



NATIONAL
HOLISTIC
INSTITUTE

A College of Massage Therapy

School Catalog

Career Training for Programs:

1. Massage Therapist and Health Educator and IDL Version
2. Advanced Neuromuscular Massage Therapist and IDL Version
3. Advanced Neuromuscular Massage Therapist and Health Educator and IDL Version
4. Holistic Chef – IDL
5. Nutrition Consultant – IDL
6. Continuing Education and IDL Version

Effective Dates: 01/01/2021 – 12/31/2021

Classes are taught at the following School Locations:

Campus:	Address:	Phone:	CAMTC #:	Programs
Clovis (Fresno), CA	564 W. Herndon, Clovis, CA 93612	559.297.4500	SCH0158	1
Emeryville, CA	5900 Doyle Street, Emeryville, CA 94608	510.547.6442	SCH0045	1-5
Modesto, CA	5601 Stoddard Road, Modesto, CA 95356	209.272.7800	SCH0169	1
Ontario, CA	2930 E. Inland Empire Blvd., Ontario, CA 91764	909.417.3200	SCH0166	1, 2, 3
Redding, CA	1755 Hilltop Dr., Redding, CA	530.224.1000	SCH0157	1
Sacramento, CA	1610 Arden Way, Sacramento, CA 95815	916.568.6411	SCH0047	1, 2, 3
San Jose, CA	3031 Tisch Way, Ste. 1 Plaza South, San Jose, CA 95128	408.423.8004	SCH0049	1, 2, 3
Santa Ana, CA	201 E. Sandpointe Ave. Ste. 100, Santa Ana, CA 92707	714.668.9263	SCH0046	1, 2, 3
Santa Rosa, CA	1221 Farmers Ln., Ste. 100, Santa Rosa, CA 95405	707.596.6040	SCH0045	1
Studio City, CA	10969 Ventura Blvd. Studio City, CA 91604	818.788.0824	SCH0048	1, 2, 3

Note: IDL refers to "Interactive Distance Learning"

Email: nhi@nhi.edu / info@baumancollege.org

Web Site: www.nhi.edu / www.baumancollege.org

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About This Catalog

This catalog of the National Holistic Institute (NHI) and Bauman College contains important information for our current and prospective students. It tells you just what we offer at NHI / Bauman and what you can expect when you attend.

The policies and procedures described in this catalog apply to all students, so please read the catalog all the way through. You will attend an orientation class on your first day of school. However, if there is anything in this catalog that you need clarified before orientation, please contact your Admissions Representative or the Director of Admissions.

NHI reserves the right to update or modify any of the information appearing in this catalog at any time. Updates occur normally on an annual basis, or as substantive changes happen. Please note, you may find the following language throughout the catalog:

1. NHI Massage – referring specifically to programs 1, 2 & 3
2. Bauman College – referring specifically to programs 4 & 5
3. NHI – referring to *all* programs, 1-5

MISSION OF THE NATIONAL HOLISTIC INSTITUTE & BAUMAN COLLEGE

“Helping People Have Work They Love!”

Why National Holistic Institute?

Carol Carpenter, founder of NHI, began her career as a Massage Therapist in 1976. She quickly realized that Massage Therapists needed higher quality education.

“The entire field of Massage Therapy was growing at a rapid rate,” said Carol, “and it still is. There’s much more to being a professional Massage Therapist than simply knowing how to give a massage. You also have to know how to assess a client’s needs... what kind of massage to give and when... how to communicate with clients... how to have the career you’ve dreamed of... how to build your professional practice — and much, much more.”

Carol envisioned an in-depth, comprehensive massage therapy program that would produce the industry’s best massage therapists. In 1979, her vision became reality when she founded the National Holistic Institute.

Over the years, NHI has set the standard for massage therapy programs around the world by emphasizing the professional aspects of massage therapy.

Thousands of students have graduated from our program and found success starting their own private practice or working in luxurious resorts, day spas, sports clubs, and medical offices.

Our students come from all over the nation, many foreign countries, and many different walks of life, but they all share one thing in common – a strong desire to serve others and to have worthwhile, meaningful work.

NHI students find their time here to be exciting, challenging, fulfilling, and fun. Many of our graduates report that their experience at NHI has brought them greater independence, better control of their time, improved health, and greater integration of their professional life with their personal beliefs and values. With an NHI education, these same benefits can be yours.

Our Environment for Learning

Our facilities range in size from approximately 5,000 to 18,000 square feet of beautiful, warm, open spaces. The campus facilities include bodywork and lecture classrooms, staff offices, and amenities on campus or nearby.

The school's equipment includes massage tables, massage chairs, lotions and oils, full-size model skeletons, study tables and chairs, white boards, recording and stereo sound equipment. Required books are distributed to students through an electronic book application, along with supplies such as backpacks, oils, lotions, and sheets.

The Massage Therapist and Health Educator program is offered at all our campuses. The two Advanced Neuromuscular Massage Therapist programs are currently offered at our Emeryville, Sacramento, San Jose, Studio City and Santa Ana campuses. The campus addresses can be found on the front cover of this catalog.

Why Bauman College?

Bauman College is a leading provider of vocational programs in the fields of integrative nutrition and culinary arts. Established in 1989 on the revolutionary ideas of Dr. Ed Bauman and a part of the National Holistic Institute (NHI) family since August 2020, Bauman College is committed to individual and collective healing through quality education in integrative health.

Bauman College graduates aren't just known by the certificates on their walls — they are known by their depth of knowledge and broad awareness, with which they bring healing to individuals and society.

Our Vision

In keeping with Bauman College's commitment to healing, we are dedicated to broadening our impact by helping to address the inequalities in access to food, education, and health care, which underlie health disparities in our society.

NHI is building upon the rich heritage of both organizations while expanding program offerings in integrative health education. Through rigorous curriculum, relevant career guidance, and visionary direction, we're preparing the future leaders, thinkers, and creators in the integrative health industry.

Our Environment for Learning

Our Nutrition Consultant and Holistic Chef programs are offered fully online in an interactive distance learning format. The course material is delivered through a learning management

system that engages students in a combination of interactive lessons, instructional videos and handouts, discussion boards and at home assignments. Students regularly connect with peers and faculty through online discussion groups, live video classes, and one-on-one office hours with instructors.

By incorporating modern educational technology with thirty years of integrative health education experience, the programs support different learning styles and maximize information retention and real-life application.

Approval and Accreditation

In keeping with our high standards of excellence, National Holistic Institute is licensed, approved, or accredited by the following agencies that oversee our operation:

1. State of California — California Private Postsecondary and Education Act of 2009.

National Holistic Institute is a private institution approved to operate by the California Bureau for Private Postsecondary Education (**BPPE**). Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of California Code of Regulations.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 North Market, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 547-8900.

The Bureau establishes educational standards that are intended to serve as the minimum standard for instructional quality and institutional stability for private postsecondary schools in California. The Bureau responds to student complaints and oversees a fund designed to help reimburse a student's tuition if a school closes unexpectedly. The Bureau is also responsible for approving education and training programs for veterans.

2. Accrediting Council for Continuing Education and Training (ACCET)

National Holistic Institute is accredited by the Accrediting Council for Continuing Education and Training. ACCET is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency. In support of ACCET's standards, NHI upholds the following principles of professional ethics:

- To provide programs of study that are educationally sound, up-to-date, of high quality and are demonstrably effective.
- To maintain fair, ethical and clearly stated advertising, admission, and enrollment practices by accurately and fairly representing our institution and its services to all people.
- To provide effective student counseling and motivational programs that recognize individual differences and ensure successful student retention, graduation and employability where applicable.
- To demonstrate the ultimate benefit of private educational training programs through satisfied participants.

- To maintain an effective peer review system that ensures proper and ethical administration of all financial aspects of the institution.
- To promote the concept of voluntary self-regulation inherent in the accreditation process.
- To demonstrate a commitment to the people we serve through local community involvement and participation.
- To demonstrate the effectiveness of private educational training, thereby providing essential skills to support a productive American workforce.
- To promote continuing education and training programs of the highest quality and integrity.

3. California Massage Therapy Council (CAMTC)

Applicable only to program #1 (ground-based/residential version only).

The California Massage Therapy Council ("CAMTC") was authorized by the California Legislature through the enactment of Senate Bill 731 and re-authorized by Assembly Bill 1147, again in 2016 by Assembly Bill 2194, and then extending CAMTC's authority over voluntary certification through 12/31/2021.

CAMTC is a private nonprofit public benefit corporation. Its' volunteer Board of Directors is appointed by California cities, counties, law enforcement, massage schools, the Department of Consumer Affairs, professional massage associations and other stakeholders as authorized by law in California Business and Professions Code sections 4600 et. seq.

CAMTC is required by California Business and Professions Code section 4600 et. seq. to:

1. Create and implement a voluntary certification program for the massage therapy profession that will enable consumers to easily identify credible Certified Massage Therapists (CMTs);
2. Ensure that certified massage professionals have completed sufficient training at approved schools; and
3. Approve massage schools. As of July 1, 2016, CAMTC only accepts education from massage school programs that have been CAMTC approved.

California Massage Therapy Council's mission is to protect the public by certifying massage professionals in California that meet the requirements in the law, and approving massage programs that meet the minimum standards for training and curriculum.

While CAMTC does not accredit massage therapy schools, it does *approve* them. CAMTC also has the responsibility to determine that the training and curricula massage schools provide meets the legal requirements for applicants to obtain certification, including but not limited to, minimum standards for training and curriculum and general education guidelines.

For massage therapy schools, California state-recognized certification makes it easy to prepare students for a successful career by:

- Requiring only one certificate to work in the entire state of California;

- Standardizing eligibility for all cities and counties;
- Offering affordable fees for massage professionals; and
- Further legitimizing the massage therapy profession.

4. United States Department of Education

The National Holistic Institute is an eligible institution approved by the United States Department of Education to participate in the following programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Family Education Loan Program
- Federal Work Study Program

5. Veterans' Benefits

Applicable only to program #1 & 2 (ground-based/residential version only).

NHI is approved to train Veterans and eligible persons by The Department of Veterans Affairs (VA), serving as the California State Approving Agency. NHI's approval is based on this catalog and the Veterans' Information Bulletin. Students who wish to receive veteran benefits need to notify the Department of Veteran Affairs (DVA). The NHI program is approved as accredited under Section 3675, Chapter 36, Title 38, U.S. Code. NHI's approval is based on this catalog and the Veterans' Information Bulletin. Students who wish to receive veteran benefits need to notify the Department of Veteran Affairs (DVA). The NHI program is approved as accredited under Section 3675, Chapter 36, Title 38, U.S. Code.

6. Foreign Student Eligibility

Applicable only to program #1. NHI is authorized under Federal law to enroll nonimmigrant alien students.

Program #5: Bauman College also accepts international students who do not require US DOE Federal Financial Aid and do not intend on participating in any in-person classes or activities.

7. American Massage Therapy Association (AMTA)

Applicable only to program #1.

NHI adheres to the national standards for Massage Therapists established by the American Massage Therapy Association (AMTA). The Association was established in 1943 to promote the practice of professional Massage Therapy. AMTA is the largest and most influential organization in the field. NHI has been affiliated with the AMTA for over 25 years and is a member of the AMTA's Council of Schools (COS).

8. Vocational Rehabilitation

Applicable only to program #1 & 2 (ground-based/residential version only).

Many vocational rehabilitation counselors have found NHI's Massage Therapy training appropriate for the retraining of their clients. Along with technical skill and support, our program instills the confidence to succeed.

9. National Certification Board for Therapeutic Massage & Bodywork

Applicable only to program #1, 2, 3 & 6 (all versions).

NHI is an approved continuing education provider for NCBTMB, as well as an "Assigned School". Upon successful completion of NHI's Massage Therapist and Health Education training, many of our graduates take the National Certification Examination offered by NCBTMB. This voluntary test has been established to measure professional development in the field. NHI's comprehensive training prepares our graduates for this test. (022308-00)

10. National Association of Nutrition Professionals

Applicable only to program #5.

Bauman College's online Nutrition Consultant program meets NANP's educational standards. Graduates of these programs are eligible for professional membership in the NANP and may apply to sit for the Board Exam in Holistic Nutrition. This voluntary test has been established to demonstrate achievement of the highest level of professional recognition and validation of a graduate's knowledge and experience in the holistic nutrition industry. Bauman College's comprehensive training prepares our graduates for this test.

Placement Assistance

NHI's Placement staff provides the support and guidance to help make each student's job search successful. Many employers contact us to find well-trained Massage Therapists, Holistic Chefs and Nutrition Consultants. The opportunities to have work you love as a are exciting and varied.

NHI massage students and graduates have found full or part-time work they love in such areas as:

- Day Spas and Resorts
- Massage and Wellness Centers
- Chiropractic Offices
- Sports Clubs and Fitness Centers
- Hospitals
- Physical Therapy Clinics
- On-site corporate massage
- Community based organizations
- Schools
- and, in Private Practice managing their own business

Bauman College Nutrition Consultant students and graduates have found full or part-time work they love in such areas as:

- Corporate Wellness Programs
- Integrative Health Teams
- Health Food Stores
- and, in Private Practice managing their own business

Bauman College Holistic Chef students and graduates have found full or part-time work they love in such areas as:

- Catering Companies
- Corporate Food Preparation
- Primary School Food Programs
- and, in Private Practice managing their own business

The Job Placement staff also offers resume writing support, a newsletter of job listings, a job referral system, and other helpful resources to assist each student in his or her job search. Furthermore, our Externship program (applicable to programs 1, 2 & 4), with hundreds of participants, has often helped place our graduates in work they love.

NHI Massage graduates have an advantage in the marketplace, since their training includes state-of-the-art massage and bodywork skills, as well as anatomy, physiology, kinesiology, pathology, client assessment, health education, and communication skills. In addition, NHI graduates develop business, personal, and professional skills as a result of their well-rounded education.

One of the many strengths of the Holistic Chef – IDL program is the inclusion of the business skills and day-to-day operations needed to succeed as a personal chef, both taught in our entrepreneurship curriculum and throughout our culinary classes. While traditional culinary schools train almost entirely for restaurant work, we train personal chefs to provide the opportunity for a more sustainable and health-supportive culinary career with better pay, better hours, and a healthier approach to feeding people.

The reputation of our Nutrition Consultant – IDL program precedes itself as one of the very first of its kind, while staying up to date on the most recent Nutrition related studies and research. Our students complete the program well equipped for success, with:

- Our science-based nutrition curriculum, which considers disparities in food access and health care that underlie health inequities in different populations;
- Practical, hands-on application of nutrition education, health coaching, and nutritional consulting with clients;
- Our business curriculum, uniquely tailored for the nutrition consultant.

While NHI offers career assistance, no guarantee of placement can be made.

Even after you graduate, our Job Placement Department will answer questions and help you meet your goals. NHI is pleased to offer this service to graduates throughout their careers in massage therapy.

Massage Therapist classification codes:

- BPPE: 31-9010
- CIP: 51.3501

Holistic Chef – IDL Program:

- BPPE: 35-2013, 35-1011, 35-2019
- CIP: 12.0500

Nutrition Consultant – IDL Program:

- BPPE: 21-1091
- CIP: 30.1901

Massage Therapy Laws

In California, there are two pathways to working as a massage therapist:

1. Voluntary certification through the California Massage Therapy Council (CAMTC) that allows you to work anywhere in California with one certification, or
2. Receiving licenses or permits in individual cities or counties as necessary.

Please note, that there are no current laws in California governing Programs 4 & 5 offered through Bauman College, with the exception of local business permit requirements.

California Massage Therapy Certification – Massage Therapy Program #1 – ground-based version

The California Legislature established the California Massage Therapy Council (CAMTC), a private, non-profit organization, to issue voluntary certifications so that Certified Massage Therapists (CMT) could work anywhere in California without also obtaining a city or county massage permit or license. NHI is a CAMTC Approved School, meaning that our graduates qualify to be Certified Massage Therapists by the CAMTC.

The purpose behind CAMTC’s creation was to protect the public and standardize the massage profession by making the process of certification the same throughout the state, rather than different in each city and county. Statewide certification through CAMTC streamlines massage therapists registration procedures, helps local governments keep track of whether a massage therapist is actually licensed or certified elsewhere, and increases transparency for the general public about what “certified” stands for in a title.

Applicants for CAMTC certification shall have attended 500 supervised hours total with 100 of those hours satisfying CAMTC specified subjects. (More detailed information may be obtained at www.camtc.org.) Attendance and/or graduation from a California Massage Therapy Council approved school does not guarantee certification by CAMTC. Applicants for certification shall meet all requirements as listed in California Business and Professions Code section 4600 et. seq., and can be found here: <https://camtc.org/requirements-to-certify/>.

Please note: Pursuant to California Business and Professions Code section 4611, it is an unfair business practice for a person to do any of the following:

- a. To hold himself or herself out or to use the title of “certified massage therapist” or “certified massage practitioner,” or any other term, such as “licensed,” “certified,” “CMT,” or “CMP,” in any manner whatsoever that implies or suggests that the person is certified as a massage therapist or massage practitioner, unless that person currently holds an active and valid certificate issued by the California Massage Therapy Council.

- b. To falsely state or advertise or put out any sign or card or other device, or to falsely represent to the public through any print or electronic media, that he or she or any other individual is licensed, certified or registered by a governmental agency as a massage therapist or massage practitioner.

City or County Permits or Licenses

California cities and counties have a variety of massage rules, regulations, and fees. Some California cities require minimal hours of training while other cities require comprehensive training, and some fees are modest while some are expensive.

Outside the State of California

Students who wish to pursue their professional massage therapy practice outside of the state of California after they graduate, whether as a private practitioner or as an employee of an organization, are responsible to check that state's requirements on their own behalf.

Business Licenses

All practitioners who have a private practice should also note that they are responsible for obtaining a business license in the city or county in which they operate.

Library Resources

Each National Holistic Institute campus maintains, and makes available to students and staff, a small reference library containing books to support deepening of knowledge in various topics related to the massage industry and the field of health education. In addition, students have access to up-to-date regulations governing the practice of massage therapy in the State of California. Job listings and Externship materials are available to students and are also incorporated into the Curriculum in several classes throughout the programs. Additional resources are available on-line through the Internet, and ebooks.

Faculty Qualifications

In order to be considered a candidate, applicants for the teacher's position must have a minimum of three years' experience in the field or related field in which they will instruct. Applicants must have completed a formal educational training in the field of massage therapy and hold a certificate, or combination of certificates, that total no less than 500 hours. All candidates who apply for a position must also demonstrate professional and ethical attributes that are consistent with National Holistic Institute's standards and philosophy.

NHI's extensive in-house Teacher Training, consisting of over 1000 hours of structured, or guided support, secure the knowledge and capabilities of all instructors.

Credit /Clock Hour Definition and Conversion Methodology

National Holistic Institute utilizes a Quarter Credit Hour system, as allowed by the Federal Department of Education.

1. A clock hour is defined as 50 minutes of actual class instruction within a 60-minute period.
 - a. Students are given a 10-minute break within each 60-minute period of instruction.
 - b. Alternative breaks occasionally given, based upon day-of curriculum.

2. For both ground-based and IDL programs - In addition to in-class instruction, inherent in the programs offered at National Holistic Institute, are required homework-related / out-of-class work (OOCW), activities and assignments.
 - a. All OOCW / homework is documented in the curriculum, including an approximation of the time required for the student to complete the assignments.
 - b. The grading criterion for all OOCW is specified, weighted, and included in the determination of a final grade for the course or module.

3. For Academic purposes, the Carnegie clock-to-credit hour conversion methodology is used to determine the credit value of a program:
 - a. For Lecture hours consisting of theory or new principles, the conversion ratio is 10 lecture hours to 1 quarter credit hour. (Divide lecture hours by 10).
 - b. For Laboratory hours defined as supervised student practice of a previously introduced theory, the conversion ratio is 20 laboratory hours to 1 quarter credit hour. (Divide laboratory hours by 20).
 - c. For Externship hours consisting of supervised work experience activities related to the training program, the conversion ratio is 30 externship/internship hours to 1 quarter credit hour. (Divide externship hours by 30).

4. For Title IV Federal Financial Aid eligibility determination:
 - a. National Holistic Institute has established equivalencies for the amount of work required (in-class / out-of-class) to equate to each unit/credit given. The federally defined in-class minimums are well exceeded, with the required levels of OOCW workload spread throughout the program in an academically sound and measured manner. All hours are represented with intended learning outcomes and are verified by evidence of student achievement and in accordance with accreditation standards.
 - b. Credit Division by Program. For financial aid purposes, one quarter credit hour is based on 25 clock hours of direct faculty instruction and a minimum of two hours of out of class student work:
 - i. Total of 18 quarter credits per Term, of which there are two, or 36 credits for programs 1, 4 & 5 (800 in-class hours / 100 out-of-class hours)
 - ii. Total of 54 quarter credits for the full Advanced Neuromuscular Massage Therapy and Health Educator program (1250 in-class hours / 100 out-of-class hours)
 - iii. Total of 18 quarter credits for the full Advanced Neuromuscular Massage Therapy program (450 in-class hours / 40 out-of-class hours)

Massage Therapy Programs Offered

Program Detail – Program 1

(Ground-based & IDL Versions)

Massage Therapist and Health Educator (Core)

- 800 Clock Hours (Class Hours)
- 100 Out-of-Class Work Hours
- 8, 10, and 12 months
- 62.89 Academic / Carnegie Credits
- 36 Quarter Credits for Title IX Financial Aid Purposes

Award: Diploma

Class Schedules

Week Day Schedule:

- 4 Hour Classes:
- Monday through Friday; 8:45am – 12:45pm
- 8 to 10 months in length
- Some schedules include one to two additional class per week: 1:15pm – 5:15pm

Afternoon Schedule:

- 4 Hour Classes:
- Monday through Thursday; 1:15pm – 5:15pm
- Clinic options include:
 - o Friday Afternoon; 1:15pm – 5:15pm, or
 - o Monday Evening: 6:00pm – 10:00pm
- 10 months

Evening Schedule:

- 4 Hour Classes:
- Monday through Thursday; 6:00pm – 10:00pm
- 12 months in length

Evening/Weekend Schedules:

- 4 Hour Classes:
- Monday and Wednesday; 6:00pm – 10:00pm
And Saturday, 8:45am – 5:15pm
- Or
- Tuesday and Thursday, 6:00pm – 10:00pm
And Sunday, 8:45am – 5:15pm
- 12 months in length
- Some schedules include one additional class per week: 1:15pm – 5:15pm

The IDL version of the Core program offers a variety of hybrid schedules, ranging from a prescheduled 1 to 2 days of on-line, synchronous classes per week, allowing you the freedom to attend many classes from home. Your detailed schedule is available through your Admissions Representative.

Note – not all schedules are always available at all campuses.

Externship, included as a part of the 800 total course / “in-class” hours, is completed predominantly, if not entirely, *off-campus*, and occurs outside of the class days and times listed above.”

Completion of offsite Externship hours has a Term-by-Term deadline, with the detailed schedule at the discretion of the student.

Educational Objectives

NHI’s aim is to graduate qualified Massage Therapists who, as soon as possible, can generate sufficient earnings to meet all their requirements for food, clothing, housing, transportation, child care, insurance, health care, and other necessities, as well as for recreation, vacations, and retirement planning.

Upon successful completion of NHI's Massage Therapist and Health Educator program, you will be prepared for private Massage Therapy practice, as well as for work in spas, gyms, health clubs, fitness centers, corporate offices, senior centers, disaster relief centers, sports events, healthcare provider facilities, and other locations, assisting clients with general health improvement, stress reduction, relaxation, health education, injury prevention, as well as other many other environments in which massage therapy is an added benefit.

Prerequisites / Prior Education Requirements

No prior massage, science, or business education is required, nor any massage-related clinical experience.

Program Terms

NHI's 800-hour program consists of two "Terms": Junior & Senior.

As a new student, you start as a Junior (Jr), complete ½ of the program (100, 4-hr classes), consisting of *either* the Eastern or the Western Term, and then complete the other ½ as a Senior (Sr), by taking the other corresponding Term (200, 4-hr classes in total).

1. Jr / Sr - new & old student in-class overlap
 - Junior experience: Build a solid bodywork foundation, supported through simultaneous experience in each of the additional four courses, creating many points of connectivity. Moreover, you will have deep learning opportunities from the Seniors who recently completed *their* first Term.
 - Senior experience: Creates opportunities for sharing prior learnings, thereby reinforcing, and deepening the past Term teachings, while you as a student are learning new subject matter. Senior Term also offers leadership opportunities for those who want it.

Term Progression

One Term is not the prerequisite for the other. A student may start as a Junior in the East or the West, and will equally complete all program material.

1. Western Term (Jr or Sr) – 100, 4-hour classes
 - Includes modalities such as Swedish, Deep Tissue, Sports Massage, Spa Life, Myofascial Therapies and more...
 - Sciences – anatomy, kinesiology, physiology, and pathology
 - Business/Ethics – Self-Direction & Time Management, Communications, Marketing (self and services) and more...
 - Clinic
 - Externship
2. Eastern Term (Jr or Sr) – 100, 4-hour classes
 - Includes modalities such as Shiatsu, Acupressure classes (Jin Shin, Potent Points, Stress Management), Energy Massage, Myofascial Therapies and more...
 - Sciences – anatomy, kinesiology, physiology, and pathology
 - Business/Ethics – Powerful Presentations, Resume, Practitioner Issues and Ethics, and more...
 - Clinic
 - Externship

Courses & Credits

Massage Therapist and Health Educator Courses:	DOE Credits	Carnegie Quarter Credits	In-Class Hours
Massage Theory & Practice	18.38	34.57	404.50
Science Anatomy / Physiology / Kinesiology / Pathology	6.62	12.97	143.50
Business Practice Management, Ethics & Professionalism	4.32	7.75	86.00
Clinic	3.88	5.00	96.00
Externship	2.80	2.60	70.00
Totals	36.00	62.89	800.00

For Federal Department of Education financial aid purposes, Program 1 is considered 36 Quarter Credits.

Course of Study

NHI's Massage Therapist & Health Educator training program consists of the following five subjects:

I. **Massage Theory and Practice**

51% of the Grade Point Average

Every person's need for massage is different. Older people, for example, often need different kinds of massage than athletes or children.

At NHI, we not only teach you a wide range of massage techniques to meet people's diverse needs, but also how to assess a client's needs and develop a customized massage program to meet those needs.

In this subject, you will learn Swedish and Shiatsu massage, acupressure, sports massage, massage for pregnant women, massage for people with injuries, seated massage, foot reflexology, deep tissue massage, energy massage, joint mobilization, rocking and shaking massage, professional draping procedures & policies, body mechanics for the therapist, standards for quality hygiene / personal & environmental health both on campus, as well as in the profession, and assessment and customization of massage sessions. Note: NHI follows the draping standards set by the American Massage Therapy Association (AMTA), to assure the safety and comfort of our students, and Student Clinic clients.

You will learn how to speed up the natural healing process of the body through the application of hot and cold packs (hydrotherapy).

You will also learn stress management education and other topics that will help you, as a health educator, address the many questions you'll be asked by your clients regarding health and well-being.

II. **Sciences**

18% of the Grade Point Average

As a professional Massage Therapist, you naturally need to know about the human body.

In this subject, you will learn about the structure and function of the musculo-skeletal system, including the origin, insertion, and action of muscles; range of motion; postural analysis; and kinesiology.

You will also gain an understanding of how massage affects various inner systems of the body. In particular, you will learn about the circulatory system, digestive system, respiratory and nervous systems, Eastern & Western perspectives on the human body, and anatomical terminology.

Because Massage Therapists often serve at health institutions, sports events, and disaster relief centers, you will learn the signs of many common diseases, how massage can help alleviate them, and when to refer a client to another health care professional.

III. Business / Career & Professional Development, Ethics

12% of the Grade Point Average

Since our aim is for you to make a good living through the practice of Massage Therapy, we at NHI place a strong emphasis on the learning of business and professional skills. Many of our students are surprised to find that the business aspect of being a Massage Therapist can be just as fulfilling and rewarding as giving massage. NHI's career development classes will help you develop professional skills to be prepared for a successful practice or employment.

Most students find that this subject helps them gain an extraordinary amount of clarity about their own lives and about the needs they have which they want their work to fulfill. In this subject, you will be introduced to a host of business-related disciplines, including:

- Massage Industry ethics and standards.
- How to develop your presentation skills to communicate effectively with clients and business associates.
- Understanding and meeting your clients' changing needs.
- Marketing your services to prospective clients.
- Organizing your financial accounts and updating client records to help you prepare for income tax filing.
- How to create an effective resume that highlights your strengths.
- How to prepare and interview for positions as an independent contractor or employee.

When you consider that NHI's training is more comprehensive than most massage training programs, and that it includes so many career development skills, you can see why our students are confident of their abilities when they begin practicing Massage Therapy.

As you begin your new profession as a Massage Therapist, NHI will be at your side, with knowledge, encouragement, and support. We are here to help you succeed!

IV. Student Clinic

11% of the Grade Point Average

In the NHI Student Clinic, you will use the massage skills you have learned, practicing on clients from the general public. The Student Clinic allows your instructors to assess and assist your progress in a supervised, real-world setting.

In the Student Clinic, you will gain valuable experience working with a team of fellow professionals who share common goals.

And you will refine your skills in greeting and communicating with clients, setting appointments, time management and pacing, handling payments, and other practical aspects of working in Massage Therapy setting.

You'll find the Student Clinic to be a powerful part of your training. You will see for yourself how massage makes a difference in people's lives. And you will gain confidence in yourself and in your growing abilities as a Massage Therapist.

V. Externship

8% of the Grade Point Average

This course will give you valuable on-site experience and prepare you for the transition to your professional career. At the same time, you'll contribute to the greater health and well-being of your community.

As an NHI extern, you'll work at a community-based health or service organization, spa, gym, medical office, or other settings. You'll receive practical experience in providing massage to a variety of people, including the elderly, physically challenged, homeless, people living with HIV, survivors of abuse, caregivers, and people recovering from chemical addictions.

In addition, the Externship program will prepare you to network with professionals in the field of massage therapy. You will have valuable opportunities to market your skills to these professionals and others. You will also be able to gain exposure to massage industry business related activities that cater to your personal career goals.

As noted earlier, Externship is completed predominantly, if not entirely, *off-campus*, and occurs outside of the class days and times listed above.

Final GPA, Course Value & Weighting

How is your final / overall Grade Point Average (GPA) determined?

1. Your Junior GPA equals 50% of your final GPA
2. Your Senior GPA equals the other 50%
3. As a Junior, and as a Senior, you will receive an overall grade for each of your five courses. These Course grades are based on the grades, and weighting of each test, quiz, or OOCW item for that Course. (For more information, please request OOCW list for individual weighting, grading and assignment details.)
4. Overall, 80.3% of your final GPA is based on Tests, with the other 19.7% based upon your Out-Of-Class-Work grades.

	Final GPA Determination	Determination of Course Grade	
Massage Therapist and Health Educator: Courses	Course Weighting	Tests Weighting	Out-Of-Class Work Weighting
Massage Theory & Practice	53%	85.6%	14.4%
Science Anatomy / Physiology / Kinesiology / Pathology	19%	85.7%	14.3%
Business Practice Management, Ethics & Professionalism	10%	91.5%	8.5%
Clinic	11%	100.0%	0.0%
Externship	8%	100.0%	0.0%
GPA	100%		

For specifics on individual tests and evaluations, please see Syllabi.

In-Class Work

In-Class Hours are measured in three different ways:

1. **Lecture Hours:** Instructional hours consisting of theory or new principles.
2. **Lab Hours:** Instructional hours consisting of supervised student practice of a previously introduced theory/principle during which practical skills and Knowledge are developed and reinforced.
3. **Externship Hours:** Instructional hours consisting of supervised work experience activities related to skills/knowledge acquired during the training program.
 - a. NOTE: Only the introductory hours of Externship are taught on-campus. The remaining hours are completed off-campus, outside of the class days and times listed below.
 - b. Completion of offsite Externship hours has a Term-by-Term deadline, with the detailed schedule at the discretion of the student.

Massage Therapist and Health Educator: Courses	Lecture Hours	Lab Hours	Externship Hours	Total Hours
Massage Theory & Practice	287.00	117.50	0.00	404.50
Science Anatomy / Physiology / Kinesiology / Pathology	116.00	27.50	0.00	143.50
Business Practice Management, Ethics & Professionalism	69.00	17.00	0.00	86.00
Clinic	4.00	92.00	0.00	96.00
Externship	3.50	2.50	64.00	70.00
Total	479.50	256.50	64.00	800.00

Out-Of-Class-Work (OOCW)

Out-of-class-work consists of a wide variety of learning tools designed to support your success through the program, and in your career as a Massage Therapist. It is a required component of your curriculum and consists of 100 hours in the Program credit calculation. Your OOCW time will vary, but will average approximately 2 to 4 hours per week. The type of OOCW consists of, but is not limited to:

- Bodywork Practice for specific series, and modalities
- National and State Exam on-line preparation
- Resume writing
- Kinesiology Flashcards
- Etc.
- A full list, with anticipated hours for each out-of-class item, assignment date, due date, and associated assignment notes, is distributed in the first week of class.

Massage Therapist and Health Educator: Courses	Out-Of-Class Work Hours
Massage Theory & Practice	62
Science <i>Anatomy / Physiology / Kinesiology / Pathology</i>	21
Business <i>Practice Management, Ethics & Professionalism</i>	17
Clinic	0
Externship	0
Total	100

Sequence of Instruction

You will begin your training at NHI by learning either Swedish or Shiatsu (acupressure-type) massage. Simultaneously, you will be focusing on learning anatomical systems related to this core bodywork. Based on this foundation, other topics are either integrated into ongoing classes, or taught as stand-alone sessions, e.g., many science, ethics, communication, and business topics are discussed in classes where basic bodywork skills are taught. In other instances, stand-alone classes, such as system-relate pathologies, marketing, and business finance are spread throughout the program in a manner designed to support learning and retention. In the Student Clinic and during Externship, you will then practice the skills you have been learning. This “learn by doing” approach helps you integrate and master the course work more effectively.

Class Size

Ground-based Lecture Classes: While lecture classes could accommodate an unlimited number of students, dictated only by the size of the classroom, NHI keeps the maximum Student-to-Teacher ratio for lecture classes, or the lecture portion of classes at 50:1. On average, our largest classrooms hold approximately 42 students.

IDL-version Lecture Classes: 50:1 for lecture, and 15:1 for Discussion Board and related interactive activities.

Hands-On / Bodywork Classes: One of the reasons NHI students learn so well, is because of our diverse, learner-centered, teaching methods. During the hands-on portion of classes, the student/teacher ratio is a maximum of 15:1. This ratio is calculated by dividing the number of students performing hands-on bodywork by the number of faculty members in attendance.

Clinic Classes: A student's clinic experience is the practical application of your hands-on / bodywork training. Your clinic experience is a deep learning opportunity, but one primarily focused on the practice of prior learning, in a real-world / professional environment. Your interaction with the Teacher becomes more focused on "coaching", vs. teaching, giving you, the student, a greater level of independence, but managed in a safe space for student / client interactions. NHI's Student-to-Teacher ratio for clinic classes is 30:1.

Program Detail – Program 2:

(Ground-based & IDL Versions)

Advanced Neuromuscular Massage Therapist (ANMT)

- 450 Clock Hours (In Class Hours)
- 40 Out-Of-Class Work Hours
- 18 Quarter Credit Hours for Title IX Financial Aid Purposes

Award: Diploma

Class Schedules

Week Day Schedule:

- 4.5 Hour Classes:
- Monday through Friday; 8:15am – 12:45pm
- An occasional Saturday may be required based on Cadaver Lab schedule availability)
- 6 months in length

Evening/Weekend Schedule:

- 4.5 Hour Classes:
 - Tuesday and Thursday evening; 6:00pm – 10:30pm, Saturday morning 8:45am – 1:15pm
- OR
- Tuesday and Thursday evening 6:00pm – 10:30pm, Sunday morning 8:45am – 1:15pm
 - An occasional Wednesday evening may be required based on Cadaver Lab schedule availability)
 - 8 1/2 months in length

The IDL version of the Core program offers a variety of hybrid schedules, ranging from a prescheduled 1 to 2 days of on-line, synchronous classes per week, allowing you the freedom to attend many classes from home. Your detailed schedule is available through your Admissions Representative.

Note – not all schedules are always available at all campuses.

Classes are in continuous session throughout the year. Upcoming start dates are released periodically. For further information on upcoming schedules at your campus of interest, please contact an Admissions Representative.

Credits

Advanced Neuromuscular Massage Therapist: Modules	Carnegie Quarter Credits	In- Class Hours
Lower Extremity	7.90	90.00
Lumbar Pelvic	8.05	90.00
Neck & Head	7.92	90.00
Shoulder Thoracic	8.00	90.00
Upper Extremity	7.97	90.00
Totals	39.84	450.00

For Federal Department of Education financial aid purposes, Program 2 is considered 18 Quarter Credits.

Educational Objectives

NHI's aim is to graduate qualified Neuromuscular Massage Therapists with advanced level skills who, as soon as possible, can generate sufficient earnings to meet all their requirements for food, clothing, housing, transportation, child, care, insurance, health care, and other necessities, as well as for recreation, vacations and retirement planning.

Upon successful completion of NHI's Advanced Neuromuscular Therapist program, you will be prepared to work as a massage therapist in Pain Management settings such as Hospitals, Doctors' offices, Physical Therapists' offices, Rehabilitation Centers, in spas and resorts, with sports teams and Sports Medicine settings and as a private practitioner with independent or referral-based clients.

Prerequisites / Prior Education Requirements

NHI's Advanced Neuromuscular Therapist training program is a professional development and continuing education course designed for massage therapists with at least 500 hours of entry level education, and other manual therapists such as chiropractors, physical therapy assistants, physical therapists, personal trainers, and athletic trainers.

Course of Study

Students expand upon their knowledge of kinesiology, functional anatomy, physiology, pathology, mechanism of injury, and soft tissue healing. They learn to apply an advanced protocol of orthopedic assessment known as HOPRS to determine the source of injury and dysfunction in the body. If the patient/client condition falls outside of the neuromuscular therapist's scope, students learn how to effectively collaborate with other healthcare professionals.

This course consists of 5 modules, each module focusing on one functional area of the body. Common to every module, students learn Bodywork and Critical Thinking skills:

- Advanced Orthopedic Assessments

- Myofascial injury, pain & dysfunction evaluation
- Understanding forces that damage soft tissue
- Physiology of soft tissue injury & healing
- Medical Massage - applying high level skills in a medical setting

Students also learn to apply deep tissue and clinical sports massage techniques including:

- Trigger Point Therapy
- Neuromuscular re-education
- SOMATICS – how the brain organizes the body’s muscular functions
- Deep Transverse Friction
- Advanced Techniques in:
 - Myofascial Release
 - Proprioceptive Neuromuscular Facilitation
 - Lymphatics (post-surgical and post-injury)

Module specific focus and classes include: Module 1 20% of GPA	Module 2 20% of GPA	Module 3 20% of GPA	Module 4 20% of GPA	Module 5 20% of GPA
Shoulder & Thoracic Region	Head & Neck Business and Marketing Cadaver Lab	Lumbar-Pelvic Region	Lower Extremities Cadaver Class	Upper Extremities Research Pharmacology Cadaver Class

Grading

Course / Module Title	Module	Percent of Module Grade
	Tests/Evaluations	
Shoulder / Thoracic	HOPRS*	3%
Head & Neck	Quizzes	3%
Lower Extremities	Discussion Lead #1	2%
Head & Neck	Discussion Lead #2	2%
Lumbopelvic	Written Final Test	45%
Upper Extremities	Bodywork Practical Test	45%

*HOPRS – History, Observation, Palpation, Range of Motion, and Special Testing.

In-Class Work

In-Class Hours, as in all of the programs, are measured in three different ways:

1. Lecture Hours: Instructional hours consisting of theory or new principles.
2. Lab Hours: Instructional hours consisting of supervised student practice of a previously introduced theory/principle during which practical skills and Knowledge are developed and reinforced.

3. Externship Hours: Instructional hours consisting of supervised work experience activities related to skills/knowledge acquired during the training program.

Advanced Neuromuscular Massage Therapist: Modules	Lecture Hours	Lab Hours	Externship Hours	Total Hours
Lower Extremity	67.83	22.17	0.00	90.00
Lumbar Pelvic	71.00	19.00	0.00	90.00
Neck & Head	68.17	21.83	0.00	90.00
Shoulder Thoracic	70.00	20.00	0.00	90.00
Upper Extremity	69.50	20.50	0.00	90.00
Total	346.50	103.50	0.00	450.00

Out-Of-Class-Work (OOCW)

Approximately 8 hours of “homework” should be expected in each module, and is graded, weighted, and affects your final Module and Program grade.

Advanced Neuromuscular Massage Therapist: Modules	Out-Of-Class Work Hours
Lower Extremity	8
Lumbar Pelvic	8
Neck & Head	8
Shoulder Thoracic	8
Upper Extremity	8
Total	40

Sequence of Instruction

With a modular program one can enter the program at the beginning of any of the five modules. Each module is a stand-alone course, and not dependent on the material covered in the other modules.

Class Size

Ground-based Lecture Classes: While lecture classes could accommodate an unlimited number of students, dictated only by the size of the classroom, NHI keeps the maximum Student-to-Teacher ratio for lecture classes, or the lecture portion of classes at 50:1. On average, our largest classrooms hold approximately 42 students.

IDL-version Lecture Classes: 50:1 for lecture, and 15:1 for Discussion Board and related interactive activities.

Hands-On / Bodywork Classes: One of the reasons NHI students learn so well, is because of our diverse, learner-centered, teaching methods. During the hands-on portion of classes, the student/teacher ratio is a maximum of 15:1. This ratio is

calculated by dividing the number of students performing hands-on bodywork by the number of faculty members in attendance.

Clinic Classes: Program 2 does not include separate Clinic Classes.

Program Detail – Program 3:

Advanced Neuromuscular Massage Therapist and Health Educator

Advanced Neuromuscular Massage Therapist and Health Educator Combining the Core program with the ANMT program:

- 1250 Clock Hours (In Class Hours), as detailed above.
- 140 Out-Of-Class Work Hours
- 54 Quarter Credit Hours for Title IV Financial Aid Purposes

Award: Diploma

Class Schedules

NHI’s Advanced Neuromuscular Massage Therapist & Health Educator Program combines the basic 800 hours of the Massage Therapist & Health Educator Program with the 450 hours of the Advanced Neuromuscular Massage Therapist Program to provide 1250 hours of state-of-the-art training in therapeutic neuromuscular massage (1250 contact hours, with 140 out-of-class work hours). Program length ranges from 14 to 18 months, based on the length of the Core program schedule. Please refer to the earlier sections of the catalog for the available class schedules.

For: Educational Objectives, Course of Study, Tests and Evaluations, Class Size, see Program 1 & 2 for detail, given Program 3 is a combination of the two.

Credits

Advanced Neuromuscular Massage Therapist & Health Educator: Courses & Modules	DOE Credits	Carnegie Quarter Credits	In-Class Hours
Massage Theory & Practice	18.38	34.57	404.50
Science Anatomy / Physiology / Kinesiology / Pathology	6.62	12.97	143.50
Business Ethics & Professionalism	4.32	7.75	86.00
Clinic	3.88	5.00	96.00
Externship	2.80	2.60	70.00
Lower Extremity	3.60	7.40	90.00
Lumbar Pelvic	3.60	7.40	90.00
Neck & Head	3.60	7.35	90.00
Shoulder Thoracic	3.60	7.45	90.00
Upper Extremity	3.60	7.15	90.00
Totals	54.00	99.64	1250.00

For Federal Department of Education financial aid purposes, Program 3 is considered 54 Quarter Credits.

Sequence of Instruction

You will begin your 1250 hour program by first successfully completing the 800 hour Core classes & Courses (see Program 1 for details on 800 hour program sequence of instruction). Once completed, you will matriculate on to the 450 portion of the program, in which each module is a stand-alone course, and not dependent on the material covered in the other modules.

Program Detail – Program 4 (Bauman College):

Holistic Chef Program – IDL (Interactive Distance Learning)

- 800 Clock Hours (In-Class Hours)
- 100 Out-of-Class Work Hours
- 12 Months
- 51.58 Academic / Carnegie Credits
- 36 Quarter Credits for Department of Ed. Financial Aid

Graduation Requirements

To become a Holistic Chef graduate, receive your diploma, and to participate in the graduation ceremony, you must meet the following requirements:

- Satisfactory completion of all course work
- A minimum GPA of 2.0
- A minimum 80% attendance
- Current on payment of tuition and fees

Participation in the Graduation Ceremony is also based on the individual's demonstrated professionalism as a student, as assessed by their instructor, and Education Department Management.

Award: Diploma

Class Schedules:

- 15 Hours / Week
- 12 Months in Length
- The program is taught in an Interactive Distance Learning (IDL) format, which provides flexibility for the student to complete daily activities on their on schedule.

Externship, which is included as a part of the 800 total course / “in-class” hours, is completed outside of the class days and times listed above.

Completion of Externship hours has an end of program deadline, with the detailed schedule at the discretion of the student

Educational Objectives:

To graduate qualified and skilled personal chefs trained in health-supportive, whole foods preparation and cooking to work as personal chefs as employees or entrepreneurs.

Holistic Chefs trained at Bauman College are prepared to work as personal chefs or in complementary careers. They are in high demand for their unique knowledge and training in culinary arts, health-supportive cooking, and specialty diets. Students may choose to start their own businesses or work for other companies.

Holistic Chefs are prepared to work in many possible positions, some of which might be:

- Personal or Private Chefs
- Dinner Party Chefs
- Meal Delivery Chefs
- Commercial Kitchen Chefs (Restaurant, Hotel & various food industry settings)
- Caterers
- Corporate Chefs
- Retreat Center Chefs
- Adventure Travel Chef, (rafting adventures, guided hiking adventures etc.)
- Chef to Mariners, Yacht Cruise, Merchant Mariners (Chief Cook)
- Medical Facilities Chefs
- Chefs for Non-Profit Organizations
- Chefs working in partnership with Health & Medical Practitioners
- School Chefs
- Culinary Educators
- Food Product Consultants
- Recipe Testers
- Culinary Bloggers & Authors
- Food Photographers, Stylists
- Meal Delivery Service Chefs
- Food Product Chefs/Developers
- Chefs offering Menu/Meal Planning Services
- Wellness Center Chefs
- Menu Development for smaller Private Care Facilities & Rehabilitation Facilities
- Urban Farm Recipe Development
- Cooking Program Consultant

Prerequisites / Prior Education Requirements

No prior culinary /chef, science, or business education is required, nor any chef-related clinical experience.

Courses & Credits:

Holistic Chef Courses:	DOE Credits	Carnegie Quarter Credits	In-Class Hours
Culinary Foundations	9.12	14	200
Baking	4.48	7	100

Cooking For Your Client	13.9	21	300
Personal Chef Operations + Entrepreneurship	2.5	3.75	50
Externship	4	3.33	100
In-House Practicum	2	2.5	50
Totals	36	51.58	800.00

For Federal Department of Education financial aid purposes, the Holistic Chef program is considered 36 Quarter Credits.

Course of Study

The Holistic Chef training program consists of the following six courses:

COURSE SPECIFICS

I. Culinary Foundations 25% of Grade Point Average

Course Objective:

The objective of the Culinary Foundations course is to train the student in a broad spectrum of culinary skills in food preparation, safety and sanitation, equipment, and culinary techniques. The education in this course provides the student with skills and confidence to work in a professional culinary setting, thereby providing a strong foundation for a culinary career.

1. The student will take an online ServSafe® safety and sanitation course to qualify as certified ServSafe® Manager level food handlers.
2. The student will understand nutritional basics, including macronutrients and micronutrients, for the purposes of understanding how to prepare and cook food to maximize nutrient density.
3. The student will understand the food industry and its shortcomings and be able to source high-quality, whole-foods ingredients that contribute to an Eating for Health diet.
4. The student will know how to move and work safely and efficiently in a professional kitchen.
5. The student will be familiar with and be able to execute a range of classical knife cuts, break down poultry, prepare various cuts of meat, and prepare fish and shellfish.
6. The student will know how to prepare mise en place and understand its importance.
7. The student will understand how to safely use kitchen equipment including high-speed blender, food processor, mortar and pestle, microplane, pressure cooker, and mandoline.
8. The student will be able to describe various herbs and spices and how to choose, store, and use them.

9. The student will be able to prepare delicious, nutrient-dense stocks and use them as a base for creating various other foods.
10. The student will be able to prepare various traditional sauces.
11. The student will be able to execute a broad range of culinary techniques.

List of Subjects Taught

Food Safety and Sanitation
Kitchen and Scullery Safety
Knife Handling and Safety
Work Station Ergonomics and Efficiency
Nutrition Fundamentals including Macronutrients and Micronutrients
Mise en Place
Breaking down chicken
Preparing various meat cuts
Preparing Fish
Preparing Shellfish
Cookware: Form and Materials
Equipment Utility and Safety
Tasting and Seasoning
Culinary Techniques
(Sauté, Stir Fry, Sear, Braise, Grill/Broil, Pan Fry, Cooking Legumes, Cooking Grains, Cooking Stocks, Making Sauces, Roast, Pan-Roast, Steam, Blanch and Shock, Pressure Cook)

Instructional Methodology

80 hours lecture/demonstration and reading:

- video lectures
- video demonstrations
- instructional handouts

120 hours hands-on laboratory, including:

- work & sanitation station set-up
- food preparation
- cooking
- tasting
- critiquing
- clean-up

II. Baking

12% of Grade Point Average

Course Objective:

The objective of the Baking course is to train the student in a broad spectrum of professional baking skills including classic traditional, gluten-free and grain-free bread baking and pastry techniques. Throughout the course proper food preparation with attention to safety and sanitation as well as cross-contamination considerations when using equipment for gluten-free clients will be emphasized. The education in this course will provide the student with the skills and confidence to work in a professional baking and pastry setting, thereby providing a strong foundation for a career as a traditional and alternative baking and pastry chef.

1. The student will understand the growing need for healthier baked goods, how the industry has grown and how to source high-quality, whole grain and gluten-free

- flours, nut flours and quality nutrient-dense baking ingredients that align with an Eating for Health diet.
2. The student will know how to move and work safely and efficiently in a professional baking kitchen.
 3. The student will understand how to safely use kitchen equipment including a high-speed mixer, portable mixer, whisk, pastry bag, rolling pin, and steamer.
 4. The student will understand the difference between gluten, gluten-free and grain-free baking.
 5. The student will be able to identify with proficiency gluten containing, gluten free and grain free flours and other ingredients.
 6. The student will be familiar with and be able to execute a range of classical bread baking techniques such as preparing a starter, making a sponge, kneading dough, proofing and baking properly.
 7. The student will know how to prepare traditional gluten-containing pastry techniques for making cakes, quick breads and muffins, crusts for sweet and savory pies and tarts and other pastry desserts such as celebration cakes, tiered cakes, tortes and pastries.
 8. The student will be familiar with and be able to execute a range of gluten and grain-free bread baking techniques such as blending flours, starches and binders properly for the best effect, preparing a starter, making a sponge, mixing and kneading dough when relevant, proofing, flavoring and baking properly.
 9. The student will become proficient in gluten-free and grain-free baking and pastry techniques for making cakes, quick breads and muffins, crusts for sweet and savory pies and tarts and other pastry desserts such as celebration cakes, tiered cakes, tortes and pastries.
 10. The student will be able to describe various gluten-containing and gluten-free flours, nut flours, starches and leavening agents and know how and when to use them.
 11. The student will understand the proper application of using natural yeast, sourdough starter, chemical leaveners and physical leaveners such as steam.
 12. The student will be able to understand the diverse role of eggs in all baking and pastry methods.
 13. The student will be able to successfully provide healthy egg-free alternatives, such as flax and chia “eggs” and other substitutes for vegan and egg-free baking and pastry products.
 14. The student will be able to work with and understand the use and function of sugar, honey, maple syrup, dates and other sweeteners in sweet baked goods and pastry products.
 15. The student will be able to confidently select healthier alternative sweeteners for low-sugar or sugar free baked goods and pastry.
 16. The student will be able to successfully execute a broad range of baking and pastry techniques.

List of Subjects Taught

Introduction to Artisanal Baking and Basic Bread Making

Natural Fermenting Techniques - Sourdough

No Knead Breads

- Working with Eggs - Brioche
- Quick Breads, Muffins and Cakes
- Crackers, Flatbreads, Pizzas
- Basic Cake Making
- Layer Cakes and Tortes
- Fillings and Frostings

- Natural Cake Decorating
- Introduction to Pie and Pastry Dough
- Pie and Tart Fillings - Sweet and Savory
- Introduction to Gluten-Free and Grain Free Baking
- Gluten Free Sourdough Breads
- Grain-Free Bread
- Crackers, Flatbreads, Pizzas
- Gluten-Free and Grain-Free Quick Breads, Muffins and Cakes
- Gluten-Free and Grain-Free Layer Cakes and Tortes
- Gluten-Free and Grain-Free Pies and Tarts
- Therapeutic Baking and Pastry Technique
- Sugar-Free Baking and Pastry Methods
- Baking and Pastry as a Personal Chef
- Setting Up a Baking and Pastry Business
- Recipe Development for Baking and Pastry

Instructional Methodology

40 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts

60 hours hands-on laboratory, including:

- Work & sanitation station set-up
- Food preparation
- Cooking
- Tasting
- Critiquing
- Clean-up

III. Cooking For Your Client

39% of Grade Point Average

Course Objective:

The objective of the Cooking For Your Client module is to train the student in wide-ranging skills necessary for a health-supportive personal chef. Such skills include cooking and food preparation techniques to maximize nutrient density and minimize food waste, utilizing diverse international flavor profiles, cooking with flexibility, efficiency, and budget consciousness, cooking within the parameters of various specialty diets and health considerations.

1. The student will understand the anatomy of the egg, and will be able to prepare eggs using various techniques.
2. The student will understand some of the health benefits of fermentation and be able to employ fermentation techniques for vegetable, dairy, and some non-dairy ferments.
3. The student will be able to create a wide array of appealing salads as well as execute well-balanced and properly emulsified dressings.
4. The student will be able to creatively choose recipes and create budget-friendly meals that reduce food waste.

5. The student will understand and cook with various flavor profiles from different regions around the world as well as be knowledgeable of some specific ingredients from those regions.
6. The student will be able to execute a dinner party and understand the various aspects involved.
7. The student will be able to cook for groups with different tastes and dietary restrictions.
8. The student will understand the fundamentals of health-supportive cooking and food preparation.
9. The student will understand the differences between food allergies, sensitivities, and intolerances and be able to cook to support people with dietary restrictions.
10. The student will be able to cook delicious, nutrient-dense food within the parameters of a wide array of specialty diets and some health situations.

List of Subjects Taught

Egg techniques
Fermentation, vegetable and dairy
Soaking and Sprouting
Making soups
Making salads
Making dressings
Using sea vegetables
Preventing food waste
Cooking with superfoods
Cooking with international flavors
Cooking on a budget
Flexibility and troubleshooting in food preparation and cooking
Cooking for groups of different sizes
Putting on a dinner party
Cooking for groups with different tastes and dietary restrictions
Fundamentals of health-supportive cooking
Specialty diets
Cooking for specific health considerations

Instructional Methodology

120 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts

180 hours hands-on laboratory, including:

- Work & sanitation station set-up
- Food preparation
- Cooking
- Tasting
- Critiquing
- Clean-up

IV. Personal Chef Operations + Entrepreneurship

7% of Grade Point Average

Course Objective:

The objective of the Personal Chef Operations + Entrepreneurship course is to train students on the non-kitchen aspects of a personal chef business and how to keep operations organized and sustainable. The education in this course is meant to increase the likelihood of client and personal job satisfaction as students learn the many considerations to starting and maintaining a successful and sustainable personal chef business.

1. The student will be able to conduct business with clients with professionalism and good customer service.
2. The student will be able to conduct effective client consultations and execute client contracts.
3. The student will know how to maintain professional client relationships and keep an organized client database.
4. The student will be able to design health-supportive menu plans according to the tastes, preferences, and dietary parameters of their clients.
5. The student will know how to plan and shop for their cooking with efficiency and effectiveness.
6. The student will understand how to optimize scheduling their time to maximize work efficiency and self-care.
7. The student will understand their own personal finances to know the income requirements of their businesses.
8. The student will understand bookkeeping options, be able to create financial models to ensure business sustainability, and be able to understand basic financial reports.
9. The student will understand the start-up considerations for a small business, including business licenses, liability insurance, business entities, legal considerations for food businesses.
10. The student will be able to employ basic marketing strategies for a small business, including building a website, doing market research, identifying and marketing to a target demographic, and social media strategies.
11. The student will be able to write a basic business plan.

List of Subjects Taught

Professionalism
 Customer service
 Client relations
 Client contracts and database organization
 Menu planning
 Recipe math
 Making grocery lists and shopping
 Growing the business
 Personal finances
 Financial projections
 Financial reports
 Basic bookkeeping and accounting
 Market research
 Identifying and marketing to target demographic
 Marketing strategies
 Pricing of services
 Building a website
 Social media
 Writing a business plan

Instructional Methodology

25 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts

25 hours hands-on laboratory, including

- Practicing mock personal chef operational tasks
- Performing pre-start-up exercises related to business entrepreneurship
- Writing a business plan

V. Externship

11% of Grade Point Average

Course Objective:

The objective of the Externship course is to prepare students for finding and maintaining employment in the field of personal or private cheffing by providing them with a similar experience while under the supervision of Bauman College. The Externship is an opportunity for students to gain understanding, experience, and confidence before employment or entrepreneurship by providing them with this smooth transition from school to the workforce.

1. The student will be able to use materials and resources to find an Externship Site.
2. The student will be able to successfully complete an interview with the Site Supervisor at the place of their choice in order to obtain placement at that site for the Externship Experience.
3. The student will be able to strategize and perform on-site, appropriate culinary techniques as required by their supervisor.
4. The student will be able to maintain a continued and effective presence at the Externship Site, as preparation for maintaining a job after graduation.
5. The student will be able to work with people, clients and supervisors, of varied backgrounds and cultures.
6. The student will be able to discuss and follow ServSafe food safety and sanitation standards.
7. The student will be able to work with a personal or private chef, small catering chef or company, or small meal delivery company in a professional setting.
8. The student will be able to work in a variety of professional settings to help determine career preferences.
9. The student will shadow and observe chefs in the field and see their education applied in the field.
10. The student will be able to employ learned skills in a professional setting with educational guidance and supervision in order to build practical competence and confidence.
11. The student will understand and experience the daily responsibilities of a personal or private chef, small catering chef or company, or small meal delivery company.
12. The student will understand the difference in responsibilities between being employed and being entrepreneurs.
13. The students will be able to explain, to the Teacher's satisfaction, both the objective of the Externship program and how this program may aid in their obtaining employment in the culinary field.

List of Subjects Taught

Externship Preparation
Job Search
On-Site Practical Application

Evaluation Techniques

Attendance Evaluation
Student Extern Performance Evaluation form completed by on-site supervisor
Pre- and Post-class work outside of class

VI. In-House Practicum

6% of Grade Point Average

Course Objective:

The objective of the In-House Practicum is for students to be trained in a professional, but familiar setting under the supervision of culinary staff and faculty. The In-House Practicum provides students with an in-depth experience of all that goes into a culinary event, demonstration, or class.

1. The student will be able to employ learned skills in a practical setting under direct school supervision.
2. The student will gain the knowledge and experience of behind the scenes preparation for cooking demonstrations, recipes, classes, and events.
3. The student will be able to execute culinary skills with efficiency in preparation for classes and events.
4. The student will be able to multitask with a wide variety of culinary functions.
5. The student will be able to plan and execute a small- to medium-scale dinner party.
6. The student will be able to create a cohesive, seasonal, dinner-party menu.
7. The student will be able to recipe test and make appropriate adaptations to a dinner party menu.
8. The student will be able to scale, shop for, and execute recipes appropriately for a small to medium-sized dinner party.
9. The student will be able to create a budget-friendly and practical meal for a dinner party.
10. The student will be able to correctly time and serve a small-medium sized, multi-course dinner party.

List of Subjects Taught

Showcase Preparation
On-Site Practical Application

Evaluation Techniques

Attendance Evaluation
Pre- and Post-class work outside of class
Instructor evaluation of hands-on work

- photos
- recorded videos

Class Size

Lecture Classes / Hours: For the face-to-face / lecture component of the IDL program, the maximum Student-to-Teacher ratio is: 50:1.

Discussion Forums & Lab Hours: For asynchronous “discussion forums” and lab hours, NHI’s Student-to-Teacher ratio is 15:1.

Final GPA, Course Value & Weighting

Holistic Chef - IDL: Courses	Final GPA Determination	Determination of Course Grade	
	Course Weighting	Tests Weighting	Out-Of-Class Work Weighting
Culinary Foundations	25%	95%	5%
Baking	12%	95%	5%
Cooking For Your Client	39%	95%	5%
Holistic Chef Operations + Entrepreneurship	7%	85%	15%
Externship	11%	100%	0%
In-House Practicum	6%	100%	0%
Total	100%		

In-Class Work

In-Class Hours are measured in three different ways:

1. Lecture Hours: Instructional hours consisting of theory or new principles.
2. Lab Hours: Instructional hours consisting of supervised student practice of a previously introduced theory/principle during which practical skills and Knowledge are developed and reinforced.
3. Externship Hours: Instructional hours consisting of supervised work experience activities related to skills/knowledge acquired during the training program.

Holistic Chef - IDL: Courses	Lecture Hours	Lab Hours	Externship Hours	Total Hours
Culinary Foundations	80.00	120.00	0.00	200.00
Baking	40.00	60.00	0.00	100.00
Cooking For Your Client	120.00	180.00	0.00	300.00
Holistic Chef Operations + Entrepreneurship	25.00	25.00	0.00	50.00
Externship	0.00	0.00	100.00	100.00
In-House Practicum	0.00	50.00	0.00	50.00
	265.00	435.00	100.00	800.00

Out-Of-Class-Work (OOCW)

Out-of-class-work consists of a wide variety of learning tools designed to support your success through the program, and in your career as a Massage Therapist. It is a required component of your curriculum and consists of 100 hours in the Program credit calculation. Your OOCW time will vary, but will average approximately 2 to 4 hours per week.

Holistic Chef - IDL: Courses	Out-Of-Class Work Hours
Culinary Foundations	28.00
Baking	12.00
Cooking For Your Client	47.50
Holistic Chef Operations + Entrepreneurship	12.50
Externship	0.00
In-House Practicum	0.00
	100.00

Program Detail – Program 5 (Bauman College):

Nutrition Consultant Program – IDL (Interactive Distance Learning)

Class Schedule:

- 12-15 Hours / Week
- 15 Months in Length

- The program is taught in an Interactive Distance Learning (IDL) format, which provides flexibility for the student to complete daily activities on their on schedule.

Educational Objective:

To graduate qualified and skilled nutrition consultants trained in whole-foods nutrition and lifestyle support to work as nutrition consultants as employees or entrepreneurs. Nutrition Consultants trained at Bauman College are prepared to work as nutrition consultants or in complementary careers. They are in high demand for their unique knowledge and training in whole-foods nutrition, healthy lifestyle, and their holistic approach to health. Students may choose to start their own businesses or work for other companies.

Nutrition consultants are prepared to be:

- Holistic Nutrition Consultants
- Health or Nutrition Coaches
- Nutrition Educators
- Brand Ambassadors
- In-store Wellness Practitioners
- Nutritional Product Developers
- Conference Speakers
- Workshop Leaders or Teachers
- Health Writers, Bloggers, Authors, and more

This certificate program prepares students to enter the following occupations:

- 21-1091 Health Educators

Prerequisites / Prior Education Requirements

No prior nutrition, science, or business education is required, nor any nutrition-related clinical experience.

Courses & Credits:

Nutrition Consultant Courses:	DOE Credits	Carnegie Quarter Credits	In-Class Hours
Foundations of Nutrition I	4	7.47	97.25
Foundations of Nutrition II	3.2	5.37	77.00
Therapeutic Nutrition I	5.12	7.66	104.25
Therapeutic Nutrition II	5.84	8.77	121.50
Therapeutic Nutrition III	4.36	7.88	106.75
Therapeutic Nutrition IV	2.69	5.32	65.50
Nutrition Consultant Business	2.84	5.27	68.75
Final Research Project	4	4.05	79.00
Practicum	4	4.30	80.00
Totals	36	56.1	800.00

For Federal Department of Education financial aid purposes, the Nutrition Consultant program is considered 36 Quarter Credits.

Course of Study

The Nutrition Consultant training program consists of the following nine courses:

COURSE SPECIFICS

- I. **Foundations of Nutrition I**
11% of Grade Point Average

Course Objective:

The objective of the Foundations of Nutrition I course is to train the student in the fundamentals of whole-foods nutrition and digestion, as well as in health-promoting

lifestyle factors. The education in this course provides the student with the vocabulary and framework upon which holistic health is based.

1. The student will understand the nutritional limitations of the predominant food system in the United States and be able to identify health-depleting foods and beverages.
2. The student will be able to identify factors which increase nutrient density in food.
3. The student will be able to recognize the lifestyle factors that contribute to a holistic model of health.
4. The student will understand the importance of bioindividuality, variables that determine an individual's nutritional needs, and factors to consider in making reasonable recommendations.
5. The student will understand the functions of the three macronutrients and identify high-quality food sources in which to find them.
6. The student will understand the health-promoting and health-depleting qualities of various macronutrients in different foods.
7. The student will begin to understand factors to consider when determining optimal macronutrient ratios for individuals.
8. The student will understand the importance of micronutrients and identify high-quality food sources in which to find them.
9. The student will understand the concepts of nutrient synergy and bioavailability to be able to explain the nutritive value of fresh whole foods.
10. The student will understand how some nutrients have different absorption rates based on different food sources.
11. The student will understand the connection between optimal digestion and optimal health.
12. The student will understand the parts of the digestive system and their functions in breaking down food into absorbable and usable molecules for the body's use.
13. The student will understand the immune system's presence in the digestive tract.
14. The student will understand the functions of the gut microbiota and intimate connection with the gastrointestinal cells, immune system, and nervous system.

List of Subjects Taught

Common health-depleting dietary and lifestyle factors Whole-Foods Nutrition
 Eating For Health®
 Bioindividuality Toxic Load
 Stocking an Eating For Health® pantry Reading food labels
 Health-promoting lifestyle factors
 Physiological functions of carbohydrates, fats, and proteins Quality food sources of carbohydrates, fats, and proteins Nutrient Density
 Factors that affect nutrient density in foods
 Problems with over-consumption of refined sources of macronutrients
 Macronutrient Ratios Glycemic Index Glycemic Load

Omega-6: omega-3 fatty acid ratio Essential Nutrients
 Stress Reduction
 Physiological Functions of Vitamins, Minerals, and Phytonutrients Quality Food
 Sources of Vitamins, Minerals, and Phytonutrients Nutrient Synergy
 Nutrient Bioavailability
 Fat- and Water-Soluble Micronutrients Dietary Reference Intake (DRI) Optimal Daily Allowance (ODA)
 Differences in certain nutrient bioavailability in plant and animal foods
 Assessing potential micronutrient deficiency
 Optimal digestion for optimal health
 Physiology of the Digestive Tract Digestive Enzymes and Functions
 Connection between Digestive and Immune Systems Leaky Gut
 Food Sensitivities and Intolerances Gut Microbiome
 Microbiota-Gut-Brain Axis Vagus Nerve
 Elimination Diet Gastroesophageal Reflux Disease

Instructional Methodology

Lecture
 Practical learning through case studies Hands-on Practice
 Self-reflection and assessment Instructor and Peer discussion
 Pre- and Post-learning activities outside of class

Required Books

The Pantry Principle: How to Read the Label and Understand What's Really in Your Food by Mira Dessy
The Inside Tract: Your Good Gut Guide to Great Digestive Health by Gerard E. Mullin
How to Be Well: The 6 Keys to a Happy and Healthy Life by Frank Lipman
Nourishing Traditions by Sally Fallon
At Home in the Whole Food Kitchen by Amy Chaplin

Evaluation Techniques

Instructor evaluation of written work Written quizzes
 Written Exam

- I. **Foundations of Nutrition II**
 9% of Grade Point Average

Course Objective:

The objective of the Foundations of Nutrition II course is to train the student in the functional medicine model of chronic disease prevention and management to look at root causes of illness in order to understand how to support future clients with the seven foundations of

health. The course also trains the student in the foundations of health coaching, which enables them to work effectively with clients to make sustainable changes.

1. The student will understand the importance of blood glucose regulation, how it is accomplished, and factors that influence it.
2. The student will be able to describe the functions differences, and contributing factors of acute and chronic inflammation.
3. The student will understand how blood glucose dysregulation and chronic inflammation can be contributing factors to various prevalent chronic diseases.
4. The student will understand the general mechanism of insulin resistance and its contribution to type 2 diabetes, metabolic syndrome, hypoglycemia, and hyperglycemia.
5. The student will understand the holistic nature of optimal health and name the seven foundations of health.
6. The student will recognize the standard tests for blood glucose and identify their potential limitations.
7. The student will be able to evaluate some common diets that can potentially help to ameliorate blood glucose dysregulation.
8. The student will identify dietary and lifestyle factors that can effectively regulate blood glucose and mitigate chronic inflammation.
9. The student will recognize the prevalence of cardiovascular disease and the effectiveness of diet and lifestyle in its prevention.
10. The student will be able to define different types of cardiovascular disease and be familiar with common tests used for detection.
11. The student will be able to explain the general mechanism of statin drugs and their limitations.
12. The student will be able to describe the physiological implications of stress and its significance to blood glucose dysregulation, inflammation, and chronic diseases.
13. The student will be able to employ and recommend stress-reduction techniques to improve emotional resilience.
14. The student will be able to recognize the prevalence of mental health issues and how poor diet and digestion and lifestyle factors can contribute to mental health issues.
15. The student will be able to support mental health through diet and lifestyle.
16. The student will understand the physiological importance of sleep and its impact on stress management and chronic disease prevention.
17. The student will understand how drug and alcohol abuse can contribute to the cycle of blood glucose dysregulation, stress, chronic inflammation, sleep disruption, and the manifestation of mental health imbalances and other chronic diseases.
18. The student will understand exercise and physical fitness and identify health benefits of different levels of exercise.
19. The student will be able to recommend sustainable exercise plans depending on health status and ability.
20. The student will understand the specific nutritional concerns of and be able to design food plans for athletes and active people.
21. The student will understand and be able to employ some fundamental principles of health

coaching in order to more effectively work with clients in making sustainable changes.

List of Subjects Taught

Blood Glucose Regulation
 Acute and Chronic Inflammation
 Functional Medicine Model for Chronic Disease Insulin Resistance
 Type 2 Diabetes Metabolic Syndrome Cardiovascular Disease Hypoglycemia Hyperglycemia
 Seven Foundations of Health Standard Tests for Blood Glucose Physiological Impacts of Stress Stress-Reduction Techniques
 Lifestyle Tools to Increase Emotional Resilience
 Dietary and lifestyle factors to support chronic disease prevention and management Blood Sugar Regulation
 Mitigation of Chronic Inflammation Mental Health
 Physiological Importance of Sleep Impacts of Alcohol and Drug Abuse
 Blood Glucose Regulation - Chronic Inflammation - Sleep - Stress - Diet Feedback Loop
 Exercise and Physical Fitness at All Levels and Abilities
 Exercise Plans
 Nutritional Concerns for Athletes and Active People
 Fundamentals of Health Coaching

Instructional Methodology

Lecture
 Practical learning through case studies Hands-on Practice
 Self-reflection and assessment Instructor and Peer discussion
 Pre- and Post-learning activities outside of class

Required Books

The Pantry Principle: How to Read the Label and Understand What's Really in Your Food by Mira Dessy
The Inside Tract: Your Good Gut Guide to Great Digestive Health by Gerard E. Mullin
How to Be Well: The 6 Keys to a Happy and Healthy Life by Frank Lipman
Nourishing Traditions by Sally Fallon
At Home in the Whole Food Kitchen by Amy Chaplin

Evaluation Techniques

Instructor evaluation of written work Written quizzes
 Written Exam

- I. **Therapeutic Nutrition I**
 14% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition I course is to train the student in the scope of practice and tools of a Nutrition Consultant as well as foundations of biochemistry and immune health, which lay the groundwork for the remaining advanced courses.

1. The student will be able to define the Nutrition Consultant scope of practice.
2. The student will be able to complete client intake and follow-up forms and be able to conduct client interviews.
3. The student will understand effective verbal and non-verbal communication skills.
4. The student will be able to perform nutritional analyses, including macronutrient and micronutrient analyses.
5. The student will be able to customize and adapt meal plans based on dietary needs, logistical needs, conveniences, and preferences.
6. The student will understand basic biochemical vocabulary.
7. The student will understand how cellular energy is produced from carbohydrates, fats, and proteins.
8. The student will understand the basics of cellular respiration and the role of the mitochondria in energy production.
9. The student will be able to describe how cells get damaged and understand free radicals and how they can be both useful and harmful.
10. The student will be able to describe the mechanism of antioxidants and understand free radical and antioxidant balance.
11. The student will be able to identify the main organs, cells, molecules, and functions of the immune system.
12. The student will understand innate and adaptive immunity.
13. The student will recognize some possible contributors to immune dysfunction.
14. The student will be able to identify immune-boosting foods and lifestyle factors.
15. The student will understand the basis of autoimmunity and the immune system's mechanism of recognizing self from non-self.
16. The student will be able to recognize some common autoimmune conditions and some supportive dietary and lifestyle considerations.

List of Subjects Taught

Nutrition Consultant Scope of Practice Client Intake
 Health Evaluation, Recommendation, and Follow-Up Forms Verbal and Non-Verbal
 Communication Skills
 S.M.A.R.T. Goals Nutritional Analysis
 Macronutrient Analysis Micronutrient Analysis
 Serving Size vs. Portion Size Meal Planning
 Basic vocabulary of biochemistry Cell Structure
 Macronutrient Catabolism
 Cellular Energy Production / Cellular Respiration Mitochondrial Function
 Foods and nutrients that support energy production and mitochondrial integrity Factors that
 lead to cellular damage
 Free Radicals Antioxidants

Immune System Functions
 Main organs, cells, and molecules of immune system Innate and Adaptive Immunity
 Lymphatic System
 Contributors to Immune Dysfunction
 Dietary and lifestyle factors to support the immune system Immune-supporting foods and nutrients
 Mechanism of Self vs. Non-Self Autoimmunity
 Dietary and lifestyle considerations for autoimmunity

Instructional Methodology

Lecture
 Practical learning through case studies Hands-On Practice with Clients Instructor and Peer Discussions
 Pre- and Post-learning activities outside of class

Required Books

Advanced Human Nutrition (4th edition) by Denis M. Medeiros and Robert E.C. Wildman
Encyclopedia of Healing Foods by Michael T. Murray and Joseph Pizzorno
Encyclopedia of Natural Medicine (3rd edition) by Michael T. Murray and Joseph Pizzorno
Hole's Essentials of Human Anatomy & Physiology (13th edition) by David Shier

Evaluation Techniques

Instructor evaluation of written work Written Quiz

- I. **Therapeutic Nutrition II**
 16% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition II course is to have students continue to gain a deeper understanding of the gastrointestinal system, endocrine system, and liver and how they communicate with each other and work together to support digestion, detoxification, and optimal health. This course will train the students in seeing how dysfunction in one organ system may affect many others and in utilizing dietary and lifestyle tools to support each system.

1. The student will be able to identify the main organs, glands, hormones, and functions of the endocrine system.
2. The student will be able to identify some potential disruptors of the endocrine system and understand their sources and prevalence.
3. The student will understand the feedback axes present among and between some of the main endocrine glands, including the hypothalamus, pituitary, thyroid, adrenals, and sex glands.
4. The student will understand the pineal gland and actions of melatonin.
5. The student will understand the functions of the adrenal glands and identify dietary and lifestyle factors to support them.

6. The student will understand the physiology of the stress response and the mechanism of hypercortisolemia.
7. The student will understand the functions of the thyroid gland and identify dietary and lifestyle factors to support them.
8. The student will understand the mechanisms of hypothyroidism and hyperthyroidism and their prevalence.
9. The student will understand the significance and function of the gut-associated lymphoid tissue (GALT) and its connection to gastrointestinal health and tolerance.
10. The student will be able to identify conditions potentially related to disturbed gastrointestinal function.
11. The student will understand nutritional support for gastrointestinal inflammation.
12. The student will be able to identify the proper pH for different sections of the GI tract.
13. The student will understand nutritional and lifestyle support for low and high stomach acid, *H. Pylori* infection, and intestinal hyperpermeability.
14. The student will understand the general mechanism of gastroesophageal reflux, potential contributing factors, and nutritional and lifestyle support.
15. The student will be able to identify signs of *Candida* infection.
16. The student will understand nutritional and lifestyle support for celiac disease, irritable bowel syndrome, irritable bowel disease, and diverticulitis.
17. The student will understand the detoxification roles of the liver.
18. The student will be able to identify categories of toxins that the liver detoxifies.
19. The student will understand how to nutritionally support the two phases of detoxification.
20. The student will understand contributing factors to environmental illness and be able to make recommendations to support toxic load reduction.
21. The student will understand contributing factors to metal toxicity and be able to recommend dietary support to support detoxification.
22. The student will be familiar with different types of hepatitis and understand appropriate nutritional support.
23. The student will be able to make appropriate dietary and lifestyle recommendations based on a client's bioindividuality and unique circumstances.
24. The student will be able to conduct a 15-minute oral case presentation on a client's issues and a summary of provided dietary and lifestyle recommendations.

List of Subjects Taught

Endocrine System Functions Endocrine Organs and Glands Hormones
 Endocrine Disruptors Hypothalamus and Feedback Loops Pineal Gland and Melatonin
 Adrenal Glands and Adrenal Hormones Physiology of Stress
 Pregnenolone Steal Hypercortisolemia
 Dietary and Lifestyle Adrenal Support Thyroid Gland and Thyroid Hormones Hypothyroidism
 Graves' Disease
 Dietary and Lifestyle Thyroid Support Gut-
 Associated Lymphoid Tissue (GALT)
 Conditions Related to Gastrointestinal Dysfunction Tolerance

4-R Program

Nutritional Support for Gastrointestinal Inflammation pH of
 Different Sections of Digestive Tract
 Ulcers Gastritis
 Gastroesophageal Reflux Low and High Stomach Acid
H. Pylori Infection
Candida Infection
 Intestinal Hyperpermeability Celiac Disease
 Irritable Bowel Syndrome Irritable Bowel Disease
 Ulcerative Colitis Crohn's Disease
 Diverticulitis
 Detoxification Roles of the Liver Categories of Toxins
 Phase I Detoxification Phase II Detoxification Environmental
 Illness
 Metal Toxicity and Detoxification Chelation Therapies
 Hepatitis A, B, and C

Instructional Methodology

Lecture
 Practical learning through case studies Hands-
 On Practice with Clients Instructor and Peer
 discussion
 Pre- and Post-learning activities outside of class

Required Books

Advanced Human Nutrition (4th edition) by Denis M. Medeiros and Robert E.C. Wildman
Encyclopedia of Healing Foods by Michael T. Murray and Joseph Pizzorno
Encyclopedia of Natural Medicine (3rd edition) by Michael T. Murray and Joseph Pizzorno
Hole's Essentials of Human Anatomy & Physiology (13th edition) by David Shier

Evaluation Techniques

Instructor evaluation of written work Written Quiz
 Oral Presentation

- I. **Therapeutic Nutrition III**
 12% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition III course is to have students have a deeper understanding of some common chronic health conditions (cardiovascular disease, cancer, and mental health issues), their underlying organ systems and their relationship to other organ systems. This course will train the students in continuing to utilize dietary and lifestyle tools to support and mitigate the effects of these conditions.

1. The student will be able to describe the symptoms of strokes and heart attacks.
2. The student will understand the benefits and functions of cholesterol.
3. The student will be able to identify some nutrient deficiencies that could contribute to elevated homocysteine.

4. The student will be able to describe possible contributing factors to hypertension.
5. The student will be able to identify some risk factors for cardiovascular disease.
6. The student will be able to identify possible contributing factors to inflammation and oxidative stress.
7. The student will understand nutritional and lifestyle support to prevent and mitigate cardiovascular disease.
8. The student will understand dietary fats and oils to recommend to prevent cardiovascular disease.
9. The student will understand foods to avoid to prevent cardiovascular disease.
10. The student will understand the general mechanism of cancer and its phases of development.
11. The student will be able to identify some possible contributing dietary and lifestyle factors to cancer.
12. The student will understand how endocrine imbalances may increase the risk of malignancy.
13. The student will be able to identify and recommend cancer-protective dietary and lifestyle factors.
14. The student will understand the role of phytonutrients in cancer protection.
15. The student will understand how chronic blood glucose dysregulation and chronic inflammation can possibly promote cancer formation.
16. The student will understand how proper digestion and immune function and detoxification can help to prevent cancer.
17. The student will understand the nuance of antioxidant function in cancer and cancer treatment.
18. The student will be able to make dietary recommendations to prevent cachexia.
19. The student will understand the general functions of the nervous system and its major components.
20. The student will understand the function and general mechanism of neurotransmitters.
21. The student will understand the connection between the nervous system and the gut microbiome.
22. The student will be able to identify common neurotoxins and understand how they disrupt neurological function.
23. The student will be able to provide dietary and lifestyle recommendations for optimal brain health.
24. The student will understand how a diet of processed foods can contribute to mental health imbalances, such as depression and anxiety.
25. The student will understand how to provide nutritional support for depression and anxiety.
26. The student will be able to identify dietary risk factors and provide nutritional support for attention deficit hyperactivity disorder.

List of Subjects Taught

Cardiovascular Disease
 Atherosclerosis Stroke
 Myocardial Infarction Cholesterol
 Lipoproteins Homocysteine
 Hypertension
 Oxidative Stress and Immune Activation in Cardiovascular Disease Role of
 Free Radicals in Cardiovascular Disease
 Role of Nitric Oxide
 Dietary Fats and Oils in Cardiovascular Disease Prevention Working
 with Clients with Cardiovascular Disease Mechanism of Cancer
 Phases of Cancer Development
 Cancer-Promoting Endocrine Imbalances Cancer-
 Protective Diet and Lifestyle Factors
 Cancer, Blood Glucose Dysregulation, and Chronic Inflammation Digestive
 and Immune Support for Cancer Prevention Detoxification for Cancer
 Prevention
 Role of Antioxidants in Cancer and Cancer Treatment Cachexia
 Major Components and Functions of the Nervous System
 Neurotransmitters
 Neurotoxins
 Nervous System and Gut Microbiota
 Depression and Anxiety
 Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder Introduction to
 Autism

Instructional Methodology

Lecture
 Practical learning through case studies
 Instructor and Peer discussion
 Pre- and Post-learning activities outside of class

Required Books

Advanced Human Nutrition (4th edition) by Denis M. Medeiros and Robert E.C. Wildman
Encyclopedia of Healing Foods by Michael T. Murray and Joseph Pizzorno *Encyclopedia of
 Natural Medicine* (3rd edition) by Michael T. Murray and Joseph Pizzorno
Hole's Essentials of Human Anatomy & Physiology (13th edition) by David Shier

Evaluation Techniques

Instructor evaluation of written work Written Quiz

- I. **Therapeutic Nutrition IV**
7% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition IV course is to have students understand how to nutritionally support musculoskeletal health, reproductive health, and fertility and nutritionally mitigate common effects of aging. The education in this course builds upon the students'

previous learning about the various organ systems to create a deeper connection with the musculoskeletal and reproductive systems.

1. The student will understand the functions and nutritional needs of connective tissue.
2. The student will understand the basic process of bone remodeling and the functions of the bone cells.
3. The student will have a general understanding of osteopenia, osteoporosis, and osteoarthritis and be able to make supportive nutritional recommendations.
4. The student will be able to identify food requirements before, during, and after exercise.
5. The student will be able to make recommendations for active people to counter oxidative damage and unwanted inflammation.
6. The student will understand the physiology of pain and be able to recommend dietary support to ameliorate chronic pain.
7. The student will have a general understanding of fibromyalgia and be able to provide supportive lifestyle recommendations.
8. The student will be able to describe the phases of the menstrual cycle.
9. The student will be able to identify key hormones involved in fertility and understand the functions of estrogen, progesterone, and testosterone.
10. The student will understand how to nutritionally support fertility.
11. The student will be able to identify some hallmarks of estrogen dominance and associated conditions.
12. The student will understand the general mechanism of andropause and be able to recommend dietary support.
13. The student will understand the general mechanism of benign prostatic hyperplasia and be able to recommend dietary support.
14. The student will be able to identify health issues common in aging people and make corresponding dietary and lifestyle recommendations.
15. The student will understand nutritional support for eye and brain health.
16. The student will have a general understanding of Alzheimer's disease and Parkinson's disease and be able to make supportive dietary and lifestyle recommendations.

List of Subjects Taught

Nutritional Needs for Connective Tissue Osteopenia and Osteoporosis Osteoarthritis
 Bone Remodeling
 Nutritional needs before, during, and after exercise Hydration and Dehydration
 Oxidative Stress and Inflammation and Exercise Injury Prevention
 Fibromyalgia Physiology of Pain
 Dietary Support for Chronic Pain Menstrual Cycle
 Sex hormones Estrogen Dominance
 Nutritional Support for Fertility Pregnancy and Prenatal Nutrition Andropause
 Benign Prostatic Hyperplasia
 Metabolic and Neuroendocrine Patterns of Aging Eye and Brain Health
 Alzheimer's Disease, Parkinson's Disease

Instructional Methodology

Lecture
 Practical learning through case studies
 Instructor and Peer discussion
 Pre- and Post-learning activities outside of class

Required Books

Advanced Human Nutrition (4th edition) by Denis M. Medeiros and Robert E.C. Wildman
Encyclopedia of Healing Foods by Michael T. Murray and Joseph Pizzorno
Encyclopedia of Natural Medicine (3rd edition) by Michael T. Murray and Joseph Pizzorno
Hole's Essentials of Human Anatomy & Physiology (13th edition) by David Shier

Evaluation Techniques

Instructor evaluation of written work Written Quiz
 Written Exam

I. Nutrition Consultant Business

8% of Grade Point Average

The objective of the Nutrition Consultant Business course is to train students on the business aspects of nutrition consultant entrepreneurship and finding a job in the industry. The education in this course is meant to increase the likelihood of client and personal job satisfaction as students learn the many considerations to starting and maintaining a successful and sustainable nutrition consultant job or business.

1. The student will be able to employ basic marketing strategies for a small business, including building a website, doing market research, identifying and marketing to a target demographic, and social media strategies.
2. The student will be able to conduct an effective job search, including writing an effective resume and cover letter.
3. The student will understand how to have a successful interview.
4. The student will understand how to cultivate strong references and referrals.
5. The student will understand networking, its value, and how to network effectively.
6. The student will understand the basics of food photography and styling.
7. The student will understand how to design and deliver group programs.
8. The student will understand the start-up considerations for a small business, including business licenses, liability insurance, business entities, pricing, legal considerations for professional consulting businesses.
9. The student will understand some bookkeeping and billing options.
10. The student will understand how to maintain organized and secure client database systems.
11. The student will be able to write a basic business plan.

List of Subjects Taught

Client relations
 Client contracts and database organization Bookkeeping and
 billing services
 Market research
 Identifying and marketing to target demographic Marketing
 strategies
 Pricing of services
 Building a website
 Food Photography and Styling Social
 media
 Designing and Delivering Group Programs Legal start-
 up considerations
 Resume and Cover Letters
 Successful Interviewing
 References and Referrals
 Networking
 Writing a business plan

Instructional Methodology

Lecture
 Instructor and Peer discussion
 Pre- and Post-learning activities outside of class

Required Books

None

Evaluation Techniques

Instructor evaluation of written work

- I. **Final Research Project**
 11% of Grade Point Average

Course Objective:

The objective of the Final Research Project is to train the student in critical literature review and in integrating research with their knowledge of holistic nutrition and practical experience with clients. The project allows the student to demonstrate the synthesis of research skills with practical work with clients, a realistic model for their professional careers.

1. The student will be able to critically read and interpret research literature.
2. The student will understand how to be discerning about research and have awareness of bias.
3. The student will be able to synthesize their research with their knowledge of holistic nutrition and practical client work.

List of Subjects Taught

Critical Research Literature Review Research
 Synthesis

Practical Application of Research
Written Integration of Research and Practical Client Work

Instructional Methodology

Lecture
Reading
Practical Client Work

Evaluation Techniques

Instructor evaluation of written work

VII. Practicum
11% of Grade Point Average

Course Objective:

The objective of the Practicum course is to prepare students for maintaining employment in the field of nutrition consultant by providing them with a similar experience while under the supervision of Bauman College. The Practicum is an opportunity for students to gain understanding, experience, and confidence before employment or entrepreneurship by providing them with this smooth transition from school to the workforce.

1. The student will be able to teach community nutrition classes.
2. The student will be able to interview and provide dietary and lifestyle support to clients who they did not select.
3. The student will be able to report on clients' behavioral changes.

List of Subjects Taught

Practicum Orientation
Teaching Community Nutrition Classes

Evaluation Techniques

Instructor evaluation of written and practical work

Class Size

Lecture Classes / Hours: For the face-to-face / lecture component of the IDL program, the maximum Student-to-Teacher ratio is: 50:1. Based on subject matter, interaction expectations, and class format, a second Teacher / Teaching Assistant will be made available as in-class supplemental student interactive support.

Discussion Forums & Lab Hours: For asynchronous "discussion forums" and lab hours, NHI's Student-to-Teacher ratio is 15:1.

Final GPA, Course Value & Weighting

Nutrition Consultant - IDL: Courses	Final GPA Determination	Determination of Course Grade	
	Course Weighting	Tests Weighting	Out-Of-Class Work Weighting
Foundations of Nutrition I	11%	100%	0%
Foundations of Nutrition II	9%	100%	0%
Therapeutic Nutrition I	14%	80%	20%
Therapeutic Nutrition II	16%	80%	20%
Therapeutic Nutrition III	12%	100%	0%
Therapeutic Nutrition IV	7%	100%	0%
Nutrition Consultant Business	8%	100%	0%
Final Research Project	11%	80%	20%
Practicum	11%	80%	20%
Total	100%		

In-Class Work

In-Class Hours are measured in three different ways:

1. Lecture Hours: Instructional hours consisting of theory or new principles.
2. Lab Hours: Instructional hours consisting of supervised student practice of a previously introduced theory/principle during which practical skills and Knowledge are developed and reinforced.
3. Externship Hours: Instructional hours consisting of supervised work experience activities related to skills/knowledge acquired during the training program.

Nutrition Consultant - IDL: Courses	Lecture Hours	Lab Hours	Externship Hours	Total Hours
Foundations of Nutrition I	52.25	45.00	0.00	97.25
Foundations of Nutrition II	30.50	46.50	0.00	77.00
Therapeutic Nutrition I	49.00	55.25	0.00	104.25
Therapeutic Nutrition II	54.00	67.50	0.00	121.50
Therapeutic Nutrition III	51.00	55.75	0.00	106.75
Therapeutic Nutrition IV	41.00	24.50	0.00	65.50
Nutrition Consultant Business	36.75	32.00	0.00	68.75
Final Research Project	2.00	77.00	0.00	79.00
Practicum	6.00	74.00	0.00	80.00
Total	322.50	477.50	0.00	800.00

Out-Of-Class-Work (OOCW)

Out-of-class-work consists of a wide variety of learning tools designed to support your success through the program, and in your career as a Massage Therapist. It is a required component of your curriculum and consists of 100 hours in the Program credit calculation. Your OOCW time will vary, but will average approximately 2 to 4 hours per week.

Nutrition Consultant - IDL: Courses	Out-Of-Class Work Hours
Foundations of Nutrition I	2.75
Foundations of Nutrition II	3.00
Therapeutic Nutrition I	23.75
Therapeutic Nutrition II	24.50
Therapeutic Nutrition III	2.25
Therapeutic Nutrition IV	1.75
Nutrition Consultant Business	2.25
Final Research Project	19.75
Practicum	20.00
	100.00

Admissions Requirements and Procedures

To apply for admission to NHI, simply give us a call. We will schedule a personal interview with an Admissions Representative. The interview is conducted on campus or on-line, and for on ground programs, includes a full tour of our facility so you can see first-hand what makes NHI so exciting. If you are interested in one of our on ground programs and you live more than 50 miles from the school, you may interview by telephone, and then receive the tour when you are in our area.

You will find your Admissions Representative to be a skilled listener. He or she will help you clarify your goals and dreams, and will help you determine whether NHI can meet your needs.

If NHI training is appropriate for you, the Admissions Representative will help you select a course time that is best suited to your personal situation. If you decide to apply, you and your Admissions Representative will fill out an NHI Enrollment Agreement. There is a \$50 registration fee to reserve your space in the class.

Once you are accepted, you may then begin the Federal Financial Aid process, if you desire. Individuals who have a high school diploma or GED are eligible to apply.

NHI does not provide English-as-a-second language instruction, or English language services. All instruction occurs in English. Students must be proficient in all areas of the English Language, including speaking, reading, writing and oral comprehension. Some translated academic documents may be available for support, but are not guaranteed. The applicant must demonstrate at least a 12th-grade-level proficiency in the English language, as documented by successful completion of High School or equivalent.

If an individual, who is seeking admission into NHI's program, is not able to understand the terms and conditions of the enrollment agreement due to English as their second language, he/she may invite a third party to review and explain these details to the applicant in his/her primary language.

Should an NHI employee or partner be present and available to explain such details in the proper language, he/she may do so as a courtesy to the applicant. It remains, however, the sole responsibility of the applicant to petition for an individual to provide such services.

Acceptance to the school will be determined based on the results of the applicant's personal interview with the school's Admissions Representative and the acceptance and/or denial by the Director of Admissions. Successful applicants must be able to demonstrate the ability to fulfill the program's requirements as determined by the outcome of the interview. Our minimum age requirement is 17. If you are under 18 years of age, unless legally emancipated, you must have your parent or guardian co-sign your enrollment agreement.

For all applicants, regardless of age, verification of high school completion, equivalency, or other documentation establishing the student's ability to do college level work, such as successful completion of an ability-to-benefit test, must be obtained and included in the student's academic file.

Although not eligible to receive Title IV federal financial aid, applicants who do not have a high school diploma or GED must be at least 18 years of age, and may demonstrate their ability to benefit from the training offered, by one of the following:

- Successful completion of a nationally recognized aptitude test.

The applicant must provide documentation verifying that he/she meets one of the above requirements. This documentation will be included in the student's academic file.

NHI does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, sexual orientation, religion or national origin. If you would like to request academic adjustment or auxiliary aids, please contact the Director of Admissions, or the Senior Vice President at 800.315.3552 or National Holistic Institute, 5900 Doyle Street, Emeryville, CA 94608. You may request academic adjustments or auxiliary aids at any time. The Senior Vice President is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

Applicants, who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance into the program. NHI will bear the costs of providing academic adjustments (e.g., large print student handouts, in-class and out-of-class tutorial support, longer or independent test-taking...), auxiliary aids, or reasonable accommodations unless doing so presents an undue hardship.

Requests for an Accommodation or Auxiliary Aid or Service

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should follow this procedure:

- Notify the Director of Admissions or the Senior Vice President in writing of the type of accommodation needed, date needed, documentation of the nature and extent of the disability, and of the need for the accommodation or auxiliary aid. The request should be

made at least four weeks in advance of the date needed. You may contact the Director of Admissions or the Senior Vice President in the following ways:

By telephone at 800.315.3552.

By mail at Director of Admissions and/or Senior Vice President
 National Holistic Institute
 5900 Doyle Street
 Emeryville, CA 94608

- The Director of Admissions or the Senior Vice President will respond within two weeks of receiving the request.
- If you would like to appeal the decision regarding your request, please contact the President of NHI with all the previously requested information. Appeals must be submitted within one week of the date of the Senior Vice President's response.

Bauman College IDL Program Minimum Student Requirements

Successful applicants into our IDL program must have access to or meet the following minimum requirements.

Nutrition Consultant Program

Computer/internet Access Requirements

- Functional computer minimum 5hrs/day, 5days/week with audio capabilities, microphone, and camera
- Functional internet with 2Mbps download and 2Mbps upload
- Phone or camera with photo and video capabilities that can be uploaded to the computer

Computer Skills Required

- Basic Word Processing: Students must be able to use a word processor to create basic documents. Creating, using, and submitting documents will be part of assignments and homework.
- PDF Handling: Students need to be able to open, view, and convert documents to PDF format as a part of their studies.
- Basic Web Skills: During classes, students will need to use the web for a variety of tasks ranging from Internet research to using our learning management system and recipe database. Basic proficiency in the use of a web browser and basic web applications is necessary.
- Web Application Skills: Students are required to use the Bauman College learning management system, Canvas, where lessons, lab assignments, quizzes, and discussion boards are posted and information is shared.

Holistic Chef Program

Kitchen Requirements

- Kitchen with at least 4x2 cubic feet of countertop space
- Functional oven, minimum 18x13 cubic inches inside

- Functional stovetop with minimum 2 burners
- Functional refrigerator and freezer, with available space in both
- Minimum 2x1x1ft pantry space

Food Access Requirements

- Grocery store with basic produce, whole grains, legumes, nuts and seeds, meat, fish, and dairy
- and /or cuisine-specific grocery stores
- and/or farmers market, fresh food stand, urban garden

Computer/internet Access Requirements

- Functional computer minimum 5hrs/day, 5days/week with audio capabilities, microphone, and camera
- Functional internet with 2Mbps download and 2Mbps upload
- Phone or camera with photo and video capabilities that can be uploaded to the computer
-

Computer Skills Required

- **Basic Word Processing:** Students must be able to use a word processor to create basic documents. Creating, using, and submitting documents will be part of assignments and homework.
- **PDF Handling:** Students need to be able to open, view, and convert documents to PDF format as a part of their studies.
- **Basic Web Skills:** During classes, students will need to use the web for a variety of tasks ranging from Internet research to using our learning management system and recipe database. Basic proficiency in the use of a web browser and basic web applications is necessary.
- **Web Application Skills:** Students are required to use the Bauman College learning management system, Canvas, where lessons, lab assignments, quizzes, and discussion boards are posted and information is shared.
- **Google drive:** Proficiency in (or the ability and willingness to learn) Google applications and Google drive will be needed to submit assignments.

Out of State Employment for Nutrition Consultant Students

Laws vary state by state when it comes to how a nutrition consultant may practice. Each state falls into one of three tiers listed below. State requirements change frequently, so please research your local state to make sure our program meets your career objectives.

Exclusive Scope of Practice States

Exclusive Scope of Practice States are the most difficult for holistic nutrition professionals to practice. These states require a license to provide nutrition care services and only dietitians and in some cases nutritionists may obtain a license. These states typically have exemption language written in their laws allowing holistic nutrition professionals the ability to provide general nutrition information, however, you may not individualize dietary recommendations or assess the nutrient status of your client. General nutrition information applies to the masses and can be found in a

book, a medical journal, on the internet, etc. These states also protect titles such as dietitian, nutritionist, dietitian/nutritionist, and abbreviations such as L.D., L.N., RDN, and CNS.

Title Protection States

Holistic nutrition professionals may work with individuals and groups of people providing nutrition services, however, as the name implies, you may not refer to yourself as nor imply that you are a dietitian, a nutritionist, or that you are licensed or certified by the state. The laws in Title Protection States are written in such a manner that only those who hold a license may provide Telehealth services. Therefore, holistic nutrition professionals are not eligible to provide Telehealth services to clients.

No Law or Certification States

These states are the most lenient when it comes to how a holistic nutrition professional may practice. These states do not have regulatory restrictions on who may provide nutrition advice. In these states it may be possible to provide Telehealth services however, it is always best to check the laws as new regulations can be added which affect who may provide services.

Which states require a license for nutrition counseling? (December 2020)

Retrieved from <https://nanp.org/legislative-affairs/>

Grievance Procedure Regarding an Accommodation or Auxiliary Aid or Service

Any person with a grievance related to discrimination, including requests for academic adjustments, auxiliary aids and services, and requests for accommodation under Title III of the Americans with Disabilities Act should please follow the following procedure:

- Notify the Senior Vice President in writing of your grievance, any supporting material that explains your grievance, and the accommodation, academic adjustment or auxiliary aid that will satisfactorily address your grievance. You may contact the appropriate individual in the following ways:

By telephone at 800.315.3552.

By mail at Senior Vice President
National Holistic Institute
5900 Doyle Street
Emeryville, CA 94608

- The Senior Vice President will respond within two weeks of receiving the request.
- If you would like to appeal the decision regarding your request, please contact the President of NHI with all the previously requested information. Appeals must be submitted within one week of the date of the decision. The President will also respond within two weeks of receiving the request.

NHI does not provide medical insurance for students. All prospective students are encouraged to obtain their own medical insurance.

Transfer of Credits and Hours

Transfer credit may be given for courses completed at other post-secondary institutions when such courses are determined to be comparable in scope and content to National Holistic Institute's own courses. To be eligible for transfer, a minimum grade of "C" or its equivalent must be earned in the coursework under consideration.

Note that similar course titles (e.g. human anatomy, kinesiology, culinary foundations) do not necessarily mean that the course content is equivalent. Applicants must provide National Holistic Institute with materials needed to support their request for transfer of credit, e.g. official transcripts, course description, syllabus, or other course materials that can be used to determine course equivalency. Required documentation must be submitted to the Director of Admissions no later than 14 days after the start of school. Requests are then reviewed and approved/denied by the Senior Vice President.

Up to 50% of the programs' science courses, may be transferred in for tuition credit for a portion of the foundational program: Massage Therapist and Health Educator. For applicants whose hours were earned previously at National Holistic Institute, all will be accepted for tuition credit transfer.

Up to 50% of the programs' culinary foundations, may be transferred in for tuition credit for a portion of the Holistic Chef – IDL program.

Up to 50% of the programs' foundational nutrition sciences, may be transferred in for tuition credit for a portion of the Nutrition Consultant – IDL program.

To receive transfer credit, applicants may be required to take a written or oral exam to determine proficiency.

Tuition adjustments will be based on the per clock hour value of the tuition charged. Acceptance of credits does not exempt one from attending classes. Students will still be required to attend all scheduled classes in the program.

The acceptance of transfer credits may affect the amount of Financial Aid for which you are eligible.

National Holistic Institute does not accept hours or credits earned through challenge examinations, achievement tests, or experiential learning.

If an applicant's request for transfer of credits is denied, he/she may appeal the decision within two weeks following the receipt of the formal notification. Appeals shall be directed to the President.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at NHI is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in any of the three programs offered by NHI is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will

meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending NHI to determine if your credits or diploma will transfer.

NHI has not entered into an articulation or transfer agreement with any other college or university.

If an NHI student wishes to transfer out to another institution, NHI will provide guidance and counseling and will provide documentation such as an official transcript, syllabi, or a course outline, upon request. Please contact the Registrar if you are considering transferring to another institution. There is a fee for each document requested. Current fees can be found on NHI's web-site.

Calendar & Holidays

NHI has open enrollment periods with frequent start dates. The start dates rotate among the various schedules described in Course Length. Upcoming start dates are released periodically. For a calendar of courses, including beginning and ending dates, please contact an Admissions Representative.

Holidays on which there are, under most circumstance, no classes include: New Year's Day, Presidents' Day, Easter, Memorial Day, Independence Day, Labor Day, Martin Luther King Day, Thanksgiving, and Christmas. The school is also closed for approximately one and a half weeks during the Winter break from Christmas through New Year's.

Please note, that there are occasional exceptions.

Financial Information

Tuition and Fees

NHI is pleased to offer a variety of payment plans. Federal financial aid is available for those who qualify. Others prefer to take advantage of our career loans, or monthly payment plans. Whatever your situation, NHI is committed to providing you personalized assistance in finding a plan that works for you. The tuition, books, supplies, and other charges are as follows:

- **Advanced Neuromuscular Massage Therapist program (450 Clock Hours):**
 - Tuition: \$8,374.00
 - Books and Supplies: \$411.00
 - STRF Fee: \$0*
 - Total: \$8,785.00
 - Optional:
 - CAMTC Certification Fee: \$335.00
 - iPad: \$380.00

- **Massage Therapist & Health Educator program (36 Quarter Credits):**
 - Tuition: \$15,820.00
 - Books and Supplies: \$609.00
 - Clovis and Modesto Campuses Only – Books and Supplies: \$658
Additional \$49 for 2 Polo shirts for uniform requirement
 - STRF Fee: \$0*
 - Total: \$16,429.00

- Clovis and Modesto Campuses Only – Total: \$16,478.00
 - Optional:
 - CAMTC Certification Fee: \$335.00
 - iPad: \$380.00
- **Advanced Neuromuscular Massage Therapist & Health Educator program (54 Quarter Credits):**
 - Tuition: \$24,194.00
 - Books and Supplies: \$1,020.00
 - Clovis and Modesto Campus Only – Books and Supplies: \$1,069.00
Additional \$49 for 2 Polo tops for uniform requirement
 - STRF Fee: \$0*
 - Total: \$25,263.00
 - Clovis and Modesto Campus Only – Total: \$25,263.00
 - Optional:
 - CAMTC Certification Fee: \$335.00
 - iPad: \$380.00
- **Holistic Chef – IDL program (36 Quarter Credits):**
 - Tuition: \$17,500
 - Books and Supplies: \$792
 - STRF Fee: \$0*
 - Total: \$18,292
- **Nutrition Consultant – IDL program (36 Quarter Credits):**
 - Tuition: \$11,500
 - Books and Supplies: \$338
 - STRF Fee: \$0*
 - Total: \$11,838

*Non-refundable, and is calculated at \$.0 for every \$1,000 rounded to the nearest \$1,000. The Registration Fee for all five programs is \$50 each.

The charges listed for each program above are the same for any given period of attendance. Tuition and fees change periodically, so please check with the Admissions Department for the latest information available on current charges and class start dates.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

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

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

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

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

However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

Financial Resources

Federal Grant Programs

A *Federal Pell Grant*, unlike a loan, does not have to be repaid. Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Eligibility is based on financial need, cost of attendance, enrollment status, and your plans to attend school for a full academic year or less. You may not receive Federal Pell Grant funds from more than one school at a time.

Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant for undergraduate students with exceptional financial need. Students who will receive Federal Pell Grants and have the most financial need will receive FSEOGs first. The FSEOG does not need to be repaid.

For more information about the Federal Grant Programs, visit <https://studentaid.ed.gov/sa/types/grants-scholarships>

Federal Direct Loan Program

With the Federal Direct loan program the U.S. Department of Education is your lender. There are three types of Direct Loans available to our students:

Direct Subsidized Loans are made available to eligible students who demonstrate financial need. The financial aid office will determine the amount you can borrow, and the amount may not exceed your financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while you're in school at least half-time, for the first six months after you leave school and during a period of deferment (a postponement of your loan payments).

Direct Unsubsidized Loans are made available to eligible students with no requirement to demonstrate financial need. The financial aid office will determine the amount you can borrow based on your cost of attendance and other financial aid you receive. You are responsible for paying the interest on Direct Unsubsidized Loan during all periods. If you choose not to pay interest, it will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

PLUS loans are made available to parents of dependent students. A FAFSA is required to receive a PLUS loan. A credit pre-screen is required to determine eligibility. Applicants with adverse credit history will not qualify.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

For more information on Federal Student Loans, visit <https://studentaid.ed.gov/sa/types/loans#types>

State Grants

The Cal Grant B and Cal Grant C programs are made available to eligible students by the California Student Aid Commission. This is a deadline driven grant and the first step in applying is to complete a FAFSA prior to the March 2nd deadline.

The Chafee grant is made available to former foster youth who were a dependent or ward of the court, living in foster care, between the ages of 16 and 18 and have not reached their 22nd birthday as of July 1st of the award year.

For more information on state grants, visit <http://www.csac.ca.gov/>

Veterans Education Benefits

Veterans Education Benefits are made available to Veterans and/or dependents of Veterans. Types of training programs include the Post-9/11 GI Bill®, Montgomery GI Bill®, Reserve Educational Assistance Program, Veterans Educational Assistance Program and Survivors and Dependents Educational Assistance Program.

Not currently available for IDL programs.

For more information on Veterans Education Benefits, visit http://www.benefits.va.gov/gibill/education_programs.asp

Private Student Loans

NHI is on the list of approved schools for the Sallie Mae Career Training Loan. This is a private, credit-based loan that is subject to approval by Sallie Mae. You have the option to apply on your own or with a cosigner.

For more information on the terms and conditions of this loan, visit <https://www.salliemae.com/student-loans/career-training-smart-option-student-loan/>

Other Resources

As an institution that is nationally accredited, approved by the U.S. Department of Education, and State of California, NHI is eligible for most types of student financial assistance. Some of these include, Private Scholarships, AmeriCorps Grants, Vocational Rehabilitation, Workforce Investment Act (WIA) through the Employment Development Department (EDD), Etc. If you have questions about these, or any other resources that you may qualify for, please schedule an appointment with one of NHI's Financial Aid Administrators.

Not currently available for Bauman College programs.

Terms and Methods of Payment

Tuition and fees are charged to a student at the start of the program. Payment is not required at this time; however, arrangements for funding must be made at the start of the program. Failure to complete payment arrangements may result in an administrative hold placed on a student until satisfactory payment arrangements are finalized.

At the student's option NHI may accept payment in full for tuition and fees once the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.

Methods of payment accepted are cash, check, MasterCard, and Visa.

If a student is delinquent with payment of fees, the Business Office will contact the student. If appropriate arrangements cannot be made, the student may be prevented from attending class and/or dismissed. NHI will withhold institutional services including grades, transcripts, and diplomas for students who are not current with their scheduled tuition payments or who have defaulted on a Federal Student Loan.

Consumer Information & Consumer Disclosures

Consumer disclosure information regarding National Holistic Institute's programs, pursuant to the Code of Federal Regulations related to student consumer information and programs that prepare students for gainful employment, may be found on NHI's website at <http://nhi.edu/disclosure>.

NHI publishes a Financial Aid Consumer Information Packet that discloses the Financial Aid processes and discusses consumer information. It reflects current regulations affecting refund repayments and other important issues. The Financial Aid Consumer Information Packet is handed out to each enrolling student.

Student Services

NHI understands that academic success often is influenced by factors outside the classroom. Therefore, NHI assists students both inside and outside the classroom. NHI strives to make each student's experience one that is positive, rewarding and focused on academic and life success.

Mentoring

On the first day of class, students are assigned a mentor/lead teacher who can provide guidance and direction throughout each student's educational experience. Many students find their mentor to be a great asset and key element in achieving their goals.

Tutoring

Tutorial assistance is available to students in need of coursework review. For more information, please contact Student Services.

Library & Resource Material

Each campus has a small lending library of bodywork, energy work, science, business, and other massage-related books and resources available to all students as needed. Most additional resource books and other support tools are available on-line.

Employment Assistance While In School

NHI can help students find employment both while they are in school and once they graduate. While in school, many students choose to hold part-time, temporary jobs to support themselves. For assistance with employment while attending school, please contact Student Services. For information on our placement services for graduates, please see "Job Placement Assistance."

Federal Work Study Program (FWS)

This program provides short-term, on-campus job opportunities for eligible students who wish to earn money while in school. For more information, please contact Student Services.

Housing Assistance

If you are moving to the area from out of town and need housing, we can help. We post rental notices from students, local real estate agencies and other community members who

have housing to offer. However, NHI assumes no responsibility for student lodging at these or other accommodations, does not have dormitory facilities under its control, nor offers financial student housing assistance. Average rental properties range widely from city to city / campus-to-campus, with specifics available at www.rentals.com. If you're interested in housing assistance, and specific cost ranges, please contact Student Services for your campus of choice.

Transportation

Each campus may provide information regarding public transportation and driving directions for the campus. Additionally, we can assist students in posting requests for a ride to or from school or offer transportation for other students.

Other Services

NHI maintains a guide of resource information on community programs and private agencies serving the surrounding cities and counties. These services are available to help with issues from day care availability, to counseling on drug and alcohol abuse, personal crisis, sexuality, and legal and medical information. No counseling services are provided on campus.

Student Life Activities

The student's time at NHI is not all practice and study; we also have student activities ranging from holiday gatherings, to community outreach, to other opportunities for classmate and faculty interaction.

Administrative and Academic Policies

Attendance Overview

NHI's unique training program takes you step-by-step through a carefully planned sequence of learning experiences. To gain the full value of these learning experiences, it is vital that you attend every class and maintain a positive attitude toward learning.

In-Person Classes:

Attendance is taken at the beginning of each class, marking absences and missed time, both of which become part of your permanent record. For every block of 1 to 10 minutes missed due to late arrival, or early departure, a full 10 minutes will be deducted from the student's attendance for that class.

IDL Classes:

Each IDL activity is allocated an amount of time determined by historical and/or educational best practice averages. Attendance is calculated by totaling the time associated with each completed activity and dividing it by the total number of hours associated with assigned activities within the same period of time.

Potential employers often contact the school to inquire about our students' attendance history to determine a candidate's reliability. Maintaining regular attendance throughout the program is vital to your success as a student. Arranging personal obligations around class hours before starting school will greatly assist in making this happen.

Detailed Attendance Expectations

NHI strives to develop the most professional Massage Therapists, Nutrition Consultants and Holistic Chefs in the industry. We celebrate and guide students to achieve 90%

attendance or better as their goal. And, **the MINIMUM attendance benchmark for graduation is 80% per term or module.** This is measured at multiple benchmarks throughout each term, module, and program. In addition, Clinic and Externship class series have their own sub-category attendance requirements, which are detailed in the specific academic packet.

Massage Programs:

Students are informed of their attendance performance through the distribution of Student Completion Checklists (SCCL) on a semi-monthly basis. The student will be made aware of how many hours they have missed in the term, and the remaining number of hours before their absenteeism forces NHI to dismiss them from the program.

Holistic Chef and Nutrition Consultant Programs:

Students are informed of their attendance performance through weekly attendance reports distributed through the Canvas LMS. Students received the Student Completion Checklists (SCCL) at the end of each course. The student will be made aware of how many hours they have missed in the term, and the remaining number of hours before their absenteeism forces NHI to dismiss them from the program.

Attendance By-Term / Module:

- **Core** (Program 1), **Holistic Chef** (Program 4), **Nutrition Consultant** (Program 5)
 - If a student reaches 80 hours missed in a single Term (Jr or Sr in the Core program), they will be dismissed from the program, unless-
 - The student qualifies for, and is granted a Make-Up-Hour (MUHr) exception
 - There is a maximum of 16 total Make-up Hours allowable by exception during the course of the student's 800 hour enrollment
 - Any of the 16 Make-Up-Hours not used in the First / Junior term, may be rolled-over to the Senior Term, not to exceed 16 total, and only if the exception is granted.
- **ANMT Program** (Program 2, or the advanced portion of Program 3)
The ANMT program has two attendance expectations:
 - 80% Attendance Per Module
 - A student must maintain a minimum of 80% attendance for each module.
 - If an ANMT student falls below 80% attendance they will be dismissed, unless ...
 - The student qualifies for, and is granted a Make-Up Hour exception of up to 9 hours in total for the ANMT program.
 - 90 Hours Missed
 - Additionally, an ANMT student may miss up to 90 hours for the entire ANMT program.
 - If an ANMT student reaches 90 hours missed, cumulatively for the ANMT program, the student will be dismissed, unless...
 - The student qualifies for, and is granted a Make-Up Hour exception of up to 9 hours in total for the ANMT program.

A student who is dropped for exceeding the maximum number of missed hours allowed in the term or module, must wait 180 days before applying for re-enrollment.

Make-Up-Hour Exceptions

Make-Up-Hour exceptions will only be granted in the event the student falls into one or more of these specific categories:

- Medical situation affecting ability to attend class, with documentation
- Military obligations with documentation
- Immediate family bereavement
- Other extenuating circumstances documented and approved by NHI Management

The MUHr extension hours must be made-up (within 2 weeks of being granted, unless otherwise approved by NHI management) in a format deemed acceptable by the institution.

A student below 80% attendance at his/her program completion will not be allowed to graduate, or matriculate on to the Advanced Neuromuscular program.

Arriving late to class, or leaving early, has an impact on attendance. For NHI's massage programs, attendance process, the amount of time taken away for being tardy or leaving early is rounded up to the nearest 10 minutes (e.g., 12 minutes tardy is rounded to 20 minutes).

For Bauman College IDL programs – live synchronous activities will be measured in 30 minute increments. Students have a 5 minute late grace period at the beginning of live synchronous activities to accommodate for technical issues. Following the 5 minute late grace period, students are granted a graduated attendance for those who are 5 to 30 minutes late or leave early, and zero attendance for those 31 minutes or more.

For those in program #2 (1,250 hours), attendance requirements are assessed for the Core & ANMT portions of the program as if they were separate entities.

A Re-Enrollment student must attend, across all enrollments, a combined total of 80% of the total program hours (Core, Advanced or Combined program respectively).

Students who start the program after the official start date, but prior to the cancellation date, will be credited with official attendance for scheduled class hours missed prior to their first attended class. One-on-one and/or lab tutorials will be required for all material missed.

Consecutive Classes Missed

If a student is absent for 10 consecutive scheduled class days, for ground-based programs, or 14 consecutive calendar days with no on-line academic activity for IDL programs, she/he will be automatically withdrawn from the program. If a student returns to class within two class days, or completes an IDL graded activity, after the withdrawal date, she/he may appeal the withdrawal with the Senior Vice President. All refunds will be calculated with the student's Date of Determination (DOD), which is 10 consecutive class days, or 14 calendar days from the Last Day Attended (LDA), whichever comes first. Please note, LDA in an on-line environment equates to *last measured academic activity*.

Arriving Late and Leaving Class Early

Important information is given at the start and end of each class, so it is important that you arrive on time and stay until class is dismissed. Arriving late and leaving class early can keep you from receiving the full benefit of the program and are disruptive to other students.

Also, for all graduates you will always want to be on time for your clients or employers. Therefore, mastering this valuable habit is part of your professional training. All late arrivals and early departures will be deducted from your attendance record, in this fashion:

For face-to-face, or live synchronous classes:

- Deductions will be made in 10 minute increments, e.g., for every 1 to 10 minutes late or early departure – a full 10 minutes will be deducted, similarly, 11 to 20 minutes will see a 20-minute deduction, 21 to 30 minutes will be a 30-minute deduction, etc.
- This includes late return to class following breaks, unless excused.
- For Bauman College IDL programs – live synchronous activities will be measured in 30 minute increments. Students have a 5 minute late grace period at the beginning of live synchronous activities to accommodate for technical issues. Following the 5 minute late grace period, students are granted a graduated attendance for those who are 5 to 30 minutes late or leave early, and zero attendance for those 31 minutes or more.

Make-up Tests and Repeating Classes

Because of the importance of each class session, you are responsible for all material, even if you are absent from class. You also may be required to show competency in missed material in order to remain in the program or before being awarded your graduation diploma.

Students must complete all required in-class tests in a timely manner in order to graduate on time. If you miss or fail a test, you will be required to make-up the test within two weeks, unless otherwise authorized. When you receive a passing grade, you are not allowed to retake the test to improve your grade. If you fail a test a second time, tutorials may be required. If you fail a third time, two additional tutorials will be required before the test may be retaken. A fourth failure on any test or assignment puts your enrollment in jeopardy.

Make-up tests are scheduled in advance and proctored by a qualified instructor. Students who miss a class that they were scheduled to attend are not permitted to make up that class, nor repeat classes that they previously attended, except with the approval of Education Department management.

The score of a make-up test or late Out Of Class Work (OOCW) assignment is automatically dropped a full letter grade, or for OOCW, one grading level. All make-up tests must be completed prior to graduation, or you will not graduate with your class.

If pre-arranged absences have prior approval by NHI staff and there is an agreed upon test and assignment make-up plan, grades will not be dropped due to delinquency.

Leave of Absence

A leave of absence (LOA) is a temporary break in a student's attendance during which s/he is considered to be continuously enrolled.

- Not regularly given, an LOA is limited to 180 calendar days in any 12-month period or one-half the published program length, whichever is shorter.

- Multiple leaves may be permitted provided the total calendar days of the leaves do not exceed this limit. Students enrolled under an M-1 visa may be granted multiple leaves of absence in accordance with the regulations of the Department of Homeland Security.
- No additional charges will be assessed the student, nor will the student be eligible for additional Federal Student Aid beyond original determination.
- Based on the student's academic need, and in order to review material previously covered, s/he may be required and/or eligible to repeat a limited number of classes already taken. A student is still considered to be on an LOA while repeating prior coursework.

To request a Leave of Absence:

- You must submit a written, signed, and dated request that includes
 - The reason why a leave is required.
 - The specific date of your return.
- The written LOA request must be completed in advance of the beginning date of the leave. If unforeseen circumstances prevent you from requesting the LOA in advance, the reason for this delay must be documented, with your signed request collected at a later date.
- If you are receiving Federal Student loans, you must sign a notice acknowledging your understanding of the implications the LOA will have on your loans.
- There must be a reasonable expectation that you will return to school.
- You will also need to meet with your Mentor/Campus Manager/Director, or another designee to discuss your request. NHI reserves the right to approve or deny any LOA if the above requirements are not met, or if the reason is to delay the return of unearned Title IV funds.

If you do not return to school on your scheduled return date, you will be withdrawn from the program.

Schedule Change

Students may be permitted to change to another group if their personal schedule creates a hardship that makes it difficult for them to attend school. All schedule change requests must be made in writing to the Group Mentor and Campus Manager/Director. While we will try to work with students on the proposed change, NHI reserves the right to grant or deny the request.

If there is any delay between last-day-of-attendance in one group and the first-day-of-attendance in the next, this action will be considered a Leave of Absence, and must comply with all LOA requirements.

Prior to processing a Schedule Change, the student and his/her Campus Manager/Director will determine the appropriate group and schedule that will benefit the student. The point of transfer will be based on where the student left off in the program according to his/her previous accomplishments and the remaining graded assignments and attendance needed to fulfill his/her academic requirements.

Conduct, Department and Dress Code (In-Person, and IDL environments)

Our commitment at NHI is to prepare you to enter a professional career. We require that all students conduct themselves in a professional and responsible manner in order to remain in the program and receive their NHI diploma.

Students will be responsible for following the policies and procedures of the school, including those outlined in the Student Handbook and those posted in the Student Lounge. It also means being cooperative and respectful towards the school, its teachers and administrators, school guests, clients, and fellow students.

Behavior involving drug use, firearms and weapons, alcohol, criminal behavior, or behavior that is irresponsible or unprofessional may be cause for dismissal. One very important element of a professional and safe learning environment is our zero-tolerance of sexual harassment. All students and staff are responsible for creating a learning environment that is free of discrimination and harassment, including sexual harassment. Comments of a sexual nature, use of profanity with sexual inferences, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature can constitute sexual harassment when it infers “quid pro quo” for academic or disciplinary decisions or if it creates an environment that a reasonable person would perceive as intimidating, hostile, or offensive.

Given students are being prepared for the professional world of employment, it is NHI’s philosophy that students need to practice the behaviors and model the expectations which will be expected of them once they have graduated. As a result, NHI has a variable dress code policy, based upon the activity, and the specific campus, e.g., most regular classes allow students to dress in modest clothing comfortable for easy and varying mobility needs, while other classes require a more professional “business casual” attire. (Additional details on Clinic and Externship dress requirements are available upon request.)

Photo Release

All students give NHI the absolute right and permission to use photographic portraits, pictures, or videos of them in character or form for advertising, art trade, or any other useful purpose whatsoever.

Drug and Alcohol Abuse Prevention / Awareness

In order to keep NHI a safe environment for students and staff to learn and grow, we participate in the Federal Drug-Free Schools and Communities program. NHI cooperates with the U.S. Department of Education in providing education and resource materials.

It is prohibited to possess, use, buy, sell, or be in the presence of others possessing, using, buying or selling any dangerous or illegal, or Federally/State restricted drugs (please note that this includes Marijuana), narcotics, or other controlled substances on NHI property, or while attending affairs sponsored by NHI. Any student found in violation of this prohibition will be subject to disciplinary action, could be dismissed, and may be subject to criminal charges.

NHI students and staff have access to information and support in managing substance-abuse challenges. We encourage you to talk with someone in Student Support Services or your mentor if issues concerning drugs or alcohol become a problem. Also, a guide is provided during orientation that contains current information on resources available for anyone needing special assistance with a drug-abuse or alcohol-abuse problem.

Satisfactory Academic Progress (SAP)

The following requirements apply to all students enrolled. There are additional items specific to those students who are receiving federal student financial aid. All students are required to make Satisfactory Academic Progress (SAP) toward their diploma. SAP applies to all periods of a student's enrollment including periods when the student doesn't receive federal student financial aid.

There are three components to maintaining SAP:

- **Qualitative - Grade Point Average (GPA) Requirement**
 - The GPA is a weighted average of all grades received during the evaluation period. A "C" grade is equivalent to a 2.0 on a 4.0 scale. Refer to the Grading Scale Chart illustrated below. A student must complete each evaluation period with a minimum cumulative GPA of 2.0 in order to meet the qualitative component of SAP.
- **Quantitative – Satisfactory Completion of Quarter Credit Hours Requirement**
 - Students must also successfully complete and pass 67% of all courses they attempt. Quarter units attempted include all courses for which the student earned or received a grade. Incomplete or failing grades have a 0.00 value towards the GPA calculation and completion of credits.
- **Maximum Timeframe**
 - Students must complete their program within 150% of the published length of the program measured in credit hours attempted. Progress is evaluated cumulatively at the completion of each payment period to ensure completion of the program within the 150% maximum timeframe. Once students reach their maximum timeframe (150% of the published length of the program) for their specified degree, they are no longer eligible to continue enrollment in their program of study. If the student is receiving federal student financial aid, the student will lose eligibility for that federal student financial aid.

Satisfactory Academic Progress Checks and Notification to Student

SAP is evaluated at the end of each payment period. Any student receiving a GPA less than 2.0, or not successfully completing 67% of the courses they attempt, are not meeting the SAP requirement and will receive notice of Academic Probation. Academic Probation lasts for one payment period only, during which the student may continue to receive Federal Student Aid. The student must achieve at least a 2.0 grade point average, and complete 67% of credits attempted by the end of the subsequent payment period or they will be notified that they are failing SAP. A student failing SAP is no longer eligible for Federal Student Aid.

Satisfactory Academic Progress Appeals

Students failing SAP and losing eligibility for Federal Student Aid have the right to appeal. The appeal must be submitted in writing, and explain why they failed to make satisfactory progress and what has changed in their situation that will allow them to do so by the end of the next evaluation period. Upon receipt of the appeal, NHI will review the student's academic progress and reason for appeal to determine whether or not a sufficient academic plan can be created. NHI will work with the student to develop the plan and ensure that, if followed, the satisfactory academic progress benchmarks can be met by the end of the next evaluation period. A student must achieve a 2.0 grade point average and 67% credit

completion by the end of the subsequent payment period in order to regain eligibility for financial aid.

Student Evaluations: Grades, GPA & Weighting

In order to establish proficiency in each course or module, students will be required to participate in, and complete multiple graded activities throughout the program. Tests and other assignments will be graded Pass/Fail, Complete/Incomplete or as follows:

Grade	Grade Point	100 Point Scale
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.00	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.00	64-66
D-	0.67	60-63
F	0	59 or below

Certain graded components are valued and consequently weighted according to their significance in the program. Weighting factors for each element: 1- Course, 2 - Module, 3 - In-class tests, 4 - Required hours, and 5 - Out-of-Class assignments, are listed below, or will be provided and explained at the time at which the assignment is distributed.

Massage Therapist and Health Educator Program:

NHI's core program is divided into two separate "Terms". Each Term has 100 classes of which the five "Courses" are composed: 1) Massage Theory and Practice, 2) Anatomy and Physiology, 3) Business, 4) Clinic, and 5) Externship. Each Course has been weighted, as seen in the chart below, based upon a combination of job-market value, credits, and In-Class hours. Excluding Clinic, each Course has In-Class tests or graded hours, as well as a series of Out-of-Class activities supplementing and enhancing the learning objectives through self, and group study.

The second level of weighting assesses each discrete "In-Class" assignment or test against each other, similarly so with any graded "Out-Of-Class" assignment, or series of assignments.

Advanced Neuromuscular Program:

NHI's NMT program is divided into five "Modules". Each Module is of equal length, with three similar levels of weighting as with the foundational program, e.g., Lumbopelvic Module: "In-Class" tests equal 80% of the Module grade, while "Out-of-Class" assignments equal 20%.

In addition, the 800-hour core program will equate to 65% of the student's *final* grade point average, with the remaining 35% contributed by 450 hour advanced program.

Through this segmented and graded system of weighting, NHI secures the validity and reliability for expressing value, and assessing accomplishments.

Bauman Nutrition Consultant-IDL and Holistic Chef-IDL

The Holistic Chef – IDL and Nutrition Consultant – IDL program courses have been weighted, as seen in the chart below, based upon a combination of job-market value, credits, and In-Class hours. Each Course has In-Class tests or graded hours, as well as a series of Out-of-Class activities supplementing and enhancing the learning objectives through self-study.

The second level of weighting assesses each discrete “In-Class” assignment or test against each other, similarly so with any graded “Out-Of-Class” assignment, or series of assignments.

Program 1

Massage Therapist and Health Educator: Courses	In-Class Hours	Out-Of-Class Work Hours	Total Investment Hours	GPA Weighting
Massage Theory & Practice	404.50	62	466.5	51.83%
Science Anatomy / Physiology / Kinesiology / Pathology	143.50	21	164.5	18.27%
Business Practice Management, Ethics & Professionalism	86.00	17	103	11.44%
Clinic	96.00	0	96.00	10.66%
Externship	70.00	0	70.00	7.77%
Totals	800.00	100	900.00	100%

Program 2

Advanced Neuromuscular Massage Therapist: Modules	In-Class Hours	Out-Of-Class Work Hours	Total Investment Hours	GPA Weighting
Lower Extremity	90.00	8	98.00	20%
Lumbar Pelvic	90.00	8	98.00	20%
Neck & Head	90.00	8	98.00	20%
Shoulder Thoracic	90.00	8	98.00	20%
Upper Extremity	90.00	8	98.00	20%
Totals	450.00	40	490.00	100%

Program 3

Advanced Neuromuscular Massage Therapist & Health Educator: Courses & Modules	In-Class Hours	Out-Of-Class Work Hours	Total Investment Hours	GPA Weighting
Massage Theory & Practice	404.50	62	466.5	51.83%
Science <i>Anatomy / Physiology / Kinesiology / Pathology</i>	143.50	21	164.50	18.27%
Business <i>Ethics & Professionalism</i>	86.00	17	103	11.44%
Clinic	96.00	0	96.00	10.66%
Externship	70.00	0	70.00	7.77%
Sub-Total	800.00	100	900.00	
Core GPA - % of Final GPA				65%
Lower Extremity	90.00	8	98.00	7%
Lumbar Pelvic	90.00	8	98.00	7%
Neck & Head	90.00	8	98.00	7%
Shoulder Thoracic	90.00	8	98.00	7%
Upper Extremity	90.00	8	98.00	7%
Sub-Total	450.00	40	490.00	
Advanced GPA - % of Final GPA				35%
Totals	1250.00	140	1390.00	100%

Program 4

Holistic Chef - IDL: Courses	In-Class Hours	Out-Of-Class Work Hours	Total Investment Hours	Total Investment Hours
Culinary Foundations	200.00	28.00	228.00	25%
Baking	100.00	12.00	112.00	12%
Cooking For Your Client	300.00	47.50	347.50	39%
Holistic Chef Operations + Entrepreneurship	50.00	12.50	62.50	7%
Externship	100.00	0.00	100.00	11%
In-House Practicum	50.00	0.00	50.00	6%
	800.00	100.00	900.00	100%

Program 5

Nutrition Consultant - IDL: Courses	Total Hours	Out-Of-Class Work Hours	Total Investment Hours	GPA Weighting
Foundations of Nutrition I	97.25	2.75	100.00	11%
Foundations of Nutrition II	77.00	3.00	80.00	9%
Therapeutic Nutrition I	104.25	23.75	128.00	14%
Therapeutic Nutrition II	121.50	24.50	146.00	16%
Therapeutic Nutrition III	106.75	2.25	109.00	12%
Therapeutic Nutrition IV	65.50	1.75	67.25	7%
Nutrition Consultant Business	68.75	2.25	71.00	8%
Final Research Project	79.00	19.75	98.75	11%
Practicum	80.00	20.00	100.00	11%
Total	800.00	100.00	900.00	100%

Academic / Attendance & Behavioral Alerts

The purpose of the Alert system is to notify a student when his or her behavior or academic progress is below standard, and to put into motion a plan for correction. The student will receive written notification stating the unsatisfactory status and the corrective action required.

A student may be placed on Alert for any of the following reasons, but not limited to:

1. Not conducting oneself in a professional and responsible manner and/or failing to follow the policies and procedures of the school.
2. Failure to complete a required evaluation, test, or written assignment.
3. Failure to meet attendance standards.
4. Failure to meet Satisfactory Academic Progress standards.

When a student receives a failing grade, support is available as follows: First, the student meets with her or his mentor to plan a strategy of preparation to retake the test or redo the assignment. Strategies may include further study, improved study techniques, tutoring, additional or alternative testing methods, or other recommendations. Once a strategy is selected, the student agrees to do his or her part within the defined timeframe. Be proactive. As soon as you are aware that you might be falling behind or are in need of additional support, please inform your mentor, and/or someone in Student Services. Tutors are available.

Academic Alert is for a pre-defined, finite period of time, as needed, based on the specific situation. During this time, the student is required to correct the behavior and/or complete all outstanding evaluations, tests, and assignments. Failure to do so may result in dismissal.

Graduation Requirements

We are proud to report that NHI graduates have an outstanding record of success in private practice, as independent contractors, and as employees. This success is based on the

thoroughness of our program, our high standards of excellence, and the desire and motivation of our students.

To become a NHI graduate, receive your diploma, and to participate in the graduation ceremony, you must meet the following requirements:

- Satisfactory completion of all course work
- A minimum GPA of 2.0
- Satisfactory attendance as outlined in the section “Attendance.”
- Current on payment of tuition and fees

Participation in the Graduation Ceremony is also based on the individual’s demonstrated professionalism as a student, as assessed by the Mentor, and Education Department Management.

Re-Admission Policy

There are two primary categories of re-admittance for students.

1. Attendance Dismissals
 - a. Those Dismissed for falling below 80% at the end of a term or module,
 - b. Those Dismissed for reaching a point prior to term or module end, whose hours-missed put them in a position of mathematically being able to reach 80% by the end of the term or module.
 - c. Those Dismissed for missing 10 consecutive class-days.
 - d. Those Dismissed for exceeding 14 days without an assignment submission to earn attendance
2. Those who personally Withdrew or were Dismissed for *non-attendance* related reasons.

The manner in which the re-admittance process is managed, is then based upon the length of time between the student’s last day of attendance and official return date.

1. “Re-Entry”
 - a. If the official return date is 180 days or less, from the last day of attendance, the two enrollments are considered contiguous, and the prior Drop (Dismissal or Withdrawal) is reclassified as a Leave of Absence.
 - b. The student’s return date will be calculated to bring them back into the program at the point in which they departed.
 - c. Based upon the educational needs of the student, a separate / optional “Educational Review” return date may be determined, separate to the official date of return. See more details below.
2. “Re-Enrollment”
 - a. If the official return date is beyond 180 days from the last day of attendance, the two enrollments are considered separate entities.
 - b. All Re-Enrollments require the student to re-take the entirety of the term, module, or course from which they were dismissed.
 - c. All students dismissed for 80% attendance purposes are required to wait a minimum of 180 days prior to applying for re-enrollment.

Students who drop, or are dismissed from school for lack of satisfactory progress, or for other reasons, may apply to be re-admitted to NHI. NHI reserves the right to grant or deny a request to re-join the program based on the applicant’s ability to complete the program, the nature of their initial dismissal or withdrawal, and outstanding tuition balance owed to the school.

For those who were not dropped due to attendance reasons, and are returning in 180 days or less, if the application is approved, NHI will determine the point of entry into the program based on the student's previous accomplishments, the remaining graded assignments, and attendance to be completed in order to fulfill his/her academic requirements. This means that the student may re-start from where he/she left off in the program, or may be required to repeat all, or portions of the program, based on the applicant's competency and the length of the break in attendance.

Suspension / Probation / Dismissal

A student may be placed on probation, suspended or dismissed if s/he is not meeting NHI's standards, or is not abiding by the spirit and intent of NHI's policies. If dismissed, the refund policy stated in this catalog will be followed.

Students may appeal dismissal actions by following the Complaint Procedure stated in this catalog.

Appeal Process

Based on extenuating circumstances, a student may appeal the determination of probation status, dismissal, and/or termination of financial aid. To submit an appeal, follow NHI's formal complaint procedure (please refer to the information in "Complaint Procedure").

Withdrawal from the Program

You may withdraw from the school at any time after the cancellation period and receive a pro rata refund if you have completed 60 percent or less of the scheduled hours in the current payment period in your program through the last day of attendance. The refund will be less the \$50.00 registration fee paid upon enrollment, and less any deduction for equipment not returned in reusable condition, within 45 days of withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will not receive a refund.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from the program of instruction when any of the following occurs:

- The student notifies the institute of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the students' enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of ten or fourteen consecutive scheduled class days; and/or failure to meet financial obligations to the school
- Failure to return from leave of absence.

For the purpose of determining when the refund must be paid, the student shall be deemed to have withdrawn as of the date of withdrawal as defined above, or the 14th calendar day of consecutive absences, whichever is sooner.

Tuition Refund Policy

When a student withdraws from the program, a refund shall be issued, if applicable, either by check or loan credit within 45 days following the date of the student's withdrawal. For students who do not receive Title IV funds, the refund will be the larger of the amount provided under California State Law or ACCET's refund policy. All calculations are based on the student's last date of attendance.

Return of Federal Title IV Funds

When a recipient of Title IV funds withdraws during their period of enrollment, unearned Title IV funds must be returned to the Title IV programs. The amount of Title IV funds to be returned is determined by subtracting the amount earned from the amount disbursed. The amount earned is calculated by multiplying the % of the payment period(s) completed times the Title IV funds that were disbursed and could have been disbursed. The difference between the earned amount and the funds disbursed is the amount to be returned to the Title IV program.

A return of Title IV funds is distributed in the following order: Federal Unsubsidized Stafford Loan, then Federal Subsidized Stafford Loan, then Federal Plus Loan, then Federal Pell Grant, then FSEOG, then other federal, state, institutional, or private assistance, then Student.

There are no Title IV refunds for students who have completed over 60% of the payment period.

Once the Title IV refund calculation is complete, then the California State refund and ACCET refund calculations are performed. If either results in a refund greater than the Title IV refund calculation, then the larger of the two is refunded to the student.

California State Refund Policy

Under the California State Law, students who withdraw having completed 60% or less of the program shall be subject to a pro-rata refund calculation, from the start date to the last day of attendance; any unearned institutional charges shall be refunded.

ACCET Refund Policy

The ACCET refund policy for withdrawn students is a pro-ration from the start date to the last day of attendance. If 50% or more of the enrollment period is completed, there is no refund. When determining the number of weeks completed by the student, a partial week is considered a whole week provided the student attended at least one day during the scheduled week. Tuition charges retained will not exceed a pro rata portion of tuition for the period of training completed, plus 10% of the unearned tuition for the period.

Financial Statement

NHI has never filed for bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under Federal law.

Copyright Infringement Policy

National Holistic Institute retains the copyright to all curricular and support material created for all provided programs, and also holds liable those who would infringe upon the exclusive rights of all supplementary copyrighted materials. Unauthorized distribution of copyrighted material, including peer-to-peer file sharing, is prohibited and may subject a student to civil and criminal penalties. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties, including payment of either actual or statutory damages, organizational attorney

fees and court costs. For details, see Title 17, United States Code, Sections 504, 505. For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov.

Notice of Student Rights

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, Sacramento, CA 95798-0818, www.bppe.ca.gov, 916.431.6959.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the bureau's Internet web site, www.bppe.ca.gov.

Release of Student Information

Family Education Rights And Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1234g; 34 CFR Part 99) is a federal law that protects the privacy of education records. FERPA generally gives students:

- The right to review their educational records.
- The right to seek correction of the contents of these records.
- The right to a formal hearing if seeking the correction of these records.
- The right to place a note of explanation in the records if their requested correction was unsuccessful.
- The right to request disclosure of the contents of the records.
- The right to file a complaint with the Department of Education if the Institute fails to comply with FERPA policies.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW.
Washington DC, 20202

Students who wish to inspect and review their records may do so by submitting a written request to the local Campus Manager/Director or the NHI Registrar during regular business hours. Records will be made available during regular business hours and on an appointment basis. An appointment to review records will take place within 45 days of the request. The review of all records will be supervised by an appropriate Institute official who may assist in the interpretation of the records. There is no fee for reviewing records. However, an administrative fee may be charged if copies are requested.

The Institute will not release educational records or information without the written consent of the student, unless the student is under the age of 18 and the request is made by the student's parent or legal guardian. Legal exceptions may also apply. A student can request release of his/her educational records or information to a third party by submitting a FERPA release to the NHI Registrar during regular business hours.

The following is a non-exclusive list of FERPA exemptions that permit disclosure of a student's educational records without student consent:

- Disclosure to Institute officials (including but not limited to educators) who have a legitimate educational interest in the information. An Institute official is defined as a person employed by the Institute in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit, personnel and health staff); a person or company with whom the Institute has contracted as its agent to provide a service instead of using Institute employees or officials (such as an attorney, auditor, information technology contractor, consultant, or collection agent); or assisting another Institute official in performing his or her tasks. An Institute official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Institute.
- Disclosure to officials of another school where the student seeks or intends to enroll.
- Disclosure to representatives of the U.S. Government, state and local authorities where required, and accrediting agencies.
- Disclosure to comply with a judicial order, subpoena or *ex parte* order.

At its discretion, the Institute may provide "directory information" in accordance with FERPA provisions. Directory information is defined as information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at the Institute includes the following: student's name, address, Institute email address, photograph, major field of study and degree program, dates of attendance (defined as first and last date of term), grade level, enrollment status (full-time or part-time), and participation in officially recognized activities or sports, degrees, honors and awards received. Students may request that such directory information not be released by notifying the local Campus Manager, or NHI Registrar in writing.

Disclosure to Parents

When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. However, FERPA also provides ways in which schools may share information with parents without the student's consent. For example:

- Schools may disclose educational records to parents if the student is a dependent for income tax purposes.
- Schools may disclose educational records to parents if a health or safety emergency occurs which involves their child.
- Schools may inform parents if the student who is under the age of 21 had violated any law or the Institute's policy concerning the use or possession of alcohol or a controlled substance.
- An Institute official may generally share with a parent information that is based on that official's personal knowledge or observation of the student.

For any questions with the Institute's FERPA Policy, please contact the Senior Vice President.

Record Retention and Transcripts

All official records are kept electronically, and are backed-up daily (new data), weekly (all data, 5-day period), and monthly (all data). Additional student files are maintained in a secure location that is only available to authorized personnel and is locked when not in use. Student information on the Institute's computer system is secure and safeguarded with password protection and other measures. Information relating to a student's medical

history, including Requests for Accommodations, are kept confidential and only disclosed on a selective, need-to-know basis, such as to implement an approved accommodation. When disclosing medical information, the Institute will restrict such disclosure to only that portion of the student's medical information necessary for disclosure.

The Institute will retain student records for a period of five (5) years following the student's completion or withdrawal from the program in which he/she was enrolled. Academic transcripts will be held in perpetuity. The Institute reserves the right to withhold transcripts from graduated or withdrawn students who have not fulfilled outstanding financial obligations to NHI.

NHI maintains, for each student who is granted a diploma for completion of a program, permanent records of the following:

- The diploma awarded and the date on which the diploma was awarded.
- The courses and units on which the diploma was based.
- The grades earned by the student in each of the courses.
- A transcript of the grades earned by the student in each of the courses.

Cancellation of Enrollment

A student has the right to cancel his or her agreement for a course of instruction, without any penalty or obligation if notice of cancellation is made through attendance of the first class session or seventh day after enrollment, whichever is later.

Cancellation may occur for the following reasons:

- **Rejection of Applicant:** If an applicant is rejected for enrollment, or if a prospective international student has his/her visa application rejected, a full refund of all monies paid will be made to the applicant.
- **Program Cancellation:** If an institution cancels a program subsequent to a student's enrollment, a full refund all monies paid will be made to the applicant
- **Cancellation Prior to the Start of Class or No Show:** If an applicant accepted for admission cancels prior to the start of scheduled classes or never attends class (no-show), a full refund of all monies paid will be made to the applicant.
- **Cancellation after the Start of Class:** If an applicant cancels after class begins, but before the seventh day after enrollment, whichever is later, a full refund of all monies paid will be made to the applicant.

If any books and supplies were distributed to the student prior to cancellation, the student is responsible for the charges associated with those distributions. The student has the option to return any books and supplies, and receive full credit to their account, within 30 days following the date of cancelation.

NHI will refund 100% of any monies paid, less any charges for books and supplies retained by the student within 45 days of cancellation.

If the student has received federal financial aid funds, the student is entitled to a refund of moneys not paid from student financial aid program funds.

Complaint Procedure

NHI's sole purpose is to help you achieve a successful career. Should a problem arise during your training with us, we want to work with you to find a fair solution. The NHI Complaint Procedure may also be used for complaints of discrimination on the basis of age, race, color, sex, disability, or national origin. Here is the procedure to follow:

1. Write the complaint on a Student Memo form — or in a letter — and include the following information:
 - a. The nature of the problem
 - b. The approximate date that the problem occurred
 - c. The name(s) of the individual(s) involved
 - d. Key information regarding the problem (facts, not rumors, are necessary for finding solutions)
 - e. Your signature, your group number, and the date.
2. Send or deliver the letter or memo to your mentor, place it in the student Suggestion Box, or deliver it to a Student Services staff person. Retain a copy for your records.
3. An appropriate party will respond to your complaint in writing, meet with you if necessary, and make every effort to find a fair solution.
4. If, after hearing the response you do not feel you have a resolution to your problem, send or deliver to NHI's Senior Vice President a copy of your letter or memo along with a written explanation of what has occurred. Retain a copy of the written explanation for your records.
5. Upon receiving the complaint, the Senior Vice President will make every effort to find a fair solution and will notify you in writing and/or will meet with you to discuss her decision within 2 weeks of receipt.
6. If, after hearing the response, you do not feel you have a resolution to your problem, send or deliver to NHI's Senior Vice President a copy of your letter along with a written explanation of what has occurred. Retain a copy for your records.
7. Upon receiving your complaint, NHI's Senior Vice President will make every effort to find a fair solution.
8. If you have exercised NHI's formal student complaint procedure as outlined above and you feel that the problem has not been resolved, then you may direct your complaint to either of the following organizations:

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

A complaint may be filed by completing a complaint form which can be obtained on the Bureau's Internet Web site, www.bppe.ca.gov, or by calling the Bureau's Enforcement Section at the following address and telephone number: (888) 370-7589

Bureau for Private Postsecondary Education
1747 North Market, Suite 225
Sacramento California, 95834

Or:

ACCREDITING COUNCIL FOR CONTINUING EDUCATION AND TRAINING (ACCET)
Complaint Administrator
1722 N Street NW
Washington, DC 20036
Phone: (202) 955-1113

Fax: (202) 955-1118

(ACCET is our national accrediting agency.)

Your letter to either organization should contain the following:

- a. Your name, address, and telephone number.
- b. Your status with the school.
- c. The name of the individual(s) at the school involved in the complaint
- d. Details of the complaint.
- e. What was done to resolve the complaint?
- f. A copy of the original Student Memo stating the complaint.
- g. Proof that NHI's complaint procedure was followed before contacting the State or ACCET.
- h. Your signature. Your signature is not a required item by ACCET; however, ACCET does state that the name and mailing address of the complainant must be included in the letter of complaint. If the complainant specifically request that anonymity be maintained, ACCET will not reveal his or her name to the institution involved.

Or:

For unanswered questions and/or for filing a complaint:

CALIFORNIA MASSAGE THERAPY COUNCIL (CAMTC)

One Capitol Mall, Suite 800

Sacramento, CA 95814

www.camtc.org

Phone: (916) 669-5336

Fax: (916) 669-5337

Note: it is required that you have exhausted NHI's Complaint Procedure before taking your issue to the above outside agencies.

Title IX, Discrimination & Harassment:

National Holistic Institute does not tolerate discrimination and that means:

- The College does not discriminate on the basis of sex in educational programs or activities (including admission and employment).
- Inquiries about the application of title IX may be referred to the Title IX Coordinator, the Department of Education Office for Civil Rights Assistant Secretary, or both. Contact information for the campus Title IX Coordinator and the Office for Civil Rights is listed below.

Any person may report sexual harassment by contacting the campus Title IX Coordinator. A report may be made at any time by telephone, e-mail, or by mail using the contact information below.

National Holistic Institute & Bauman College - Title IX Coordinator Contact Information:

CLOVIS CAMPUS

Samantha Manning, Program Manager

Title IX Coordinator
(559) 326-1831
mannings@nhi.edu
564 W. Herndon Ave.
Clovis, CA 93612

EMERYVILLE CAMPUS

NHI Massage and Bauman College
Renee Araneda, Campus Manager
Title IX Coordinator
(510) 547-6442 ex. 262
aranedar@nhi.edu
5900 Doyle Street
Emeryville, CA 94608

MODESTO CAMPUS

Kati Whitney, Program Manager
Title IX Coordinator
(209) 260-1900 ex. 290
whitneyk@nhi.edu
5601 Stoddard Rd.
Modesto, CA 95356

ONTARIO CAMPUS

John Gorman, Campus Manager
Title IX Coordinator
(909) 417-3200 ex. 234
gormanj@nhi.edu
2930 E. Inland Empire Blvd. Suite 112
Ontario, CA 91764

REDDING CAMPUS

Whitney Kenney, Program Manager
Title IX Coordinator
(530) 215-2711
kenneyw@nhi.edu
1775 Hilltop Drive
Redding, CA 96002

SACRAMENTO CAMPUS

Jackie Short, Campus Manager
Title IX Coordinator
(916) 568-6422 ex. 300
shortj@nhi.edu
1610 Arden Way, Suite 110
Sacramento, CA 95815

SAN JOSE CAMPUS

Josh Ramos, Campus Manager
Title IX Coordinator
(408) 423-8004 ex. 294
ramosj@nhi.edu

3031 Tisch Way, Suite 1 Plaza South
San Jose, CA 95128

SANTA ANA CAMPUS

Natalie Sakamoto, Associate Campus Manager
Title IX Coordinator
(714) 668-9263 ex. 199
sakamoton@nhi.edu
201 E. Sandpoint Ave., Suite 100
Santa Ana, CA 92707

SANTA ROSA CAMPUS

David Bloomer, Campus Manager
Title IX Coordinator
(707) 596-6040 ex. 276
bloomerd@nhi.edu
1221 Farmers Lane, Suite 100
Santa Rosa, CA 95405

STUDIO CITY CAMPUS

Jen Tobin, Campus Manager
Title IX Coordinator
(818) 788-0824 ex. 176
tobinj@nhi.edu
10969 Ventura Blvd.
Studio City, CA 91604

OR

For all NHI Campus Locations

Linda Rikli, Sr. Vice President
Title IX Coordinator
(510) 547-6442 ex. 163
rikli@nhi.edu
5900 Doyle Street
Emeryville, CA 94608

U.S. Department of Education
Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Telephone: 1-800-421-3481
FAX: 202-453-6012; TDD: 1-800-877-8339
Email: OCR@ed.gov

Arbitration

1. Any dispute I may bring against the College, or any of its parents, subsidiaries, officers, directors, or employees, or which the College may bring against me, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration conducted by the American Arbitration Association (the "AAA"), under its Consumer Arbitration Rules ("Consumer Rules"), with the exception that the arbitrator appointment process shall be governed by AAA Commercial Rule 12(a)-(b). The arbitration shall be conducted and decided by a single Arbitrator. Any remedy available from a Court under the law shall be available in the arbitration. The arbitration hearing will be conducted in the city in which the campus is located.
2. *Notice Regarding Borrower Defense Claims:* I understand this Agreement is a condition of my enrollment in the College. This Agreement does not, in any way, limit, relinquish, or waive my ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. This Agreement does not require that I participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the US Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by this Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way.
3. The Federal Arbitration Act ("FAA") shall govern the interpretation, scope, and enforcement of this Agreement. Any and all disputes concerning the interpretation, scope, and enforcement of this Agreement shall be decided exclusively by a Court of competent jurisdiction, and not by the Arbitrator.
4. Both the College and I explicitly waive any right to a jury trial. I understand that the decision of the Arbitrator will be binding, and not merely advisory. The award of the Arbitrator may be entered as a judgment in any Court having jurisdiction.
5. I agree that any dispute or claim I may bring shall be brought solely in my individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action, consolidated or joint action.
6. This Agreement does not affect either party's right to seek relief in small claims court for disputes or claims within the scope of the small claims court's jurisdiction.
7. I may, but need not, be represented by an attorney at arbitration.
8. Except as specifically required by the laws of the State of California, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA. I agree that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.
9. I understand the information about the AAA arbitration process and the AAA Consumer Rules can be obtained at www.adr.org. I shall disclose this Agreement to the AAA if I file an arbitration.
10. If any part of this Agreement is declared unenforceable or invalid, it shall be severable and

the remainder of this Agreement shall continue to be valid and enforceable.

11. I acknowledge and give my consent to use an electronic signature to bind me to this Agreement. I further acknowledge that this electronic signature attached to this document was created by me as a voluntary and knowing act that represents my intent to be legally bound.

Mission of National Holistic Institute & Bauman College:

“HELPING PEOPLE HAVE WORK THEY LOVE!”

Our mission is to help people have work they love. We take this mission very seriously and we love doing it!

We hope that your participation with us will bring you joy in your work, and that together we can help make the world a better place for everyone.

