician's major role is to educate, empower, and motivate patients to take responsibility for their own health. Creating a healthy, cooperative relationship with the patient has a strong therapeutic value.

Prevention Is the Best "Cure"

praevenire

Naturopathic physicians are preventive medicine specialists. Physicians assess patient risk factors and heredity susceptibility and intervene appropriately to reduce risk and prevent illness. Prevention of disease is best accomplished through education and a lifestyle that supports health.

Wellness

salus

Establish or re-establish health and well-being.

Components of Patient-Centered Care

- Exploring the disease and the patient's illness experience
- Understanding the whole person
- Finding common ground with the patient regarding management/treatment options
- Incorporating prevention and health promotion

- Enhancing the doctor-patient relationship
- Being realistic

Adapted from: Huang, WY. *Fam Med* 2002;34 (9):644-5

Therapeutic Order

Re-Establish the Basis for Health

Remove obstacles to cure by establishing a healthy regimen

Stimulate the Healing Power of Nature

Use various systems of health, such as botanicals, homeopathy, Chinese medicine, Ayurvedic medicine, nutrition, and mind-body medicine

Tonify Weakened Systems

Use modalities to strengthen the immune system, decrease toxicity, normalize inflammatory function, optimize metabolic function, balance regulatory systems, enhance regeneration, and harmonize life force

Correct Structural Integrity

Use therapeutic exercise, spinal manipulation, and massage, cranial-sacral to return to optimal structural condition

Prescribe Specific Natural Substances for Pathology

Use vitamins, minerals, and herbs to return to and promote health

Prescribe Pharmacotherapy for Pathology

Use pharmaceutical drugs to return to and promote health

Prescribe Surgery, Pharmacotherapy

Use aggressive therapies to attempt to maintain health

Image Modified

Taken from "A Hierarchy of Healing: The Therapeutic Order" Pamela Snider, ND; Jared Zeff, ND, Lac; and Stephen Myers, ND, BMed, PhD.

Licensure

At the time of this printing, 23 states, the District of Columbia, the U.S. territories of Puerto Rico and the U.S. Virgin Islands, and six provinces and one territory in Canada have licensing laws for naturopathic physicians. In these states, naturopathic physicians are required to graduate from a licensed naturopathic medical school and pass extensive postdoctoral licensing examinations to receive a license.

The North American Board of Naturopathic Examiners (NABNE) administers and provides the Naturopathic Physician Licensing Examination (NPLEX), which is comprised of biomedical science and clinical science examinations that are used in North America to license graduates of approved naturopathic medical schools. Once licensed, naturopathic physicians must practice within a specific scope of practice defined by their state's laws and fulfill state-mandated continuing medical education requirements annually. It is the responsibility of the student/graduate to determine the licensure laws or scope of practice in the state in which they intend to practice.

Naturopathic physicians practicing in the state of Arizona enjoy one of the broadest scopes of practice within the United States. Arizona Naturopathic Physicians Medical Board (NPMB) regulates the practice of

naturopathic medicine in the state of Arizona, including applications for licensure.

Licensing Organizations

For more information on licensure, please review the organizations listed below:

Licensure in Arizona

Arizona Naturopathic Physicians Medical Board

1740 West Adams, Suite 3002, Phoenix, AZ 85007

Phone: 602.542.8242 | www.nd.az.gov (<https://nd.az.gov/>)

Licensure in the United States and U.S. Territories

American Association of Naturopathic Physicians (AANP)

300 New Jersey Ave Northwest, Suite 300, Washington, DC 20001

Phone: 202.237.8150 | www.naturopathic.org (<https://www.naturopathic.org>)

Licensure in Canada

Canadian Association of Naturopathic Doctors (CAND)

20 Holly Street, Suite 200, Toronto, Ontario, CAN M4S 3B1

Phone: 800.551.4381 | www.cand.ca (<https://www.cand.ca>)

Licensing Examinations for the United States and Canada, including NPLEX

North American Board of Naturopathic Examiners (NABNE)

9220 Southwest Barbur Boulevard, Suite 119, #321, Portland, OR 97219

Phone: 503.246.0694 | www.nabne.org (<https://nabne.org/>)

Scope of Practice

As Arizona maintains one of the widest scopes of practice in the United States for naturopathic medicine, the physicians practice general medicine and utilize a wide variety of therapeutics including diet and lifestyle modifications, nutritional supplementation, botanical medicine, homeopathy, counseling, mind-body medicine, Chinese medicine, acupuncture, naturopathic manipulative therapies, physical medicine, hydrotherapy, minor surgery, prolotherapy, IV micronutrient therapy, and pharmacotherapy. Sonoran University's Medical Center and Neil Riordan Center for Regenerative Medicine offer opportunities for students to work with a diverse group of medical practitioners, including naturopathic physicians, medical doctors, a Chinese medical doctor, and acupuncturists.

Sonoran University is committed to providing students with diverse clinical settings to deliver patient care. In addition to clinical clerkships at the Medical Center and the Neil Riordan Center for Regenerative Medicine, Sonoran University physicians and students provide care to underserved patient populations at a variety of community clinics. These clinics are staffed by faculty members who oversee both the students' education and the patients' care. The community clinics provide students with access to a broad range of patient populations and disease conditions not regularly seen at Sonoran University's medical facilities, as listed in the Extended Sites Community Clinics (p. 4) section.

The legal aspects of practicing naturopathic medicine vary by state in the United States and by province in Canada. In those states and provinces in which naturopathic physicians are licensed, NDs may see patients for general healthcare and for the diagnosis and treatment of acute and chronic conditions. Their scope of practice may include nutritional science; botanical medicine; naturopathic manipulative therapies and other physical medicine; Chinese medicine; acupuncture; homeopathy; mind-body medicine; natural childbirth; minor surgery; prescriptive authority,

including immunizations; and all methods of laboratory, x-ray, and clinical diagnoses.

Practicing Without a License

In Arizona, practicing naturopathic medicine without a license involves the diagnosis or treatment of any patient by an unsupervised naturopathic medical student or any other unlicensed person, where money may or may not be exchanged. Arizona Revised Statutes (ARS Title 32) defines practicing without a license as any conduct involving the unauthorized, intended, or perceived practice of any of the healing arts, including but not limited to the unauthorized practice of naturopathic medicine or other healing arts, regardless of whether the violation ultimately results in conviction or prosecution under relevant laws, and regardless of whether the violation results in any sanction or other formal or informal action by any administrative or regulatory body outside the University. For more information, please see Prohibited Behaviors (<https://catalog.sonoran.edu/student-handbook/code-professional-conduct-academic-honor/student-professionalism-behavior-expectations/#specificallyprohibitedtext>) in the Student Handbook.

ND Program Policies Clinical Education Experience

Clinical experience begins in the first year and continues throughout the program. These experiences include an introduction to clinical practice, clinical practice skills lab, field observation, laboratory posts, medicinary posts, specialty clinics, clinical milestone exams, and clinical clerkships. As students progress through the program, they increasingly gain clinical knowledge and more advanced clinical skills. Students begin their clinical experience in an observational role and then work with standardized patients during clinical practice skills labs and in clinical milestone exams. As they progress through their clinical training and demonstrate competence, they assume a more active role in patient care under the direct supervision of a licensed physician.

Students complete a total of 1,232 contact hours (112 credits) in clinical training, which exceeds the standards set by the CNME. In Sonoran University's clinical experience curriculum, no more than 4 credits may be in field observation. Of the 108 credits of direct patient care, no more than 20 credits may be completed at elective off-site locations. Supervising physicians must hold an active license in the United States or Canada. For a description of the various clinical clerkships and posts, please contact the Off-site Clinical Experience Coordinator. Students are expected to follow current clinical policies and procedures outlined in Sonoran University's Clinical Handbook. This includes maintaining a current CPR certification, TB screening, Hepatitis B information, a fingerprint clearance card, and any other health-related information. For more information, see Sonoran University's Clinical Handbook (https://my.scnm.edu/ICS/Campus_Life/Campus_Publications/) and the ND Graduation Requirements (p. 46) tab on this page.

Clinical Graduation Requirements

To complete clinical training and meet graduation requirements for the Doctor of Naturopathic Medicine program of study, a student must:

- Complete 108 credits of clinical clerkships, 4 credits of field observation, 1 credit of lab post, and 1 credit of medicinary/IV post, for a total of 114 credits
- Have 500 patient contacts (at least 225 in a primary capacity), of which 45 can be a simulated encounter, and 56 can be a telemedicine encounter

- Complete the student clinical competencies
- Complete and pass the Clinical Milestone Exams

Clinical Examinations

Students must complete all Clinical Examinations (including the Clinical Practical Exam, Clinic Entry Exam, Objective Structured Clinical Examination, and CLPR Practical Exams) on the dates determined by the Division Director of Clinical Education. These are non-negotiable dates and times. Students granted an excused absence by the course instructor for the original scheduled date/time of the exam will be offered the opportunity to take the exam on the scheduled make-up exam date. See the Clinical Exam Calendar (p. 46) for dates and additional information. Students who are provided an excused absence for the OSCE exam will be allowed to sit for the missed attempt on the make-up exam date. No additional dates for make-up exams will be provided.

Eligibility for Clinical Clerkships

To be eligible to participate in the Introduction to Clinical Clerkship course (CLTR 7025), students must:

1. Complete all courses in quarter 7 of the academic program (quarter 11 of the 5-year track)
2. Provide a current copy of a CPR card, Hepatitis B information, TB screening, MMR information, fingerprint clearance card, and other required health information
3. Pass a mandatory drug test

To be eligible to participate in the Doctor of Naturopathic Medicine clinical training program (CLTR 8000 courses), students must:

1. Complete their 2nd year of academic program (3rd year for 5-year track)
2. Pass the Clinic Entry Exam
3. Take NPLEX I and comply with the existing NPLEX policy
4. Provide a current copy of a CPR card, Hepatitis B information, TB screening, MMR information, fingerprint clearance card, and other required health information
5. Pass a mandatory drug test

All Doctor of Naturopathic Medicine (ND) students, including transfer students, must meet these requirements. Previous enrollment in a clinical training program at another naturopathic college or other medical college does not allow the student to enter Sonoran University's clinical training program without meeting all the above requirements. For additional details/requirements, please refer to the Clinical Handbook (https://my.sonoran.edu/ICS/Campus_Life/Campus_Publications/) available on MySonoran.

Elective Off-Sites

To be eligible to participate in the Doctor of Naturopathic Medicine Elective Off-Site Program at Sonoran University, students must:

1. Meet the eligibility requirements for Clinical Clerkships
2. Pass the Objective Structured Clinical Examination (OSCE)
3. Receive final approval from the Division Director of Clinical Education, which may be based on clinical performance

Field Observation

To be eligible to participate in field observation, students must:

1. Complete quarters 1-3 of the Doctor of Naturopathic Medicine program, including achieving a passing score on the CLPR 5030 Clinical Practice Exam.
2. Pass a mandatory drug test
3. Complete CPR training
4. Complete Hepatitis B information and TB screening

Enrollment

Students are required to adhere to the institutional enrollment policies as well as the enrollment policies and requirements specific to the ND Program. Full-time enrollment is defined as being enrolled for a minimum of 12 credits (didactic and/or clinical). Part-time enrollment is defined as being enrolled for a minimum of 6 credits but less than 12 credits. Sonoran University does not guarantee the length of the program to be less than four calendar years.

Students may not exceed the predetermined number of clinical clerkships as outlined in the Clinical Handbook without the approval of the Academic Policy and Progress Committee (APPC). Students are not allowed to attend, nor will credit be awarded for, courses/lab sections or clerkships for which they are not registered.

Adding and Dropping Courses and Clinic Clerkships

Academic Courses

Sonoran University programs of study are track programs. Students on the 4-year track seeking to move to the 5-year track must contact the Academic Advising Office to evaluate their request. In addition to the Institutional requirements for adding and dropping courses, schedule changes requested after the start of a quarter must also adhere to the following:

- Intensive courses may be added up until the first day of class but may not be dropped after the course has begun (some exceptions may apply). Tuition paid for intensive courses will not be refunded after the course has begun.
- Selectives may be added or dropped only during the add/drop period unless otherwise noted.

Clinical Clerkships

Clinical clerkships do not follow the same add/drop policy as didactic courses noted above; clinical students must refer to the Clinical Handbook regarding the policy for adding and dropping clerkships (see Add/Drop Refund Policy).

An add/drop fee will be charged for any clerkship changes after the clinic add/drop period has ended (see Tuition and Fees). Students who withdraw from a clinical clerkship may be required to attend Clinical Skills Development Sessions.

Class Schedules

Current schedules and information for the Doctor of Naturopathic Medicine program are posted online on MySonoran. Once a schedule is released, changes will be made only in the event of extreme circumstances.

Concurrent Enrollment for Naturopathic Doctorate Students

Sonoran University offers a pathway that allows current ND students to complete the requirements for a Master's degree (MSCN/ACN or MSNBL) while they are completing the ND degree. This creates an opportunity for

our ND students to graduate with both an MS degree and an ND degree upon completion of their ND program.

Application Timeline

Students in Sonoran University's 4-year program of study (ND4) and 5-year (ND5) are eligible to apply through the Admissions Office as early as quarter 5 (ND4) and quarter 9 (ND5) for admission to the MSCN program and as early as quarter 6 (ND4) and quarter 11 (ND5) for admission to the MSNBL program. Students are eligible to enroll as early as quarter 9 (ND4) or quarter 13 (ND5) for the MSCN program and quarter 11 (ND4) and quarter 15 (ND5) for the MSNBL. Once an ND student is admitted to the MS degree program, the following pre-matriculation concurrent enrollment requirements must be met.

Concurrent Enrollment Eligibility Requirements (CEER)

1. Official confirmation from the Dean of Students verifying good citizenship (i.e., no Code of Professional Conduct violations).
2. Achieve a minimum cumulative GPA of 3.5 in the quarter immediately preceding concurrent enrollment.
3. Pass the Clinic Entry Exam Q7 (ND4) or Q11 (ND5).
4. Official documentation on file with the Registrar's Office confirming NPLEX Part I pass.
5. Full-time enrollment in the two quarters immediately preceding matriculation to demonstrate the ability to handle the academic course load.
6. Recommendation Letter from the Dean of the College of Naturopathic Medicine. The Dean's review/recommendation will take into consideration:
 - a. Input from the Associate Dean of Clinical Education on clinical performance
 - b. Input from Academic Advising on the student's potential for success
7. Successful in-person or virtual interview with the Dean of the College of Naturopathic Medicine if deemed necessary.

ND students will be allowed to matriculate into the MS program for one quarter conditionally until confirmation that all CEERs have been met. Students who fail to meet the CEERs will not be allowed to register for their second quarter of the MS program and will be counseled to defer MS enrollment until a time when all requirements are met, or the student may be administratively withdrawn from the MS program. Any deviation in the start date for concurrent enrollment will impact graduation dates. Therefore, the student should not expect to earn both the ND and MS degrees at the same time.

Concurrently enrolled ND students must continue to meet all concurrent enrollment requirements outlined within the institutional policies section of the catalog and maintain satisfactory academic progress requirements in each program. Concurrently enrolled ND students are also required to pass all clinical rotations while in clinical training.

Intensive Courses

An intensive course is offered in a shortened time period. Intensives may be scheduled as a 5-day format or over a weekend, with classes beginning Friday evening and continuing Saturday and Sunday. Every effort is made to minimize the scheduling of required weekend intensives.

International Students

International students attending Sonoran University on an I-20 must maintain full-time enrollment at all times unless otherwise following the articulated program of study. All exceptions require approval from the

Dean of Students. Please direct any questions regarding international student status to the Dean of Students Office.

Satisfactory Academic Progress Completion of Program

The ND program is designed to be completed in four calendar years or 15 academic quarters (five calendar years or 19 academic quarters for the 5-year track). Students who deviate from the standard academic program will extend the length of the program. Satisfactory academic progress in the ND program is defined as passing all program requirements within the maximum timeframe of one and one-half (1.5) times the length of the longest published program in which they are enrolled, from the initial date of matriculation and including any and all leaves of absence and periods of withdrawal followed by re-activation. Generally, this is between 6–7.5 years.

- Credits transferred from an approved institution count toward the minimum academic requirements to be completed at the end of each academic year (see Minimum Academic Requirements below) and count toward the maximum completion time for financial aid.
- Students must earn a minimum number of credits per quarter (see Minimum Academic Requirements below).
- Students must make satisfactory progress toward the completion of their degree at Sonoran University to be eligible for most financial aid programs.
- The Satisfactory Academic Progress Policy for the ND program includes meeting cumulative GPA requirement, minimum academic credits earned per term, and maximum timeframe for completion.
- Students who fail to make satisfactory academic progress for their prescribed program of study in any term will be advanced an academic warning level.

Cumulative GPA Requirement

Students in the ND program must maintain a cumulative GPA of at least 2.1.

Minimum Academic Requirements

The following table illustrates the minimum number of credit hours required to be completed (total credits earned) at the end of each academic year for the Doctor of Naturopathic Medicine program.

4-year Track

Academic Year	Total Credits Earned
1	65
2	130
3	195
4	260
5	325
6	390

5-year Track

Academic Year	Total Credits Earned
1	32
2	70
3	126
4	182

5	238
6	294
7	350
7.5	390

NPLEX Examinations

The licensing of naturopathic physicians to practice medicine is a function of an individual state or province. States and provinces that license naturopathic physicians recognize the North American Board of Naturopathic Examiners (NABNE), which certifies candidates as eligible to register for the licensing exam that is administered as the Naturopathic Physicians Licensure Examination (NPLEX). It is the student's responsibility to be familiar with NABNE and NPLEX policies and procedures.

Sonoran University considers the NPLEX Parts I and II to be significant measures of professional achievement toward becoming a naturopathic physician. Student performance on the NPLEX provides the faculty and administration an external measurement of the level of understanding students have in a broad number of subject areas. This performance offers Sonoran University important information on curricular content and teaching methodologies. Student scores also provide Sonoran University and the patients they see with a level of assurance that they can perform with basic competency as student physicians. To qualify for the NPLEX Part I, students must have satisfactorily completed all basic science coursework, including GNMD 6044 General Medical Diagnosis IV, be currently enrolled or on an approved leave of absence, and be certified by the Registrar's Office as eligible to sit for the exam.

NPLEX Part I

Students are required to take NPLEX Part I to be eligible to participate in the Doctor of Naturopathic Medicine CLTR 8000 courses. Students must take the NPLEX Part I at the first offering of the exam immediately following their 7th quarter in the 4-year Program of Study (POS) and 11th quarter in the 5-year POS or completion of the basic science courses, including GNMD 6044, whichever comes first. Students who do not pass NPLEX Part I must retake the exam at the next offering. Students who do not take NPLEX I at the next offering will be dropped from the following quarter's clinical clerkships and may not be allowed to continue in clinical clerkships until they have taken NPLEX I. To remain eligible for future clinical clerkships, all students must submit the examination results from NABNE to the Registrar's Office each time it is taken.

Appeals to any part of this process follow the published Sonoran University complaint procedures. This policy applies to all ND students, including professional transfer students.

NPLEX Part II

Passing the NPLEX Part II examination is not a graduation requirement of Sonoran University, but it is required to become licensed. Students should be aware that NABNE may modify its policies and procedures at any time. It is the student's responsibility to be aware of NABNE/NPLEX policies and procedures.

ND Graduation Requirements

In addition to the University Graduation Requirements, (p. 41) candidates for the Doctor of Naturopathic Medicine degree must complete all clinical training requirements, including:

- 108 clinical clerkship credits
- 4 field observation credits
- 1 credit from a lab post
- 1 credit from Medicinary/IV post
- 500 patient contacts (at least 225 primary).
- Satisfactory completion of required student clinical competencies
- Successful completion of all clinical milestone exams

ND Program Sequence

Academic Years

First Year

(First two calendar years in the five-year track)

The first calendar year begins with the basic medical science curriculum in the study of biochemistry and normal structures and functions of the body, including anatomy and physiology. This material is organized by systems. Courses in research and the naturopathic modalities, history, and philosophy are introduced; and early clinical experiences begin with an introduction to clinical practice. These experiences include opportunities to work with standardized patients in clinical settings and shadow physicians in private practice during field observation, see the Five-Year Track Program of Study (p. 51) for an outline of courses.

Second Year

(Third calendar year in the five-year track)

The second calendar year continues the basic medical science curriculum and focuses on the body's pathological transitions through disease, along with clinical recognition of these processes using physical, clinical, and lab diagnosis. Courses in naturopathic modalities such as nutrition, mind-body medicine, acupuncture, Chinese medicine, and homeopathy are explored during the second year.

Third and Fourth Academic Years

(Fourth and fifth calendar years in the five-year track)

In the final two calendar years, clinical methods of naturopathic medicine are presented and expanded in both the classroom and the clinical setting. Students have the opportunity to work with various patient populations in Sonoran University's Medical Center, Neil Riordan Center for Regenerative Medicine, and affiliated sites. In the final academic year of the program, students concentrate on clinical training and take fewer didactic credits.

Clinical Exam Calendar

Fall Quarter

October 6 – December 28, 2025

HOLIDAY: Nov 11 (Veterans Day), Nov 27-28 (Thanksgiving), Dec 24-25 (Holiday), Dec 31-Jan 1 (New Year's)

Date	Event
November 8	Immersion Day (CLTR 4304)
November 22	Clinic Entry Exam (CLTR 4304)
November 22	Urogenital/Prostate Exam (CLPR 6040)
December 6	Urogenital/Prostate Exam (CLPR 6040)
December 6	Clinical Practice Exam (CLPR 5030)

December 6	OSCE C (CLTR 4508 C)
December 13	OSCE C (CLTR 4508 C)
December 23	Make-Up Exam Day

Winter Quarter

January 5 - March 29, 2026

HOLIDAY: Jan 19 (MLK)

Date	Event
January 10	OSCE A (CLTR 4508A)
January 24	OSCE A (CLTR 4508 A)
January 31	OSCE A (CLTR 4508 A)
February 7	OSCE A (CLTR 4508 A)
February 14	Gynecologic and Breast Exam (CLPR 6050)
February 21	Gynecologic and Breast Exam (CLPR 6050)
February 28	OSCE B (CLTR 4508 B)
March 7	OSCE B (CLTR 4508 B)
March 24	Make-Up Exam Day

Spring Quarter

April 6 - June 28, 2026

HOLIDAY: May 25 (Memorial Day), Jun 19 (Juneteenth), Jul 3 (Independence Day)

Date	Event
May 9	Immersion Day (CLTR 4304)
May 30	Clinic Entry Exam (CLTR 4304)
May 30	Urogenital/Prostate Exam (CLPR 6040)
June 6	Urogenital/Prostate Exam (CLPR 6040)
June 6	Clinical Practice Exam (CLPR 5030)
June 6	OSCE C (CLTR 4508 C)
June 13	OSCE C (CLTR 4508 C)
June 23	Make-Up Exam Day

Summer Quarter

July 6 - September 27, 2026

HOLIDAY: Sep 7 (Labor Day)

Date	Event
July 11	OSCE A (CLTR 4508 A)
July 18	OSCE A (CLTR 4508 A)
July 25	OSCE A (CLTR 4508 A)
August 1	OSCE A (CLTR 4508 A)
August 15	Gynecologic and Breast Exam (CLPR 6050)
August 22	Gynecologic and Breast Exam (CLPR 6050)
August 29	OSCE B (CLTR 4508 B)
September 12	OSCE B (CLTR 4508 B)
September 22	Make-Up Exam Day

Please note that multiple dates are listed for some exams. If you are a student taking one of these exams, it is your responsibility to ensure you do not have any scheduling conflicts on the days listed. Some exams require multiple days, and some exams may only require one day of your time. This information will be communicated at the start of each course, but it is imperative to leave days open as these exams cannot be excused or re-scheduled.

Exams for OSCE A and B occur in the quarter following completion of the course (i.e., a student registered in CLTR 4508 for Fall should refer to the Winter Exam schedule). OSCE C occurs concurrently with the second attempt of the course, should a student not pass OSCE A or B.

Dates are subject to change.

ND Academic Information

ND Academic Overview

The Doctor of Naturopathic Medicine Program at Sonoran University is a cohort-based program that follows a prescribed track. All academic credit is computed in quarter hours (see Credit Equivalence section below). All students are guided by the curriculum as outlined in their prescribed program of study. Students are pre-registered for core courses, including labs and clinical clerkships. Students may not deviate from their prescribed program of study. Sonoran University reserves the right to make curriculum changes that are applicable to all students, if necessary.

Students are admitted to either a 4- or 5-year track program. The 4-year track offers students a traditional path to graduation. The 5-year track offers support for students who may want more time to complete the basic and pre-clinical sciences by distributing the first year of basic sciences and pre-clinical medicine courses across two years. The remaining 3 years of both the 4- and 5-year tracks of the ND curriculum are the same. Students who are not making satisfactory academic progress on the 4-year track may be transitioned into the 5-year track. Students cannot move to the 5-year track after completion of year 1 of the 4-year track. In addition, students cannot move back to the 4-year track after starting the 5-year track without approval from the Academic Policy and Progress Committee (APPC) (p. 31).

If a student stays on track with the program, taking all courses as they are offered in sequence, students can expect to graduate within 15 consecutive quarters, or four calendar years, if on the 4-year track (or 19 consecutive quarters, or five calendar years, if on the 5-year track). After matriculation, approval by APPC is required for track changes. For a detailed list of required courses, see the Doctor of Naturopathic Medicine Program of Study (p. 49).

Academic Coursework

The Doctor of Naturopathic Medicine program has been developed to ensure that students have the opportunity to build a strong foundation and to demonstrate competency in each major naturopathic modality, including acupuncture and Chinese medicine, botanical medicine, homeopathy, mind-body medicine, physical medicine, environmental medicine, pharmacology, and nutrition. Laboratory courses include dissection of cadavers, physical exams, palpation, manipulation, acupuncture, hydrotherapy, microbiology, histology, preparation of herbal medicines, and the use of simulation models. Didactic courses include traditional and adult learning classroom teaching methods, group projects, and experiential coursework.

Selectives

Sonoran University offers selectives, or required electives, in the naturopathic medical degree program as part of the core curriculum. Selectives are advertised prior to registration, and an enrollment of ten students is required before most selectives will be offered (see Adding and Dropping Courses (p. 35)). Students will register for selectives online during the published registration timeframe. For a list of potential selectives, please see the Selective Course Descriptions (p. 70).

- b. Develop treatment plans and management strategies for health conditions utilizing therapeutic modalities
- c. Devise strategies for disease prevention and wellness for self and for patients
4. A commitment to ethics and professionalism:
 - a. Demonstrate the ability to achieve professional success
 - b. Demonstrate professional honesty and integrity
5. Skills for scholarship and lifelong learning

Course Format and Requirements

The Doctor of Naturopathic Medicine program consists of 246.5 didactic credits (2,831.5 didactic contact hours) and 43.5 clinical credits (1,578.5 clinical contact hours). The format of the program is primarily on campus. Full-time enrollment is defined as being enrolled for a minimum of 12 credits. Part-time enrollment is defined as being enrolled for a minimum of 6 credits but less than 12 credits.

Special Schedules

Students are placed on a special schedule any time they deviate from their original program track. A special schedule is an approved program pathway tailored to the student's individual circumstances. Pathway options may vary depending on the student's academic progression. All pathways are subject to approval by the respective academic program dean and the Academic Progress and Policy Committee.

Credit Equivalence

Courses are reported in quarter credit hours according to the following values:

- Didactic: 1 credit = 11 contact hours per quarter
- Laboratory: 1 credit = 11 contact hours per quarter
- Clinical Clerkships: 1 credit = 11 contact hours per quarter

Honors Tracks

The Honors Tracks are the first of their kind in the field of Naturopathic Medical Education. These competitive year-long focused areas of clinical study increase students' knowledge, skills, confidence, and postgraduate opportunities. All Honors Tracks have core learning components, additional selective scholarship, and experiential components. Each Honors Track has its own specific proficiencies and patient contact requirements. In addition, all Honors Track students take an advanced topic selective in clinical care, where they learn to critically appraise evidence-based medical research under the guidance of clinical faculty. To be considered for Honors Tracks, students must apply after entering the clinical training component of their program and have a student record free of any academic dishonesty warnings and/or Code of Conduct violations of any kind. Successful completion of an Honors Track is recognized with a certificate, notation on the student's transcript, and at graduation.

ND Program Learning Outcomes

Students are expected to demonstrate the following knowledge, skills, and attitudes upon completion of the Doctor of Naturopathic Medicine program:

1. A commitment to the principles of naturopathic medicine
2. Knowledge of basic medical sciences
3. Clinical knowledge, skills, and attitudes in the care and treatment of patients:
 - a. Diagnose health conditions based on the collection, analysis, and interpretation of patient data

Learning Support

Basic Sciences Skill Development

The Basic Sciences Skill Development (BSSD) courses (BSSD 5014 and BSSD 5024) include small-group remediation with integrating content from all basic science subject areas. Content specific to the attending students will be integrated throughout the quarter, including collaboration with didactic faculty, DDC tutors, and the Learning Specialist. Students who do not pass one or more Anatomy, Biochemistry, or Physiology courses will be required to complete the corresponding BSSD course. Attendance of all weeks is mandatory and will be recorded. Students at risk of not passing Anatomy, Biochemistry, or Physiology may be referred to BSSD or required to complete other remediation plans.

Directed Skill Development Laboratory

The Directed Skill Development Laboratory (DSDL) supports and advances Sonoran University students' safe and effective clinical skills development through directed laboratory learning experiences. The DSDL supports the development of the professional standards necessary for students to become competent and effective naturopathic physicians. The DSDL laboratories are usually conducted outside of regularly scheduled classroom and laboratory periods.

Students are only allowed to participate in active skill development in the modalities for which they have successfully passed the specific course(s) and laboratory(ies) related to each specific modality. Modalities include osseous manipulation, acupuncture needling, infusion, injection, and phlebotomy. Students are expected to sign into and out of the DSDL and to complete appropriate liability waiver forms. As they become eligible, all Sonoran University students are encouraged to take advantage of the DSDL.

Clinical Skills Development Lab

The Clinical Skills Development Lab (CSDL) is offered to students to support and advance clinical skills development in conjunction with physical diagnosis, clinical assessment, and clinical sciences courses. Before entering the clinic, students can develop and practice their clinical skills in the CSDL using simulation models representing numerous body systems, including pulmonary, cardiac, genitourinary, gynecology, and pediatrics. The lab offers an opportunity for faculty to refer students for remediation or additional practice in developing specific clinical skills. The CSDL is conducted outside regularly scheduled classroom hours.

Clinical Skills Development Session

The Clinical Skills Development Session (CSDS) course is designed to develop clinical students in case-taking, case analysis, charting, differential diagnosis, diagnostic work-up, treatment plan, and patient interaction. The CSDS also allows students to prepare for the clinical milestone exams, an opportunity for clinical faculty to refer students for remediation. Students may opt to self-enroll in CSDS and should contact the Clinical Coordinator for more information.

Learning Skills Development Session

The Learning Skills Development Session (LSDS) is offered to students to support and enhance academic performance and professional development at Sonoran University. Students work with a Learning Specialist to identify areas of needed support and participate in individual or group sessions to learn, practice, and integrate new strategies into their learning process. Although individual needs are identified, common areas addressed are time management, test anxiety, test performance, study skills, study/NPLEX planning, and professionalism. LSDS is open to all students by appointment or walk-in. However, students may be referred by faculty, staff, or administration when a need is identified, including failure of course exam(s).

Post-graduate Medical Education Program

Post-graduate medical education (PGME), also known as Residency, is an important part of graduates training. These programs train future leaders of the profession and offer graduates the opportunity to gain a wide range of clinical experiences. Sonoran University oversees PGME programs both onsite and at external private clinics. Recognized as a PMGE sponsor by the Council on Naturopathic Medical Education (CNME), Sonoran staff ensure that all residency programs adhere to the standards set forth by the council.

The Association of Accredited Naturopathic Medical Colleges (<https://aanmc.org/naturopathic-residencies/>) oversees the application and placement of residents. To be eligible for a residency position, a naturopathic physician must have graduated from a CNME-approved program and be licensed to practice medicine in that state. Upon completion of any of Sonoran University's PGME programs, resident graduates will receive a certificate of completion from the CNME.

ND Programs of Study

ND 4-Year Program of Study

Course	Title	Credits
First Year		
Quarter 1		
ANAT 5014	Regional Anatomy, Embryology, and Histology I	5.0
ANAT 5014L	Regional Anatomy, Embryology, and Histology I Lab	3.0
PHYS 5014	Human Physiology and Endocrinology I	4.0
PHYS 5014L	Human Physiology and Endocrinology I Lab	1.0
ICSA 5014	Integrated Case Studies Application I	1.0
BIOC 5014	Biochemistry I	4.0
RSCH 5016	Research I	1.0
CLPR 5010	Introduction Clinical Practice I ¹	2.0
CLPR 5010L	Introduction Clinical Practice Skills I Lab ¹	2.0
NTMD 5010	Philosophical and Historical Foundations of Naturopathic Medicine I	2.0
Credits		25
Quarter 2		
ANAT 5024	Regional Anatomy, Embryology, and Histology II	3.0
ANAT 5024L	Regional Anatomy, Embryology, and Histology II Lab	3.0
PHYS 5024	Human Physiology and Endocrinology II	4.0
PHYS 5024L	Human Physiology and Endocrinology II Lab	1.0
ICSA 5024	Integrated Case Studies Application II	1.0
BIOC 5026	Biochemistry II	4.0
IMMU 5024	Immunology	3.0
RSCH 5024	Research II	1.0
CLPR 5020	Introduction Clinical Practice II ¹	2.0

CLPR 5020L	Introduction Clinical Practice Skills II Lab ¹	2.0
NTMD 5020	Philosophical and Historical Foundations of Naturopathic Medicine II	2.0
Credits		26
Quarter 3		
ANAT 5034	Regional Anatomy, Embryology, and Histology III	3.0
ANAT 5034L	Regional Anatomy, Embryology, and Histology III Lab	3.0
PHYS 5034	Human Physiology and Endocrinology III	4.0
PHYS 5034L	Human Physiology and Endocrinology III Lab	1.0
ICSA 5034	Integrated Case Studies Application III	1.0
MGEN 5038	Medical Genetics	3.0
MICR 5026	Microbiology I	3.0
MICR 5026L	Microbiology I Lab	2.0
CLPR 5030	Introduction Clinical Practice III ¹	2.0
CLPR 5030L	Introduction Clinical Practice Skills III Lab ¹	2.0
NTMD 5030	Philosophical and Historical Foundations of Naturopathic Medicine III	2.0
Credits		26
Quarter 4		
CAPS 5018	Basic Sciences Capstone (Weeks 1-4)	3.0
GNMD 6014	General Medical Diagnosis I (weeks 5-11)	7.0
ANAT 5048	Neuroanatomy	2.0
ENVM 6010	Environmental Medicine	2.5
MICR 5034	Microbiology II	4.0
PSYC 6010	Mind-Body Medicine: Fundamentals of Mind-Body Medicine	2.0
ACMD 6010	Acupuncture and Chinese Medicine I: Theory & Fundamentals of Acupuncture and Chinese Medicine	2.5
PHMD 6010	Physical Medicine I: Introduction to Physical Medicine and Orthopedics	1.0
PHMD 6010L	Physical Medicine I Lab	1.0
See additional courses and credits required for degree completion		
Credits		25
Second Year		
Quarter 5		
CLPR 6040	Clinical Practice I ¹	2.0
CLPR 6040L	Clinical Practice Skills I Lab ¹	2.0
GNMD 6024	General Medical Diagnosis II	9.0
BOTM 6010	Botanical Medicine I: Intro to Botanical Medicine	2.0
NUTR 6014	Nutrition I: Macronutrients and Nutritional Science	2.0
ACMD 6020	Acupuncture and Chinese Medicine II: Traditional Chinese Medicine Diagnosis	2.5
PHAR 6010	Pharmacology and Pharmacotherapeutics I	3.0
PHMD 6020	Physical Medicine II: Naturopathic Manipulative Treatment – Assessment and Application I	2.0
PHMD 6020L	Physical Medicine II Lab	2.0
See additional courses and credits required for degree completion		
Credits		26.5
Quarter 6		
CLPR 6050	Clinical Practice II ¹	2.0
CLPR 6050L	Clinical Practice Skills II Lab ¹	2.0
GNMD 6034	General Medical Diagnosis III	9.0
BOTM 6020L	Botanical Medicine II: Pharmacy of Botanical Medicine Lab (students will be assigned to either Qtr. 6 or Qtr. 7)	2.0
NUTR 6024	Nutrition II: Micronutrients and Therapy Dynamics	2.5
ACMD 6030	Acupuncture and Chinese Medicine III: Meridians Points I	2.0
ACMD 6030L	Acupuncture and Chinese Medicine III: Meridians Points I Lab	1.0
PHAR 6020	Pharmacology and Pharmacotherapeutics II	3.0
PHMD 6030	Physical Medicine III: Naturopathic Manipulative Treatment – Assessment and Application II	2.0
PHMD 6030L	Physical Medicine III Lab	2.0

See additional courses and credits required for degree completion		
	Credits	27.5
Quarter 7		
CLPR 6060	Clinical Practice III ¹	2.0
CLPR 6060L	Clinical Practice Skills III Lab ¹	2.0
GNMD 6044	General Medical Diagnosis IV	8.0
HMEO 6010	Homeopathy I	2.0
ACMD 6040	Acupuncture and Chinese Medicine IV: Meridians & Points II	1.5
ACMD 6040L	Acupuncture and Chinese Medicine IV: Meridians & Points II Lab	1.0
PHAR 6030	Pharmacology and Pharmacotherapeutics III	3.0
PHMD 6054	Physical Medicine V: Principles of Hydrotherapy	1.0
PHMD 6054L	Physical Medicine V Lab	2.0
CLTR 4304	Clinical Entry Skills Assessment	1.5
See additional courses and credits required for degree completion		
	Credits	24
Quarter 8		
CAPS 6024	NPLEX I Review (Weeks 1-3) (weeks 1-3)	0.0
MNGT 6010	Practice Management I: Operations	1.0
GNMP 6011	General Medical Practice: Dermatology (weeks 5-12)	1.0
GNMP 6014	General Medical Practice: Eyes, Ears, Nose, and Throat (EENT) (weeks 5-12)	2.0
PSYC 6024	Mind-Body Medicine: Introduction to Medical Psychotherapy (weeks 5-12)	1.5
PHMD 6040	Physical Medicine IV: Physiotherapy Modalities (weeks 5-12)	1.0
PHMD 6040L	Physical Medicine IV Lab (weeks 5-12)	1.0
ACMD 7060	Acupuncture and Chinese Medicine VI: Acupuncture Techniques (weeks 5-12)	1.0
ACMD 7060L	Acupuncture and Chinese Medicine VI Acupuncture Techniques Lab (weeks 5-12)	1.0
See additional courses and credits required for degree completion		
CLTR 7025	Introduction to Clinical Clerkship ²	4
	Credits	13.5
Third Year		
Quarter 9		
ACMD 7057	Acupuncture and Chinese Medicine V: Traditional Chinese Medicine Pathology	4.0
BOTM 7030	Botanical Medicine III: Naturopathic Materia Medica Pharmacognosy/Therapeutics I	2.0
GNMP 7020	General Medical Practice: Gastroenterology	2.5
GNMP 7031	General Medical Practice: Hematology	1.0
GYNE 7010	Gynecology I	3.0
HMEO 7020	Homeopathy II	2.0
MNGT 7020	Practice Management II: Marketing	1.0
NUTR 7034	Nutrition III: Clinical Nutrition	2.5
CLTR 8000	Clinical Clerkships (1) ²	4.0
See additional courses and credits required for degree completion		
	Credits	22
Quarter 10		
BOTM 7044	Botanical Medicine IV: Naturopathic Materia Medica Pharmacognosy/Therapeutics II	2.5
GNMP 7030	General Medical Practice: Endocrinology	2.5
GYNE 7020L	Gynecology I Lab (student will be assigned to either Qtr. 10 or Qtr. 11)	2.0
HMEO 7030	Homeopathy III	2.0
MSRG 7010	Minor Surgery I: Introduction to Minor Surgery	1.5
MSRG 7010L	Minor Surgery I Lab	1.0
OBST 7010	Obstetrics	2.5
ACMD 7070	Acupuncture and Chinese Medicine VII: Case Analysis and Management I	2.0
NUTR 7044	Nutrition IV: Advanced Strategies for Clinical Nutrition	2.0
CLTR 8000	Clinical Clerkships (2) ²	8.0

See additional courses and credits required for degree completion		
	Credits	26
Quarter 11		
BOTM 7050	Botanical Medicine V: Naturo Materia Medica Pharmacognosy/Therapeutics III	2.0
GNMP 7040	General Medical Practice: Cardiology and Vascular Medicine	1.5
HMEO 7040	Homeopathy IV	2.0
MNGT 7030	Practice Management III: Leadership	1.0
PSYC 7034	Mind-Body Medicine: Affect Psychotherapy and Crisis Intervention	2.0
ACMD 7084	Acupuncture and Chinese Medicine VIII: Case Analysis and Management II	2.0
PEDS 7010	Pediatrics I	2.0
CLTR 8000	Clinical Clerkships (2) ²	8.0
CLTR 4508	Comprehensive Clinical Skills Assessment I ¹	2.0
See additional courses and credits required for degree completion		
	Credits	22.5
Quarter 12		
PEDS 8020	Pediatrics II	2.0
ERMD 8014	Emergency Medicine	3.0
GNMP 7041	General Medical Practice: Pulmonology	1.5
CLTR 8000	Clinical Clerkships (5) ²	20.0
See additional courses and credits required for degree completion		
	Credits	26.5
Fourth Year		
Quarter 13		
GNMP 8050	General Medical Practice: Rheumatology	2.0
GNMP 8051	General Medical Practice: Musculoskeletal/Orthopedic Conditions	1.0
PSYC 8040	Mind-Body Medicine: Medical Management of Addiction	1.5
MSRG 8020	Minor Surgery II: Advanced Techniques in Minor Surgery	1.0
MSRG 8020L	Minor Surgery II Lab	1.0
CLTR 8000	Clinical Clerkships (5) ²	20.0
See additional courses and credits required for degree completion		
	Credits	26.5
Quarter 14		
CAPS 8034	NPLEX II Review (Weeks 1-11)	0.0
GNMP 8060	General Medical Practice: Neurology	2.0
GNMP 8070	General Medical Practice: Urology/Kidney/Male Conditions	1.5
GNMP 8074	General Medical Practice Men's Health	1.0
CLTR 8000	Clinical Clerkships (5) ²	20.0
CLTR 4908	Comprehensive Clinical Case Study ¹	2.0
See additional courses and credits required for degree completion		
	Credits	26.5
Quarter 15		
GNMP 8061	General Medical Practice: Oncology	1.5
GNMP 8076	General Medical Practice: Geriatrics	2.0
MNGT 8040	Practice Management IV: Administration	1.0
CLTR 8000	Clinical Clerkships (5) (weeks 1-11) ²	20.0
See additional courses and credits required for degree completion		
	Credits	24.5
Additional courses and credits that count toward degree completion		
TBD	Didactic Selectives ³	12.0
CLTR 6600	Laboratory Posts (may take in Qtrs 4-8) ^{1,4}	1.0
CLTR 6704	Medicinary /IV Post (may take in Qtrs 4-8) ^{1,4}	1.0
CLTR 6004	Field Observation (may take in Qtrs 4-8) ²	4.0

CLTR 6100	Clinical Clerkship Break Rotations (may take in Qtrs 9-15) ^{2,5}	4.0
Credits		22
Total Credits		390

- ¹ These hours do not count toward the 1,200 clock hours of clinical training required by CNME
- ² These hours count toward the 1,200 clock hours of clinical training required by CNME.
- ³ The 12 -20 total credit hours of didactic selectives must be taken, and prerequisites must be met already to register.
- ⁴ The lab post and medicinary/IV posts may be taken in Qtrs 4-8
- ⁵ The 4 credit break rotation can be taken in Qtrs 9-15

Grand Totals	Clinic	Lab	Didactic	Total
Credit Hours	143.5	31.0	215.5	390.0
Contact Hours	1578.5	341.0	2490.5	4410.0

CNME Requirement	Grand Total	Clinic
Clerkship Credits		112.0
Clerkship Contact Hours		1232.0

Please Note: Fall 2025 is the final term in which the 5#year POS was offered. Students who wish to reduce their course load may work with advising to develop an approved modified schedule.

ND 5-Year Program of Study

Course	Title	Credits
First Year		
Quarter 1		
ANAT 5014	Regional Anatomy, Embryology, and Histology I	5.0
ANAT 5014L	Regional Anatomy, Embryology, and Histology I Lab	3.0
PHYS 5014	Human Physiology and Endocrinology I	4.0
PHYS 5014L	Human Physiology and Endocrinology I Lab	1.0
ICSA 5014	Integrated Case Studies Application I	1.0
NTMD 5010	Philosophical and Historical Foundations of Naturopathic Medicine I	2.0
Credits		16
Quarter 2		
ANAT 5024	Regional Anatomy, Embryology, and Histology II	3.0
ANAT 5024L	Regional Anatomy, Embryology, and Histology II Lab	3.0
PHYS 5024	Human Physiology and Endocrinology II	4.0
PHYS 5024L	Human Physiology and Endocrinology II Lab	1.0
ICSA 5024	Integrated Case Studies Application II	1.0
Credits		12
Quarter 3		
ANAT 5034	Regional Anatomy, Embryology, and Histology III	3.0
ANAT 5034L	Regional Anatomy, Embryology, and Histology III Lab	3.0
PHYS 5034	Human Physiology and Endocrinology III	4.0
PHYS 5034L	Human Physiology and Endocrinology III Lab	1.0
ICSA 5034	Integrated Case Studies Application III	1.0
Credits		12
Quarter 4		
PSYC 6010	Mind-Body Medicine: Fundamentals of Mind-Body Medicine	2.0
ANAT 5048	Neuroanatomy	2.0
ENVM 6010	Environmental Medicine	2.5
See additional courses and credits required for degree completion		
Credits		6.5

Second Year		
Quarter 5		
BIOC 5014	Biochemistry I	4.0
RSCH 5016	Research I	1.0
CLPR 5010	Introduction Clinical Practice I ¹	2.0
CLPR 5010L	Introduction Clinical Practice Skills I Lab ¹	2.0
See additional courses and credits required for degree completion		
Credits		9
Quarter 6		
BIOC 5026	Biochemistry II	4.0
IMMU 5024	Immunology	3.0
RSCH 5024	Research II	1.0
CLPR 5020	Introduction Clinical Practice II ¹	2.0
CLPR 5020L	Introduction Clinical Practice Skills II Lab ¹	2.0
NTMD 5020	Philosophical and Historical Foundations of Naturopathic Medicine II	2.0
See additional courses and credits required for degree completion		
Credits		14
Quarter 7		
MGEN 5038	Medical Genetics	3.0
MICR 5026	Microbiology I	3.0
MICR 5026L	Microbiology I Lab	2.0
CLPR 5030	Introduction Clinical Practice III ¹	2.0
CLPR 5030L	Introduction Clinical Practice Skills III Lab ¹	2.0
NTMD 5030	Philosophical and Historical Foundations of Naturopathic Medicine III	2.0
See additional courses and credits required for degree completion		
Credits		14
Quarter 8		
CAPS 5018	Basic Sciences Capstone (Weeks 1-4)	3.0
GNMD 6014	General Medical Diagnosis I (weeks 5-11)	7.0
MICR 5034	Microbiology II	4.0
PHMD 6010	Physical Medicine I: Introduction to Physical Medicine and Orthopedics	1.0
PHMD 6010L	Physical Medicine I Lab	1.0
ACMD 6010	Acupuncture and Chinese Medicine I: Theory & Fundamentals of Acupuncture and Chinese Medicine	2.5
See additional courses and credits required for degree completion		
Credits		18.5
Third Year		
Quarter 9		
CLPR 6040	Clinical Practice I ¹	2.0
CLPR 6040L	Clinical Practice Skills I Lab ¹	2.0
GNMD 6024	General Medical Diagnosis II	9.0
BOTM 6010	Botanical Medicine I: Intro to Botanical Medicine	2.0
NUTR 6014	Nutrition I: Macronutrients and Nutritional Science	2.0
ACMD 6020	Acupuncture and Chinese Medicine II: Traditional Chinese Medicine Diagnosis	2.5
PHAR 6010	Pharmacology and Pharmacotherapeutics I	3.0
PHMD 6020	Physical Medicine II: Naturopathic Manipulative Treatment – Assessment and Application I	2.0
PHMD 6020L	Physical Medicine II Lab	2.0
See additional courses and credits required for degree completion		
Credits		26.5
Quarter 10		
CLPR 6050	Clinical Practice II ¹	2.0
CLPR 6050L	Clinical Practice Skills II Lab ¹	2.0
GNMD 6034	General Medical Diagnosis III	9.0
BOTM 6020L	Botanical Medicine II: Pharmacy of Botanical Medicine Lab (students will be assigned to either Qtr.10 or Qtr. 11)	2.0
NUTR 6024	Nutrition II: Micronutrients and Therapy Dynamics	2.5

ACMD 6030	Acupuncture and Chinese Medicine III: Meridians Points I	2.0	GYNE 7020L	Gynecology I Lab (students will be assigned to either Qtr 14 or Qtr 15)	2.0
ACMD 6030L	Acupuncture and Chinese Medicine III: Meridians Points I Lab	1.0	HMEO 7030	Homeopathy III	2.0
PHAR 6020	Pharmacology and Pharmacotherapeutics II	3.0	MSRG 7010	Minor Surgery I: Introduction to Minor Surgery	1.5
PHMD 6030	Physical Medicine III: Naturopathic Manipulative Treatment – Assessment and Application II	2.0	MSRG 7010L	Minor Surgery I Lab	1.0
PHMD 6030L	Physical Medicine III Lab	2.0	OBST 7010	Obstetrics	2.5
See additional courses and credits required for degree completion			ACMD 7070	Acupuncture and Chinese Medicine VII: Case Analysis and Management I	2.0
Credits		27.5	NUTR 7044	Nutrition IV: Advanced Strategies for Clinical Nutrition	2.0
Quarter 11			CLTR 8000	Clinical Clerkships (2) ²	8.0
CLPR 6060	Clinical Practice III ¹	2.0	See additional courses and credits required for degree completion		
CLPR 6060L	Clinical Practice Skills III Lab ¹	2.0	Credits		26
GNMD 6044	General Medical Diagnosis IV	8.0	Quarter 15		
HMEO 6010	Homeopathy I	2.0	BOTM 7050	Botanical Medicine V: Naturo Materia Medica Pharmacognosy/Therapeutics III	2.0
ACMD 6040	Acupuncture and Chinese Medicine IV: Meridians & Points II	1.5	GNMP 7040	General Medical Practice: Cardiology and Vascular Medicine	1.5
ACMD 6040L	Acupuncture and Chinese Medicine IV: Meridians & Points II Lab	1.0	HMEO 7040	Homeopathy IV	2.0
PHAR 6030	Pharmacology and Pharmacotherapeutics III	3.0	MNGT 7030	Practice Management III: Leadership	1.0
PHMD 6054	Physical Medicine V: Principles of Hydrotherapy	1.0	PSYC 7034	Mind-Body Medicine: Affect Psychotherapy and Crisis Intervention	2.0
PHMD 6054L	Physical Medicine V Lab	2.0	ACMD 7084	Acupuncture and Chinese Medicine VIII: Case Analysis and Management II	2.0
CLTR 4304	Clinical Entry Skills Assessment ¹	1.5	PEDS 7010	Pediatrics I	2.0
See additional courses and credits required for degree completion			CLTR 8000	Clinical Clerkships (2) ²	8.0
Credits		24	CLTR 4508	Comprehensive Clinical Skills Assessment I ¹	2.0
Quarter 12			See additional courses and credits required for degree completion		
CAPS 6024	NPLEX I Review (Weeks 1-3) (weeks 1-3)	0.0	Credits		22.5
MNGT 6010	Practice Management I: Operations	1.0	Quarter 16		
GNMP 6011	General Medical Practice: Dermatology (weeks 5-12)	1.0	PEDS 8020	Pediatrics II	2.0
GNMP 6014	General Medical Practice: Eyes, Ears, Nose, and Throat (EENT) (weeks 5-12)	2.0	ERMD 8014	Emergency Medicine	3.0
PSYC 6024	Mind-Body Medicine: Introduction to Medical Psychotherapy (weeks 5-12)	1.5	GNMP 7041	General Medical Practice: Pulmonology	1.5
PHMD 6040	Physical Medicine IV: Physiotherapy Modalities (weeks 5-12)	1.0	CLTR 8000	Clinical Clerkships (5) ²	20.0
PHMD 6040L	Physical Medicine IV Lab (weeks 5-12)	1.0	See additional courses and credits required for degree completion		
ACMD 7060	Acupuncture and Chinese Medicine VI: Acupuncture Techniques (weeks 5-12)	1.0	Credits		26.5
ACMD 7060L	Acupuncture and Chinese Medicine VI Acupuncture Techniques Lab (weeks 5-12)	1.0	Fifth Year		
CLTR 7025	Introduction to Clinical Clerkship ²	4	Quarter 17		
See additional courses and credits required for degree completion (can be used to attain part-time or full-time status)			GNMP 8050	General Medical Practice: Rheumatology	2.0
Credits		13.5	GNMP 8051	General Medical Practice: Musculoskeletal/Orthopedic Conditions	1.0
Fourth Year			PSYC 8040	Mind-Body Medicine: Medical Management of Addiction	1.5
Quarter 13			MSRG 8020	Minor Surgery II: Advanced Techniques in Minor Surgery	1.0
BOTM 7030	Botanical Medicine III: Naturopathic Materia Medica Pharmacognosy/Therapeutics I	2.0	MSRG 8020L	Minor Surgery II Lab	1.0
GNMP 7020	General Medical Practice: Gastroenterology	2.5	CLTR 8000	Clinical Clerkships (5) ²	20.0
GNMP 7031	General Medical Practice: Hematology	1	See additional courses and credits required for degree completion		
GYNE 7010	Gynecology I	3.0	Credits		26.5
HMEO 7020	Homeopathy II	2.0	Quarter 18		
MNGT 7020	Practice Management II: Marketing	1	CAPS 8034	NPLEX II Review (Weeks 1-11)	0.0
NUTR 7034	Nutrition III: Clinical Nutrition	2.5	GNMP 8060	General Medical Practice: Neurology	2.0
ACMD 7057	Acupuncture and Chinese Medicine V: Traditional Chinese Medicine Pathology	4.0	GNMP 8070	General Medical Practice: Urology/Kidney/Male Conditions	1.5
CLTR 8000	Clinical Clerkships (2) ²	4.0	GNMP 8074	General Medical Practice Men's Health	1.0
See additional courses and credits required for degree completion			CLTR 8000	Clinical Clerkships (5) ¹	20.0
Credits		22	CLTR 4908	Comprehensive Clinical Case Study ¹	2.0
Quarter 14			See additional courses and credits required for degree completion		
BOTM 7044	Botanical Medicine IV: Naturopathic Materia Medica Pharmacognosy/Therapeutics II	2.5	Credits		26.5
GNMP 7030	General Medical Practice: Endocrinology	2.5	Quarter 19		
			GNMP 8061	General Medical Practice: Oncology	1.5
			GNMP 8076	General Medical Practice: Geriatrics	2.0
			MNGT 8040	Practice Management IV: Administration	1.0
			CLTR 8000	Clinical Clerkships (5) (weeks 1-11) ²	20.0

See additional courses and credits required for degree completion		
	Credits	24.5
Additional courses and credits that count toward degree completion		
TBD	Didactic Selectives ³	12.0
CLTR 6600	Laboratory Posts ^{1,4}	1.0
CLTR 6704	Medicinary /IV Post ^{1,4}	1.0
CLTR 6004	Field Observation ^{2,4}	4.0
CLTR 6100	Clinical Clerkship Break Rotations ^{2,5}	4.0
	Credits	22
	Total Credits	390

- ¹ These hours do not count toward the 1,200 clock hours of clinical training required by CNME.
- ² These hours count toward the 1,200 clock hours of clinical training required by CNME.
- ³ The 12 -20 total credit hours of didactic selectives must be taken, and prerequisites must be met already to register.
- ⁴ The lab post and Medicinary/IV posts may be taken in Qtrs 8-12
- ⁵ The 4-credit break rotation can be taken in quarters 13-19.

Grand Totals	Clinic	Lab	Didactic	Total
Credit Hours	143.5	31.0	215.5	390.0
Contact Hours	1578.5	341.0	2490.5	4410.0

CNME Requirement	Grand Total	Clinic
Clerkship Credits		112.0
Clerkship Contact Hours		1232.0

ND Course Descriptions

Required Courses

ACMD 6010 Acupuncture and Chinese Medicine I: Theory & Fundamentals of Acupuncture and Chinese Medicine

2.5 Didactic Credits

This course introduces the fundamental concepts of Chinese Medicine, including yin yang, five elements theory, zang-fu organ systems, qi, blood and body fluid, meridian systems, TCM etiology, treatment principles, and eight phases theory. This course lays a foundation for further study.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ACMD 6020 Acupuncture and Chinese Medicine II: Traditional Chinese Medicine Diagnosis

2.5 Didactic Credits

In this course, the basics of Traditional Chinese Medicine (TCM) and the Four Diagnostic Techniques are studied. TCM case-history taking, including the classic ten questions and the significance of elucidated symptoms, is explored, as well as classic diagnostic methods such as inspection, listening and smelling, and tongue and pulse diagnosis. Syndrome differentiation based on Eight Principle Theory is also introduced.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ACMD 6030 Acupuncture and Chinese Medicine III: Meridians Points I

2 Didactic Credits

This is the first of a two-course sequence that covers the Traditional Chinese Medicine acupuncture points and meridians. The location, function, and indications of acupuncture points of each meridian are studied. Practical, hands-on experience in point location occurs with the supervision of an experienced acupuncturist. This course has an accompanying lab.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 6030L

ACMD 6030L Acupuncture and Chinese Medicine III: Meridians Points I Lab

1 Lab Credit

This is the first lab of a two-course sequence that covers the Traditional Chinese Medicine acupuncture points and meridians. The location, function, and indications of acupuncture points of each meridian are studied. Practical, hands-on experience in point location occurs with the supervision of an experienced acupuncturist. This lab has an accompanying didactic course.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 6030

ACMD 6040 Acupuncture and Chinese Medicine IV: Meridians & Points II

1.5 Didactic Credits

This is the second of a two-course sequence that covers the Traditional Chinese Medicine acupuncture points and meridians. The location, function, and indications of acupuncture points of each meridian are studied. Practical, hands-on experience in point location occurs with the supervision of an experienced acupuncturist. This course has an accompanying lab.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 6040L

ACMD 6040L Acupuncture and Chinese Medicine IV: Meridians & Points II Lab

1 Lab Credit

This is the second lab of a two-course sequence that covers the Traditional Chinese Medicine acupuncture points and meridians. The location, function, and indications of acupuncture points of each meridian are studied. Practical, hands-on experience in point location occurs with the supervision of an experienced acupuncturist. This lab has an accompanying lecture course.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 6040

ACMD 7057 Acupuncture and Chinese Medicine V: Traditional Chinese Medicine Pathology**4 Didactic Credits**

In this course, students will learn to identify key symptoms of Zang-Fu organ patterns and the method of syndrome differential diagnosis of TCM according to Zang-Fu organ system theory. Therapeutic principles and acupuncture treatment for individual patterns will also be studied.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ACMD 7060 Acupuncture and Chinese Medicine VI: Acupuncture Techniques**1 Didactic Credit**

This course covers basic needling techniques used in acupuncture, such as needle insertion, removal, tonification, reduction, bleeding, intradermal needle, and electric stimulator; also cupping, moxibustion, and Gusha. Practical experience in needling technique occurs under the supervision of an experienced acupuncturist. Clean needle and safe needling techniques are discussed. Basic auricular acupuncture is introduced. This course has an accompanying lab.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 7060L

ACMD 7060L Acupuncture and Chinese Medicine VI Acupuncture Techniques Lab**1 Lab Credit**

This course covers basic needling techniques used in acupuncture, such as needle insertion, removal, tonification, reduction, bleeding, intradermal needle, and electric stimulator; also cupping, moxibustion, and Gusha. Practical experience in needling technique occurs under the supervision of an experienced acupuncturist. Clean needle and safe needling techniques are discussed. Basic auricular acupuncture is introduced. This lab has an accompanying lecture course.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: ACMD 7060

ACMD 7070 Acupuncture and Chinese Medicine VII: Case Analysis and Management I**2 Didactic Credits**

In this course, a case analysis approach illustrates the disease entities commonly encountered in clinical practice. Students translate Western disease assessments into TCM syndromes. The differential diagnosis of syndromes is reviewed, along with the therapeutic principles required for acupuncture and Chinese-prepared medicines.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ACMD 7084 Acupuncture and Chinese Medicine VIII: Case Analysis and Management II**2 Didactic Credits**

This course continues the exploration of case analysis and management of the disease entities commonly encountered in practice that began in ACMD 7070. The differential diagnosis of syndromes is reviewed, along with the therapeutic principles required for effective treatment. Acupuncture protocols are emphasized, along with Chinese-prepared medicines.

Department: Acupuncture and Chinese Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ANAT 5014 Regional Anatomy, Embryology, and Histology I**5 Didactic Credits**

The first of three anatomy blocks, this course includes interactive didactic instruction to learn the gross anatomy, embryology, and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach starts with fundamental concepts and continues with organ system anatomy. This course is taught in coordination with the PHYS 5014 and ICSA 5014 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Admission to the program

Corequisites: PHYS 5014 and ICSA 5014

ANAT 5014L Regional Anatomy, Embryology, and Histology I Lab**3 Lab Credits**

The first of three anatomy blocks, this course includes interactive laboratory instruction to learn the gross anatomy, embryology and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach starts with fundamental concepts and continues with organ system anatomy. This course is taught in coordination with the PHYS 5014 and ICSA 5014 courses. This course has an accompanying lecture.

Department: Basic Medical Sciences

Prerequisites: Admission to the program

Corequisites: PHYS 5014 and ICSA 5014

ANAT 5024 Regional Anatomy, Embryology, and Histology II**3 Didactic Credits**

The second of three anatomy blocks, this course includes interactive didactic instruction to learn the gross anatomy, embryology, and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach continues with organ systems anatomy. This course is taught in coordination with the PHYS 5024 and ICSA 5024 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5024 and ICSA 5024

**ANAT 5024L Regional Anatomy, Embryology, and Histology II Lab
3 Lab Credits**

The second of three anatomy blocks, this course includes interactive laboratory instruction to learn the gross anatomy, embryology, and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach continues with organ systems anatomy. This course is taught in coordination with the PHYS 5024 and ICSA 5024 courses. This course has an accompanying lecture.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5024 and ICSA 5024

**ANAT 5034 Regional Anatomy, Embryology, and Histology III
3 Didactic Credits**

The third of three anatomy blocks, this course includes interactive didactic instruction to learn the gross anatomy, embryology, and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach continues with organ system anatomy. This course is taught in coordination with the PHYS 5034 and ICSA 5034 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5034 and ICSA 5034

**ANAT 5034L Regional Anatomy, Embryology, and Histology III Lab
3 Lab Credits**

The third of three anatomy blocks, this course includes interactive laboratory instruction to learn the gross anatomy, embryology, and histology of the human body as it relates to the practice of medicine. Lab instruction includes cadaver dissection. This systems-based approach continues with organ system anatomy. This course is taught in coordination with the PHYS 5034 and ICSA 5034 courses. This course has an accompanying lecture.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5034 and ICSA 5034

**ANAT 5048 Neuroanatomy
2 Didactic Credits**

This course incorporates the gross and microscopic anatomy of the nervous system, its circuitry, functions, pathophysiology, clinical correlations, and an introduction to imaging techniques used for the study of the nervous system. The course stresses the acquisition and use of concepts. Emphasis will be placed on the clinical relevance of the presented material.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

**BIOC 5014 Biochemistry I
4 Didactic Credits**

This foundational course is the first of a three-quarter sequence in cell biology, medical biochemistry, and genetics. This course details the structure and function of the cell, as well as the molecules utilized within it, including but not limited to nucleic acids, carbohydrates, amino acids/proteins, and lipids. Structure and function relationships are stressed, with particular emphasis on enzyme and coenzyme function and regulation. Enzymatic regulation and cellular function are further explored within intermediary metabolism, including glycolysis, citric acid cycle, and oxidative phosphorylation. Particular emphasis is placed on the utilization of vitamins as coenzymes, their roles in mitochondrial energetics, and their physiologic sequelae.

Department: Basic Medical Sciences

Prerequisites: Admission to the program

**BIOC 5026 Biochemistry II
4 Didactic Credits**

This foundational course is the second course within a three-quarter sequence in cell biology, medical biochemistry, and genetics. This course focuses on the study of the body's metabolic processes, including but not limited to carbohydrates, fatty acids, lipids, nitrogen and amino acids, and nucleotides.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

**BOTM 6010 Botanical Medicine I: Intro to Botanical Medicine
2 Didactic Credits**

This course lays the foundation for the Botanical Medicine component of the curriculum at Sonoran. The format is interactive lecture and question/answer. Course content includes the foundations of botanical medicine, introduction to materia medica and monograph study, herbal properties and actions, formulary, and posology. There is also an overview of plants found in our Southwest environment and adaptive techniques for survival.

Department: Botanical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

**BOTM 6020L Botanical Medicine II: Pharmacy of Botanical
Medicine Lab
2 Lab Credits**

This hands-on course familiarizes students with the preparation of herbal medicine. The format is lecture and interactive demonstration. Students actively participate in the preparation of aqueous extracts, tinctures, herbal oils and salves, syrups, capsules, ointments, poultices, and compresses. Students examine the comparable disadvantages of each type of preparation and identify the role pharmacognosy plays in determining optimal extraction and delivery for a variety of plants. Other topics presented include organoleptic assessment, quality assessment, ecological harvest of raw materials, storage, solubility of constituents, and botanical prescription writing. Monograph study is included for herbs commonly used in topical preparations. This course, along with BOTM 6010, provides the foundational information for further study in the following materia medica courses.

Department: Botanical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

BOTM 7030 Botanical Medicine III: Naturopathic Materia Medica Pharmacognosy/Therapeutics I
2 Didactic Credits

This course is the first in a sequence of three botanical materia medica courses designed to give students the principles by which they will use plants as medicines safely and effectively. The course will provide information on taxonomy, description, habitat, part(s) used, pharmacognosy, historical and current medicinal actions and uses, dosing, toxicology, safety, and potential drug interactions, all of which are used to critically analyze the application of these botanicals individually and in formulation. The student will study the use of botanicals in the immune, EENT/respiratory, and cardiovascular systems. Emphasis is placed on recognizing the unique aspects of each plant in a system.

Department: Botanical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

BOTM 7044 Botanical Medicine IV: Naturopathic Materia Medica Pharmacognosy/Therapeutics II
2.5 Didactic Credits

Part two of three consecutive courses that provide students with the necessary knowledge and skills to understand herbal medicine in the naturopathic materia medica. Students are taught materia medica from an organ system perspective including gastrointestinal, respiratory, immune, cardiovascular, EENT, reproductive, urinary, endocrine, musculoskeletal, and nervous systems. Material presented on each botanical includes taxonomy, description, habitat, part(s) used, pharmacognosy, actions, historical and current medicinal actions and uses, dosing, delivery, and safety, all of which are used to critically analyze the application of each botanical.

Department: Botanical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

BOTM 7050 Botanical Medicine V: Naturo Materia Medica Pharmacognosy/Therapeutics III
2 Didactic Credits

This course is the third in a sequence of three botanical materia medica courses designed to give students the principles by which they will use plants as medicines safely and effectively. The course will provide information on taxonomy, description, habitat, part(s) used, pharmacognosy, historical and current medicinal actions and uses, dosing, toxicology, safety, and potential drug interactions, all of which are used to critically analyze the application of these botanicals individually and in formulation. The student will study the use of botanicals in the nervous, endocrine, and musculoskeletal systems. Emphasis is placed on recognizing the unique aspects of each plant in a system which informs students how to choose plants that best meet the needs of each patient they will treat.

Department: Botanical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CAPS 5018 Basic Sciences Capstone (Weeks 1-4)
3 Didactic Credits

This four-week block is a capstone for the basic sciences curriculum of the previous three quarters. The topics are integrative and include a review of the first-year basic science courses. The final exam is cumulative and covers all of the physiology sequence as well as all the anatomy, biochemistry, immunology, and microbiology of the first three quarters.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CAPS 6024 NPLEX I Review (Weeks 1-3)
0 Didactic Credits

This course guides and supports the student preparing for the NPLEX I exam. Through the administration of mock NPLEX exams, students identify strengths and weaknesses in their basic science knowledge. Students will develop a personalized content review plan. Content review will be provided in the following subject areas: anatomy, physiology, biochemistry, microbiology, and pathology.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CAPS 8034 NPLEX II Review (Weeks 1-11)
0 Didactic Credits

This course guides and supports the student preparing for the NPLEX II exam. It includes a review of general medical diagnosis and clinical practice disciplines. Emphasis will be placed on the diagnosis, naturopathic treatment, and principles of the following clinical modalities: nutrition, homeopathy, botanical medicine, mind-body medicine, oriental medicine, physical medicine, and emergency medicine.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CLPR 5010 Introduction Clinical Practice I
2 Didactic Credits

This is the first in a series of three courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year. This course is accompanied by a lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5010L

CLPR 5010L Introduction Clinical Practice Skills I Lab**2 Lab Credits**

This is the first lab in a series of three labs accompanying courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5010

CLPR 5020 Introduction Clinical Practice II**2 Didactic Credits**

This is the second in a series of three courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year. This course has an accompanying lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5020L

CLPR 5020L Introduction Clinical Practice Skills II Lab**2 Lab Credits**

This is the second lab in a series of three labs accompanying courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5020

CLPR 5030 Introduction Clinical Practice III**2 Didactic Credits**

This is the third in a series of three courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year. This course has an accompanying lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5030L

CLPR 5030L Introduction Clinical Practice Skills III Lab**2 Lab Credits**

This is the third in a series of three labs accompanying courses introducing the art of practicing medicine. It begins with the development, enhancement, and exercise of cognitive analytical and evaluative thinking. Growth and professionalism will be practiced through effective skills, active listening, interviewing techniques, and the self-application of healthy behavior. Medical ethics, jurisprudence, and cultural and social considerations will be explored. Differential diagnosis, critical thinking, and case assessment will be introduced through case-based learning. Public health, epidemiology, and basic lab procedures will be addressed. Basic skills in phlebotomy and injection techniques will be practiced through hands-on lab exercises. Beginning clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will prepare the student for clinical observation opportunities and the required standardized clinical practice exam at the end of the first year.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 5030

CLPR 6040 Clinical Practice I**2 Didactic Credits**

This is the first in a series of three courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships. This course has an accompanying lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6040L

CLPR 6040L Clinical Practice Skills I Lab**2 Lab Credits**

This is the first in a series of three labs accompanying courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6040

CLPR 6050 Clinical Practice II**2 Didactic Credits**

This is the second in a series of three courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships. This course has an accompanying lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6050L

CLPR 6050L Clinical Practice Skills II Lab**2 Lab Credits**

This is the second in a series of three labs accompanying courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6050

CLPR 6060 Clinical Practice III**2 Didactic Credits**

This is the third in a series of three courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships. This course has an accompanying lab.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6060L

CLPR 6060L Clinical Practice Skills III Lab**2 Lab Credits**

This is the third in a series of three labs accompanying courses in advanced clinical practice. In year 2 (year 3 in the 5-year track) the clinical practice coursework expands to include urogenital/prostate, gynecological, orthopedic, Head/Ears/Eyes/Nose/Throat (HEENT), abdominal, neurological, and the Complete Screening Physical Exams. It will refine the integration of subjective and objective information into an effective and realistic patient assessment. Clinical decision-making and case management will be exercised using case-based instruction. Cultural competencies and social diversities in private practice and community medicine will be explored. Preventative approaches and health screening standards will be addressed. Students will also review basic electronic health record skills. Skills in formulating and administering IV nutrients will be introduced. Clinical skills such as the patient interview, heart and lung physical exams, clinical assessment, and charting will be more deeply explored in preparation for a clinic entry exam required at the end of year 2 (year 3 in the 5-year track) prior to beginning the year 3 (year 4 in the 5-year track) clerkships.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: CLPR 6060

CLTR 4304 Clinical Entry Skills Assessment**1.5 Clinical Credits**

This course is dedicated to preparation for the Clinic Entry Examination (CEE) in year 2 (year 3 in the 5-year track) and the beginning of clinical rotations. The exam simulates clinical encounters that are commonly found in a general clinical practice utilizing Standardized Patients (SPs) trained to act out the role of the patient in clinical scenarios. Students will be refining their intake, differential diagnosis, and assessment skills through group activities including practice cases performed in class. Included in the course will be a range of self-, peer-, and physician-rated assessments. Students will practice orally delivering a case in an appropriate and efficient manner and practice charting skills. In addition, they will review administrative skills such as coding, complete clinical training modules for entry into the clinic, and become familiarized with basic clinic procedures.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CLTR 4508 Comprehensive Clinical Skills Assessment I**2 Clinical Credits**

This course comprises a global assessment of core competencies required to practice as a beginning naturopathic physician. Sonoran University's Objective Structured Clinical Examination (OSCE), the final milestone exam, will assess students' communication, interpersonal, clinical, and charting skills. The exam simulates clinical encounters that are commonly found in general clinical practice utilizing Standardized Patients (SPs). The course includes case review modules designed to familiarize students with the assessment process and expectations, covering skills of patient communication, history taking, physical examination, differential diagnosis, laboratory assessment, and treatment. This Course includes a range of self-, peer-, and physician-rated assessments.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CLTR 4908 Comprehensive Clinical Case Study**2 Clinical Credits**

This course builds on the core competencies required to practice as a beginning naturopathic physician. The course includes case review modules designed to improve students' proficiency in differential diagnosis, laboratory assessment, patient communication, interpersonal skills, critical thinking, charting skills, treatment, and case management. Included in the course will be a range of self-, peer-, and physician-rated assessments. The case review modules will simulate clinical encounters that are commonly found in general clinical practice. The course also covers a Clinical Ethics module utilizing cases and group discussion and examination to assess competency.

Department: Pre-Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

CLTR 6004 Field Observation**4 Clinical Credits**

Field observation provides students with opportunities to observe established healthcare practitioners in their private clinical practices. Observation hours are completed during the first two years of the program (three years for students on the 5-year track) which allows students to gain early clinical experiences prior to beginning their clinical clerkships. Students are required to document 44 hours of observation and 40 patient contacts in the following categories: direct patient, indirect patient, and patient services/practice management.

Department: Clinical Sciences

Prerequisites: Completion of quarters 1-3, including CLPR 5030, and the successful completion of the Jurisprudence exam required for attainment of a clinical training certificate from the Arizona Naturopathic Physicians Medical Board (NPMB) (see program of study for additional eligibility requirements for the 5-year track).

CLTR 6100 Clinical Clerkship Break Rotations**4 Clinical Credits**

Break rotations are a requirement of graduation. They provide opportunity of continuity of patient care during break from didactic classes. In addition, they provide opportunity for students to experience multiple rotations and work with a variety of physicians. Principles of Naturopathic Medicine are incorporated in this rotation: Each clerkship will provide different learning opportunities and incorporate the principles differently into the treatment of the patients seen.

Department: Clinical Sciences

Prerequisites: CLTR 4304

CLTR 6600 Laboratory Posts**1 Clinical Credit**

The laboratory post is an immersion course designed to introduce students to Sonoran University's Medical Center procedures with a focus on laboratory functions. Students will build an understanding of the requirements to set up a laboratory; compliance with OSHA, HIPAA, and CLIA; laboratory billing, insurance filing, accurate coding, and interpreting lab results. Students will enhance their skills in phlebotomy and capillary collection, specimen processing, and performing waived testing.

Department: Clinical Sciences

Prerequisites: Completion of quarters 1-3 (see the program of study for additional eligibility requirements for the 5-year track); valid OSHA and HIPAA certifications

CLTR 6704 Medicinary /IV Post**1 Clinical Credit**

During the medicinary post section of this course, students gain a foundation for understanding the mechanics of a medicinary. Students learn skills related to maintaining the day-to-day functions of a medicinary including selecting quality supplements and botanical medicines, as well as ordering, receiving, stocking, and shipping products. Students are also introduced to MySonoran resources for the medicinary and business strategies for hiring and retaining employees and preventing fraud. During the IV section of the course, students will gain a basic foundation of the clinical practice of IV therapy. The information reviewed includes basic nutrients for infusion, IV room setup, IV administration, vaccination administration, and legal and safety aspects of having injectable therapy in your practice.

Department: Clinical Sciences

Prerequisites: Completion of quarters 1-3 (see the program of study for additional eligibility requirements for the 5-year track)

CLTR 7025 Introduction to Clinical Clerkship**4 Clinical Credits**

Clinical clerkships provide the student with practical clinical exposure, information, and additional medical knowledge in a clinical setting focusing on primary care medicine. In this course, students will observe and practice skills in history taking and physical examinations, become skilled at differentiating between common medical conditions, and develop basic plans of treatment consistent with the principles of the naturopathic therapeutic order. Students will demonstrate understanding of these skills and achieve course competencies by completing Secondary Competency assignments necessary for serving as a primary student. Clerkships are completed at the Sonoran University Medical Center, the Neil Riordan Center for Regenerative Medicine, and Sonoran University affiliated clinical sites staffed by Sonoran University faculty.

Department: Clinical Sciences

Prerequisites: Passing score on Clinic Entry Exam and, for the 4-year track, Completion of quarters 1-7; for the 5-year track, Completion of quarters 1-11

CLTR 8000 Clinical Clerkships**4 Clinical Credits**

Clinical clerkships provide the student with practical clinical exposure, information, and additional medical knowledge in a clinical setting focusing on primary care medicine. Students will demonstrate skills in history taking and physical examinations, become skilled at differentiating between common medical conditions, and develop basic plans of treatment consistent with the principles of the naturopathic therapeutic order. Clerkships are completed at Sonoran University's Medical Center, Neil Riordan Center for Regenerative Medicine, and -affiliated clinical sites staffed by Sonoran University faculty. In addition, the student will have an opportunity to work with private physicians.

Department: Clinical Sciences

Prerequisites: Passing score on Clinic Entry Exam and, for the 4-year track, Completion of quarters 1-8; for the 5-year track, Completion of quarters 1-12

ENVM 6010 Environmental Medicine**2.5 Didactic Credits**

The course will begin with the major families of chemical toxins and then will be divided into those whose primary routes of exposure are via indoor air, outdoor air, and food. Within each chemical family, the main health effects will be covered along with methods of testing. Biotransformation will then be addressed along with genetic polymorphisms in those pathways and nutrient impact. Cellular and systemic effects of toxins will then be covered to not only show the classic presentations but also the biochemical mechanisms for their effects. The classic presentation of environmental illness will be covered along with taking an environmental history. The course will be rounded out with methods of treatment.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ERMD 8014 Emergency Medicine
3 Didactic Credits

This course provides students with experiences to differentially diagnose signs, symptoms, and situations in acute medical care. Students learn to recognize emergency signs and situations involving various organ systems. Emphasis is on the integration of current allopathic drugs and procedures and the complementary practice of acute care by naturopathic physicians.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMD 6014 General Medical Diagnosis I
7 Didactic Credits

General Medical Diagnosis will be taught in a systems-based block format with integrated course content. Pathology will be aligned with instruction in clinical, physical, radiological, and laboratory diagnosis. This course will begin with the general study of cell injury, inflammation, tissue repair, neoplasia, and principles of diagnostic imaging. Hematology and dermatology will follow with integrated course content.

Department: General Medicine

Prerequisites: Completion of CAPS 5014 and all previous quarters' courses as outlined in students' prescribed program of study

GNMD 6024 General Medical Diagnosis II
9 Didactic Credits

General Medical Diagnosis will be taught in a systems-based block format with integrated course content. Pathology will be aligned with instruction in clinical, physical, radiological, and laboratory diagnosis. The course will include EENT, endocrinology, male and female reproductive disorders, and musculoskeletal disorders. Naturopathic strategies for diagnosis will be included. **Prerequisites:** Completion of all previous quarters' courses as outlined in students' prescribed program of study.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMD 6034 General Medical Diagnosis III
9 Didactic Credits

General Medical Diagnosis is taught in a systems-based block format with integrated course content. Pathology will be aligned with instruction in clinical, physical, radiological, and laboratory diagnosis. This course will include cardiovascular, respiratory, urinary disorders, and behavioral health.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMD 6044 General Medical Diagnosis IV
8 Didactic Credits

General Medical Diagnosis will be taught in a systems-based block format with integrated course content. Pathology will be aligned with instruction in clinical, physical, radiological, and laboratory diagnosis. This course will include gastrointestinal and neurological disorders. Naturopathic strategies for diagnosis will be included.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 6011 General Medical Practice: Dermatology
1 Didactic Credit

The clinical presentations discussed in the course include malignancies and benign masses, infections and inflammation, burns, hair and nail disorders, pruritus, skin ulcers, and skin rashes.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 6014 General Medical Practice: Eyes, Ears, Nose, and Throat (EENT)
2 Didactic Credits

This course provides an introductory exploration of common and high-risk EENT conditions seen in general naturopathic practice. Symptoms, assessment, diagnosis, and therapeutic considerations will be examined.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 7020 General Medical Practice: Gastroenterology
2.5 Didactic Credits

This course is a comprehensive study of the gastrointestinal tract. Students will gain an understanding regarding the pathophysiology, diagnosis, clinical presentation, management of emergent situations, and standard and naturopathic treatment of conditions of the esophagus, stomach, pancreas, gallbladder, liver, small intestine, large intestine, rectum, and anus, as well as beneficial bacteria and pathogens found in the gut. Student competency will be assessed through examination and literature analysis of emergent topics in gastroenterology.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 7030 General Medical Practice: Endocrinology
2.5 Didactic Credits

This course focuses on the complex interactions of the human hormonal system, including the causes and effects of hormonal imbalance and dysregulation. Principles and methods of naturopathic endocrinology are discussed, including functional assessments, prevention of disease, and restoration of endocrine function, as well as hormone replacement protocols. Class instruction will focus on basic patient management of the most common endocrine disorders seen in a general medical practice, including the appropriate use of prescription hormones and complementary therapeutics.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 7031 General Medical Practice: Hematology
1 Didactic Credit

The clinical presentations discussed in this course include different types of anemia and leukemia, Hodgkin's and non-Hodgkin's lymphomas, myeloproliferative disorders, plasma cell dyscrasias, and clotting disorders. It will provide students with current guidance on the diagnosis and naturopathic treatment of blood diseases and on consultative problems in hematology.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 7040 General Medical Practice: Cardiology and Vascular Medicine**1.5 Didactic Credits**

The clinical presentations discussed in the course include differentiation of chest pain, syncope, and dyspnea; infections, inflammations, acute coronary syndrome, peripheral vascular disease, hypotension, hypertension, valvular disorders, arrhythmias, heart failure, malignancies, transient ischemic attack, cerebrovascular accident, and cardiovascular shock.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 7041 General Medical Practice: Pulmonology**1.5 Didactic Credits**

This course will begin with a review of the anatomy and physiology of the respiratory system. Evaluation of patients with symptoms including cough, dyspnea, and chest pain will introduce various disorders. Allopathic and naturopathic treatments for various conditions will be presented. Some of the conditions included will be obstructive and restrictive disorders, infections, cancer, pulmonary embolism, ARDS, and respiratory failure.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8050 General Medical Practice: Rheumatology**2 Didactic Credits**

The clinical presentations discussed in the course include autoimmune and inflammatory conditions primarily affecting the musculoskeletal system. Emphasis is placed on the etiology, diagnosis, management, and treatment of monoarticular, polyarticular, and autoimmune disorders.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8051 General Medical Practice: Musculoskeletal/Orthopedic Conditions**1 Didactic Credit**

This advanced course addresses the clinical management of musculoskeletal and orthopedic conditions of joints and bones. Areas of focus include the spine and upper and lower extremities. The management of patients presenting with comorbidities, including infection, inflammation, malignancies, masses, injuries, and trauma, is discussed.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8060 General Medical Practice: Neurology**2 Didactic Credits**

The clinical presentations discussed in the course include masses and malignancies, cognitive disorders, infections and inflammations, vascular disorders, weakness/paralysis, sleep disorders, headache, pain modulation, movement disorders, dizziness, vertigo, gait disturbances, syncope, seizures, neurodegenerative diseases, and trauma.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8061 General Medical Practice: Oncology**1.5 Didactic Credits**

The clinical presentations discussed in the course include cancer cell biology, pathology, screening, and prevention guidelines. The principles and conventional therapies for cancer will be covered in addition to in-depth integrative naturopathic oncology for the most commonly observed cancers.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8070 General Medical Practice: Urology/Kidney/Male Conditions**1.5 Didactic Credits**

The clinical presentations discussed in the course include generalized edema, electrolyte imbalances, metabolic acidosis, metabolic alkalosis, hypertension, hematuria, polyuria, urinary frequency, dysuria, renal mass, proteinuria, acute renal failure, urinary obstruction, renal colic, nephrolithiasis, and chronic renal failure. The male reproductive system will include cancers and masses, male infertility, testicular conditions, prostate conditions, sexual dysfunction, erectile dysfunction, and trauma.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8074 General Medical Practice Men's Health**1 Didactic Credit**

This course focuses on the etiology, diagnosis, management, and treatment of male health problems. Students will learn evidence-based, effective naturopathic treatment protocols. Criteria for referral to specialists and integration of naturopathic medicine with conventional medicine are also covered.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GNMP 8076 General Medical Practice: Geriatrics**2 Didactic Credits**

This course focuses on the physiology of aging as well as the assessment and treatment of common disorders in the elderly, including dementia, musculoskeletal disorders, nervous system disorders, circulatory disorders, and ocular disorders. Emphasis is placed on symptoms and concerns commonly associated with aging, including social and functional limitations, nutritional issues, elder abuse, and medication management.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GYNE 7010 Gynecology I**3 Didactic Credits**

This course focuses on the etiology, diagnosis, management, and treatment of gynecological problems. Students will learn evidence-based, effective naturopathic treatment protocols. Criteria for referral to specialists and integration of naturopathic medicine with conventional medicine are also covered. This structure of the course includes lectures, assigned readings, quizzes, cases, group discussions, and examinations. Attendance is required, and each student is expected to come to class prepared by reading the assignments and PowerPoints a day or two before the corresponding class.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

GYNE 7020L Gynecology I Lab**2 Lab Credits**

This laboratory course teaches examination and procedures associated with gynecological diagnosis and treatment. This is part lecture, part hands-on laboratory experience performing exams and gynecological procedures on models. Attendance is required, and each student is expected to come to class prepared by reading the assignments and PowerPoints before class.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

HMEO 6010 Homeopathy I**2 Didactic Credits**

Homeopathy I, II, III, and IV are an integrated series of courses that sequentially introduce the student to the art and practice of homeopathy. They will draw on and utilize the knowledge and skills gained in each of the previous homeopathy department courses. These courses are primarily designed to impart the knowledge of homeopathy necessary for the student to pass the homeopathic portion of the NPLEX licensing exam. In addition, these courses lay the foundation for further study and mastery of homeopathy on clinical homeopathy clerkships. Topics include Materia Medica of all the homeopathic medicines tested by NPLEX, homeopathic philosophy, and theory including a detailed examination of the Organon of Medicine, review of current research literature, case taking and case analysis, computer repertorization, treatment and management of acute and chronic disease states, and integrating homeopathy with other naturopathic treatment options. These courses will utilize both lecture and case-based teaching methods, along with team-based and other active forms of learning.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

HMEO 6991 Advanced Case Management**1 Didactic Credit**

Students focus on advanced topics in homeopathic medicine and how to integrate homeopathy with general naturopathic practice. This course is, in large measure, case-based. This course emphasizes sharpening skills in case analysis and repertorization, advanced study of materia medica, and managing patients with acute and chronic conditions.

Department: Homeopathy and Pharmacology

Prerequisites: HMEO 7040

HMEO 7020 Homeopathy II**2 Didactic Credits**

Homeopathy I, II, III, and IV are an integrated series of courses that sequentially introduce the student to the art and practice of homeopathy. They will draw on and utilize the knowledge and skills gained in each of the previous homeopathy department courses. These courses are primarily designed to impart the knowledge of homeopathy necessary for the student to pass the homeopathic portion of the NPLEX licensing exam. In addition, these courses lay the foundation for further study and mastery of homeopathy on clinical homeopathy clerkships. Topics include Materia Medica of all the homeopathic medicines tested by NPLEX, homeopathic philosophy, and theory including a detailed examination of the Organon of Medicine, review of current research literature, case taking and case analysis, computer repertorization, treatment and management of acute and chronic disease states, and integrating homeopathy with other naturopathic treatment options. These courses will utilize both lecture and case-based teaching methods, along with team-based and other active forms of learning.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

HMEO 7030 Homeopathy III**2 Didactic Credits**

Homeopathy I, II, III, and IV are an integrated series of courses that sequentially introduce the student to the art and practice of homeopathy. They will draw on and utilize the knowledge and skills gained in each of the previous homeopathy department courses. These courses are primarily designed to impart the knowledge of homeopathy necessary for the student to pass the homeopathic portion of the NPLEX licensing exam. In addition, these courses lay the foundation for further study and mastery of homeopathy on clinical homeopathy clerkships. Topics include Materia Medica of all the homeopathic medicines tested by NPLEX, homeopathic philosophy, and theory including a detailed examination of the Organon of Medicine, review of current research literature, case taking and case analysis, computer repertorization, treatment and management of acute and chronic disease states, and integrating homeopathy with other naturopathic treatment options. These courses will utilize both lecture and case-based teaching methods, along with team-based and other active forms of learning.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

HMEO 7040 Homeopathy IV
2 Didactic Credits

Homeopathy I, II, III, and IV are an integrated series of courses that sequentially introduce the student to the art and practice of homeopathy. They will draw on and utilize the knowledge and skills gained in each of the previous homeopathy department courses. These courses are primarily designed to impart the knowledge of homeopathy necessary for the student to pass the homeopathic portion of the NPLEX licensing exam. In addition, these courses lay the foundation for further study and mastery of homeopathy on clinical homeopathy clerkships. Topics include Materia Medica of all the homeopathic medicines tested by NPLEX, homeopathic philosophy, and theory including a detailed examination of the Organon of Medicine, review of current research literature, case taking and case analysis, computer repertorization, treatment and management of acute and chronic disease states, and integrating homeopathy with other naturopathic treatment options. These courses will utilize both lecture and case-based teaching methods, along with team-based and other active forms of learning.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ICSA 5014 Integrated Case Studies Application I
1 Didactic Credit

This team-taught course, in conjunction with the ANAT 5014 and PHYS 5014 courses, utilizes cooperative learning and provides clinical correlations to the basic sciences. Critical thinking and problem-solving skills are emphasized.

Department: Basic Medical Sciences

Prerequisites: Admittance to the 4-year ND program

ICSA 5024 Integrated Case Studies Application II
1 Didactic Credit

This team-taught course, in conjunction with the ANAT 5024 and PHYS 5024 courses, utilizes cooperative learning, and provides clinical correlations to the basic sciences. Critical thinking and problem-solving skills are emphasized.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

ICSA 5034 Integrated Case Studies Application III
1 Didactic Credit

This team-taught course, in conjunction with the ANAT 5034 and PHYS 5034 courses, utilizes cooperative learning and provides clinical correlations to the basic sciences. Critical thinking and problem-solving skills are emphasized.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

IMMU 5024 Immunology
3 Didactic Credits

This course is designed to familiarize students with cellular, molecular, and biochemical aspects of the development of the immune system and the immune response. The course focuses on the development of the immune system and the function of its major components. The course explores the basic principles of the immune system, including tolerance, the development and differentiation of lymphocyte subsets, the regulation of immune responses, memory, cell-cell interactions, antigen presentation and recognition, vaccination, and immune-associated diseases.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MGEN 5038 Medical Genetics
3 Didactic Credits

This course focuses on molecular biology and genetics. The topics focus on biosynthesis of nucleic acids, DNA replication, transcription, regulation of translation, and post-translational modifications. Emphasis is on the human genome and Mendelian inheritance, as well as cellular differentiation, immunogenetics, oncogenetics, nutritional genomics, and pharmacogenetics.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MICR 5026 Microbiology I
3 Didactic Credits

This is the first of a two-quarter sequence in microbiology and immunology and includes lecture and laboratory sessions. In this course, students identify and examine the bacteria that are associated with human disease. This includes the evaluation of virulence factors, modes of transmission, epidemiology, general pathology, and the basis of the human immune response to these factors. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MICR 5026L

MICR 5026L Microbiology I Lab
2 Lab Credits

This is the first of a two-quarter sequence in microbiology and immunology and includes lecture and laboratory sessions. In this course, students identify and examine the bacteria that are associated with human disease. This includes the evaluation of virulence factors, modes of transmission, epidemiology, general pathology, and the basis of the human immune response to these factors. This lab has an accompanying lecture course.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MICR 5026

MICR 5034 Microbiology II
4 Didactic Credits

This course is the continuation of MICR 5024. In this course, students identify and examine other microorganisms that are associated with human disease. This includes the evaluation of virulence factors, modes of transmission, epidemiology, and general pathology of viruses, parasites, and fungi and the human immune defense against them.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MNGT 6010 Practice Management I: Operations
1 Didactic Credit

This course focuses on providing practical business foundations where students are introduced to naturopathic industry concepts and operations. Skills and techniques are presented that can be applied in any working environment (entrepreneur, associate, or independent contractor). Topics covered include naturopathic degree career tracks, CV and cover letter creation, interview skills, business plan basics, practice models, clinical and business pearls (as they apply to second-year medical students), vocational skill self-assessments, and what students can do now to help prepare for their future careers.

Department: Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MNGT 7020 Practice Management II: Marketing**1 Didactic Credit**

This is the second course in the management series where marketing foundations are introduced. Marketing tools and strategies are examined with emphasis on building a successful naturopathic practice. Focus is given to authentically promoting and maintaining a practice and personal brand through online and offline systems, professionalism, and the integration of naturopathic philosophy. This course provides various strategies to support marketing, build a successful practice, or prepare yourself to work as an employee or contractor in the healthcare industry.

Department: Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MNGT 7030 Practice Management III: Leadership**1 Didactic Credit**

This is the third course in the management series where leadership foundations are introduced. Leadership competencies and character are examined with emphasis on inspiring, influencing, and impacting communities and populations at large. Focus is given to the creation of mission and vision statements; setting goals and planning for success; mastering the heart, mind, and skill of the naturopathic leader; and creating a "culture of care" in one's practice, patient programs, and career. This class provides ideas and examples to model across the spectrum of practitioners, consultants, researchers, and others.

Department: Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MNGT 8040 Practice Management IV: Administration**1 Didactic Credit**

This course focuses on providing practical business foundations for students' post-graduate success. Skills and techniques will be presented that can be applied in any working environment (entrepreneur, associate, or independent contractor). Topics covered include licenses/certifications, necessary insurance(s), entity and tax structures, financial basics, and administrative fundamentals.

Department: Clinical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

MSRG 7010 Minor Surgery I: Introduction to Minor Surgery**1.5 Didactic Credits**

This course introduces the naturopathic medical student to the fundamentals and principles of conducting minor surgical procedures in an office setting. Basic surgical techniques for the removal and/or treatment of various skin lesions, subcutaneous tissues, and laceration repair will be presented with hands-on practice in the laboratory. Principles of anesthesia, knot tying, instrumentation, diagnostics, clinical and patient evaluation, sterile field, aseptic technique, and emergency care will be discussed with emphasis on appropriate referral. At the termination of the course, students should be proficient in the diagnosis and treatment by surgical means of common epidermal, dermal, and subdermal lesions. Students will also be able to do a focused intake in relation to minor surgical procedures as well as give patient education regarding diagnosis and aftercare instructions. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MSRG 7010L

MSRG 7010L Minor Surgery I Lab**1 Lab Credit**

This course introduces the naturopathic medical student to the fundamentals and principles of conducting minor surgical procedures in an office setting. Basic surgical techniques for the removal and/or treatment of various skin lesions, subcutaneous tissues, and laceration repair will be presented with hands-on practice in the laboratory. Principles of anesthesia, knot tying, instrumentation, diagnostics, clinical and patient evaluation, sterile field, aseptic technique, and emergency care will be discussed with emphasis on appropriate referral. At the termination of the course, students should be proficient in the diagnosis and treatment by surgical means of common epidermal, dermal, and subdermal lesions. Students will also be able to do a focused intake in relation to minor surgical procedures as well as give patient education regarding diagnosis and aftercare instructions. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MSRG 7010

MSRG 8020 Minor Surgery II: Advanced Techniques in Minor Surgery**1 Didactic Credit**

This course will review the fundamentals of conducting basic and advanced minor surgical procedures in the office setting. Basic surgical techniques from MSRG 7010 will be reviewed and expanded upon. Advanced suture techniques and minor surgical procedures for the removal and/or treatment of various integumentary and mucosal lesions will be presented weekly with hands-on practice in the laboratory. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MSRG 8020L

MSRG 8020L Minor Surgery II Lab**1 Lab Credit**

This course will review the fundamentals of conducting basic and advanced minor surgical procedures in the office setting. Basic surgical techniques from MSRG 7010 will be reviewed and expanded upon. Advanced suture techniques and minor surgical procedures for the removal and/or treatment of various integumentary and mucosal lesions will be presented weekly with hands-on practice in the laboratory. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: MSRG 8020

NTMD 5010 Philosophical and Historical Foundations of Naturopathic Medicine I**2 Didactic Credits**

This is a three-quarter course sequence designed to introduce beginning medical students to the history and philosophy of naturopathic medicine. This is a team-taught course with emphasis given to the applied principles and historical milestones as well as the origins and development of naturopathic therapeutics including botanical medicine, homeopathy, hydrotherapy, mind-body medicine, nutrition, pharmacology, physical medicine, and Traditional Chinese Medicine. The intention of this course is for students to (1) actively engage in the exploration and discovery of their personal relationship to naturopathic medicine by critically examining both controversial and widely-accepted issues and ideas within the naturopathic profession; (2) identify, strengthen, and cultivate the human dimension of the practice of medicine, including reflection and communication; and (3) clarify a personal commitment to the principles of naturopathic medicine.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Admission to the program

NTMD 5020 Philosophical and Historical Foundations of Naturopathic Medicine II**2 Didactic Credits**

This is a three-quarter course sequence designed to introduce beginning medical students to the history and philosophy of naturopathic medicine. This is a team-taught course with emphasis given to the applied principles and historical milestones as well as the origins and development of naturopathic therapeutics including botanical medicine, homeopathy, hydrotherapy, mind-body medicine, nutrition, pharmacology, physical medicine, and Traditional Chinese Medicine. The intention of this course is for students to (1) actively engage in the exploration and discovery of their personal relationship to naturopathic medicine by critically examining both controversial and widely-accepted issues and ideas within the naturopathic profession; (2) identify, strengthen, and cultivate the human dimension of the practice of medicine, including reflection and communication; and (3) clarify a personal commitment to the principles of naturopathic medicine.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

NTMD 5030 Philosophical and Historical Foundations of Naturopathic Medicine III**2 Didactic Credits**

This is a three-quarter course sequence designed to introduce beginning medical students to the history and philosophy of naturopathic medicine. This is a team-taught course with emphasis given to the applied principles and historical milestones as well as the origins and development of naturopathic therapeutics including botanical medicine, homeopathy, hydrotherapy, mind-body medicine, nutrition, pharmacology, physical medicine, and Traditional Chinese Medicine. The intention of this course is for students to (1) actively engage in the exploration and discovery of their personal relationship to naturopathic medicine by critically examining both controversial and widely-accepted issues and ideas within the naturopathic profession; (2) identify, strengthen, and cultivate the human dimension of the practice of medicine, including reflection and communication; and (3) clarify a personal commitment to the principles of naturopathic medicine.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

NUTR 6014 Nutrition I: Macronutrients and Nutritional Science
2 Didactic Credits

This course examines cellular nutrition and metabolism, gastrointestinal function, and the role of macronutrients (fats, carbohydrates, proteins, and fiber) in health and disease. Nutritional science and the philosophies of nutritional protocols to create, maintain, and restore health are discussed. The structure of this course includes hands-on culinary lab instruction in the teaching kitchen as well as interactive lectures and discussions.

Department: Nutrition

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

NUTR 6024 Nutrition II: Micronutrients and Therapy Dynamics
2.5 Didactic Credits

This course examines the human body's need for specific micronutrients, the science of determining basic nutritional requirements, the role of each micronutrient, their availability in food, and the factors that influence absorption and utilization, including genetics, diseases, drug interactions, environment, exercise, and lifestyle. Effective dosing, safety considerations, and contraindications are discussed. The structure of this course includes hands-on culinary lab instruction in the teaching kitchen as well as interactive lectures and discussions.

Department: Nutrition

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

NUTR 7034 Nutrition III: Clinical Nutrition
2.5 Didactic Credits

This course introduces the clinical evaluation of diet and the diagnosis of nutritional needs. Specialized therapeutic diets and nutritional supplements will be explored for health maintenance and select populations. This course stresses therapeutic nutrition and diet as it is used to treat various diseases and conditions seen clinically in naturopathic medical practices.

Department: Nutrition

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

NUTR 7044 Nutrition IV: Advanced Strategies for Clinical Nutrition
2 Didactic Credits

This case-based course will discuss strategies in clinical evaluation and protocol implementation for complex conditions. Implementation strategies for clinical scenarios that involve comorbidities, socio-economic challenges, and age-related issues will be included. Nutritional testing, meal planning, recipes, food education, and supplementation for preventative care and acute and chronic conditions will be explored for individualized treatment.

Department: Nutrition

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

OBST 7010 Obstetrics
2.5 Didactic Credits

This course prepares the student to provide basic health care appropriate for the pregnant woman. Topics include diagnosis of pregnancy, initiating prenatal care, therapeutics for early complications of pregnancy, management of spontaneous abortion, infertility, overview of normal and complicated labor/delivery, and the postpartum care of mothers and infants. The student is prepared to screen for risks and to offer patients referrals and informed choices related to hospital or out-of-hospital birthing options.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PEDS 7010 Pediatrics I**2 Didactic Credits**

This course focuses on the assessment of common problems in infancy, childhood, and adolescence. Emphasis is on normal developmental milestones, disease prevention, and the treatment of common childhood conditions. Appropriate referral is addressed. Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PEDS 8020 Pediatrics II**2 Didactic Credits**

This course will be a continuation of common and complex problems in infancy, childhood, and adolescence. Disease prevention, treatment, and appropriate referral will be addressed.

Department: General Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PHAR 6010 Pharmacology and Pharmacotherapeutics I**3 Didactic Credits**

This course focuses on the principles and mechanisms of drug action and the purpose of pharmaceutical interventions. Emphasis is placed on drugs that act on neurotransmitter systems, including autonomic, hypnotics, and medications used in the treatment of pain, seizure, depression, anxiety, bipolar, psychosis, Parkinson's, and dementia, as well as drugs of abuse. It includes overviews of the pharmaceutical environment, legal and statutory issues, and basic terminology.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PHAR 6020 Pharmacology and Pharmacotherapeutics II**3 Didactic Credits**

This course continues the discussion of drug therapeutics, their mechanisms, and their uses. Side effects, toxicity, interaction, and contraindications are included in this course.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PHAR 6030 Pharmacology and Pharmacotherapeutics III**3 Didactic Credits**

This course continues the discussion of drug therapeutics, their mechanisms, and their uses. Side effects, toxicity, interaction, and contraindications are included in this course.

Department: Homeopathy and Pharmacology

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PHMD 6010 Physical Medicine I: Introduction to Physical Medicine and Orthopedics**1 Didactic Credit**

This course examines the study of physical medicine as a diagnostic and therapeutic tool. Emphasis is given to regional physical assessment using palpation, orthopedic tests, and orthopedic muscle testing. The theory of injury, inflammation, and the fibrosis of repair and joint end feel are examined along with a review of joint range of motion and trigger points. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6010L

PHMD 6010L Physical Medicine I Lab**1 Lab Credit**

This course examines the study of physical medicine as a diagnostic and therapeutic tool. Emphasis is given to regional physical assessment using palpation, orthopedic tests, and orthopedic muscle testing. The theory of injury, inflammation, and the fibrosis of repair and joint end feel are examined along with a review of joint range of motion and trigger points. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6010

PHMD 6020 Physical Medicine II: Naturopathic Manipulative**Treatment – Assessment and Application I****2 Didactic Credits**

This is part one of a two-course sequence that covers the evaluation of normal and abnormal findings of the spine through static palpation assessment of normal and positional deviations, assessment of joint mobility through motion palpation, grading of orthopedic muscular strength, joint range-of-motion, differential diagnosis of common and special disorders, and evaluation of common disease conditions and injury of the musculoskeletal patient. Emphasis is on regional orthopedic physical assessment and osseous manipulation (HVLA). Manipulative evaluation and treatment include the sacroiliac, lumbosacral, lumbar, thoracic, ribs, cervical, and occipital spinal areas. Students demonstrate the application of Naturopathic Manipulative Treatment and patient management of the musculoskeletal patient. Naturopathic philosophy and principles are integrated into the course presentation. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6020L

PHMD 6020L Physical Medicine II Lab**2 Lab Credits**

This is part one of a two-course sequence that covers the evaluation of normal and abnormal findings of the spine through static palpation assessment of normal and positional deviations, assessment of joint mobility through motion palpation, grading of orthopedic muscular strength, joint range-of-motion, differential diagnosis of common and special disorders, and evaluation of common disease conditions and injury of the musculoskeletal patient. Emphasis is on regional orthopedic physical assessment and osseous manipulation (HVLA). Manipulative evaluation and treatment include the sacroiliac, lumbosacral, lumbar, thoracic, ribs, cervical, and occipital spinal areas. Students demonstrate the application of Naturopathic Manipulative Treatment and patient management of the musculoskeletal patient. Naturopathic philosophy and principles are integrated into the course presentation. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6020

PHMD 6030 Physical Medicine III: Naturopathic Manipulative Treatment – Assessment and Application II**2 Didactic Credits**

This is part two of a two-course sequence which covers the evaluation of normal and abnormal findings of the extremities through static palpatory assessment of normal and postural deviations. The students will learn assessments of joint mobility through motion palpation, grading of orthopedic muscle strength and joint range of motion, differential diagnosis of common and special disorders, and evaluation of disease and injury of the musculoskeletal patient, including concussion. Emphasis is on regional orthopedic physical assessment with orthopedic testing, muscle testing, and osseous manipulation. Manipulative treatment includes the upper and lower extremities, temporomandibular joint (TMJ), and specialty visceral manipulative techniques. Patient management of the musculoskeletal patient, including exercise, will be introduced; types of pain and mechanoreceptor stimulation with movement will be discussed; and orthopedic biomechanics of posture and gait will be examined. Students are introduced to neuromuscular technique, muscle energy technique, and craniosacral technique. Also included is a review and refinement of spinal manipulative techniques. Naturopathic philosophy and principles are integrated into the course presentation. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6030L

PHMD 6030L Physical Medicine III Lab**2 Lab Credits**

This is part two of a two-course sequence which covers the evaluation of normal and abnormal findings of the extremities through static palpatory assessment of normal and postural deviations. The students will learn assessments of joint mobility through motion palpation, grading of orthopedic muscle strength and joint range of motion, differential diagnosis of common and special disorders, and evaluation of disease and injury of the musculoskeletal patient, including concussion. Emphasis is on regional orthopedic physical assessment with orthopedic testing, muscle testing, and osseous manipulation. Manipulative treatment includes the upper and lower extremities, temporomandibular joint (TMJ), and specialty visceral manipulative techniques. Patient management of the musculoskeletal patient, including exercise, will be introduced; types of pain and mechanoreceptor stimulation with movement will be discussed; and orthopedic biomechanics of posture and gait will be examined. Students are introduced to neuromuscular technique, muscle energy technique, and cranio-sacral technique. Also included is a review and refinement of spinal manipulative techniques. Naturopathic philosophy and principles are integrated into the course presentation. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6030

PHMD 6040 Physical Medicine IV: Physiotherapy Modalities**1 Didactic Credit**

This is a course in physical therapy modalities. A variety of modalities will be explored, including ultrasound, electric muscle stimulation, microcurrent, TENS, cold laser, diathermy, iontophoresis, and others. The modalities will be studied in terms of the mechanism by which they function and how to physically apply the modalities to the patient. Students will have hands-on experience in a lab setting learning how to appropriately apply modalities. A variety of clinical applications will be discussed. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6040L

PHMD 6040L Physical Medicine IV Lab**1 Lab Credit**

This is a course in physical therapy modalities. A variety of modalities will be explored, including ultrasound, electric muscle stimulation, microcurrent, TENS, cold laser, diathermy, iontophoresis, and others. The modalities will be studied in terms of the mechanism by which they function and how to physically apply the modalities to the patient. Students will have hands-on experience in a lab setting learning how to appropriately apply modalities. A variety of clinical applications will be discussed. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6040

PHMD 6054 Physical Medicine V: Principles of Hydrotherapy**1 Didactic Credit**

This course will cover the physiology, clinical applications, and practice management of Naturopathic Hydrotherapy. By the conclusion of this course, students will be able to demonstrate written, verbal, and practical knowledge of hydrotherapy theories and skills; the physiologic response to different water treatments, temperatures, and associated applications; and how to apply techniques in acute and chronic disease safely and effectively. The use of constitutional hydrotherapy, sauna, and other methods will be taught and practiced. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6054L

PHMD 6054L Physical Medicine V Lab**2 Lab Credits**

This course will cover the physiology, clinical applications, and practice management of Naturopathic Hydrotherapy. By the conclusion of this course, students will be able to demonstrate written, verbal, and practical knowledge of hydrotherapy theories and skills; the physiologic response to different water treatments, temperatures, and associated applications; and how to apply techniques in acute and chronic disease safely and effectively. The use of constitutional hydrotherapy, sauna, and other methods will be taught and practiced. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHMD 6054

PHYS 5014 Human Physiology and Endocrinology I
4 Didactic Credits

The first of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. The first block includes general concepts in cell and membrane biology and begins the organ systems physiology. This course is taught in coordination with the ANAT 5014 and ICSA 5014 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Admission to the program

Corequisites: PHYS 5014L

PHYS 5014L Human Physiology and Endocrinology I Lab
1 Lab Credit

The first of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. The first block includes general concepts in cell and membrane biology and begins the organ systems physiology. This course is taught in coordination with the ANAT 5014 and ICSA 5014 courses. This lab has an accompanying lecture course.

Department: Basic Medical Sciences

Prerequisites: Admission to the program

Corequisites: PHYS 5014

PHYS 5024 Human Physiology and Endocrinology II
4 Didactic Credits

The second of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. This systems-based approach continues with organ system physiology. This course is taught in coordination with the ANAT 5024 and ICSA 5024 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5024L

PHYS 5024L Human Physiology and Endocrinology II Lab
1 Lab Credit

The second of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. This systems-based approach continues with organ system physiology. This course is taught in coordination with the ANAT 5024 and ICSA 5024 courses. This lab has an accompanying lecture course.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5024

PHYS 5034 Human Physiology and Endocrinology III
4 Didactic Credits

The third of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. This systems-based approach continues with organ system physiology. This course is taught in coordination with the ANAT 5034 and ICSA 5034 courses. This course has an accompanying lab.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5034L

PHYS 5034L Human Physiology and Endocrinology III Lab
1 Lab Credit

The third of three physiology blocks, this course includes interactive didactic and laboratory instruction to examine the physiology and endocrinology of the human body. This systems-based approach continues with organ system physiology. This course is taught in coordination with the ANAT 5034 and ICSA 5034 courses. This lab has an accompanying lecture course.

Department: Basic Medical Sciences

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Corequisites: PHYS 5034

PSYC 6010 Mind-Body Medicine: Fundamentals of Mind-Body Medicine
2 Didactic Credits

This course provides the foundation necessary to understand the fundamental dynamics of mind-body medicine, including psychosocial and spiritual dimensions in healing. Students will learn how to facilitate in themselves and other people mind-body practices for disease prevention and treatment. Mind-body processes and techniques such as grounding skills, mindfulness practices, breathing exercises, biofeedback, and tapping therapies are discussed and critically examined for their potential role in integrative naturopathic healthcare.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PSYC 6024 Mind-Body Medicine: Introduction to Medical Psychotherapy
1.5 Didactic Credits

An overview of developmental and behavioral theory, counseling skills, and techniques is presented, along with stages in the healing process. The multi-modal model of a physician as a counselor in the healing relationship is critically examined. Students will critically explore the roles of patient education, patient motivation for change, and medical ethics in the doctor/patient relationship. Clinical cases will provide opportunities to develop healthy communication and counseling skills. Students will be introduced to the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) with a focus on the recognition and diagnosis of mental health disorders commonly encountered in the naturopathic primary care setting, including how to assess risk and identify appropriate community referrals.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PSYC 7034 Mind-Body Medicine: Affect Psychotherapy and Crisis Intervention
2 Didactic Credits

Students will develop the necessary foundation and general strategies to recognize, intervene, and refer patients who are experiencing transitional, traumatic, and acute psychiatric disorders. Elements of family dynamics, domestic violence, abuse, death and dying, homocidality, bullying, and suicidality are critically explored. Medical ethics issues related to these behavioral health dimensions are discussed. The use of agencies and referral sources is emphasized, as are crisis intervention and other strategies for dealing with emergency situations.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

PSYC 8040 Mind-Body Medicine: Medical Management of Addiction
1.5 Didactic Credits

This course provides a naturopathic model for the care and treatment of people suffering from addiction. Students will explore the health impacts of drug, food, and other addictions with a focus on interactive medical, psycho-social, spiritual, and biochemical/nutritional influences. This course will present a multi-modal approach to the practice of naturopathic addiction medicine, including patient motivation to change. Students will have opportunities to interact with guest speakers experienced in the field of addiction care.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

RSCH 5016 Research I
1 Didactic Credit

This is the first of a two-quarter sequence of research courses. This course discusses the scientific method, scientific technology, and the analysis of scientific data in general as it relates to naturopathic medicine.

Department: Research

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

RSCH 5024 Research II
1 Didactic Credit

RSCH 5024 Research II is the continuation of RSCH 5014. This course discusses the types and aids in the evaluation of journals and other scientific publications in which medical literature can be found. Students will be exposed to methods for evaluating the varying significance of research findings.

Department: Research

Prerequisites: Completion of all previous quarters' courses as outlined in students' prescribed program of study

Selective Courses

ACMD 6980 Chinese Prepared Medicines
2.5 Didactic Credits

This course explores Chinese-prepared medicines for common syndromes and disorders because acupuncture practitioners in North America commonly use pill or tincture forms for adjunctive therapy. This course trains the student in the skills necessary to critically evaluate the many products available. Classical Chinese patent medicines and contemporary North American Chinese-prepared formulas are discussed.

Department: Acupuncture and Chinese Medicine

Prerequisites: ACMD 6010, ACMD 6020, ACMD 6030, ACMD 6040, ACMD 7054, ACMD 7055, and ACMD 7070

BOTM 6940 Botanical Medicine in the High Desert and Upper Canyons of Sedona
2 Didactic Credits

This 2.5 day field study selective is set in and around Sedona, AZ. Pine Flats Campground is our camp site and will serve as the base where students can set up tents or car-camp. Day trips are planned to different locations and elevations in the local canyons and high desert in order to see a wide variety of plant diversity. Approximately 30 plants will be available for plant identification, materia medica, herbal therapeutics including case studies, ethical wild-harvest techniques, and medicine making. Discussion related to clinical use of plants will take place throughout the field ID, harvesting, and medicine making segments. Individual constituents, actions, energetics, extraction delivery and safety will be examined for each plant. Additional costs include campsite fee, food, transportation, and medicine-making supplies.

Department: Botanical Medicine

Prerequisites: Completion of quarters 1-3 (quarters 1-7 in the 5-year track)

BOTM 6954 Pharmacognosy and Phytotherapy
2 Didactic Credits

This course is an overview of secondary metabolites found in medicinal plants. This topic will be explored through the major classes of plant constituents in order to understand the activity of plants and offer a framework for the clinical application of botanical medicine. It will cover basic plant chemistry and examine solubility and extraction, variability and synergy, as well as review biosynthetic pathways, absorption, metabolism, standardization, and concentration. The primary focus of the course is on the major categories and subcategories of phytochemicals relevant to botanical medicine and the physiological effects these constituents have on the human body.

Department: Botanical Medicine

Prerequisites: BOTM 6010

BOTM 6996 Introduction to Medical Cannabis
1.5 Didactic Credits

This course will cover the historical use of cannabis as medicine, pharmacology and chemistry of the cannabis plant, the endocannabinoid system, clinical uses of medical cannabis, and laws and processes for recommending medical cannabis in Arizona.

Department: Botanical Medicine

Prerequisites: BOTM 7030

BOTM 6998 Botanical Medicine Therapeutics: Developing Clinical Proficiency
1.5 Didactic Credits

This is an interactive case-based course focusing on the development of botanical formulations to treat common conditions. This course is designed to prepare students for the demands of a broad naturopathic practice and to gain expertise in phytotherapy. Case studies will be utilized to illustrate the complexity of botanical prescribing. The formulation will be emphasized as a clinical strategy in conditions of multifactorial etiologies and multi-organ system disease processes. The recognition of quality botanical medicine will also be addressed as well as materia medica review. The quality and value of this course largely depend on student participation in lectures and learning exercises. Be prepared to participate in this course.

Department: Botanical Medicine

Prerequisites: BOTM 7030, BOTM 7040, BOTM 7050

CLTR 9900 Advanced Topics in Clinical Care - Honors
1 Didactic Credit

The advanced topics selective course is intended for clinic students and is required for those in the honors track program. The first objective is to advance discipline-specific knowledge. Students will learn how to critically review and interpret clinical/health research and apply this knowledge to evidence-informed clinical care. Secondly, leading a discussion of their research will advance the student's ability to verbally communicate their knowledge and increase leadership confidence.

Department: Clinical Sciences

Prerequisites: Completion of quarters 1-8 (quarters 1-12 in the 5-year track) and eligibility for clinic .

ENVM 6940 Heavy Metals
1.5 Didactic Credits

This selective course will cover the most commonly found and most toxic heavy metals (arsenic, cadmium, lead, and mercury). Sources, health effects, and methods of diagnosis and treatment will be covered for each of these toxicants. Research articles on these topics will be made available by the instructor for review and in-class discussion. The accurate interpretation of heavy metal test results will be required for satisfactory completion of this course.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: ENVM 6010 and Completion of the GNMD course sequence through quarter 7 (quarter 11 in the 5-year track)

NTMD 6950 Advanced Application of Nature Cure
2 Didactic Credits

Advanced Application of Nature Cure expands and deepens the student's experience with many nature cure techniques. A particular emphasis is given to variations for specific diseases and conditions while exploring the effects of the techniques on all levels of the body, mind, and spirit.

Department: Mind-Body, Environmental Medicine, and Naturopathic Philosophy

Prerequisites: PHMD 6054

NUTR 6910 Self-care: Role-modeling Health Behaviors
2 Didactic Credits

This course improves self-care in students to promote personal sustainability and prevent burnout for their well-being as well as for the benefit of their future clients and team members. Through a combination of didactic and experiential learning, students gain an understanding of the importance and impact of self-care practices. An emphasis will be placed on hands-on, practical approaches for making sustainable changes in diet, exercise, stress management, and sleep hygiene to reduce the risk of disease and promote health. As students are empowered with an enhanced capacity for self-care, it is expected that they will be more inclined, and better equipped, to implement these strategies when counseling future clients and/or when leading teams.

Department: Nutrition

Prerequisites: Admission to the program

NUTR 6930 Clinical Biochemistry III - Nutrigenomics and Personalized Nutrition
2 Didactic Credits

This course equips students with a foundational knowledge of nutritional genomics, explores how genetic information influences biochemical processes, and provides guidance on how to apply nutrigenomics when developing a personalized nutrition plan. Students will explore current evidence on clinical applications of genetics, epigenetics, and nutrigenomics and the impact of personalized genomics on nutritional biochemistry and human physiology. Upon successful completion of the course, students will receive a Certificate in the Principles of Nutritional Genomics from the American Nutrition Association.

Department: Nutrition

Prerequisites: NUTR 6024

NUTR 6940 Probiotics from Research to Market
2 Didactic Credits

This course brings students along the supply chain and value chain of probiotics and explores this rapidly evolving field from the perspective of the scientist, the clinician, the manufacturer, and the consumer. Students will gain an understanding of the scientific basis for these products, evidence-based clinical applications, and key regulatory and manufacturing considerations. Instruction will also be provided on the basics from research and development, formulating products, and QA/QC, to manufacturing, labeling, and commercialization.

Department: Nutrition

Prerequisites: GNMP 7020, NUTR 6014, NUTR 6024

PHMD 6940 Introduction to Neuro Emotional Technique (NET)
2 Didactic Credits

This course serves as an introduction to Neuro Emotional Technique (NET) as taught by Drs. Scott & Deborah Walker (Founder & Co-Developer of NET). It is intended to give students a basic understanding of the methods utilized in this modality to address the mind-body stress component of healing, along with instruction on how to apply these skills in clinical practice. Students who desire to study NET in further depth are encouraged to enroll in advanced NET trainings to continue to develop their education, skills & clinical application.

Department: Physical Medicine

Prerequisites: Admission to the program

PHMD 6970 Introduction to Applied Kinesiology
2 Didactic Credits

This course serves as an introduction to applied kinesiology (AK) as taught by its founder, Dr. George Goodheart, and gives students a basic understanding of the methods utilized in this modality and instruction on how to apply these skills in clinical practice. Students who desire to study AK in depth are encouraged to enroll in the certification course.

Department: Physical Medicine

Prerequisites: Completion of PHMD 6030 and ACMD 6030

PHMD 6981 Advanced Hydrotherapy
1 Didactic Credit

This course and lab expands and deepens the student's experience with many hydrotherapy techniques. Emphasis is given to variations for specific diseases and conditions. This course has an accompanying lab.

Department: Physical Medicine

Prerequisites: PHMD 6054

Corequisites: PHMD 6981L

PHMD 6981L Advanced Hydrotherapy Lab
2 Lab Credits

This course and lab expands and deepens the student's experience with many hydrotherapy techniques. Emphasis is given to variations for specific diseases and conditions. This lab has an accompanying lecture course.

Department: Physical Medicine

Prerequisites: PHMD 6054

Corequisites: PHMD 6981

PSYC 6940 Mindfulness-Based Stress Reduction
2.5 Didactic Credits

This highly experiential, group process-based, psychoeducational course guides motivated learners through an in-depth exploration of coping with emotional stress, psychological injury, pain conditions, and chronic illness using the patented, evidence-based principles and tools of MBSR®, specifically developed for use in healthcare settings around the world.

This uniquely immersive and trauma-sensitive curriculum promotes lasting health changes in participants, which extends to the people they serve, by incrementally building both formal and informal mindfulness habits designed to be used in daily life and encouraging the embodiment of course concepts through direct experience. Upon completion of this course, participants will have the tools needed to independently develop and continue their own personalized, unguided, MBSR® practice as well as resources for ongoing support as desired. The skills and concepts emphasized in this course extend far beyond the classroom and may contribute to increased compassion and sense of belonging, improved emotional regulation, wiser choices, healthier relationships, and/or enhanced overall well-being throughout the lifespan. This course is appropriate for beginners as well as experienced learners.

Department: Mind-Body, Environmental Medicine and Naturopathic Philosophy

Prerequisites: Admission to the program

PSYC 6970 Foundations of Neurofeedback
3 Didactic Credits

Students receive training in the principles and applications of neurofeedback (EEG biofeedback). Neurofeedback is a clinical process for changing the electrical activity, of either cortical or sub-cortical origin, of the Central Nervous System using electroencephalography-based biofeedback and/or electrical stimulation. The neurofeedback process teaches self-regulation of neural activity and related "state change," with promising therapeutic benefits in ADD, migraine, anxiety, depression, head injury, insomnia, and a host of other neuro-cognitive disorders. This course includes neurofeedback history and research, EEG and electrophysiology, instrumentation, treatment planning, and experiential modules designed to familiarize the student with electrode placement and clinical applications. This course also provides an introduction to quantitative EEG interpretation. The integration of neurofeedback as a complementary approach with other therapeutic procedures to enhance health and wellness will be emphasized. This course fulfills didactic requirements for certification from the two major certification boards in neurofeedback and biofeedback.

Department: Mind-Body, Environmental Medicine and Naturopathic Philosophy

Prerequisites: Completion of quarters 1-3 (see the program of study for eligibility requirements for the 5-year track)

PSYC 6980 Naturopathic Treatments for Mental Illness
2.5 Didactic Credits

This course involves an in-depth exploration of specific naturopathic approaches to the most common psychiatric disorders seen in general practice, including depression, bipolar, anxiety, and sleep disorders. This course will allow students to assess, synthesize, prioritize, and implement therapies consistent with naturopathic principles. Course content will include an introduction to laboratory and other useful assessments, plus naturopathic treatments including nutrients, herbs, amino acids, biofeedback, homeopathy, and other evidence-based alternative therapies. Indications and treatment options using conventional drugs and methods are explored alongside alternative approaches. Students will recognize drug/herb and drug/nutrient interactions and specific protocols for safely weaning patients off conventional drug medications when appropriate.

Department: Mind-Body, Environmental Medicine and Naturopathic Philosophy

Prerequisites: Completion of CLPR 6060

RSCH 6600 Directed Research Project
.5 - 3 Lab Credits

This course is oriented towards independent medical student projects under the direction of the research faculty. Projects may involve the design, implementation, and analysis of clinical and/or bench-top research. Prerequisites, credits, and number of students will be determined by the instructor(s). Admittance to this course is in order of registration within the Registrar's Office until the course size limit has been attained.

Department: Research

Prerequisites: RSCH 5016

Master of Science in Applied Clinical Nutrition Program

Help People Live Healthier Lives

Sonoran University's College of Nutrition is committed to inspiring, preparing, and empowering a diverse group of leaders and clinicians in the field of nutrition to have a positive impact on the lives of others. Our programs have been built with practical input from global industry experts and thought leaders and each course is designed and delivered using best practices in teaching and learning.

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- MSACN Academic Information (p. 74)
- MSACN Program of Study (p. 74)
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MSACN Program Introduction Program Overview

The Master of Science in Applied Clinical Nutrition (MSACN) is a comprehensive graduate degree program designed to support the complete didactic and clinical education needs of students who wish to earn the Certified Nutrition Specialist® credential. The program transforms students who are passionate about nutrition into leaders and healers in the field of clinical nutrition. Students gain the professional skills and the clinical experience necessary to develop and implement effective and evidence-based nutrition related services to support individual and public

health. The innovative and 100% online curriculum has been developed with input from experts and thought leaders in the field of nutrition.

Like the MSCN program, the MSACN trains students in nutritional sciences, nutritional assessment, self-care, whole food nutrition, and the responsible use of dietary supplements and botanicals while also covering emerging topics such as nutrigenomics and microbiomics. With a special emphasis on personalized nutrition, students will be uniquely qualified to deliver care to diverse populations with an appreciation of socioeconomic and cultural considerations that can impact health access and outcomes. Additionally, the program includes a novel Virtual Health Center Experience where students practice applying clinical skills and knowledge safely in a virtual training environment. While the MSCN program ends there, the MSACN program continues with an additional six-month clinical practicum, the Applied Clinical Training Experience. This ensures that upon graduation, MSACN graduates not only meet the academic requirements to sit for the CNS® exam but also the complete 1,000 hour Supervised Practice Experience requirements for the CNS® credential. Sonoran University is proud to be the first university to offer a master's degree program that meets 100% of the didactic and clinical training requirements for the CNS® credential.

MSACN students also participate in novel Interprofessional Education experiences as part of their core curriculum, so graduates have advanced training in how to work effectively as part of a health care team. Overall, MSACN graduates will be prepared for success in private clinical practice and in integrative practices, community health, or corporate settings. The program also introduces students to innovative ways to leverage their training from developing a telemedicine practice to becoming an entrepreneur in the multi-billion-dollar natural foods and dietary supplement industry. In addition to their MSACN degree, opportunities to earn industry specific certifications are embedded within the curriculum including a *Certificate in the Principles of Nutritional Genomics* from the American Nutrition Association, which helps graduates further distinguish themselves in their field.

Program Mission

The MSACN program educates and inspires the next generation of leaders and practitioners in the field of clinical nutrition to use evidence-based practices to safely, ethically, and effectively enhance the health and well-being of the people and communities they serve. Incorporating a clinical practicum, the MSACN program advances graduates' development as competent and caring practitioners of personalized nutrition.

Program Learning Outcomes

At the conclusion of the MSCN program, graduates will be able to:

1. Utilize knowledge of nutritional sciences to describe the relationship between nutrients and human health and disease.
2. Apply clinical nutrition knowledge, skills, attitudes, and practices to support effective and evidenced-based care of clients.
3. Apply critical thinking and analytical skills in the review of nutrition-related scientific literature and in the nutritional evaluation and management of clients.
4. Demonstrate professional leadership and communication skills to cultivate collaboration and effective outcomes in the practice of clinical nutrition.
5. Demonstrate ethics and professionalism in client care, in practice management, and in interactions with all other professionals.
6. Utilize skills for scholarship and lifelong learning to remain current in the field of clinical nutrition.

7. Demonstrate, through a clinical practicum, the ability to provide effective, compassionate, and evidence-based personalized nutrition care to clients that is appropriate for supporting the management of illness and the promotion of health.

Scope of Practice

Requirements for the practice of nutrition vary from state to state (and country to country), with a wide range of certification types available. According to the American Nutrition Association (2025), Certified Nutrition Specialists® (CNSs) can practice some level of personalized nutrition counseling in forty-eight of the fifty-three US jurisdictions (including DC, Guam, and Puerto Rico). Twenty of these states have a licensure or certification pathway for CNSs. CNSs are currently unable to practice in five states. For current updates on state laws, we recommend students visit the American Nutrition Association's website and/or contact the licensure board for the state in which they plan to practice.

Graduates of the MSACN program may wish to work as clinicians in private or integrative practice settings, while others may wish to work as consultants, writers, educators, or business leaders in the food, supplement, or natural products industry. Others may opt to go on to earn a PhD or a clinical doctoral degree. The MSACN program may also supplement students' existing clinical training/credentials with expertise and an advanced degree in nutrition.

Certification

Sonoran University's MSACN program has been developed to meet the eligibility requirements of several national board certifications, most notably the Certified Nutrition Specialist® (CNS). Before qualifying for CNS certification, the Board for Certification of Nutrition Specialists (BCNS) requires a graduate degree in the field of nutrition from an accredited university, specific coursework, a passing grade on the CNS examination, and 1,000 hours of Supervised Practice Experience (SPE).

Sonoran University's MSACN program fulfills the didactic requirements to sit for the CNS certification exam offered through the BCNS. The MSACN's Virtual Health Center Experience and Virtual Grand Rounds have also been vetted by the BCNS and approved for CNS candidates to earn 349 SPE hours (250 hours observational; 99 hours direct) and meet the required competencies for the SPE. Students in the MSACN program are able to complete the remaining 651 SPE hours through the program's practicum, the Applied Clinical Training Experience.

When candidates apply for their CNS credential, the BCNS reviews each candidate individually, including current course descriptions, transcripts, and experience, to determine eligibility. The American Nutrition Association's website offers detailed information about becoming a CNS.

The CNS credential is the most frequent, non-RD credential recognized in state nutrition regulations and is:

- The only non-dietetics credential and examination widely recognized in state nutrition licensure laws
- Listed by the U.S. Department of Labor as an advanced nutrition credential in the definition of the "Dietetics and Nutritionists" profession in its Occupational Outlook Handbook
- Listed by the Centers for Medicare and Medicaid as among those potentially eligible to order therapeutic diets in hospitals
- Fully accredited by the National Commission for Certifying Agencies (NCCA)

Private professional associations awarding nutrition credentials currently recognized by the National Commission for Certifying Agencies include:

- Board for Certification of Nutrition Specialists (BCNS)
- American Clinical Board of Nutrition (ACBN)
- Commission on Dietetic Registration (CDR)

Both BCNS and CDR are recognized by the U.S. Bureau of Labor Statistics in its Occupational Handbook definition of Dietitians and Nutritionists. The MSACN program prepares students to sit for the BCNS exam. It does not prepare students to sit for the CDR exam.

Since certifying organizations may change eligibility requirements, students are advised to contact the appropriate board with any questions and to verify eligibility. Students are advised to also review licensing requirements by state for the most up-to-date information.

MSACN Program Policies

Satisfactory Academic Progress - Completion

The MSACN program is designed to be completed in nine academic quarters. Students who deviate from the standard academic program will extend the length of the program. Satisfactory academic progress in the MSACN program is defined as passing all program requirements within two (2) times the length of the longest published program in which they are enrolled, from the initial date of matriculation including any and all leaves of absence and periods of withdrawal followed by re-activation. Generally, this is four and a half years.

Credits transferred from an approved institution count toward the minimum academic requirements to be completed at the end of each academic year (see Minimum Academic Requirements) and count toward the maximum completion time for financial aid. Students must make satisfactory progress toward the completion of their degree at Sonoran University to be eligible for most financial aid programs.

The Satisfactory Academic Progress Policy for the MSACN program includes a cumulative GPA of 3.0 or higher, minimum academic credits earned per term, and total completion time.

Students who fail to make satisfactory academic progress for their program of study in any term will be placed on academic warning.

Cumulative GPA Requirement

Students in the MSACN program must maintain a cumulative GPA of at least 3.0.

Minimum Academic Requirements

The following table illustrates the minimum number of cumulative credit hours required to be completed (total credits earned) at the end of each academic year of the MSACN program.

Academic Year	Total Credits Earned
1	13
2	26
3	39
4	52
5	64

MSACN Academic Information

MSACN Academic Coursework

The MSACN program at Sonoran University is a cohort-based, online distance education program that follows a prescribed track. All academic credit is computed in quarter hours (see Credit Equivalence below). All students are guided by the curriculum as outlined in their prescribed program of study. Students are pre-registered for all courses. Students may not deviate from their prescribed program of study. Sonoran University reserves the right to make curriculum changes that are applicable to all students, if necessary.

Course Format and Credit Requirements

The MSACN program consists of 36 didactic credits (432 didactic contact hours), 3 lab credits (36 hours), and 25 clinical credits (900 clinical hours). The format of the program is 100% online.

Full-time enrollment is defined as being enrolled for a minimum of 4 credits. Part-time enrollment is defined as being enrolled for a minimum of 2 credits but less than 4 credits.

Credit Equivalence

Courses are reported in quarter credit hours according to the following values:

- Didactic: 1 credit = 12 contact hours per quarter
- Laboratory: 1 credit = 12 contact hours per quarter
- Clinical: 1 credit = 12 contact hours per quarter
- Clinical Practicum: 1 credit = 72 hours supervised clinical practice

Program Length and Completion Timeframe

The MSACN program is designed to be completed in less than 2.25 academic years, or 9 academic quarters. Students are expected to complete the MSACN program within 18 academic quarters, not to exceed four and a half years from the initial date of matriculation, including any and all leaves of absence and periods of withdrawal.

If a student stays on track with the program, taking all courses as they are offered in sequence, students can expect to graduate within 9 consecutive quarters, or 2.25 calendar years.

MSACN Program of Study

Course	Title	Credits
First Year		
Quarter 1		
NUTC 5110	Nutritional Assessment I: History, Anthropometrics, and Energy (weeks 1-6)	2.0
NUTC 5120	Gastrointestinal Physiology (weeks 1-6)	2.0
NUTC 5130	Nutrition Across the Lifecycle I: Adolescence, Adulthood, and Older Age (weeks 7-12)	2.0
NUTC 5140	Gastrointestinal Pathophysiology (weeks 7-12)	2.0
		Credits
		8
Quarter 2		
NUTC 5211	Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy (weeks 1-6)	3.0
NUTC 5221	Self-care: Role-modeling Health Behaviors (weeks 1-6)	2.0
NUTC 5230	Clinical Biochemistry II: Vitamins and Minerals (weeks 7-12)	2.0

NUTC 5240	Botanicals and Phytonutrients (weeks 7-12)	2.0
Credits		9
Quarter 3		
NUTC 5310	Dietary and Supplement Guidelines, Policies, and Safety (weeks 1-6)	2.0
NUTC 5320	Evidence-Informed Practice and Decision Making (weeks 1-6)	1.0
NUTC 5330	Nutrition Across the Lifecycle II: Preconception, Pregnancy, Lactation, Infancy, and Childhood (weeks 7-12)	2.0
NUTC 5340	Dietary Patterns for Health Promotion (weeks 7-12)	2.0
Credits		7
Quarter 4		
NUTC 5410	Nutritional Assessment II: Laboratory (weeks 1-6)	2.0
NUTC 5420	Clinical Biochemistry III - Nutrigenomics and Personalized Nutrition (weeks 1-6)	2.0
NUTC 5430	Clinical Applications I: Health Promotion and Disease Prevention (weeks 7-12)	3.0
NUTC 5440	Teaching Kitchen Lab (weeks 7-12)	1.0
Credits		8
Second Year		
Quarter 5		
NUTC 5550	Clinical Applications II: Chronic Disease (weeks 1-12)	4.0
NUTC 5560	Nutritional Interventions for Chronic Disease (weeks 1-12)	4.0
Credits		8
Quarter 6		
NUTC 5650	Clinical Applications III: Complex Systemic Disorders (weeks 1-12)	4.0
NUTC 5660	Nutritional Interventions for Complex Systemic Disorders (weeks 1-12)	4.0
Credits		8
Quarter 7		
NUTC 5750	Clinical Applications IV: Co-morbidities and Complex Medical Disorders (weeks 1-10)	4.0
NUTC 5760	Success Academy (weeks 1-10)	2.0
NUTA 5770	Applied Clinical Training Experience I (weeks 1-12)	1.5
Credits		7.5
Quarter 8		
NUTA 5800	Applied Clinical Training Experience II (weeks 1-12)	2.5
NUTA 5810	Applied Clinical Training Experience III (weeks 1-12)	2.0
Credits		4.5
Third Year		
Quarter 9		
NUTA 5900	Applied Clinical Training Experience IV (weeks 1-12)	2.0
NUTA 5910	Applied Clinical Training Experience V (weeks 1-12)	2.0
Credits		4
Total Credits		64

Grand Totals	Clinic	Lab	Didactic	Total
Credit Hours	25.0	3.0	36.0	64.0
Contact Hours	900.0	36.0	432.0	1368.0

MSACN Course Descriptions

Courses are listed alphabetically

NUTA 5770 Applied Clinical Training Experience I 1.5 ACTE Practicum Credits

The Applied Clinical Training Experience (ACTE) is a supervised clinical nutrition practicum delivered in adherence with a personalized nutrition care model that supports students in completing the Supervised Practice Experience (SPE) requirements established by the Board for Certification of Nutrition Specialists (BCNS). It also advances students' development as competent and caring evidence-based practitioners of personalized nutrition. This introductory course is one of five courses that make up the ACTE and incorporates orientation and training that prepare students for this clinical experience. Students will complete requirements for practice in Sonoran University's health system including OSHA and HIPAA trainings, training on the effective use of the electronic health record for management of client care, and orientation to the standards, policies, and procedures governing clinical care. Students also participate in an Interprofessional Education experience and will begin to engage in the assessment and care of clients under the supervision of their clinical supervisor. Upon successful completion of this course, students will earn 72 direct hours toward their BCNS SPE.

Prerequisites: Successful completion of Q1 through Q6

Corequisites: NUTC 5750 Clinical Applications IV

NUTA 5800 Applied Clinical Training Experience II 2.5 ACTE Practicum Credits

This course is one of five courses that make up the Applied Clinical Training Experience (ACTE). The ACTE is a supervised clinical nutrition practicum delivered in adherence with a personalized nutrition care model. This clinical experience supports students in completing the Supervised Practice Experience (SPE) requirements established by the Board for Certification of Nutrition Specialists (BCNS) and advances students' development as a competent and caring evidence-based practitioners of personalized nutrition. Upon successful completion of this course, students will earn 180 direct hours toward their BCNS SPE.

Prerequisites: Successful completion of Q1 through Q7

NUTA 5810 Applied Clinical Training Experience III 2 ACTE Practicum Credits

This course is one of five courses that make up the Applied Clinical Training Experience (ACTE). The ACTE is a supervised clinical nutrition practicum delivered in adherence with a personalized nutrition care model. This clinical experience supports students in completing the Supervised Practice Experience (SPE) requirements established by the Board for Certification of Nutrition Specialists (BCNS) and advances students' development as a competent and caring evidence-based practitioners of personalized nutrition. Upon successful completion of this course, students will earn 144 direct hours toward their BCNS SPE.

Prerequisites: Successful completion of Q1 through Q7

NUTA 5900 Applied Clinical Training Experience IV 2 ACTE Practicum Credits

This course is one of five courses that make up the Applied Clinical Training Experience (ACTE). The ACTE is a supervised clinical nutrition practicum delivered in adherence with a personalized nutrition care model. This clinical experience supports students in completing the Supervised Practice Experience (SPE) requirements established by the Board for Certification of Nutrition Specialists (BCNS) and advances students' development as a competent and caring evidence-based practitioners of personalized nutrition. Upon successful completion of this course, students will earn 144 direct hours toward their BCNS SPE.

Prerequisites: Successful completion of Q1 through Q7

NUTA 5910 Applied Clinical Training Experience V
2 ACTE Practicum Credits

This course is one of five courses that make up the Applied Clinical Training Experience (ACTE). The ACTE is a supervised clinical nutrition practicum delivered in adherence with a personalized nutrition care model. This clinical experience supports students in completing the Supervised Practice Experience requirements established by the Board for Certification of Nutrition Specialists and advances students' development as a competent and caring evidence-based practitioners of personalized nutrition. Upon successful completion of this course, students will earn 144 direct hours toward their BCNS SPE.

Prerequisites: Successful completion of Q1 through Q7

NUTC 5110 Nutritional Assessment I: History, Anthropometrics, and Energy**2 Didactic Credits**

This course introduces the foundational principles and practices of nutrition assessment. Students will examine key methodologies, including anthropometric measurements, dietary intake analysis, and clinical evaluation techniques. Emphasis is placed on conducting a comprehensive nutrition and lifestyle history, performing a nutrition-focused physical examination, and interpreting findings within a clinical context. Students will also learn to assess potential drug-nutrient interactions and depletions, and to evaluate macro- and micronutrient intake to determine individualized energy and nutrient needs.

Prerequisites: Admission to the program

NUTC 5120 Gastrointestinal Physiology**2 Didactic Credits**

This course explores normal human physiology with an emphasis on the physiology of the digestive system, including the gastrointestinal tract and accessory organs. Students will learn mechanisms and regulation of motor, secretory, digestive, and absorptive functions of the gastrointestinal tract and how they impact human health. The course also introduces students to microbiomics and the role and application of prebiotics and probiotics in health and disease. **Prerequisites:** Admission to the program

Prerequisites: Admission to the program

NUTC 5130 Nutrition Across the Lifecycle I: Adolescence, Adulthood, and Older Age**2 Didactic Credits**

This course explores nutrition across the human lifecycle from adolescence and adulthood through older age. Students learn the primary dietary issues, assessment strategies, and dietary recommendations to support health promotion and disease prevention for each of these life cycle stages.

Prerequisites: Admission to the program

NUTC 5140 Gastrointestinal Pathophysiology**2 Didactic Credits**

This course provides students with essential medical knowledge and a broad understanding of human disease with a focus on the pathophysiology of the digestive system including the gastrointestinal tract and accessory organs. Students will also build upon their understanding of microbiomics and the role and application of prebiotics and probiotics in health and disease.

Prerequisites: Admission to the program

NUTC 5211 Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy**3 Didactic Credits**

This course explores key concepts in human metabolism by focusing on the structure, function, and metabolism of carbohydrates, lipids, proteins, nucleotides, water, and alcohol, and their relationship to energy production and storage, DNA and RNA, as well as inflammation and oxidative stress. Students learn about the digestion, absorption, and metabolism of these compounds and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5221 Self-care: Role-modeling Health Behaviors**2 Didactic Credits**

This course improves self-care in students to promote personal sustainability and prevent burnout for their well-being as well as for the benefit of their future clients and team members. Through a combination of didactic and experiential learning, students gain an understanding of the importance and impact of self-care practices. An emphasis will be placed on hands-on, practical approaches for making sustainable changes in diet, exercise, stress management, and sleep hygiene to reduce the risk of disease and promote health. As students are empowered with an enhanced capacity for self-care, it is expected that they will be more inclined, and better equipped, to implement these strategies when counseling future clients and/or when leading teams.

Prerequisites: Admission to the program

NUTC 5230 Clinical Biochemistry II: Vitamins and Minerals**2 Didactic Credits**

This course explores key concepts in human metabolism and energy production by focusing on the structure, function, and metabolism of micronutrients: vitamins, macrominerals, and trace/microminerals. Students learn about the digestion and absorption of these nutrients and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5240 Botanicals and Phytonutrients**2 Didactic Credits**

This course introduces students to the biochemical actions, physiologic effects, and clinical application of plants, phytochemicals, and zoochemicals. Students will learn the historical and traditional uses of common botanicals and modern, evidenced-based applications. Pharmacognosy, clinical use, indications, dosage, formulations, and safety considerations will be explored.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5310 Dietary and Supplement Guidelines, Policies, and Safety**2 Didactic Credits**

This course explores the roles of government agencies in regulating the manufacturing, labeling, and advertising of individual foods and dietary supplements and in regulating overall food systems and the food supply. Students also learn about national and international dietary guidelines, potential sources of food contamination, and best practices associated with the safe handling of food.

Prerequisites: Admission to the program

NUTC 5320 Evidence-Informed Practice and Decision Making
1 Didactic Credit

This course develops students' information literacy skills by providing instruction on how to critically read, interpret, and apply scientific literature with a specific emphasis on food and nutrition research. Students learn about the hierarchy of evidence, research methodologies, ethics, and data analysis. Upon completion of this course, students will be able to evaluate research findings and apply findings to inform therapies and decisions and substantiate claims.

Prerequisites: Admission to the program

NUTC 5330 Nutrition Across the Lifecycle II: Preconception, Pregnancy, Lactation, Infancy, and Childhood
2 Didactic Credits

This course explores nutrition across the human lifecycle through preconception, pregnancy, lactation, infancy, and childhood. Students learn the primary dietary issues, assessment strategies, and dietary recommendations to support health promotion and disease prevention for each of these lifecycle stages.

Prerequisites: Admission to the program

NUTC 5340 Dietary Patterns for Health Promotion
2 Didactic Credits

This course provides instruction on evidence-based dietary patterns to support health and prevent disease. Positive and negative aspects of popular diets (e.g., Mediterranean diet, glycemic index, ketogenic diet, vegan diet, vegetarian diet, paleo diet) and controversial topics in nutrition will be examined. Students will learn how to formulate dietary recommendations for specific individuals to address health-related benefits or concerns and develop a working knowledge of dietary belief systems of commonly encountered ethnic cultures.

Prerequisites: NUTC 5140

NUTC 5410 Nutritional Assessment II: Laboratory
2 Lab Credits

This course provides instruction in interpretation of biochemical and laboratory assessments, both standard and functional, to determine potential nutrient needs and metabolic imbalances within the scope of practice as a nutrition professional. The difference between functional and standard laboratory testing and the ethical use of select laboratory testing methods will be explored. Students will learn how to correlate anthropometrics, dietary assessment, clinical assessments, signs and symptoms and lab results to create nutritional diagnoses that will inform recommendations for nutrition interventions.

Prerequisites: NUTC 5110, NUTC 5320

NUTC 5420 Clinical Biochemistry III - Nutrigenomics and Personalized Nutrition
2 Didactic Credits

This course equips students with a foundational knowledge of nutritional genomics, explores how genetic information influence biochemical processes, and provides guidance on how to apply nutrigenomics when developing a personalized nutrition plan. Students will explore current evidence on clinical applications of genetics, epigenetics, and nutrigenomics and the impact of personalized genomics on nutritional biochemistry and human physiology. Upon successful completion of the course, students will receive a Certificate in the Principles of Nutritional Genomics from the American Nutrition Association.

Prerequisites: NUTC 5320, NUTC 5211, NUTC 5230

NUTC 5430 Clinical Applications I: Health Promotion and Disease Prevention
3 Clinical Credits

This course introduces students to the Virtual Health Center Experience. To mark and celebrate their transition into clinical training, students will participate in Sonoran University's Clinical Nutrition Pinning Ceremony. During the course, students will learn about the scope of practice of clinical nutrition, related regulations, and how to develop effective nutrition care plans and interventions for clients. Clinical cases used will focus on health promotion, disease prevention, and supporting behavioral change at each stage of human development. Students will learn how to monitor client progress and use effective counseling and behavioral modification skills to help motivate and support behavioral change in clients and enhance clinical outcomes.

Prerequisites: NUTC 5110, NUTC 5120, NUTC 5130, NUTC 5140, NUTC 5211, NUTC 5230, NUTC 5320, NUTC 5330, NUTC 5340, NUTC 5410

NUTC 5440 Teaching Kitchen Lab
1 Lab Credit

The teaching kitchen laboratory helps students translate evidence-based nutritional sciences into practice. Specifically, it allows for hands-on learning of how to prepare foods that promote health and support the management of disease in a manner that is cost-effective, easy, quick, and flavorful. This helps students provide specific dietary counseling to future clients and/or to become role models in practicing smart nutrition and self-care. The goal is to improve students' confidence and competence in providing evidence-based nutritional advice to patients to support sustainable dietary and lifestyle change.

Prerequisites: Admission to the program

NUTC 5550 Clinical Applications II: Chronic Disease
4 Clinical Credits

This course is a Virtual Health Center Experience focused on assessment and nutritional management of chronic, noncommunicable diseases. Students will learn how to apply dietary and nutraceutical interventions for the prevention, modulation, and management of individuals with chronic disorders including obesity, cardiovascular disease, insulin resistance, metabolic syndrome, diabetes, autoimmune disorders, osteoporosis, gastrointestinal disorders, and food allergies, sensitivities, and intolerances. Upon successful completion of this course, students will earn 38 direct hours and 103 observational hours applicable toward the Board for Certification of Nutrition Specialist (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430

Corequisites: NUTC 5560

NUTC 5560 Nutritional Interventions for Chronic Disease
4 Didactic Credits

Students will explore the pathophysiology of common chronic diseases and learn how to apply dietary and nutraceutical interventions for prevention, modulation, and management. Conditions covered in this course include: obesity, cardiovascular disease, insulin resistance, metabolic syndrome, diabetes, autoimmune disorders, osteoporosis, dermatological disorders, gastrointestinal disorders, and food allergies, sensitivities, and intolerances.

Prerequisites: NUTC 5430

Corequisites: NUTC 5550

NUTC 5650 Clinical Applications III: Complex Systemic Disorders
4 Clinical Credits

This course is a Virtual Health Center Experience focused on assessment and nutritional management of complex systemic disorders. Students will learn how to apply dietary and nutraceutical interventions (as indicated) for prevention, modulation, and/or management of individuals with complex systemic disorders including: eating disorders, renal, hepatic, pulmonary, cognitive/ neurodegenerative disorders, psychological and psychiatric disorders, hormonal and endocrine disorders, and hematologic disorders. Upon successful completion of this course, students will earn 38 direct hours and 103 observational hours applicable toward the Board for Certification of Nutrition Specialist (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430

Corequisites: NUTC 5660

NUTC 5660 Nutritional Interventions for Complex Systemic Disorders
4 Didactic Credits

Students will explore the pathophysiology of select complex systemic disorders and learn how to apply dietary and nutraceutical interventions for prevention, modulation, and management. Conditions covered in this course include eating disorders; renal, hepatic, pulmonary and respiratory disorders, cognitive/ neurodegenerative disorders; psychological and psychiatric disorders; hormonal and endocrine disorders; and hematologic disorders.

Prerequisites: NUTC 5430

Corequisites: NUTC 5650

NUTC 5750 Clinical Applications IV: Co-morbidities and Complex Medical Disorders
4 Clinical Credits

This course is a Virtual Health Center Experience focused on the nutritional management of co-morbidities and complex medical disorders. Students will learn about nutritional therapy for communicable diseases, in immunocompromised individuals (e.g. cancer, HIV-AIDS, and tuberculosis) and nutritional therapy in compromised individuals (e.g., chemotherapy, radiation, dialysis, and surgical procedures). Upon Successful completion of this course, students will earn 23 direct hours and 44 observational hours toward the Board for Certification of Nutrition Specialists (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430, NUTC 5550, NUTC 5560, NUTC 5650, NUTC 5660

NUTC 5760 Success Academy
2 Didactic Credits

This course prepares students for success in the business of clinical nutrition from establishing, marketing, and managing a successful clinical practice to monetizing their knowledge in innovative ways. Students will explore the legal and ethical requirements as a nutrition professional, diverse career paths, and practice models including telemedicine, cash-based, and insurance-based practices.

Prerequisites: Admission to the program

Master of Science in Clinical Nutrition Program

Help People Live Healthier Lives

Sonoran University's College of Nutrition is committed to inspiring, preparing, and empowering a diverse group of leaders and clinicians in the field of nutrition to have a positive impact on the lives of others. Our programs have been built with practical input from global industry experts

and thought leaders and each course is designed and delivered using best practices in teaching and learning.

- MSCN Program Introduction (p. 78)
- MSCN Program Policies (p. 79)
- MSCN Academic Information (p. 80)
- MSCN Programs of Study (p. 80)
- MSCN Course Descriptions (p. 80)

MSCN Program Introduction Programs Overview

The Master of Science in Clinical Nutrition (MSCN) degree program transforms students who are passionate about nutrition into leaders and healers in the field of clinical nutrition. Students gain the professional knowledge, skills, and behaviors necessary to develop and implement effective and evidence-based nutrition-related services to support individual and public health. The innovative and 100% online curriculum has been developed with input from experts and thought leaders in the field of nutrition. The MSCN trains students in nutritional sciences, nutritional assessment, self-care, whole food nutrition, and the responsible use of dietary supplements and botanicals while also covering emerging topics such as nutrigenomics and microbiomics. Additionally, the program includes a novel Virtual Health Center Experience where students practice applying clinical skills and knowledge safely in a virtual training environment.

Graduates will be prepared for success in private clinical practice or to be employed in integrative practices, community health, or corporate settings. The program also introduces students to innovative ways to leverage their training from developing a telemedicine practice to becoming an entrepreneur in the multi-billion-dollar natural foods and dietary supplement industry. In addition to their MSCN degree, opportunities to earn industry-specific certifications are embedded within the curriculum including a *Certificate in the Principles of Nutritional Genomics* from the American Nutrition Association, which helps graduates further distinguish themselves in their field.

Program Mission

To educate and inspire the next generation of leaders and practitioners in the field of clinical nutrition to use evidence-based practices to safely, ethically, and effectively enhance the health and well-being of the people and communities they serve.

Program Learning Outcomes

At the conclusion of the MSCN program, graduates will be able to:

1. Utilize knowledge of nutritional sciences to describe the relationship between nutrients and human health and disease.
2. Apply clinical nutrition knowledge, skills, attitudes, and practices to support effective and evidence-based care of clients.
3. Apply critical thinking and analytical skills in the review of nutrition literature and the nutritional evaluation and management of clients.
4. Demonstrate professional leadership and communication skills to cultivate collaboration and effective outcomes in the practice of clinical nutrition.
5. Demonstrate ethics and professionalism in client care, practice management, and interactions with all other professionals.

- 6. Utilize skills for scholarship and lifelong learning to remain current in the field of clinical nutrition.

- Fully accredited by the National Commission for Certifying Agencies (NCCA)

Scope of Practice

Requirements for the practice of nutrition vary from state to state (and country to country), with a wide range of certification types available. Currently, the state of Arizona has no regulation for dietetics and nutrition practice. There is currently no licensure law in this state outlining restrictions and/or regulations for the field of nutrition.

Graduates of the MSCN program may wish to work as clinicians in private or integrative practice settings, while others may wish to work as consultants, writers, educators, or business leaders in the food, supplement, or natural products industry. Others may opt to go on to earn a PhD or a clinical doctoral degree. The MSCN program may also supplement students' existing clinical training/credentials with expertise and an advanced degree in nutrition.

According to the American Nutrition Association (2025), Certified Nutrition Specialists (CNSs) can practice some level of personalized nutrition counseling in forty-eight of the fifty-three US jurisdictions (including DC, Guam, and Puerto Rico). Twenty of these states have a licensure or certification pathway for CNSs. CNSs are unable to practice in five states at this time. For current updates on state laws, we recommend students visit the American Nutrition Association's website (<https://theana.org/advocate/>) (<https://theana.org/advocate/>) and/or contact the licensure board for the state in which they plan to practice..

Certification

Sonoran University's MSCN program has been developed to meet the eligibility requirements of several national board certifications, most notably the Certified Nutrition Specialist (CNS). Before qualifying for CNS certification, the Board for Certification of Nutrition Specialists (BCNS) requires a graduate degree in the field of nutrition from an accredited university, specific coursework, a passing grade on the CNS examination, and 1,000 hours of Supervised Practice Experience (SPE). Sonoran University's MSCN program fulfills the didactic requirements to sit for the CNS certification exam offered through the BCNS. The MSCN's Virtual Health Center Experience and Virtual Grand Rounds have also been vetted by the BCNS and approved for CNS candidates to earn 349 SPE hours (250 hours observational; 99 hours direct) and meet the required competencies for the SPE.

Sonoran University also offers a postgraduate self-paced, telehealth-based SPE Program to support graduates in meeting the remaining SPE hours. When candidates apply for their CNS credential, the BCNS reviews each candidate individually, including current course descriptions, transcripts, and experience, to determine eligibility. To learn more about becoming a CNS, visit the American Nutrition Association's website (<https://theana.org/certify/CNScandidate/>).

The CNS credential is the most frequent, non-RD credential recognized in state nutrition regulations and is:

- The only non-dietetics credential and examination widely recognized in state nutrition licensure laws
- Listed by the U.S. Department of Labor as an advanced nutrition credential in the definition of the "Dietetics and Nutritionists" profession in its Occupational Outlook Handbook
- Listed by the Centers for Medicare and Medicaid as among those potentially eligible to order therapeutic diets in hospitals

Private professional associations awarding nutrition credentials currently recognized by the National Commission for Certifying Agencies include:

- Board for Certification of Nutrition Specialists (BCNS)
- American Clinical Board of Nutrition (ACBN)
- Commission on Dietetic Registration (CDR)

Both BCNS and CDR are recognized by the U.S. Bureau of Labor Statistics in its Occupational Handbook definition of Dietitians and Nutritionists. The MSCN program prepares students to sit for the BCNS exam. It does not prepare students to sit for the CDR exam.

Since certifying organizations may change eligibility requirements, students are advised to contact the appropriate board with any questions and to verify eligibility. Students are advised to also review licensing requirements by state for the most up-to-date information.

MSCN Program Policies

Satisfactory Academic Progress - Completion

The MSCN program is designed to be completed in seven academic quarters. Students who deviate from the standard academic program will extend the length of the program. Satisfactory academic progress in the MSCN program is defined as passing all program requirements within two (2) times the length of the longest published program in which they are enrolled, from the initial date of matriculation including any and all leaves of absence and periods of withdrawal followed by re-activation. Generally, this is three and a half years.

Credits transferred from an approved institution count toward the minimum academic requirements to be completed at the end of each academic year (see Minimum Academic Requirements) and count toward the maximum completion time for financial aid. Students must make satisfactory progress toward the completion of their degree at Sonoran University to be eligible for most financial aid programs.

The Satisfactory Academic Progress Policy for the MSCN program includes a cumulative GPA of 3.0 or higher, minimum academic credits earned per term, and total completion time.

Students who fail to make satisfactory academic progress for their program of study in any term will be placed on academic warning.

Cumulative GPA Requirement

Students in the MSCN program must maintain a cumulative GPA of at least 3.0.

Minimum Academic Requirements

The following table illustrates the minimum number of cumulative credit hours required to be completed (total credits earned) at the end of each academic year of the MSCN program.

Academic Year	Total Credits Earned
1	14
2	28

3	42
4	54

MSCN Academic Information

MSCN Academic Coursework

The MSCN program at Sonoran University is a cohort-based, online distance education program that follows a prescribed track. All academic credit is computed in quarter hours (see Credit Equivalence below). All students are guided by the curriculum as outlined in their prescribed program of study. Students are pre-registered for all courses. Students may not deviate from their prescribed program of study. Sonoran University reserves the right to make curriculum changes that are applicable to all students, if necessary.

Course Format and Credit Requirements

The MSCN program consists of 36 didactic credits (432 didactic contact hours), 3 lab credits (36 hours) and 15 clinical credits (180 clinical hours). The format of the program is 100% online.

Full-time enrollment is defined as being enrolled for a minimum of 4 credits. Part-time enrollment is defined as being enrolled for a minimum of 2 credits but less than 4 credits.

Credit Equivalence

Courses are reported in quarter credit hours according to the following values:

- Didactic: 1 credit = 12 contact hours per quarter
- Laboratory: 1 credit = 12 contact hours per quarter
- Clinical: 1 credit = 12 contact hours per quarter

Program Length and Completion Timeframe

The MSCN program is designed to be completed in less than 2 academic years, or 7 academic quarters. Students are expected to complete the MSCN program within 14 academic quarters, not to exceed three and a half years from the initial date of matriculation, including any and all leaves of absence and periods of withdrawal.

If a student stays on track with the program, taking all courses as they are offered in sequence, students can expect to graduate within 7 consecutive quarters, or just under 2 calendar years.

MSCN Program of Study

Course	Title	Credits
First Year		
Quarter 1		
NUTC 5110	Nutritional Assessment I: History, Anthropometrics, and Energy (weeks 1-6)	2.0
NUTC 5120	Gastrointestinal Physiology (weeks 1-6)	2.0
NUTC 5130	Nutrition Across the Lifecycle I: Adolescence, Adulthood, and Older Age (weeks 7-12)	2.0
NUTC 5140	Gastrointestinal Pathophysiology (weeks 7-12)	2.0
Credits		8
Quarter 2		
NUTC 5211	Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy (weeks 1-6)	3.0
NUTC 5221	Self-care: Role-modeling Health Behaviors (weeks 1-6)	2.0
NUTC 5230	Clinical Biochemistry II: Vitamins and Minerals (weeks 7-12)	2.0

NUTC 5240	Botanicals and Phytonutrients (weeks 7-12)	2.0
Credits		9
Quarter 3		
NUTC 5310	Dietary and Supplement Guidelines, Policies, and Safety (weeks 1-6)	2.0
NUTC 5320	Evidence-Informed Practice and Decision Making (weeks 1-6)	1.0
NUTC 5330	Nutrition Across the Lifecycle II: Preconception, Pregnancy, Lactation, Infancy, and Childhood (weeks 7-12)	2.0
NUTC 5340	Dietary Patterns for Health Promotion (weeks 7-12)	2.0
Credits		7
Quarter 4		
NUTC 5410	Nutritional Assessment II: Laboratory (weeks 1-6)	2.0
NUTC 5420	Clinical Biochemistry III - Nutrigenomics and Personalized Nutrition (weeks 1-6)	2.0
NUTC 5430	Clinical Applications I: Health Promotion and Disease Prevention (weeks 7-12)	3.0
NUTC 5440	Teaching Kitchen Lab (weeks 7-12)	1.0
Credits		8
Second Year		
Quarter 5		
NUTC 5550	Clinical Applications II: Chronic Disease (weeks 1-12)	4.0
NUTC 5560	Nutritional Interventions for Chronic Disease (weeks 1-12)	4.0
Credits		8
Quarter 6		
NUTC 5650	Clinical Applications III: Complex Systemic Disorders (weeks 1-12)	4.0
NUTC 5660	Nutritional Interventions for Complex Systemic Disorders (weeks 1-12)	4.0
Credits		8
Quarter 7		
NUTC 5750	Clinical Applications IV: Co-morbidities and Complex Medical Disorders (weeks 1-10)	4.0
NUTC 5760	Success Academy (weeks 1-10)	2.0
Credits		6
Total Credits		54

Grand Totals	Clinic	Lab	Didactic	Total
Credit Hours	15.0	3.0	36.0	54.0
Contact Hours	180.0	36.0	432.0	648.0

MSCN Course Descriptions

Courses are listed alphabetically.

NUTC 5110 Nutritional Assessment I: History, Anthropometrics, and Energy

2 Didactic Credits

This course introduces the foundational principles and practices of nutrition assessment. Students will examine key methodologies, including anthropometric measurements, dietary intake analysis, and clinical evaluation techniques. Emphasis is placed on conducting a comprehensive nutrition and lifestyle history, performing a nutrition-focused physical examination, and interpreting findings within a clinical context. Students will also learn to assess potential drug-nutrient interactions and depletions, and to evaluate macro- and micronutrient intake to determine individualized energy and nutrient needs.

Prerequisites: Admission to the program

NUTC 5120 Gastrointestinal Physiology
2 Didactic Credits

This course explores normal human physiology with an emphasis on the physiology of the digestive system, including the gastrointestinal tract and accessory organs. Students will learn mechanisms and regulation of motor, secretory, digestive, and absorptive functions of the gastrointestinal tract and how they impact human health. The course also introduces students to microbiomics and the role and application of prebiotics and probiotics in health and disease. Prerequisites: Admission to the program

Prerequisites: Admission to the program

NUTC 5130 Nutrition Across the Lifecycle I: Adolescence, Adulthood, and Older Age
2 Didactic Credits

This course explores nutrition across the human lifecycle from adolescence and adulthood through older age. Students learn the primary dietary issues, assessment strategies, and dietary recommendations to support health promotion and disease prevention for each of these life cycle stages.

Prerequisites: Admission to the program

NUTC 5140 Gastrointestinal Pathophysiology
2 Didactic Credits

This course provides students with essential medical knowledge and a broad understanding of human disease with a focus on the pathophysiology of the digestive system including the gastrointestinal tract and accessory organs. Students will also build upon their understanding of microbiomics and the role and application of prebiotics and probiotics in health and disease.

Prerequisites: Admission to the program

NUTC 5211 Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy
3 Didactic Credits

This course explores key concepts in human metabolism by focusing on the structure, function, and metabolism of carbohydrates, lipids, proteins, nucleotides, water, and alcohol, and their relationship to energy production and storage, DNA and RNA, as well as inflammation and oxidative stress. Students learn about the digestion, absorption, and metabolism of these compounds and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5221 Self-care: Role-modeling Health Behaviors
2 Didactic Credits

This course improves self-care in students to promote personal sustainability and prevent burnout for their well-being as well as for the benefit of their future clients and team members. Through a combination of didactic and experiential learning, students gain an understanding of the importance and impact of self-care practices. An emphasis will be placed on hands-on, practical approaches for making sustainable changes in diet, exercise, stress management, and sleep hygiene to reduce the risk of disease and promote health. As students are empowered with an enhanced capacity for self-care, it is expected that they will be more inclined, and better equipped, to implement these strategies when counseling future clients and/or when leading teams.

Prerequisites: Admission to the program

NUTC 5230 Clinical Biochemistry II: Vitamins and Minerals
2 Didactic Credits

This course explores key concepts in human metabolism and energy production by focusing on the structure, function, and metabolism of micronutrients: vitamins, macrominerals, and trace/microminerals. Students learn about the digestion and absorption of these nutrients and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5240 Botanicals and Phytonutrients
2 Didactic Credits

This course introduces students to the biochemical actions, physiologic effects, and clinical application of plants, phytochemicals, and zoochemicals. Students will learn the historical and traditional uses of common botanicals and modern, evidenced-based applications. Pharmacognosy, clinical use, indications, dosage, formulations, and safety considerations will be explored.

Prerequisites: NUTC 5120, NUTC 5140

NUTC 5310 Dietary and Supplement Guidelines, Policies, and Safety
2 Didactic Credits

This course explores the roles of government agencies in regulating the manufacturing, labeling, and advertising of individual foods and dietary supplements and in regulating overall food systems and the food supply. Students also learn about national and international dietary guidelines, potential sources of food contamination, and best practices associated with the safe handling of food.

Prerequisites: Admission to the program

NUTC 5320 Evidence-Informed Practice and Decision Making
1 Didactic Credit

This course develops students' information literacy skills by providing instruction on how to critically read, interpret, and apply scientific literature with a specific emphasis on food and nutrition research. Students learn about the hierarchy of evidence, research methodologies, ethics, and data analysis. Upon completion of this course, students will be able to evaluate research findings and apply findings to inform therapies and decisions and substantiate claims.

Prerequisites: Admission to the program

NUTC 5330 Nutrition Across the Lifecycle II: Preconception, Pregnancy, Lactation, Infancy, and Childhood
2 Didactic Credits

This course explores nutrition across the human lifecycle through preconception, pregnancy, lactation, infancy, and childhood. Students learn the primary dietary issues, assessment strategies, and dietary recommendations to support health promotion and disease prevention for each of these lifecycle stages.

Prerequisites: Admission to the program

NUTC 5340 Dietary Patterns for Health Promotion
2 Didactic Credits

This course provides instruction on evidence-based dietary patterns to support health and prevent disease. Positive and negative aspects of popular diets (e.g., Mediterranean diet, glycemic index, ketogenic diet, vegan diet, vegetarian diet, paleo diet) and controversial topics in nutrition will be examined. Students will learn how to formulate dietary recommendations for specific individuals to address health-related benefits or concerns and develop a working knowledge of dietary belief systems of commonly encountered ethnic cultures.

Prerequisites: NUTC 5140

NUTC 5410 Nutritional Assessment II: Laboratory
2 Lab Credits

This course provides instruction in interpretation of biochemical and laboratory assessments, both standard and functional, to determine potential nutrient needs and metabolic imbalances within the scope of practice as a nutrition professional. The difference between functional and standard laboratory testing and the ethical use of select laboratory testing methods will be explored. Students will learn how to correlate anthropometrics, dietary assessment, clinical assessments, signs and symptoms and lab results to create nutritional diagnoses that will inform recommendations for nutrition interventions.

Prerequisites: NUTC 5110, NUTC 5320

NUTC 5420 Clinical Biochemistry III - Nutrigenomics and Personalized Nutrition
2 Didactic Credits

This course equips students with a foundational knowledge of nutritional genomics, explores how genetic information influence biochemical processes, and provides guidance on how to apply nutrigenomics when developing a personalized nutrition plan. Students will explore current evidence on clinical applications of genetics, epigenetics, and nutrigenomics and the impact of personalized genomics on nutritional biochemistry and human physiology. Upon successful completion of the course, students will receive a Certificate in the Principles of Nutritional Genomics from the American Nutrition Association.

Prerequisites: NUTC 5320, NUTC 5211, NUTC 5230

NUTC 5430 Clinical Applications I: Health Promotion and Disease Prevention
3 Clinical Credits

This course introduces students to the Virtual Health Center Experience. To mark and celebrate their transition into clinical training, students will participate in Sonoran University's Clinical Nutrition Pinning Ceremony. During the course, students will learn about the scope of practice of clinical nutrition, related regulations, and how to develop effective nutrition care plans and interventions for clients. Clinical cases used will focus on health promotion, disease prevention, and supporting behavioral change at each stage of human development. Students will learn how to monitor client progress and use effective counseling and behavioral modification skills to help motivate and support behavioral change in clients and enhance clinical outcomes.

Prerequisites: NUTC 5110, NUTC 5120, NUTC 5130, NUTC 5140, NUTC 5211, NUTC 5230, NUTC 5320, NUTC 5330, NUTC 5340, NUTC 5410

NUTC 5440 Teaching Kitchen Lab
1 Lab Credit

The teaching kitchen laboratory helps students translate evidence-based nutritional sciences into practice. Specifically, it allows for hands-on learning of how to prepare foods that promote health and support the management of disease in a manner that is cost-effective, easy, quick, and flavorful. This helps students provide specific dietary counseling to future clients and/or to become role models in practicing smart nutrition and self-care. The goal is to improve students' confidence and competence in providing evidence-based nutritional advice to patients to support sustainable dietary and lifestyle change.

Prerequisites: Admission to the program

NUTC 5550 Clinical Applications II: Chronic Disease
4 Clinical Credits

This course is a Virtual Health Center Experience focused on assessment and nutritional management of chronic, noncommunicable diseases. Students will learn how to apply dietary and nutraceutical interventions for the prevention, modulation, and management of individuals with chronic disorders including obesity, cardiovascular disease, insulin resistance, metabolic syndrome, diabetes, autoimmune disorders, osteoporosis, gastrointestinal disorders, and food allergies, sensitivities, and intolerances. Upon successful completion of this course, students will earn 38 direct hours and 103 observational hours applicable toward the Board for Certification of Nutrition Specialist (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430

Corequisites: NUTC 5560

NUTC 5560 Nutritional Interventions for Chronic Disease
4 Didactic Credits

Students will explore the pathophysiology of common chronic diseases and learn how to apply dietary and nutraceutical interventions for prevention, modulation, and management. Conditions covered in this course include: obesity, cardiovascular disease, insulin resistance, metabolic syndrome, diabetes, autoimmune disorders, osteoporosis, dermatological disorders, gastrointestinal disorders, and food allergies, sensitivities, and intolerances.

Prerequisites: NUTC 5430

Corequisites: NUTC 5550

NUTC 5650 Clinical Applications III: Complex Systemic Disorders
4 Clinical Credits

This course is a Virtual Health Center Experience focused on assessment and nutritional management of complex systemic disorders. Students will learn how to apply dietary and nutraceutical interventions (as indicated) for prevention, modulation, and/or management of individuals with complex systemic disorders including: eating disorders, renal, hepatic, pulmonary, cognitive/ neurodegenerative disorders, psychological and psychiatric disorders, hormonal and endocrine disorders, and hematologic disorders. Upon successful completion of this course, students will earn 38 direct hours and 103 observational hours applicable toward the Board for Certification of Nutrition Specialist (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430

Corequisites: NUTC 5660

NUTC 5660 Nutritional Interventions for Complex Systemic Disorders
4 Didactic Credits

Students will explore the pathophysiology of select complex systemic disorders and learn how to apply dietary and nutraceutical interventions for prevention, modulation, and management. Conditions covered in this course include eating disorders; renal, hepatic, pulmonary and respiratory disorders, cognitive/ neurodegenerative disorders; psychological and psychiatric disorders; hormonal and endocrine disorders; and hematologic disorders.

Prerequisites: NUTC 5430

Corequisites: NUTC 5650

NUTC 5750 Clinical Applications IV: Co-morbidities and Complex Medical Disorders

4 Clinical Credits

This course is a Virtual Health Center Experience focused on the nutritional management of co-morbidities and complex medical disorders. Students will learn about nutritional therapy for communicable diseases, in immunocompromised individuals (e.g. cancer, HIV-AIDS, and tuberculosis) and nutritional therapy in compromised individuals (e.g., chemotherapy, radiation, dialysis, and surgical procedures). Upon Successful completion of this course, students will earn 23 direct hours and 44 observational hours toward the Board for Certification of Nutrition Specialists (BCNS) Supervised Practice Experience (SPE) hours.

Prerequisites: NUTC 5430, NUTC 5550, NUTC 5560, NUTC 5650, NUTC 5660

NUTC 5760 Success Academy

2 Didactic Credits

This course prepares students for success in the business of clinical nutrition from establishing, marketing, and managing a successful clinical practice to monetizing their knowledge in innovative ways. Students will explore the legal and ethical requirements as a nutrition professional, diverse career paths, and practice models including telemedicine, cash-based, and insurance-based practices.

Prerequisites: Admission to the program

Master of Science in Clinical Mental Health Counseling

Cultivating a Strong Sense of Connection

Sonoran University's School of Mental Health is committed to inspiring, preparing, and empowering a diverse group of practitioners to have a positive impact on the lives of others. We are at the forefront of high-quality, innovative, and engaging clinical mental health education. Led by passionate and dedicated faculty with real-world experience and expertise, our students gain current, relevant, and evidence-based knowledge and skills and engage in authentic, practical and innovative learning experiences.

- MSCMHC Program Introduction (<https://catalog.sonoran.edu/catalog/clinical-mental-health-counseling-program/catalog/clinical-mental-health-counseling-program/mscmhcprogramintroduction/>)
- MSCMHC Program Policies (p. 85)
- MSCMHC Academic Information (p. 85)
- MSCMHC Program of Study (p. 86)
- MSCMHC Course Descriptions (p. 87)

MSCMHC Program Introduction

Program Overview

The Sonoran University Master of Science in Clinical Mental Health Counseling (MSCMHC) program helps students transform their passion for helping others into a profession as Licensed Clinical Mental Health Counselors. Students gain the professional knowledge, dispositions, and skills along with the practical experience necessary to develop and deliver effective, compassionate, multiculturally competent, and evidence-based clinical mental health counseling. Graduates will be prepared to work in

private practice, as part of integrative healthcare teams, in hospitals, or even with law enforcement or other government services.

Sonoran University's program does not require a GRE for admissions and its online design and its online practicum and internship make it accessible to students across the country. Throughout the program students engage in meaningful discussions on human behavior, learn current strategies to support the development of clients from diverse backgrounds and communities, and merge best practices from the field of professional counseling and integrative healthcare to enhance clinical care and outcomes.

The curriculum incorporates the innovation and best practices in online education that Sonoran University is known for and is being designed in accordance with standards and requirements for state licensing and certification exams. Building on Sonoran University's reputation as a leader in integrative healthcare education, this MSCMHC program is the first and only program to incorporate training on evidence based integrative mental health care including nutrition, mindfulness, self-care, and more. The program also uniquely offers an enhanced approach to crisis counseling by including training on field-based mental health crisis care. Further, with our commitment to authentic and practical coursework and assessments, students engage in clinical applications as early as the first quarter of the program. Through our novel Virtual Health Center simulation, students practice applying new clinical skills and knowledge safely in a virtual training environment. Sonoran University is also proud to eliminate a barrier many students face in finding a clinical placement for their internship. Our clinical experience placement assistance provides students the opportunity to complete their practicum and internship 100% online through remote telehealth-based care and supervision at our Virtual Center for Personalized Health Care.

Program Mission

To educate and empower the next generation of practitioners in the field of clinical mental health counseling to deliver ethical, compassionate, effective, evidence-based, and multiculturally competent care that enhances the health and well-being of the diverse individuals and communities they serve.

Program Learning Outcomes

At the conclusion of the MSCMHC program, graduates will be able to:

1. Practice ethically and professionally in the field of mental health counseling.
2. Apply evidence-based theories and techniques in individual, group, couples, and family counseling.
3. Utilize best practices in counseling to successfully support and promote optimal growth and development across the lifespan of clients.
4. Describe health disparities, demonstrate competence in counseling individuals from diverse backgrounds, and advocate for marginalized populations to receive healthcare services.
5. Effectively incorporate current scientific evidence from the field of mental health and disordered behavior in clinical work to support assessment, prevention, intervention, and advocacy.
6. Integrate the responsible use of technology in the counseling process.
7. Apply appropriate theoretical perspectives in the therapeutic process.

8. Successfully respond to high-risk clinical scenarios including working with clients with trauma and in crisis.
9. Participate effectively as part of a client-centered interprofessional team.
10. Incorporate evidence-based integrative clinical mental health care to support the well-being of clients.
11. Establish a safe, judgment-free, and empowering therapeutic environment.

Key Performance Indicators

Students are assessed across the ten (11) key performance indicators (KPIs) identified below. Each KPI will have a scoring rubric tied to a course assignment. Data will be used at both the individual student level as well as programmatic level.

The ten 11 KPIs students are assessed on are as follows – students will:

1. Understand both the history and current trends in the field of professional counseling at the local, state, and national levels.
2. Utilize current, evidence-based ethical decision-making models.
3. Incorporate multiple counseling theories in the counseling process.
4. Recognize and effectively use strategies for counseling diverse clients.
5. Integrate human development stage theories into the counseling process.
6. Assess, recognize, diagnose when appropriate, and effectively work with clients experiencing mental health conditions.
7. Apply evidence-based techniques in counseling clients in crisis.
8. Assess, recognize, diagnose when appropriate, and effectively work with clients experiencing mental health conditions.
9. Demonstrate knowledge and skills in facilitating and functioning in groups.
10. Demonstrate the effective use of career counseling approaches and models.
11. Explain the similarities and differences found across research methods.

Professional Dispositions

In addition to the ten KPI's, each student is also assessed for evidence of Professional Dispositions. Students are assessed across four major constructs required to successfully complete the program and serve as a professional counselor.

Throughout the program, each student is formally assessed regarding:

1. Taking responsibility for learning, including critical thinking and demonstrating a growth mindset
2. Demonstrating maturity, professionalism, and maintaining appropriate boundaries
3. Showing integrity in work and interactions with others, self-awareness, and an openness to feedback
4. Effectively utilizing concepts and key constructs related to diversity and multicultural competencies

Once a student begins the MSCMHC program, they are required to adhere to the American Counseling Association Code of Ethics (<https://www.counseling.org/resources/ethics/>).

Scope of Practice

Professional counselor licensure is granted at the state level. Each state that offers licensure has an associated licensure law that describing the clinical hours needed while in the master's program, as well as required coursework. Our program will prepare graduates to meet state requirements, including the number of quarter hours and required offerings (e.g., Counseling Theories). Further, the program provides graduates with the requisite number of Practicum and Internship hours required for licensure (100 and 600, respectively).

Licensure

After graduating from our program, students seeking licensure in their home state will be required to take and pass the National Counselor Exam (NCE) a 160-item multiple-choice exam. Throughout the curriculum, students will be exposed to and tested on theories, concepts, and ideas covered on the exam. Therefore, all graduates will have the required knowledge to successfully pass the NCE.

Students should contact the professional counselor licensure board for the state in which they plan to practice or the American Counseling Association, using the following link to identify the specific standards they will need to meet for licensure - <https://www.counseling.org/knowledge-center/licensure-requirements> (<https://www.counseling.org/knowledge-center/licensure-requirements/>)

Inherent in each state law guiding licensure are the following guidelines:

- Courses required to be licensed (these include specific course titles like Theories in Counseling)
- Number of hours required for all coursework (e.g., 90 quarter hours)
- Number of practicum/internship hours students need to complete during their counseling program (completed in Counseling Practicum, Internship I (A and B), and II (A and B))
- Exam(s) necessary to attain licensure (e.g., National Counselor Exam, Jurisprudence exam)
- Number of hours to be completed post-graduation (e.g., 3,000)
- And any and all other requirements unique to the particular state law

Students in the MSCMHC program from the state of Arizona fall under the state law when seeking licensure. Students must document specific curricular and clinical experiences in order to receive licensure. Further, the law requires students to successfully pass a national counselor exam and complete 3,200 post-graduate hours.

The state of Arizona, like many other states throughout the country, outlines three primary required elements for an applicant to be considered for licensure. The first element is the master's degree program they complete. The law describes specific topics to be covered in the curriculum. The proposed program meets all of the curricular requirements, including the specific requirements for the clinical experience (Practicums and Internships).

Secondly, following a student's completion of the program, in order to be considered for licensure, the graduate will need to take and pass a national counseling exam. While the program courses will prepare the graduate for success on the exam, the onus of passing is completely on the graduate. Students will be advised on best practices for passing the exam throughout the program.

Finally, once a graduate passes the exam, they will be required to complete 3,200 hours of post-graduate counseling work. Graduates will be required to contract with an agency/counseling setting or private practitioner for supervision over the course of this work. Again, the onus is on the graduate; however, the program will provide key information on options students have as well as best practices in forming an agreement to receive post-graduate supervision.

Complete details on requirements for graduates to practice in the state of Arizona can be found on the website of the Arizona State Board of Behavioral Health Examiners (<https://azbbhe.us/node/837/>).

MSCMHC Program Policies

Satisfactory Academic Progress - Completion

The MSCMHC program is designed to be completed in ten academic quarters. Students who deviate from the standard academic program will extend the length of the program. Satisfactory academic progress in the MSCMHC program is defined as passing all program requirements within two (2.0) times the length of the longest published program in which they are enrolled, from the initial date of matriculation including any and all leaves of absence and periods of withdrawal followed by re-activation. The maximum time to completion must not exceed five years for the MSCMHC program.

Credits transferred from an approved institution count toward the minimum academic requirements to be completed at the end of each academic year (see Minimum Academic Requirements) and count toward the maximum completion time for financial aid. Students must make satisfactory progress toward the completion of their degree at Sonoran University to be eligible for most financial aid programs.

The Satisfactory Academic Progress Policy for the MSCMHC program includes a cumulative GPA of 3.0 or higher, minimum academic credits earned per term, and total completion time.

Students who fail to make satisfactory academic progress for their prescribed program of study in any term will be advanced an academic warning level.

Cumulative GPA Requirement

Students in the MSCMHC program must maintain a cumulative GPA of at least 3.0.

Minimum Academic Requirements

The following table illustrates the minimum number of cumulative credit hours required to be completed (total credits earned) at the end of each academic year of the MSCMHC program.

Academic Year	Total Credits Earned
1	18
2	36
3	54
4	72
5	90

Additional MSCMHC Graduation Requirements

Students in the MSCMHC program must fulfill the following programmatic graduation requirements:

1. Pass all required coursework in the program of study with a 3.0 or better.
2. As part of the coursework – students will have completed the following hours associated with their clinical field experiences (Practicum, Internship I (A and B), and Internship II (A and B)).
 - a. Practicum – 100 total hours (40 of which are direct clinical contact hours)
 - b. Internship I (A and B) – 300 total hours (120 of which are direct clinical contact hours)
 - c. Internship II (A and B) – 300 total hours (120 of which are direct clinical contact hours)
3. Students must complete a graduation form in accordance with institutional and programmatic policies.

MSCMHC Academic Information

MSCMHC Academic Coursework

The MSCMHC program at Sonoran University is a cohort-based, online distance education program that follows a prescribed track. All academic credit is computed in quarter hours (see Credit Equivalence below). All students are guided by the curriculum as outlined in their prescribed program of study. Students are pre-registered for all courses. Students may not deviate from their prescribed program of study. Sonoran University reserves the right to make curriculum changes that are applicable to all students, if necessary.

Course Format and Credit Requirements

The MSCMHC program is 90-quarter hours consisting of 56 didactic credits (672 didactic contact hours), 15.5 didactic lab credits (186 didactic lab contact hours), and 18.5 clinical credits (222 clinical contact hours). The format of the program is 100% online.

Full-time enrollment is defined as being enrolled for a minimum of 4 credits. Part-time enrollment is defined as being enrolled for a minimum of 2 credits but less than 4 credits.

Credit Equivalence

Courses are reported in quarter credit hours according to the following values:

- Didactic 1 credit = 12 contact hours per quarter
- Laboratory 1 credit = 12 contact hours per quarter
- Clinical 1 credit = 12 contact hours per quarter

Program Length and Completion Timeframe

The MSCMHC program is designed to be completed in two and a half academic years, or ten academic quarters. Students are expected to complete the MSCMHC program within 20 academic quarters, not to exceed five years from the initial date of matriculation, including any and all leaves of absence and periods of withdrawal.

If a student stays on track with the program, taking all courses as they are offered in sequence, students can expect to graduate within 10 consecutive quarters, or two and a half calendar years.

Course Sequence and Prerequisites

It is expected that all students will remain in good standing throughout the program and that students will take courses in the sequence provided by the program. Students must successfully complete all courses in the first four quarters (foundational courses) of the program before enrolling in courses identified in the fifth through tenth quarters. If a student is in their final two courses of the foundational courses, they may only register for two courses offered in the fifth quarter.

Once a student has successfully completed all foundational courses, they must complete the courses listed in the course sequence for quarters five and six of the program prior to enrolling in Pre-Practicum in Counseling I. Students must complete Pre-Practicum in Counseling I & II and all Q7 courses prior to registering for Counseling Practicum I.

MSCMHC Program of Study

Course	Title	Credits
First Year		
Quarter 1		
CMHC 5110	Orientation to the Profession of Counseling I	2.5
CMHC 5120	Ethical and Legal Issues in Counseling I	2.5
CMHC 5130	Orientation to the Profession of Counseling II	2.0
CMHC 5140	Ethical and Legal Issues in Counseling II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
First Year		
Quarter 2		
CMHC 5210	Theories of Counseling I	2.5
CMHC 5220	Counseling Research I	2.5
CMHC 5230	Theories of Counseling II	2.0
CMHC 5240	Counseling Research II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
First Year		
Quarter 3		
CMHC 5310	Evidence-Based Integrative Mental Health Care	2.0
CMHC 5320	Human Growth and Development I	2.5
CMHC 5330	Interprofessional Collaboration	2.5
CMHC 5340	Human Growth and Development II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
First Year		
Quarter 4		
CMHC 5410	Counseling Diverse Clients I	2.5
CMHC 5420	Group Counseling Theories and Techniques I	2.0
CMHC 5430	Counseling Diverse Clients II	2.0
CMHC 5440	Group Counseling Theories and Techniques II	2.5
Credits		9
Total Credits		9

Course	Title	Credits
Second Year		
Quarter 5		
CMHC 5510	Career Counseling I	2.5
CMHC 5520	Assessment and Appraisal Techniques in Counseling I	2.5
CMHC 5530	Career Counseling II	2.0
CMHC 5540	Assessment and Appraisal Techniques in Counseling II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
Second Year		
Quarter 6		
CMHC 5610	Atypical Human Behavior I	2.5
CMHC 5620	Substance Use Disorders and Addictions Counseling I	2.5
CMHC 5630	Atypical Human Behavior II	2.0
CMHC 5640	Assessment Use Disorders and Addictions Counseling II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
Second Year		
Quarter 7		
CMHC 5710	Pre-Practicum in Counseling I	2.5
CMHC 5720	DSM and Psychopharmacology I	2.5
CMHC 5730	Pre-Practicum in Counseling II	2.5
CMHC 5740	DSM and Psychopharmacology II	2.0
Credits		9.5
Total Credits		9.5

Course	Title	Credits
Second Year		
Quarter 8		
CMHC 5810	Counseling Practicum I	2.5
CMHC 5820	Couples, Families and Systems Counseling I	2.5
CMHC 5830	Counseling Practicum II	2.0
CMHC 5840	Couples, Families and Systems Counseling II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
Third Year		
Quarter 9		
CMHC 5910	Counseling Internship I (A)	2.5
CMHC 5920	Crisis, Trauma and Grief in Counseling I	2.5
CMHC 5930	Counseling Internship I (B)	2.0
CMHC 5940	Crisis, Trauma and Grief in Counseling II	2.0
Credits		9
Total Credits		9

Course	Title	Credits
Third Year		
Quarter 10		
CMHC 6010	Counseling Internship II (A)	2.5
CMHC 6020	Technology in Counseling	2.0
CMHC 6030	Counseling Internship II (B)	2.0
CMHC 6040	Success Academy	2.0
Credits		8.5
Total Credits		8.5

Grand Totals Clinic	Lab	Didactic	Total
Credit Hours	32.5	57.5	90.0
Contact Hours	390.0	690.0	1080.0

MSCMHC Course Descriptions

Courses are listed alphabetically.

CMHC 5110 Orientation to the Profession of Counseling I **2.5 Credits**

This course provides an overview of the field of professional counseling. Students develop knowledge of the field as well as the program. Topics include the eight (8) core CACREP areas (e.g., counseling theories), legal and ethical issues, and the history of the profession.

CMHC 5120 Ethical and Legal Issues in Counseling I **2.5 Credits**

This course provides current information related to ethical standards and legal mandates associated with professional counseling. The course covers ethical decision-making models in counseling and laws associated with professional practices at the national and state levels.

CMHC 5130 Orientation to the Profession of Counseling II **2 Credits**

This course expands the overview of the field of professional counseling. Students continue to develop knowledge of the field as well as the program through both didactic as well as experiential learning. Specific topics covered in this course include interview skills, assessment techniques and approaches, as well as crisis and trauma-informed counseling procedures.

CMHC 5140 Ethical and Legal Issues in Counseling II **2 Credits**

This course provides current information and best practices in both legal and ethical constructs in the field of professional counseling. Students will engage in self-directed, and instructor guided learnings focusing on topics including tests and assessments, diversity, career counseling, and program evaluation. Students will also acquire knowledge and skills in advocating for never and underserved populations.

CMHC 5210 Theories of Counseling I **2.5 Credits**

This course provides the range of theories and philosophies used in professional counseling. Topics covered include specific theoretical orientations and the associated skills and techniques. Included in this course are issues of social justice, crisis management and evidence-based approaches to therapy.

CMHC 5220 Counseling Research I **2.5 Credits**

This course offers students the opportunity to examine the ways that research can inform counseling practices. Using evidenced-based counseling is critical for client welfare and the application of ethical practices in counseling. Students will learn differential research methods across both quantitative and qualitative research. Mixed-methods research will also be discussed as an emerging approach to research in counseling.

CMHC 5230 Theories of Counseling II **2 Credits**

This course requires students to apply evidenced-based counseling approaches to clinical cases. Students engage in theory-based treatment planning and formation of client goals for treatment.

Prerequisites: Theories of Counseling I

CMHC 5240 Counseling Research II **2 Credits**

This course provides students' knowledge and information on the processes involved in developing a research project. Specifically, students will learn how to develop a successful literature review on a counseling-related topic and then develop a professional conference-level poster.

CMHC 5310 Evidence-Based Integrative Mental Health Care **2 Credits**

Through a combination of didactic and experiential learning, this course introduces students to select evidence based integrative health modalities and systems of care that can enhance and support the mental health and well-being of their future clients while also promoting the student's own self-care. Students will review the evidence for lifestyle medicine and integrative health care to support mental health in general and mood disorders specifically with a special emphasis on nutrition, dietary and herbal supplements, Mindfulness Based Stress Reduction, meditation, physical activity, and the expressive arts.

CMHC 5320 Human Growth and Development I **2.5 Credits**

This course is a survey of developmentally based processes identified in the field of counseling. Topics include typical human behavior, including moral and cognitive development across the lifespan according to Erikson, Piaget, Marcia, and Kohlberg.

CMHC 5330 Interprofessional Collaboration **2.5 Credits**

This course prepares students to participate effectively as part of an interprofessional team in order to promote collaborative and non-hierarchical, patient centered, outcome focused care. Students will learn about the current healthcare landscape, the scope of practice of different conventional and integrative health care professions, how to function effectively as part of a health care team, and the positive impact of interprofessional collaboration on the quadruple aim of health care.

CMHC 5340 Human Growth and Development II **2 Credits**

This course focuses on clinically oriented practices to address developmental issues observed in counseling. Students will analyze and then develop case conceptualizations and treatment plans to work successfully with clients with developmental issues and challenge.

Prerequisites: Human Growth and Development I

CMHC 5410 Counseling Diverse Clients I **2.5 Credits**

This course provides students with the opportunity to explore prejudices, oppression, values, and discrimination across the landscape of groups of people. Further, similarities across all populations will be explored. Exploration into their own beliefs, values and prejudices will be used to help students become more aware of what they bring to the counseling relationship.

CMHC 5420 Group Counseling Theories and Techniques I **2 Credits**

This course covers the variety of different theories and techniques associated with group counseling. Additionally, students will explore the different types of groups used in counseling including process, psychoeducational, support.

CMHC 5430 Counseling Diverse Clients II**2 Credits**

This course is highly experiential and includes immersion of students into different groups. Students will select two to three different groups (e.g., religious, LGBTQ+, minority culture events) and assess and reflect on their experience being in a different group. Students will present their findings to their peers and discuss ways they have grown from their immersions.

Prerequisites: Counseling Diverse Clients I

CMHC 5440 Group Counseling Theories and Techniques II**2.5 Credits**

This course will be experiential. Students will participate in a group process and share the responsibility of co-facilitating a session. Upon completion of the group experience, students will reflect on their experience and both the utility and limitations of groups in counseling.

Prerequisites: Group Counseling Theories and Techniques I

CMHC 5510 Career Counseling I**2.5 Credits**

This course offers students the opportunity to engage in meaningful study of career counseling approaches and techniques. Students will learn the use of technology in the process (e.g., ONET), and how to interpret and make meaning of assessment results with clients. Multi-measurements will be reinforced as part of the career counseling process including family genograms, personality traits, and values of the client in the world of work.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5520 Assessment and Appraisal Techniques in Counseling I**2.5 Credits**

This course provides students with a variety of mental health related, career-related, and personality-based tests and assessments used in counseling. Students will successfully proctor and score several assessments. Further, students will understand the limitations of tests and assessments in counseling along with the need to understand psychometric properties associated with each instrument the use with clients.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5530 Career Counseling II**2 Credits**

This course provides students with information about their career development and planning. Information covered includes cover letters, resumes, interview and job search skills. These skills and new knowledge serve to support the career process for students and help them become more effective with clients who need such information. Additionally, this course provides an overview for students on their steps toward licensure for their home state.

Prerequisites: Career Counseling I

CMHC 5540 Assessment and Appraisal Techniques in Counseling II**2 Credits**

This course requires students to apply assessment and appraisal techniques to case studies. Students will use data from multiple measures to improve the counseling process. Specifically, students will combine outcome data from projective techniques (thematic apperception test, early recollections, dreams), with formal assessments and tests (e.g., Beck Depression Inventory-II), and personality instruments (e.g., Myers-Briggs Personality Type Indicator), to influence and guide their clinical direction with clients.

Prerequisites: Assessment and Appraisal Techniques in Counseling I

CMHC 5610 Atypical Human Behavior I**2.5 Credits**

This course covers topics of counseling related to thoughts, feelings, and behaviors that negatively impact optimal human development. Areas of study include mood related issues (e.g., anxiety, depression, bi-polar), severe mental health issues (e.g., suicidal ideation, PTSD, schizophrenia), and neurobiological underpinnings of mental health concerns.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5620 Substance Use Disorders and Addictions Counseling I**2.5 Credits**

This course serves as an introduction to the concepts, theories, and processes used in counseling clients who have substance use issues or addictions. Topics covered include relapse prevention planning, motivational interviewing, grief, assessment techniques, and both individual and group counseling with this population.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5630 Atypical Human Behavior II**2 Credits**

This course builds on topics covered in Atypical Human Behavior I. Students practice applying their knowledge and skills by engaging in case studies in the Virtual Health Center Experience. Students will also continue to develop their skills in working across disciplines.

Prerequisites: Atypical Human Behavior I

CMHC 5640 Substance Use Disorders and Addictions Counseling II**2 Credits**

This course is application based and requires students to develop a program for serving clients with substance use issues and/or addictions. Each student will select a unique population (e.g., military veterans, persons with disabilities), and develop an evidence-based program incorporating individual, group, and family counseling. Students will present a summary of their findings to the class.

Prerequisites: Substance Use Disorders and Addictions Counseling I

CMHC 5710 Pre-Practicum in Counseling I**2.5 Credits**

This course is both experiential and practical. Students are required to learn and then demonstrate the basic techniques used in professional counseling (e.g., paraphrase, open questions, summary, empathy). Students will complete weekly mock counseling sessions with their partner and reflect on their recorded session. Successful completion of this course is required prior to taking Practicum I. Failure to complete this course successfully after two attempts may result in dismissal from the program.

Prerequisites: Once a student has successfully completed all foundational courses, they must complete the courses listed in the course sequence for quarter five and six of the program prior to enrolling in Pre-Practicum in Counseling I

CMHC 5720 DSM and Psychopharmacology I**2.5 Credits**

This course covers the major components used in the latest DSM. Students will learn how to accurately diagnose a mental health condition as well as understand differential diagnosis and co-occurring disorders. Students will also explore the use of psychotropic medications as a part of the counseling and healing process.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5730 Pre-Practicum in Counseling II**2.5 Credits**

This course is both experiential and practical. Students are required to learn and then demonstrate the basic techniques used in professional counseling (e.g., paraphrase, open questions, summary, empathy). Students will complete weekly mock counseling sessions with their partner and reflect on their recorded session. Successful completion of this course is required prior to taking Practicum I. Failure to complete this course successfully after two attempts may result in dismissal from the program.

Prerequisites: Pre-Practicum in Counseling I

CMHC 5740 DSM and Psychopharmacology II**2 Credits**

This course requires students to build upon learning in DSM and Psychopharmacology I by having students apply bio-psychosocial analysis to cases. Students will provide holistic views of different client cases. Specific attention will be made to using a cross/multi-disciplinary approach by consulting other helping professionals (e.g., nutritionists, medical doctors, social workers).

Prerequisites: DSM and Psychopharmacology I

CMHC 5810 Counseling Practicum I**2.5 Credits**

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 15 direct counseling hours and 40 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor.

Prerequisites: Pre-Practicum in Counseling I

CMHC 5820 Couples, Families and Systems Counseling I**2.5 Credits**

This course introduces students to systemic thinking in the counseling process. Areas covered include structural, Milan, strategic, and Bowenian family counseling. Students will engage in the multitude of different theories and techniques used in marriage, couples, and family counseling.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5830 Counseling Practicum II**2 Credits**

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 25 direct counseling hours and 60 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor. Note that for a student to take Internship I (A), they must have completed a total of 40 direct hours, 60 indirect hours (100 total hours) across Counseling Practicum I and II.

Prerequisites: Counseling Practicum I

CMHC 5840 Couples, Families and Systems Counseling II**2 Credits**

This course will expand on Couples, Families, and Systems Counseling by having students engage in case study discussions related to systems approaches. The course will also enhance students' self-awareness of their family history and how considerations such as countertransference, transference, and unresolved family issues may impact the students' work with couples and families. Each week, students will participate in both synchronous and asynchronous discussions of cases aligned with the major theories in marriage, couples, and family counseling.

Prerequisites: Couples, Families and Systems Counseling I

CMHC 5910 Counseling Internship I (A)**2.5 Credits**

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 30 direct counseling hours and 75 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor.

Prerequisites: Counseling Practicum II

CMHC 5920 Crisis, Trauma and Grief in Counseling I**2.5 Credits**

This course provides students with information, processes and techniques used in counseling clients in crisis, who have experienced significant trauma and/or grief from their loss. The mind-body connection related to trauma will be studied. Models of grief and loss counseling including Worden's Complicated Grief Model will be addressed. Additionally, crisis management skills for working with clients with psychotic episodes, suicidal and/or homicidal ideation will be covered.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

CMHC 5930 Counseling Internship I (B)**2 Credits**

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 30 direct counseling hours and 75 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor.

Prerequisites: Counseling Internship I (A)

CMHC 5940 Crisis, Trauma and Grief in Counseling II**2 Credits**

This course utilizes the Virtual Health Center to allow students to apply the theories and techniques learned in Crisis, Trauma, and Grief in Counseling I. Students will engage in cases that allow them to demonstrate the ability to meaningfully support clients under such duress.

Prerequisites: Crisis, Trauma and Grief in Counseling I

CMHC 6010 Counseling Internship II (A)
2.5 Credits

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 30 direct counseling hours and 75 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor.

Prerequisites: Counseling Internship I (B)

CMHC 6020 Technology in Counseling
2 Credits

This course covers technologies associated with the documentation, facilitation and communication used in professional counseling. Specific technologies including Zoom, Therapynotes, and VSee will be explored, and legal and ethical issues related to the use of technology will be addressed.

Prerequisites: Counseling Practicum I

CMHC 6030 Counseling Internship II (B)
2 Credits

This course is a combination of students engaging in counseling and counseling activities at their chosen site while meeting weekly with their instructor and class. Students will complete a minimum of 30 direct counseling hours and 75 total hours (includes both direct and indirect counseling). Additionally, students will meet weekly for one and a half (1 ½) hours of group supervision each week with their instructor, and one (1) hour of individual/triadic supervision each week with their approved site supervisor.

Prerequisites: Counseling Internship II (A)

CMHC 6040 Success Academy
2 Credits

This course prepares students for success in the business of clinical mental health counseling from establishing, marketing, and managing a successful clinical practice to monetizing their knowledge in innovative ways. Diverse practice models will be explored.

Prerequisites: Completed year 1, Q1-Q4 foundational courses

Executive Master of Science in Nutrition Business Leadership (MSNBL) Program

A Healthy Business is a Good Business

Developed with input from global natural products industry experts and thought leaders, this unparalleled Master's program equips students with the essential evidence-based nutrition, business knowledge, and skills that add immediate value to their organizations and careers.

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MSNBL Program Introduction

Program Overview

Designed for working professionals, the online Executive Master of Science in Nutrition Business Leadership (MSNBL) degree empowers students with essential nutrition and business knowledge and skills that can add immediate value to their organizations and careers. The innovative curriculum has been developed with input from global industry experts and thought leaders and equips graduates with current, realistic, and evidenced-based training from both national and international perspectives, and with a focus on personal, environmental, and corporate sustainability. Unlike any other program, the MSNBL trains students in the nutritional sciences, supply/value chain (including ingredient procurement, product manufacturing, regulations, sales, and marketing), and leadership and management, all specific to the natural foods and dietary supplement industry. Graduates will be prepared to respond to the nutrition industry's need for evidence-based leaders who can have a positive impact on the quadruple bottom line: people, planet, profit, and purpose – and will be ready to successfully start their own ventures or be employed by organizations in key leadership roles.

Program Mission

To educate and inspire current and future leaders to grow the global natural products industry through evidence-based and sustainable practices that safely, ethically, and effectively enhance the health and well-being of the people and communities they serve.

Scope of Practice

The MSNBL program prepares students to successfully assume leadership roles in the natural products industry as professional administrators, managers, and executives, or as entrepreneurs. The knowledge, confidence, and skills students gain in this program are also transferable to leadership roles in other industries. There are no specific post-graduate license or certification requirements for students to work in this field.

Program Learning Outcomes

At the conclusion of the MSNBL program, graduates will be able to:

1. Utilize knowledge of nutritional sciences to describe the relationship between nutrients and human health and disease.
2. Apply functional business knowledge of the global natural products industry to support effective business outcomes and professional success.
3. Demonstrate effective leadership and communication skills to cultivate collaboration and effective outcomes in business.
4. Implement personal, environmental, and corporate sustainability strategies to prevent burnout, cultivate a responsible and purpose-driven organization, and improve organizational performance.
5. Demonstrate ethics and professionalism in business management, leadership, decision-making, and interactions with all clients and professionals.
6. Utilize skills for scholarship and lifelong learning to remain current in the natural food and products industry.

MSNBL Program Policies

Satisfactory Academic Progress - Completion

The MSNBL program is designed to be completed in five academic quarters. Students who deviate from the standard academic program will extend the length of the program. Satisfactory academic progress in the MSNBL program is defined as passing all program requirements within two (2) times the length of the longest published program in which they are enrolled, from the initial date of matriculation including any and all leaves of absence and periods of withdrawal followed by re-activation. Credits transferred from an approved institution count toward the minimum academic requirements to be completed at the end of each academic year (see Minimum Academic Requirements below) and count toward the maximum completion time for financial aid. Students must make satisfactory progress toward the completion of their degree at Sonoran University to be eligible for most financial aid programs.

The Satisfactory Academic Progress Policy for the MSNBL program includes a cumulative GPA of 3.0 or higher, minimum academic credits earned per term, and total completion time.

Students who fail to make satisfactory academic progress for their program of study in any term will be placed on academic warning.

Cumulative GPA Requirement

Students in the MSNBL program must maintain a cumulative GPA of at least 3.0.

Minimum Academic Requirements

The following table illustrates the minimum number of cumulative credit hours required to be completed (credit hours earned) at the end of each academic year of the MSNBL program

Academic Year	Total Credits Earned
1	16
2	23

MSNBL Academic Information

MSNBL Academic Coursework

The MSNBL program at Sonoran University is a cohort-based, online distance education program that follows a prescribed track and includes one weekend-long in-person residential experience. All academic credit is computed in quarter hours (see Credit Equivalence section below). All students are guided by the curriculum as outlined in their prescribed program of study. Students are automatically registered for core courses (not selectives). Registration for MSNBL selective courses is available to students online 24/7 during the open registration period. Registration dates for each program of study are published in the academic calendar unless posted otherwise. Registration is the responsibility of the student. Students may not deviate from their prescribed program of study. Sonoran University reserves the right to make curriculum changes that are applicable to all students, if necessary.

Selectives

Sonoran University offers selectives, or required electives, in the MSNBL degree program as part of the core curriculum. Selectives are advertised prior to registration, and an enrollment of a minimum number of students may be required before some selectives will be offered, see Adding

and Dropping Courses (p. 35). Students will register for selectives online during the published registration timeframe. For a list of potential selectives, please see MSNBL Selective Course Descriptions (p. 94).

Course Format and Requirements

The MSNBL program consists of 39 didactic credits (468 didactic contact hours). The format of the program is online with one course delivered in-person as a residential experience at Sonoran University's campus in Tempe, AZ.

Full-time enrollment is defined as being enrolled for a minimum of 4 credits. Part-time enrollment is defined as being enrolled for a minimum of 2 credits but less than 4 credits.

Credit Equivalence

Courses are reported in quarter credit hours according to the following values:

Didactic: 1 credit = 12 contact hours per quarter

Program Length and Completion Timeframe

The MSNBL program is designed to be completed in less than 2 academic years, or 5 academic quarters. Students are expected to complete the MSNBL program within 10 academic quarters, not to exceed two and a half years from the initial date of matriculation, including any and all leaves of absence and periods of withdrawal.

If a student stays on track with the program, taking all courses as they are offered in sequence, students can expect to graduate within 5 consecutive quarters, or just over one calendar year.

MSNBL Program of Study

Course	Title	Credits
First Year		
Quarter 1		
NUTB 5110	Leadership Development (weeks 1-6)	2.0
NUTB 5120	Gastrointestinal Physiology (weeks 1-6)	2.0
NUTB 5130	Organizational Development (weeks 7-12)	2.0
NUTB 5140	Gastrointestinal Pathophysiology (weeks 7-12)	2.0
Credits		8
Quarter 2		
NUTB 5210	Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy (weeks 1-6)	3.0
NUTB 5220	Self-care: Role-modeling Health Behaviors (weeks 1-6)	2.0
NUTB 5230	Clinical Biochemistry II: Vitamins and Minerals (weeks 7-12)	2.0
NUTB 5240	Botanicals and Phytonutrients (weeks 7-12)	2.0
Credits		9
Quarter 3		
NUTB 5311	Dietary and Supplement Guidelines, Policies, and Safety (weeks 1-6)	2.0
NUTB 5321	Evidence-Informed Practice and Decision Making (weeks 1-6)	1.0
NUTB 5330	The Food and Supplement Industry: Policies and Regulations (weeks 7-12)	2.0
NUTB 5340	Dietary Patterns for Health Promotion (weeks 7-12)	2.0
Credits		7
Quarter 4		
NUTB 5430	Negotiation and Influence (weeks 7-12)	2.0
NUTB 5450	Strategic Sales and Marketing (weeks 1-12)	4.0
Variable	Selective Course(s) (5 credits maximum weeks 1-12) ¹	2.0
Credits		8

Second Year
Quarter 5

NUTB 5500	Executive Leadership Experience (weeks 7-10)	1.0
NUTB 5550	Innovation: New Product Development and Manufacturing (weeks 5-10)	2.0
NUTB 5520	Supply Chain Management (weeks 1-6)	2.0
NUTB 5511	Sustainability and Corporate Social Responsibility (weeks 1-4)	2.0
Credits		7
Total Credits		39

¹ To personalize their curriculum, MSNBL students are required to take a minimum of 2 selective credits during Quarter 4 of the MSNBL program but may take up to 5.5 selective credits as part of their required program of study.

Grand Totals	Clinic	Lab	Didactic	Total
Credit Hours	-	-	39.0	39.0
Contact Hours	-	-	468.0	468.0

MSNBL Course Descriptions

Required Courses

NUTB 5110 Leadership Development
2 Didactic Credits

This course helps students cultivate essential leadership skills and equips them with the knowledge, skills, behaviors, and self-awareness that will allow them to assume greater leadership responsibility, improve corporate performance, and drive competitive advantage.

Prerequisites: Admission to the program

NUTB 5120 Gastrointestinal Physiology
2 Didactic Credits

This course explores normal human physiology with an emphasis on the physiology of the digestive system, including the gastrointestinal tract and accessory organs. Students will learn mechanisms and regulation of motor, secretory, digestive, and absorptive functions of the gastrointestinal tract and how they impact human health. The course also introduces students to microbiomics and the role and application of prebiotics and probiotics in health and disease.

Prerequisites: Admission to the program

NUTB 5130 Organizational Development
2 Didactic Credits

This course cultivates an understanding of human behavior in an organizational setting and helps students gain insight into strategies and methods that strengthen team performance, organizational dynamics, and organizational culture.

Prerequisites: Admission to the program

NUTB 5140 Gastrointestinal Pathophysiology
2 Didactic Credits

This course provides students with essential medical knowledge and a broad understanding of human disease with a focus on the pathophysiology of the digestive system including the gastrointestinal tract and accessory organs. Students will also build upon their understanding of microbiomics and the role and application of prebiotics and probiotics in health and disease.

Prerequisites: Admission to the program

NUTB 5210 Clinical Biochemistry I: Macronutrients, Human Metabolism, and Energy
3 Didactic Credits

This course explores key concepts in human metabolism by focusing on the structure, function, and metabolism of carbohydrates, lipids, proteins, nucleotides, water, and alcohol, and their relationship to energy production and storage, DNA and RNA, as well as inflammation and oxidative stress. Students learn about the digestion and absorption of these compounds and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTB 5120, NUTM 5140

NUTB 5220 Self-care: Role-modeling Health Behaviors
2 Didactic Credits

This course improves self-care in students to promote personal sustainability and prevent burnout for their well-being as well as for the benefit of their future clients and team members. Through a combination of didactic and experiential learning, students gain an understanding of the importance and impact of self-care practices. An emphasis will be placed on hands-on, practical approaches for making sustainable changes in diet, exercise, stress management, and sleep hygiene to reduce the risk of disease and promote health. As students are empowered with an enhanced capacity for self-care, it is expected that they will be more inclined, and better equipped, to implement these strategies when counseling future clients and/or when leading teams.

Prerequisites: Admission to the program

NUTB 5230 Clinical Biochemistry II: Vitamins and Minerals
2 Didactic Credits

This course explores key concepts in human metabolism and energy production by focusing on the structure, function, and metabolism of micronutrients: vitamins, macrominerals, and trace/ microminerals. Students learn about the digestion and absorption of these nutrients and how to identify signs and symptoms of insufficiency, deficiency, and excess for application in clinical practice.

Prerequisites: NUTB 5120, NUTB 5140

NUTB 5240 Botanicals and Phytonutrients
2 Didactic Credits

This course introduces students to the biochemical actions, physiologic effects, and clinical application of plants, phytochemicals, and zoochemicals. Students will learn the historical and traditional uses of common botanicals and modern, evidenced-based applications. Pharmacognosy, clinical use, indications, dosage, formulations, and safety considerations will be explored.

Prerequisites: NUTB 5120, NUTB 5140

NUTB 5311 Dietary and Supplement Guidelines, Policies, and Safety
2 Didactic Credits

This course explores the roles of government agencies in regulating the manufacturing, labeling, and advertising of individual foods and dietary supplements and in regulating overall food systems and the food supply. Students also learn about national and international dietary guidelines, potential sources of food contamination, and best practices associated with the safe handling of food.

Prerequisites: Admission to the program

NUTB 5321 Evidence-Informed Practice and Decision Making
1 Didactic Credit

This course develops students' information literacy skills by providing instruction on how to critically read, interpret, and apply scientific literature with a specific emphasis on food and nutrition research. Students learn about the hierarchy of evidence, research methodologies, ethics, and data analysis. Upon completion of this course, students will be able to evaluate research findings and apply findings to inform therapies and decisions and to substantiate claims.

Prerequisites: Admission to the program

NUTB 5330 The Food and Supplement Industry: Policies and Regulations
2 Didactic Credits

This course will expound upon the information covered in Dietary and supplement guidelines, policies, and safety. Students will gain an in-depth understanding of the natural food/supplement industry policies and regulations including Current Good Manufacturing Practice (CGMP), FDA Food Safety Modernization Act (FSMA), preventive controls, and international standards.

Prerequisites: NUTB 5210, NUTB 5230

NUTB 5340 Dietary Patterns for Health Promotion
2 Didactic Credits

This course provides instruction on evidence-based dietary patterns to support health and prevent disease. Positive and negative aspects of popular diets (e.g., Mediterranean diet, glycemic index, ketogenic diet, vegan diet, vegetarian diet, paleo diet) and controversial topics in nutrition will be examined. Students will learn how to formulate dietary recommendations for specific individuals to address health-related benefits or concerns and develop a working knowledge of dietary belief systems of commonly encountered ethnic cultures.

Prerequisites: NUTB 5140

NUTB 5430 Negotiation and Influence
1 Didactic Credit

This course provides instruction on how to affect another individual's opinion, perspective, behavior, and/or actions. Students will learn the distinction between influence and manipulation or coercion. Negotiation strategies that lead to win-win outcomes and that maximize the value of the agreement for all parties will also be explored.

Prerequisites: Admission to the program

NUTB 5450 Strategic Sales and Marketing
4 Didactic Credits

This course equips students with effective sales and marketing strategies. Students will learn about regulations regarding marketing claims, consumer behavior, establishing brand value and positioning, and determining appropriate sales channels. Students will also gain insight into how the industry is changing and how to capitalize on change.

Prerequisites: Admission to the program

NUTB 5500 Executive Leadership Experience
1 Didactic Credit

The Executive Leadership Experience is an immersive experience that allows students to build upon prior learning, provide new insights, and strengthen the student's ability to think strategically and act decisively. The course features executive coaching sessions designed to support students as they work towards achieving their post-graduate professional goals and the course culminates with the student's capstone presentation where students synthesize and apply insights gained from throughout the MSNBL program.

Prerequisites: NUTB 5110, NUTB 5130, NUTB 5311, NUTB 5330

NUTB 5511 Sustainability and Corporate Social Responsibility
2 Didactic Credits

This course explores the concept and practice of corporate sustainability and responsibility. Students learn how to cultivate a responsible and purpose-driven organization and how to monetize the model.

Prerequisites: NUTB 5321

NUTB 5520 Supply Chain Management
2 Didactic Credits

This course provides instruction in supply chain strategy: from raw materials and inventory to finished goods, and from point of origin to point of consumption. Students learn about all aspects of supply chain management including the impact of an organization's culture in driving supply chain success. Upon successful completion of this course, students will be able to effectively manage global end-to-end supply chain activities.

Prerequisites: Admission to the program

NUTB 5550 Innovation: New Product Development and Manufacturing
2 Didactic Credits

This course offers instruction in the basics of formulating products including legal ingredients, safety, efficacy, consistency, raw material cost, sourcing raw materials, testing, quality assurance, documentation, and warehousing. Students learn how to start and manage innovative projects, launch and manage their own business, propose new business ideas, and work with cross-functional teams.

Prerequisites: Admission to the program

NUTB 5910 Stress Management
2 Credits

This course will allow the student to effectively identify and treat signs and symptoms of stress utilizing stress management principles and practices such as meditation, breathing techniques, and cognitive restructuring techniques. Experiential exercises will build students' stress management skills. The course will also guide students on how to apply these skills to patients in clinical practice.

Prerequisites: Admission to the program

NUTB 5920 The Human in Nature
2 Didactic Credits

This course will explore the concepts, theories, and research behind the benefits of nature exposure. Pertinent research on health conditions in all populations will be discussed and analyzed. The ultimate intent of this course is to impress upon the student the need for continued exposure to nature and play throughout human life cycles in school, work, and community settings.

Prerequisites: Admission to the program

NUTB 5930 Botanical Medicine in the High Desert and Upper Canyons of Sedona
2 Didactic Credits

This 2.5 day field study selective is set in and around Sedona, AZ. Pine Flats Campground is our camp site and will serve as the base where students can set up tents or car-camp. Day trips are planned to different locations and elevations in the local canyons and high desert in order to see a wide variety of plant diversity. Approximately 30 plants will be available for plant identification, materia medica, herbal therapeutics including case studies, ethical wild-harvest techniques, and medicine making. Discussion related to clinical use of plants will take place throughout the field ID, harvesting, and medicine making segments. Individual constituents, actions, energetics, extraction delivery and safety will be examined for each plant. Additional costs include campsite fee, food, transportation, and medicine-making supplies.

Prerequisites: NUTB 5120, NUTB 5140, NUTB 5210, NUTB 5230, NUTB 5240

NUTB 5940 Pharmacognosy & Phytochemistry
2 Didactic Credits

This course is an overview of secondary metabolites found in medicinal plants. This topic will be explored through the major classes of plant constituents in order to understand the activity of plants and offer a framework for the clinical application of botanical medicine. It will cover basic plant chemistry and examine solubility and extraction, variability and synergy, as well as review biosynthetic pathways, absorption, metabolism, standardization, and concentration. The primary focus of the course is on the major categories and subcategories of phytochemicals relevant to botanical medicine and the physiological effects these constituents have on the human body.

Prerequisites: NUTB 5120, NUTB 5140, NUTB 5210, NUTB 5230, NUTB 5240

NUTB 5950 Probiotics from Research to Market
2 Didactic Credits

This course brings students along the supply chain and value chain of probiotics and explores this rapidly evolving field from the perspective of the scientist, the clinician, the manufacturer, and the consumer. Students will gain an understanding of the scientific basis for these products, evidence-based clinical applications, and key regulatory and manufacturing considerations. Instruction will also be provided on the basics from research and development, formulating products, and QA/QC, to manufacturing, labeling, and commercialization.

Prerequisites: NUTB 5120, NUTB 5140, NUTB 5311, NUTB 5330, NUTB 5321

Selective Courses

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Prerequisites: Admission to the program

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Prerequisites: NUTB 5120, NUTB 5140, NUTB 5311, NUTB 5330, NUTB 5321

Administration, Faculty & Physicians

We're a Force of Nature

Sonoran University of Health Sciences is home to innovative educators, thinkers, and researchers. Our accomplished faculty and physicians are dedicated individuals who believe in the power of evidence-based and natural approaches to naturopathic medicine and nutrition.

- Administration (p. 95)
- Faculty (p. 96)
- Physicians (p. 100)

Administration

Executive Leadership

Chief Executive Officer & President

Lise Alschuler, ND, eMBA, FABNO

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Larisa Pavlick, Informa Markets
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Y

Yusef, Ahmad, DC

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Adjunct Faculty

A

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BS, Ceramic Engineering, Alfred University, New York, 1991; MS, Acupuncture, Phoenix Institute of Herbal Medicine and Acupuncture, 2008.

B

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Master of Dispute Resolution, Pepperdine University of Law, Straus Institute for Dispute Resolution, 2015.

Brent, Khristina, MA

BA, Psychology, Governors State University, University Park, IL 2018;
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BA, Major Statistics, University of Guelph, 2004; MS, Statistics, University of Guelph, 2005; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

C

Cherpak-Castagna, Christine, CN, CNS, CDN, LDN, BCFWP, CIHC, INHC

BA, Stony Brook University, 2007; DCN, Maryland University of Integrative Health, 2020.

Clough, Kelly, ND

BS, Physics and Economics, SUNY at Stony Brook Honors College, Stony Brook, NY, 2007; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Coetzee, Oscar, DCN, MS, CNS

BS, University of Pretoria; MS Psychology, LaSalle University; MS Human Nutrition, University of Bridgeport; DCN, Maryland University of Integrative Health.

D

Davis, Mark, ND

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BS, Foods, Nutrition and Wellness Studies, Arizona State University, 2017; MS Clinical Nutrition, Sonoran University of Health Sciences, 2021 ; DCN, University of Western States, 2025.

Desai, Sarika, DO

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DO, Western University of Health Sciences, 2008.

DiCampli, Jesika, ND

BS, Interdisciplinary Health Services, Saint Joseph's University, 2000;
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DiFrancesco, Tara, MS, CNS, LDN

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Durney, Michelle, NMD

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E**Ewald, Jaime, ND**

BS, Biological Sciences, Wright State University, 2000; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

F**Fine, Anne Marie, ND**

Bachelor of Business Administration, University of Notre Dame, 1983; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2000.

Freeth, Stephanie, MBA

BA, English, Princeton University, 1997; MBA, Kellogg School of Management, Northwestern University, 2002.

G**Gerstel, Johanne, ND**

BS, Psychology and Biology, Arizona State University, 2011; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Gouge, Laura, ND

BS, Public Health, University of Washington, Seattle, 2010; ND, National College of Natural Medicine, Portland, 2015.

Grise, Diane, ND

BS, Human Biology, Indiana University, 2009; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

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MD, General Medicine, Minsk State Medical University, Minsk; MS, Obstetrics & Gynecology, National Medical University, Russia, Moscow; PhD, Obstetrics & Gynecology, Russia State Medical University, Moscow; MS, Health Informatics, UAB, Birmingham, Alabama.

Hanna, Susan, DNP, MSN

MA, Clinical Psychology, Santa Barbara Graduate Institute; MSN, Saint Louis University; DNP, Frontier Nursing University

Hartwell, Lillea, ND

BS, Plant Sciences, University of Arizona, 2015; ND, Southwest College of Naturopathic Medicine & Health Sciences (Now Sonoran University of Health Sciences), 2019

Harvey, Phillip, PhD, RD, CNS, FACN, FISSN

BA, Biology, California State University, Northridge; MSPH, Nutritional Sciences, UCLA, School of Public Health; PhD, Nutritional Biochemistry, Colorado State University.

Hilton, Jeffrey, MS

BA, Marketing, University of Utah; MS, Integrated Marketing Communications, Northwestern University.

Hodges, Romilly, MS, CNS, CKNS, CDN, IFMCP, mBANT, CNHC

BS, Management, University of London Royal Holloway College, 2002; MS, Human Nutrition, University of Bridgeport, 2015.

J**Johnson, Arthur, EdD, EdS, MEd**

MEd, University of Florida; EdS; University of Florida; EdD, Florida Atlantic University.

Jones, Feather,

Massage Therapist, Boulder School of Message Therapy, 1978; Certification, Clinical Herbalist, Santa Fe College of Natural Medicine, 1982.

K**Kaplan, Steven, ND**

BA, English Literature, University of California at Los Angeles, 1983; MA, Mass Communications (Radio-TV-Film), California State University, Northridge, CA, 1996; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

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Doctor of Chiropractic, National University of Health Sciences, Lombard, IL, 2012; Doctor of Naturopathic Medicine, National University of Health Sciences, Lombard, IL, 2013.

Kovalchik, Jessica, DC, MS, LDN, CDN, CNS

BS, Biology, Marywood University, 2009; DC, New York Chiropractic College (Now Northeast College of Health Sciences), 2011; MS, Applied Clinical Nutrition, New York Chiropractic College, 2020.

L**Lane, Jeremy, MSc**

BS, Business Studies, Dallas Baptist University, 2015; MSc, Organizational Management, Chadron State College, 2020.

Latzo, Kristin, MS

BS, Food & Nutrition, University of Dayton, 1991; MS, Nutrition, Columbia University, 1994.

Lewis, Danielle, ND

BS, Health Science/Management, Old Dominion University, 1999; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Lychy, Sarah, ND

BS, Biology & Psychology, University of Western Ontario, Canada, 2019; ND, Sonoran University of Health Sciences, 2023.

M**Mele, Alexandra, ND**

BS, Environmental Science, The University of South Carolina, Columbia, SC, May 2015; ND, Bastyr University, Kenmore, WA; June 2021.

Merkey, Allison, ND, MS

BS, Nutrition, University of Nevada Las Vegas, 2006; MS, Biology, University of Nevada Las Vegas, 2008; ND, Southwest College of

Naturopathic Medicine, (Now Sonoran University of Health Sciences), 2018.

Morse, Michael, ND

Bachelor of Arts in Music, University of Texas, Austin, 2010; Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Music, Ann, ND

BS, Applied Health Science, University of Wisconsin-Parkside, 2018; ND, Sonoran University of Health Sciences; 2024.

Musset, Jeannette, NMD

BS, Biochemistry, Indiana University, South Bend, 2010; NMD, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

P

Pantermuehl, Jessica, NTP, CHHC

NTP, Nutrition Therapy Practitioner, Nutritional Therapy Association, 2015; CHHC, Certified Holistic Health Counseling, American Association of Drugless Practitioners, 2012.

Patel, Dharti, DMD, FDS RCS (Ed), ND, MSOM, DAChM

DMD, University of Pennsylvania School of Dental Medicine, 2002; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018; MS, Oriental Medicine, Phoenix Institute of Herbal Medicine and Acupuncture, 2020; DAChM, Phoenix Institute of Herbal Medicine and Acupuncture, 2021.

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BA, Psychology, Adams State College, 2006; MA, Community Counseling, Adams State College, 2008; PhD, Counselor Education & Supervision, Adams State University, 2018

Perrino, Carrie, ND

BS, Nutritional Science, University of Missouri, 2014; ND, Southwest College of Naturopathic Medicine & Health Sciences (Now Sonoran University of Health Sciences); 2022.

Pizano, Jessica, DCN, MS, CNS

DCN, Maryland University of Integrative Health; MS, Human Nutrition, University of Bridgeport.

S

Schichtl, Rachel, PhD, RDN, FAND

MS, Nutrition, University of Central Arkansas, 2005; RDN, Nutrition and Dietetic Internship, University of Central Arkansas; 2009; PhD., Family and Consumer Sciences Education, Texas Tech University, 2020.

Schuler, Corey, PhD, DC, MSN, MSHN, EMBA, BSN, ASN

BS, Valparaiso University, 2002; DC, Northwestern Health Sciences University, 2007; MS, Human Nutrition, University of Bridgeport, 2011; ASN, International College of Health Sciences, 2016; MBA, Quantic School of Business and Technology, 2018; BSN, Graceland University, 2019; MSN, Graceland University, 2021; PhD, Faulkner University, 2024.

Sharaf, Sydney, ND

BS, Nutrition Science, Montana State University, 2014; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Sherlin, Leslie, PhD

BS, Psychology, University of Tennessee, 2000; MS, Psychology, Capella University, 2003; PhD, Psychology, Capella University, 2008.

Swafford, Katy, PhD

BS, Psychology, University of Houston, Central Campus, 1979; MA, Behavioral Science (Family Therapy), University of Houston, Clear Lake City, 1983; PhD, Educational and Counseling Psychology, 1991.

T

Tabares, Amber, ND

BA, Biology, University of Missouri, 2004; MBA, Healthcare, American Intercontinental University, 2006; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Tately, Molly, ND

BS, Technical Management, DeVry University, 2004; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2021.

V

Vaughan, Karen, ND

BS, Biology, University of South Florida, 1999; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2004.

Volk, Kimberly, ND

BA, Psychology, University of Buffalo, 2001; RN, Associates in Applied Sciences, Alfred SUNY, 1992; ND, Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

W

Wiggins, Elizabeth, PhD, LSC, LPC

BA, Christian Counseling, Nazarene Bible College, 2010; MA, School and Clinical Mental Health Counseling, Adams State University, 2012; PhD, Counselor Education and Supervision, Adams State University, 2018

Y

Yarnell, Eric, ND

BS, Natural Health Sciences, Bastyr University, 1994; ND, Bastyr University, 1996.

Z

Zakaria, Lara, PharmD, MS, CNS, CDN, IFMCP

BS, Pharmacy, Ernest Mario School of Pharmacy, Rutgers University, 2003; MS, Nutrition, University of Bridgeport, 2015; PharmD, Skaggs School of Pharmacy & Pharmaceutical Sciences, University of Colorado, 2020.

Visiting Adjunct Research Faculty

B

Bibak, Emily, PhD

supervising Acupuncturist, Endowed Chair (Gero-Vita); MD (China), LAc, Chengdu College of Traditional Chinese Medicine, 1983.

D

Daniels, Tyler, PhD, MS

MS, Department of Animal Sciences, Washington State University, 2009;
PhD, Department of Molecular Biology & Biochemistry, Simon Fraser
University, Burnaby, BC

Dirkmaat, Heather, NMD

MBS, University of Northern Colorado, Greeley, Colorado, 2017; MBT,
Johns Hopkins University, Baltimore, Maryland, 2019; NMD, Southwest
College of Naturopathic Medicine (now Sonoran University of Health
Sciences), 2022.

R

Riley, David, MD

BA, UNC-Chapel Hill, 1976; MD, University of Utah, Salt Lake City, 1983.

S

Shahabi, Shahram, MD, PhD, DHom

DHom, Diploma of the Institute of Homeopathy, British Institute of
Homeopathy; MD, General Medicine, Tehran Medical Sciences University;
PhD, Medical Immunology, Tarbiat Modares University, Tehran, Iran.

Standish, L, Jeanna, PhD, ND, MSAOM

Ph.D., University of Massachusetts, Amherst; ND, Bastyr University;
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Honorary Faculty

B

Buratovich, Nick, ND

Professor Emeritus
BS, Biology, Saint Mary's College, 1973; ND, National University of
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C

Canvasser, Bruce, ND

National University of Natural Medicine, 1977.

D

Deng, Yong, MD, LAc;

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Chengdu College of Traditional Chinese Medicine, 1983.

Dye, John, ND

Professor Emeritus
BA, Whittier College, 1974; ND, National University of Natural Medicine,
1979.

M

Messer, Stephen, MEd, ND, DHANP

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MEd, University of Pennsylvania, 1974; ND, National University of
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**Field Observation and Elective
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All India Institute of Medical Sciences New Delhi, 1993.

Ahluwalia, Seema, MD

Government Medical College of Patiala, 1990.

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Akerson, Michael, DC

Palmer College of Chiropractic, 1998.

Alexander, Amanda, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of
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Alexandria, Karsten, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of
Health Sciences), 1996.

Ampadu, Nancy, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of
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Andrews, Charles, NMD

Bastyr, University, 2013.

Archambault, Brian, NMD

National College of Naturopathic Medicine, 2003.

Arneson, David, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of
Health Sciences), 2000.

Arnold, Jacqueline, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of
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Asin, Gerald, MD

University of Oklahoma College of Medicine, 1987.

Atkinson, Bryan, DC

Southern California University of Health Sciences, 1992.

Attah Prince, Ubong, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of
Health Sciences), 2013.

Avelin, Amalia, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of
Health Sciences), 2020.

Averitte, Jr, Richard, MD

University Toledo College of Medicine, 1998.

Axelrod, Leslie, ND

Bastyr University, 1987.

B

Badalamenti, Lauren, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Bahr, Jennifer, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Bain, Jaclyn, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Banaian, Azam, MD, NMD

University of Tehran, 1990; Southwest College Of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Barnes, Lori., ND

National College of Natural Medicine, 1995.

Barnett, Kevin, ND, DC

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Beitel, Sue Rosario, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Benchouk, Stephen, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Bennett, Bobbie, DC

Northwestern Health Sciences University, 2005.

Beran, Jeffrey, PT, DPT, ATC

A.T. Still University, 2006.

Berkner, Kris, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Bernier, Brian, ND

National University of Health Sciences), 2020.

Bethel, Klee, MD

Creighton University School of Medicine, 1986.

Bhatt, Neha, NMD

Sonoran University of Health Science, 2023.

Bishop, Kristen, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Blyden-Taylor, Kimberlee, ND

Canadian College of Naturopathic Medicine, 1999.

Bos, Willem, DC

Northwestern Health Sciences University, 1999.

Bramstedt, Jessica, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2005.

Branch, Katie, NMD

Sonoran University of Health Sciences, 2022.

Brass-Jones, Christine, DO

Des Moines University College of Osteopathic Medicine, 1995.

Briante, Carla, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Brooks, Barbara, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

Brouwer, Lauri, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 1996.

Brown, Steven, DC, DIPL, MED< AC

Logan College of Chiropractic (Logan University), 1994.

Butler, Lisa, DDS

Arizona School of Dentistry and Oral Health, 2009.

C

Ceballos-Logan, Gladys, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2002.

Chambers, Keith, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Coats, Melissa, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

Cohen, Joel, MD

New York Medical College, 1987.

Contreras, Andrea, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Courchaine, Lacey, ND

Southwest College of Natural Medicine (Now Sonoran University of Health Sciences), 2019.

Covey, Christina, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2020.

Cronin, Courtney, ND

Southwest College of Natural Medicine (Now Sonoran University of Health Sciences), 2006.

Cronin, Kyle, ND

National College of Natural Medicine.

Cronyn, Maria, NMD, DABHM

Southwest College of Natural Medicine (Now Sonoran University of Health Sciences), 1999.

Crossley, Chad, PT

University of Pittsburg School of Medicine, 2010.

Crowder, Terrence, MD

University of Arkansas Medical School, 2003.

D

Darling, Mia, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Davenport, Emily, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

De La Torre Hogan, Elizabeth, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

De Luigi, Jason, DO, MHSA

National University of Health Sciences), 2015.

De Soto, Corrine, ND, MS

National College of Natural Medicine, 2013.

Deal, Sheldon, DC

Los Angeles College of Chiropractic, 1965.

Dearth, Donald, DC, FIAMA;

Palmer College of Chiropractic, 1987.

Denzer, Dara, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019

DiCampli, Jesika, NMD, CPM

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

Dickens, Andrew, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

Dulak, Samantha, ND

Sonoran University of Health Science, 2023.

Dunn, Stacy, ND, LAc, FABNO, FABORM

National University of Natural Medicine, 2004.

Dunning, Mareshah, NMD, RMSK

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 2020.

Durney, Michelle, NMD

Sonoran University of Health Science, 2024.

Dye, Jennifer, NMD

Bastyr University, 2007.

E

Eischens, Shawna, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Ellis, Erin, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

F

Farrow, Bobi, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Felton, Lynnea, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Feria, Lilia, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Flanery, Jamie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2021.

Fontius, Jennifer, MD

University of California, California College of Medicine, 1999.

Fountis, Sophia, DO

Ohio University College of Osteopathic Medicine, 1989.

Fox, Jonathon, MD

University of Nebraska Medical School, 1979.

Freeman, Carla, DC

Life University, 2015.

Friedman, Shelly, DO, FAOCD

Michigan State University College of Osteopathic Medicine, 1982.

Fuji, Kristen, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

G

Gaines, Patricia, NMD

Bastyr University, 2002.

Gaitan, Paul, MD

University of Rochester School of Medicine, 2001.

Gallegos, David, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Garrett, James, DC

Life Chiropractic College – West, 1987.

Garvin, Danielle, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Garza, Anna Leah, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2020.

Gerai, Alaa, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2021.

Gerhart, Timothy, DC

Northwestern University of Health Sciences, 1983.

Geyer, MaryK, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Gignac, Tara, ND

Canadian College of Naturopathic Medicine (CCNM), 2001.

Glick, Ronald, DO

University of Osteopathic Medicine and Health Sciences, 1983.

Goldhamer, Alan, DC

Western States Chiropractic College, 1983.

Gowey, Brandie, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Grade, Emily, MD

Medical College of Wisconsin, 1987.

Grahe-Keel, Julie, DC

Palmer College of Chiropractic, 2000.

Grobe, Denise, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2004.

Gustavson, Rebecca, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

H

Haggard, Joshua, DC

Life West College of Chiropractic, 1996.

Halter, Mitchell, MD

University of Arizona Medical School, 1995.

Ham, Natalie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Hamilton, Cheryl, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Harris, Brecken, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Hassberger, Kelly, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2011.

Havens, Jennifer, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Hayman, Jessica, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

Heath, Dianna, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Heffner, Karlee, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

Hernandez, Matthew, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Herndon, Shay, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2020.

Hesler, Sean, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

Hinojosa, Judy, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

Hirons, Kami, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Hobi, Annette, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Howard, Paul, MD

Georgetown University School of Medicine, 1979.

I

Inouye, Vance, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 1997.

Isla, Mario-Luis, MD

University of Arizona College of Medicine, 1996.

J

Jacson, Kenneth, MD

Baylor College of Medicine, 1974.

Janssen-Roberts, Katelyn, ND

Bastyr University, 2020.

Jensen, Jason, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Jonas, Mary Dawn, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Jones, Greg, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Jordan, Timothy, MD

University of North Carolina at Charlotte, 1998.

K

Kalhor, Reza, NMD

Bastyr University, 2024.

Karampahtsis, Emmanouil, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

Katz, Steven, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Khalsa, Soram, MD

BA, Yale College, 1970; MD, Case Western Reserve University-School of Medicine, 1974.

Khamo, Samantha, ND

Sonoran University of Health Sciences, 2023.

Khoshaba, Linda, NMD, FABNE

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2012.

Kim, Cho Long, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

King, King, Corey, NMD

Bastyr University, 2018.

Kleckner, Rebecca, DC

Sherman College of Straight Chiropractic, 2004.

Kohler, Gemie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

Kooima, Jessica, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Kovalik, Christina, NMD, LAc

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

Kupperman, Jamie, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

L

Lanier, Paul, MD

Touro University California College of Osteopathic Medicine, 2012.

Lavender, Ira Keith, DC

Palmer College of Chiropractic, 1999.

Le Provost, Jean-Luc, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Lebowitz, Michael, DC

University of Western States, 1980.

Leff, Michael, DC

Palmer College of Chiropractic San Jose, CA. 1998.

Lehman, Erica, MD

Northwestern University Feinberg School of Medicine. 1996.

Lemley, Robert, ND, NCNP, ABAARM

National College of Naturopathic Medicine, 1999.

Lewin, Parrish, DC

Life Chiropractic College, 1996.

Lewis, Danielle, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Lim, Hilary, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Lim, Ruth Tan, MD, MD(H)

University of Singapore Medical School, 1968.

Lima, Paula, NMD

Southwest College Of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Lioce, Luca, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Livengood, Elizabeth, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Logan, Gladys, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2002.

Lubitz, Bruce, DC

Columbia Institute of Chiropractic 1976.

Lupo, Kelly, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Lussier, Spice, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

Lychy, Sarah, ND

Sonoran University of Health Science, 2023.

M

MacKay-Timmermans, Drew, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Majidi, Majera, DC

Southern California University of Health Sciences, 2000.

Makeeta, Quati, DC

Palmer College of Chiropractic, 1995.

Malgrew, Juliette, ND

Bastyr University, 2015.

Maltais, Shannon, NMD

National College of Naturopathic Medicine, 2003.

Markus, Daniel, DV

Southern California University of Health Sciences, 2018.

Marshall, Amanda, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2020.

Massingale, Morgan, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Maxwell, Allen, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2021.

Mayer, Alexandra, N

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

McCarthy, Brendan, DNMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

McConnell, Michelle, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

McFadzean-Ducharme, Nicola, ND

Bastyr University, 2003.

McGovern, Sean, NMD

Sonoran University of Health Science, 2024.

McKenna, Alexis, NMD

Sonoran University of Health Sciences, 2022.

McLeod, Gemie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

McNeil, Alexis, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

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Bastyr University, 2021.

Merkey, Allison, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Messer, Stephen, ND, MSed, ND, DHANP

National University of Natural Medicine, 1988.

Mitchell, Jessica, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2005.

Mitchell, Ken, NMD, RPh

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Mitchell, Tiffany, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2008.

Mittman, Arie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Moore, Chance, DC

Southern California University of Health Sciences, 2001.

Moreno, Celaine, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Mundt, Jennifer, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

N

Nagallo, Krisel, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Nash, Ginger, ND

National College of Naturopathic Medicine, 1998.

Navarro, Alma, NMD

Southwest College of Naturopathic Medicine, (Now Sonoran University of Health Sciences), 2012.

Nevels, Jennifer, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

Newman, Andrew, DC

Palmer College of Chiropractic West, 2013.

Nichols, Stephanie, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Nordin, Anna Leah, NMD

Canadian College of Naturopathic Medicine, 1987.

Novakova, Katka, MD (Europe), ND;

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O

Oertle, John, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2011.

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Sonoran University of Health Sciences, 2022.

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Bastyr University, 1993.

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Palmer, John, DC

Life University, 2010.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2004.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Paulson, Heather, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Peace, Timothy, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2001.

Pendleton, Ashley, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Penn, Wendy, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Perrino, Carrie, RDN, NMD

Sonoran University of Health Sciences, 2022.

Petelin, Paul, MD

University of Arizona Medical College, 1997.

Peyman, Tara, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Pinazza, Anthony, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Pingel, Tricia, NMD

Southwest College of Naturopathic Medicine, 2009.

Placella, Naomi, NMD

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Popiel, Brian, ND

Bastyr University, 2002.

Preston-Hesler, Sarah, NMD

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Price, Jess, DPM

Des Moines University Doctor of Podiatric Medicine, 2002.

Proefrock, Kenneth, ND

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Psenka, Jonathan, NMD

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National University of Health Sciences, 2016.

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Ramsey, Theresa, NMD

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Randahl, Samantha, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Rao, Santosh, MD

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Robinson, Jeffrey, DC

Southern California University of Health Sciences, 2001.

Robinson, John, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

Rodriguez, Odessa Arianna, ND

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Romero, Kelly, ND

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 1996.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

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Salisbury, Lauren, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2020.

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Shapiro, Aaron, DC

Palmer College of Chiropractic, 1994.

Sharaf, Sydney, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Shaw, Anne, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 2014.

Shiffler, Nichole, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 2013.

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Sonoran University of Health Science, 2022.

Siegel, Mark, DO

Western University of Health Sciences, 1987.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2001.

Skubisz, Corey, NMD

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2017.

Smialek, Kiera, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2011.

Smith, Ashley, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Smith, Garrett, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2005.

Smith, Jennifer, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2013.

Smith, Quentin, DC

Northwestern Health Sciences in Minnesota, 2015.

Smith, Tyronda, MD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2021.

Smithers, Jillian, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 2016.

Song, Crystal, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

Sorr, Steven, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

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Northeast College of Health Sciences, 1990.

Stage, Katrina, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

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National University of Natural Medicine (Now Sonoran University of Health Sciences), 2014.

Stein, Ashley, NMD

Southwest College of Naturopathic Medicine, 2019.

Steinke, Rhonda, ND

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Stevens, June, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2004.

Stills, Sharon, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2002.

Stockton, Toni, MD

Howard University College of Medicine, 1983.

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Bastyr University, 2021.

Succo, Deidra, NMD

Sonoran University of Health Sciences, 2023.

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Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Swartz, Richard, DC

Los Angeles College of Chiropractic, 1995.

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Tade, Carolyn, NMD

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Tallman, David, NMD

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2002.

Tardi, Frank, PT, DPT, CSCS
Midwestern University, 2018.

Tately, Molly, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Science), 2021.

Teames, Russell, DC
Carrick Institute of Graduate Studies, 2013.

Tellier, Krystal, ND, CPM
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Terlisner, Amy, NMD
Bastyr University, 2006.

Thacker, Meghna, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Thoreson, Kaylee, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Trahan, Sarah, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Tripp, Warren, MD
Jefferson Medical College of Thomas Jefferson University, 1983.

Troy, Katharine, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2019.

Turner, Mary Jo, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2006.

Turner, Leila, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

U

Udell, Eric, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2002.

V

Van Driel, Evan, BSc, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Victor, Erin, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2011.

W

Waite, Amy, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Walker, Catherine, ND
National College of Natural Medicine, 2014.

Wall, Thomas, MD
Houghston Sports Medicine Clinic, 1997.

Wallace, Kris, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2016.

Wells, Wendy, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2007.

Werling (Tizio), Gina, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Werner, Stefanie, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Werner-Messingale, Mykayla, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2015.

Wheeler, Miriam, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Whitney, Travis, NMD
National College of Natural Medicine, 2015.

Whittington, Amy, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2003.

Willfahrt, Karen, NMD, RN, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2000.

Williamson, John, NMD, MBBS
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2010.

Williamson, Phillip, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2014.

Williamson-Weirick, Susan, ND
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2009.

Winton, Jennifer, DC
Palmer College of Chiropractic, 2003.

Winton, Todd, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 1999.

Wool, Dan, NMD
Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Wright, Berlin, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2018.

Z

Ziol, Judith, ND

Southwest College of Naturopathic Medicine (Now Sonoran University of Health Sciences), 2011.

2025_2026 Addendum Summary

Academic Departments

School of Mental Health

Amended Content: Tab created to contain Academic department information

Effective Term: Winter 2026

Administration

Executive Leadership & Program Administrators

Amended Content: Changes in campus leadership and titles were updated. Language was amended throughout the catalog and handbook to reflect the title changes.

Effective Term: Winter 2026

Admissions Policies

Transfer

Section: Eligible Coursework (p. 8)

Amended Content: Addition of Masters in Clinical Mental Health program Transfer Credit Policy

Effective Term: Winter 2026

Satisfactory Academic Progress

Grading Scale Policy

Section: Grading (p. 38)

Amended Content: A change was made to the MS programs' grading scale to include the grade of *C: Not Meeting Program Requirements* and clarification on grading policies related to a grade of C in MS program coursework.

Effective Term: Winter 2026

Student Policies

Absence Policy

Section: Attendance and Absence Sections

Amended content: Policy amended to include final examinations as mandatory professional obligations with required attendance at normally scheduled times.

Effective Term: Winter 2026

Tuition and Fees

Non-course-specific Fees

Amended Content: Amending the Graduation Fee to Program Completion Audit Fee to better clarify the purpose of this fee.

Effective Term: Winter 2026

Publication Archives

You may use the links below to access archived versions of our online Course Catalog and Student Handbook. Archived publications will contain a link to a PDF and Web version of the document.

To access publications not listed below please visit Sonoran University's Campus Publications (https://my.sonoran.edu/ICS/Campus_Life/Campus_Publications/) page on MySonoran.

Thank you,

Sonoran University Administration

Course Catalog

- 2023 - 2024 Course Catalog (<https://catalog.sonoran.edu/archives/2023-2024/>)
- 2024 - 2025 Course Catalog

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