National Holistic Institute / Bauman College

School Catalog

Career Training for Programs:

National Holistic Institute, College of Massage Therapy

1. Massage Therapist and Health Educator - IDL
2. Advanced Neuromuscular Massage Therapist – IDL, and 100% on-line Version
3. Advanced Neuromuscular Massage Therapist and Health Educator - IDL
4. Associates of Applied Science (AAS) – Advanced Neuromuscular Therapist and Medical Massage Clinician – IDL
5. Continuing Education and IDL Version

Bauman College

B1. Holistic Chef – IDL
B2. Nutrition Consultant – IDL
B3. Associate of Applied Science (AAS) – Culinary Arts & Massage for Integrative Health
B4. Associate of Applied Science (AAS) – Nutrition and Massage for Integrative Health
B5. Associate of Applied Science (AAS) – Culinary Arts & Nutrition for Integrative Health

Effective Dates: 02/10/2026 – 12/31/2026
Version Update: 10/26/2026

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, 5
Emeryville, CA	6001 Shellmound St., Ste. 200, Emeryville, CA 94608	510.547.6442	SCH0045	1, 2, 3, 4, 5, B1-B5
Modesto, CA	5601 Stoddard Road, Modesto, CA 95356	209.272.7800	SCH0169	1, 2, 3, 5
Ontario, CA	2930 E. Inland Empire Blvd., Ontario, CA 91764	909.417.3200	SCH0166	1, 2, 3, 5
Redding, CA	1755 Hilltop Dr., Redding, CA	530.224.1000	SCH0157	1, 5
Sacramento, CA	1610 Arden Way, Sacramento, CA 95815	916.568.6411	SCH0047	1, 2, 3, 5
San Jose, CA	1530 Meridian Ave. Ste. 301, San Jose, CA 95125	408.423.8004	SCH0049	1, 2, 3, 5
Santa Ana, CA	201 E. Sandpointe Ave. Ste. 100, Santa Ana, CA 92707	714.668.9263	SCH0046	1, 2, 3, 5
Santa Rosa, CA	1221 Farmers Ln., Ste. 100, Santa Rosa, CA 95405	707.596.6040	SCH0045	1, 5
Studio City, CA	10969 Ventura Blvd. Studio City, CA 91604	818.788.0824	SCH0048	1, 2, 3, 5

Note: IDL refers to “Interactive Distance Learning”
Email: nhi@nhi.edu / info@baumancollege.org Web Site: www.nhi.edu / www.baumancollege.org

Version Update Changes – 2026:

- Catalog_20260210_to_20261231
- Catalog_20260210_to_20261231 - 20261026 Update
    - Program Offering Update
    - BPPE updates
    - Emeryville Main Campus address change
    - Addition of ACCET Approved AAS programs

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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 & 4
2. Bauman College – referring specifically to programs B1 & B2
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 (916) 574-8900, and Bureau fax number (916) 263-1897.

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.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary education institutions in making informed decisions, understanding their rights, and navigating available services and relief options. Th e office may be reached by calling (888 370-7580) or by visiting (www.osar.bppe.ca.gov).

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)

The California Massage Therapy Council ("CAMTC") was authorized by the California Legislature through the enactment of Senate Bill 731 in 2008 and re-authorized several times since, extending CAMTC's authority over voluntary certification until January 1, 2030.

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.

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.

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

NHI trains Veterans and others eligible for VA education funding. 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.

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

6. Foreign Student Eligibility

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

Program #B1 & #B2: 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.

NOTE: NHI provides minimal visa assistance through issuing an I-20, thereby allowing the student to apply for a visa. Once the individual is an officially active student, NHI will vouch for both Active and then Completed status. NHI does not incur any associated charges regarding a student's visa.

7. American Massage Therapy Association (AMTA)

Applicable only to program #1, 2, 3, 4 & 5.

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, & 4

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 #B2.

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 are exciting and varied.

California is not a licensure state for any NHI / Bauman-related programs.

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

- Commercial Kitchens
- Catering Companies
- Corporate Food Preparation
- Primary School Food Programs
- 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:

- Wellness Centers
- Educational Settings providing workshops and courses
- Health Food Stores
- 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 of 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

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 successfully completed a minimum of 500 supervised hours total, including minimum hours in specific subject matters as required by CAMTC's Policies and Procedures for Approval of Schools. A minimum of 310 hours of must be successfully completed in person. 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 devise, 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.

Students are able to access the online e-library called Atrium Resources Library via Canvas, their learning management system (LMS). Students can register for a library card using their provided school email address. The e-library acts as another resource that students can utilize to research various books, articles, and case studies related to the massage and culinary industry.

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 (two years may be acceptable based upon prior experience). 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.

Massage Therapy Programs – Draping Standards

In order to comply with draping standards set by the American Massage Therapy Association, and to insure the safety and comfort of our students and clients, the following standards shall be observed:

1. All students in the client position shall be draped such that genitals, breasts and the gluteal cleavage are covered. These areas constitute what is referred to later as “private body parts”.

2. All students shall be thoroughly draped when dressing and undressing. To do this, the student’s partner shall hold up a sheet to act as a screen and then wrap the student in the sheet while the student takes his or her position on the massage table. Or, the student client will utilize a self-managed “burrito” draping techniques for which they will be trained. Likewise, the student shall be draped while coming off the massage table and the drape be used as a screen while the student dresses.

3. When massaging the front of a student’s torso, a towel or pillowcase shall be placed over the student’s breast area prior to the sheet being pulled down for access to the abdomen. For massaging the chest, the towel shall remain in place and the therapist will work through the towel or pillowcase.

4. Standard draping practice shall be that the student is fully draped except for the area of the body being massaged. When that part is undraped, care shall be taken to leave covered all private body parts. If a client feels warm, other body areas as requested may be uncovered so long as all private parts remain draped.

5. When turning the client, the massage therapist shall lift up the sheet toward the farthest side of the client just high enough for the client to turn over easily without exposing or uncovering the client.

6. At no time during the massage shall the massage therapist work with hand under the drape.

7. If at any time any private body parts of the client should become exposed, the therapist shall avert their eyes, or shall maintain eye contact with the client. This technique adds to the comfort of the client and the professionalism of the massage session.

8. All drapes that directly touch the client shall be hygienically clean.

9. Proper body mechanics must be used during draping procedures.

10. Blinds in all classrooms shall be completely closed during all bodywork classes. Please close the blinds so that they create a closed seal.

IDL / On-line Class Attendance Policy: Cameras On

In order to:

1. Support a high quality on-line learning experience.
2. Facilitate quality relationships between Group members and with Instructors.
3. Abide by accreditation requirements for tracking on-line attendance:

Cameras must be ON, with the student 100% in the frame and visible, during all on-line classes in order for us to verify, and quantify that a student is present for the full class time. If a student has a virtual background set that obscures the teacher's ability to see them on camera, they may be required to disable it.

Details:

Accreditation / Approval Requirements: It is important that all students understand the requirement as it pertains to receiving attendance in the on-line environment. NHI is required by our accreditors and program approvers to maintain a standard for how we quantify a student's attendance while in the on-line learning environment. We understand that there are many variables through which students go as they log into class every day. And, the California Massage Therapy Council (CAMTC) does not recognize IDL hours where student cannot be seen 100% on camera and participating 100% in class.

- If your camera is not on during on-line classes and/or if you are not clearly visible through the entire class, *this will jeopardize your eligibility to become certified after graduation.*

Expectations: It is important that, should the camera on your device not work when logging in for class, you reach out immediately to the instructor. We will help you troubleshoot the issue so that your camera is working by the next scheduled IDL class *at the latest*.

If a student continues to be logged in without the camera on and no other obvious indication that they are actually participating in the class, they will be logged out of the classroom and will lose attendance until they can log back in and be present on camera.

> ***Note*:** Phones are not sufficient devices to engage with the NHI curriculum and class activities. In particular, you will not have the ability to be seen on camera during IDL class activities, and thus will be in danger of not receiving attendance credit for these online classes if not logged in with a proper device.

This is how you ***must appear on camera in each IDL class: 

IDL Assignments: The approximate number of days that will elapse between school's receipt of student lessons, projects, or other assignments and our response or evaluation will depend upon a number of variable factors, but will range anywhere between one and seven days.

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. Students are given a 10-minute break within each 60-minute period of instruction.
    a. 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 20 clock hours of direct faculty instruction.
        i. Total of 20 quarter credits per Term, of which there are two, or 40 credits for programs 1, 4 & 5 (800 in-class hours)
        ii. Total of 62 quarter credits for the full Advanced Neuromuscular Massage Therapy and Health Educator program (1250 in-class hours)
        iii. Total of 22.5 quarter credits for the full Advanced Neuromuscular Massage Therapy program (450 in-class hours)

Program Academic Credit & Clock Hours

Massage Therapist and Health Educator - IDL			
		Clock hours	Credit hours
	Lecture	479.55	47.95
	Lab	256.45	12.82
	Internship/Externship	64	2.13
	Total	800	62.9

Advanced Neuromuscular Massage Therapist - IDL			
		Clock hours	Credit hours
	Lecture	330	33
	Lab	120	6
	Internship/Externship	0	0
	Total	450	39

Advanced Neuromuscular Massage Therapist and Health Educator - IDL			
		Clock hours	Alt credit hours
	Lecture	809.55	80.95
	Lab	376.45	18.67
	Internship/Externship	64	2.13
	Total	1250	101.75

Associates of Applied Science - Advanced Neuromuscular Therapist and Medical Massage Clinician			
		Clock hours	Alt credit hours
	Lecture	925.25	0
	Lab	440.75	0
	Internship/Externship	64	0
	Total	1430	116.68

Associate of Applied Science - Culinary Arts & Massage for Integrative Health			
		Clock hours	Credit hours
	Lecture	759.55	75.95
	Lab	676.45	33.82
	Internship/Externship	164	5.46
	Total	1600	115.23

Associate of Applied Science - Nutrition & Massage for Integrative Health			
		Clock hours	Credit hours
	Lecture	863.55	86.35
	Lab	672.45	33.62
	Internship/Externship	64	2.13
	Total	1600	122.1

Associate of Applied Science - Culinary Arts & Nutrition for Integrative Health			
		Clock hours	Credit hours
	Lecture	664	66.4
	Lab	836	41.8
	Internship/Externship	100	3.33
	Total	1600	111.53

Massage Therapy Diploma Programs Offered

Program Detail – Program 1:

Version 1: Hybrid – Resident Training & Interactive Distance Learning.

Massage Therapist and Health Educator (Core)

- 800 Clock Hours (Class Hours)
- 100 Out-of-Class Work Hours
- 8 and 12 months
- 62.9 Academic / Carnegie Credits
- 40 Quarter Credits for Title IV Financial Aid Purposes

Award: Diploma

Class Schedules:

Week Day Schedule:

- 4 Hour Classes:
- Monday through Friday; 8:45am – 12:45pm
- 8 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:
    - Friday Afternoon; 1:15pm – 5:15pm, or
    - Monday Evening: 6:00pm – 10:00pm

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 hybrid version of the Core program offers a variety of schedules, with prescheduled 1 to 2 days of on-line, synchronous classes per week, allowing you the freedom to attend many classes from home. Schedule details are 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 other environments such as: 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

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.

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

- On-line exam 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 Anatomy / Physiology / Kinesiology / Pathology	21
Business Practice Management, Ethics & Professionalism	17
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 / Student to Teacher Ratio

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 – 450 Hours:

Version 1: Hybrid – Resident Training & Interactive Distance Learning. With live classes 4 days per week, and 1 day of in-person / on-campus bodywork per week.
Version 2: 100% On-Line – with live classes 4 days per week, and 1 day of asynchronous assignments

Advanced Neuromuscular Massage Therapist (ANMT)

- 450 Clock Hours (In Class Hours)
- 40 Out-Of-Class Work Hours
- 38.85 Academic / Carnegie Credits
- 22.5 Quarter Credits for Title IV Financial Aid Purposes

Award: Diploma
Class Schedules
Week Day Schedule:

- 4.5 Hour Classes:
- Monday through Friday; 8:15am – 12:45pm
    - One In-Person, On-Campus class per week (day varies based upon campus location)
    - For 100% on-line version, one class per week is asynchronous, with day-of required assignments.
- 6 months in length

Evening/Weekend Schedule:

- 4.5 Hour Classes:
- Live IDL: Tuesday and Thursday evening 6:00pm – 10:30pm,
- Live In-Person / On-Campus: Sunday morning 8:45am – 1:15pm
    - For 100% on-line version, the Sunday class is asynchronous, with day-of required assignments.
- 8.5 months in length

The hybrid version of the ANMT program is offered as a modular format with 5 total modules, each 90 hours combining to meet the 450 program hours. Each module takes approximately 6 weeks to complete.

Note – not all schedules for the hybrid version 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.

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 a wide variety of locations, including 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 effective 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 Tests/Evaluations	Percent of Module Grade
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.

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: The ANMT program does not include separate a Clinic.

Program Detail – Program 3 – 1250 Hours:

Version 1: Hybrid – Resident Training & Interactive Distance Learning. With live classes 4 days per week, and 1 day of in-person / on-campus bodywork per week.
Version 2: 100% On-Line – with live on-line classes 4 days per week, and 1 day of asynchronous assignments.

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
- 101.75 Academic / Carnegie Credits
- 62.5 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 18.5 months, based on the Core and ANMT program schedule chosen. 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.

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 B1 (Bauman College):

Holistic Chef Program – IDL (Interactive Distance Learning)

- 800 Clock Hours (In-Class Hours)
- 12 Months
- 52.33 Academic / Carnegie Credits
- 40 Quarter Credits for Department of Ed. Financial Aid
- 100% IDL

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:

- Average 16 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 own 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 provide a holistic culinary education that will enable students to obtain work they love as chefs, food authorities, and business owners dedicated to helping people find wellness through food.

Holistic Chefs trained at Bauman College are skilled in the core fundamentals of cooking for individual health support with an emphasis on nutrition, food sourcing, and flavor building. They are in high demand for their unique knowledge and training in culinary arts, ancestral and alternative cooking techniques, specialty diets, and therapeutic food protocols.

Holistic Chefs are prepared to choose employment or entrepreneurship in a variety of careers including:

- **Chefs** for Restaurants, Retreats, Corporate, Wellness Centers, etc.
- **Caterers** specializing in menus that are organic, farm-to-table, and/or specific to a dietary focus like vegan, keto, paleo, etc.
- **Personal or Private Chefs** specializing in therapeutic diets such as gluten-free

- **Culinary Educators, Instructors, or Program Consultants**
- **Menu Development/Meal Planning** for Care Facilities, Nutrition Consultants, Health Practitioners, Corporate, Tech Companies, Schools, and Non-Profits
- **Cookbook Authors/Recipe Writers/Culinary Content Writers**
- **Meal Delivery Service Business**
- **Specialty Food Product Development & Sales**
- **Building a food-based business that gives back to the community**
- **Food Buyers** for a specialty market or grocery store
- **Food Stylists** for film, commercials, and advertising agencies
- **Entrepreneurs/Small Business Owners**: restaurants, food carts, food trucks, cottage foods, food products
- **Food and Beverage Sales Representatives**
- **Culinary Research and Development**

Prerequisites / Prior Education Requirements

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

Courses & Credits:

Holistic Chef - IDL: Courses	In Class Hours	DOE Credits	Carnegie Quarter Credits
Holistic Chef Fundamentals	100.00	5.00	7.00
Knife Skills & Culinary Techniques	100.00	5.00	7.00
Foundational Ingredients	100.00	5.00	7.00
Pastry Arts and Alternative Baking	100.00	5.00	7.00
Externship	100.00	5.00	3.33
Cooking for Health	75.00	3.75	5.25
Specialty Diets	75.00	3.75	5.25
Business	75.00	3.75	5.25
Chef's Table Event	75.00	3.75	5.25
	800.00	**40.00**	**52.33**

For Federal Department of Education financial aid purposes, the Holistic Chef program is considered 40 Quarter Credits.

Course of Study

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

COURSE SPECIFICS

I. Holistic Chef Fundamentals
12.5% of Grade Point Average

Course Objective:

Holistic Chef Fundamentals introduces the tools and equipment used by chefs and educates students in the foundational knowledge of ingredient selection, food tasting, recipe reading, nutrition principles, food equity, and ecological concerns in our global food system.

This course prepares students to work with confidence and integrity in their culinary career of choice.

Upon completion, the student will…

Be able to:

- work safely and efficiently in a professional kitchen.
- operate kitchen equipment including various hand tools and kitchen appliances.
- understand the elements of taste and adjust seasoning to enhance flavor.
- apply the Eating for Health model when sourcing and preparing foods to maximize nutrient density.
- transform recipes to reflect the Eating for Health model principles
- recognize and discuss how the complexities of the food industry impact diet and food accessibility.
- consider political and cultural issues when creating dishes and menus.

List of Subjects Taught

- Kitchen Safety
- Seasoning & Tasting
- Eating for Health
- Recipe Analysis
- Food Politics
- Food Waste Prevention
- Cultural Cuisines

Instructional Methodology

40 hours lecture/demonstration and reading:

- video lectures
- video demonstrations
- interactive lessons
- instructional handouts
- virtual textbooks

60 hours hands-on laboratory, including:

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

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

II. Knife Skills & Culinary Techniques
12.5% of Grade Point Average

Course Objective:

Knife Skills and Culinary Techniques trains students in the foundations of food preparation, sanitation, and “mise en place” skills needed to work in a professional kitchen.

Upon completion, the student will…

Be able to:

- execute a range of classical knife cuts.
- prepare vegetables, fruit, poultry, meats, fish, shellfish, and plant-based proteins.
- perform a broad range of foundational cooking techniques.
- understand the elements of taste and adjust seasoning to enhance flavor.
- Qualify as a certified food handler through ServSafe® .

List of Subjects Taught

- Food Safety Practices
- Knife Skills & Sharpening
- Dry- & Moist-Heat Techniques

Instructional Methodology

40 hours lecture/demonstration and reading:

- video lectures
- video demonstrations
- interactive lessons
- instructional handouts
- virtual textbooks

60 hours hands-on laboratory, including:

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

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

III. Foundational Ingredients
12.5% of Grade Point Average

Course Objective:

Foundational Ingredients will train students in advanced culinary techniques and traditional cooking methods used to prepare sauces, stocks, dressings, grains, and legumes. Lessons focus on best practices for preparing ingredients for better nutrition and digestibility.

Students will learn alternative ingredient strategies for making dairy-free dishes that accommodate food allergies, intolerances, and sensitivities.

Upon completion, the student will…

Be able to:

- Execute proper techniques when making stocks, soups, salads, and dressings.
- Demonstrate proper techniques when preparing a variety of traditional and alternative sauces.
- Prepare legumes and grains properly for optimal nutrient absorption and digestibility.
- Demonstrate proficiency when preparing various fermented dairy products.
- Understand ancestral sprouting and fermentation methods and their immune-enhancing benefits.

List of Subjects Taught

- Salad & Dressing Techniques
- Soup & Sauce Techniques
- Ancestral Cooking Methods
- Dairy Techniques & Dairy Alternatives
- Fermentation

40 hours lecture/demonstration and reading:

- video lectures
- video demonstrations
- interactive lessons
- instructional handouts
- virtual textbooks

60 hours hands-on laboratory, including:

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

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

IV. Pastry Arts and Alternative Baking

12.5% of Grade Point Average

Pastry Arts and Alternative Baking trains students in professional baking skills. Traditional methods are taught side-by-side with modern techniques that accommodate food allergies, intolerances, and sensitivities. Students will learn alternative ingredient strategies for making gluten-free, dairy-free, grain-free, and/or egg-free recipes.

This course provides a foundation for a career as a holistic culinary professional, baker, pastry chef, and/or chef specializing in cooking for those with dietary restrictions.

Upon completion, the student will…

Be able to:

- Work with eggs and egg-based dishes skillfully.
- Execute a broad range of traditional and alternative baking and pastry techniques.
- Source high-quality nutrient-dense baking ingredients.

- Prepare gluten-free, grain-free, and/or egg-free alternative breads, cakes, pies, and tarts.
- Prepare low-sugar or sugar-free baked goods and pastries.

List of Subjects Taught

- Baking & Alternative Baking
- Egg Techniques
- Alternative Ingredient Techniques

40 hours lecture/demonstration and reading:

- video lectures
- video demonstrations
- interactive lessons
- instructional handouts
- virtual textbooks

60 hours hands-on laboratory, including:

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

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

V. Externship

12.5% of Grade Point Average

Course Objective:

Externship provides students with on-the-job culinary training in a food career of their choice. With guidance from a chef mentor, students research job opportunities, interview, and secure externship contracts for real-work experience.

This course provides students with the confidence and skills to smoothly transition from school to employment.

Upon completion, the student will…

Be able to:

- research and apply for potential employment opportunities.
- interview with confidence.
- see their education applied in the field.
- employ learned skills in a professional setting.
- determine career preferences.

List of Subjects Taught

- Employment Preparation
- Job Search
- On-Site and/or Virtual Practical Application

Evaluation Techniques

- Course Activities
- Instructor evaluation of written work, photos, and video submissions
- Instructor evaluation of live knife skills exam
- Attendance Evaluation
- Student Extern Performance Evaluation form completed by a supervisor

VI. Cooking for Health
9.4% of Grade Point Average

Course Objective:
Cooking for Health trains students to cook with skillful attention and compassion for individuals based on their life stage, health status, and personal taste preferences. Students will learn how to plan supportive meals, design menus, and properly prepare food that promotes wellness in the general population.

Upon completion, the student will…

Be able to:

- Include booster foods like sea vegetables, spices, and nutritional yeast in dishes.
- Support pregnant mothers, children, and older adults with delicious, nutrient-dense meals.
- Implement food strategies for blood sugar balance, anti-inflammation, and digestive healing.
- Cook nourishing meals for athletes and cancer survivors.
- Present an educational cooking demonstration with confidence.

List of Subjects Taught

- Booster Foods
- Cooking for Wellness
- Digestive Healing
- Blood Sugar Support
- Anti-Inflammatory Cooking
- Supporting Life Stages

Instructional Methodology
30 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts
- Virtual textbooks

45 hours hands-on laboratory, including:

- Work & sanitation station set-up
- Food preparation
- Cooking
- Tasting
- Meal Planning

Evaluation Techniques

Instructor evaluation of written work, photos, video submissions, and a live cooking demonstration
Multiple choice quizzes

VII. Specialty Diets
9.4% of Grade Point Average

Course Objective:
Specialty Diets trains students to cook safe and delicious meals for individuals adhering to common therapeutic diets including Low FODMAP, DASH, AIP, Ketogenic, and the Mediterranean Diet.

This education provides students with the skills required to work in collaboration with physicians, nutrition consultants, and other health and wellness professionals.

Upon completion, the student will…

Be able to:
- Craft wonderful plant-based dishes for vegans, vegetarians, and pescatarians.
- Plan and make meals in strict adherence to therapeutic protocols.
- Work confidently with practitioners.

List of Subjects Taught
- Plant-Based Cooking
- Gluten-free and Dairy-Free Protocols
- Therapeutic Diets
- Cooking for Mental Health)

Instructional Methodology
30 hours lecture/demonstration and reading:
- Video lectures
- Video demonstrations
- Instructional handouts
- Virtual textbooks

45 hours hands-on laboratory, including:
- Work & sanitation station set-up
- Food preparation
- Cooking
- Tasting
- Meal Planning

Evaluation Techniques
Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

VIII. Business
9.4% of Grade Point Average

Course Objective:

Business trains students in food costing, menu pricing, marketing, finance, and entrepreneurship. Students create a professional resume and business plan giving them the tools and clarity they need to begin careers as Holistic Chefs.

Upon completion, the student will…

Be able to:

- effectively cost recipes and price menu items.
- maintain professional client relationships.
- evaluate personal finances to know the income requirements of their businesses.
- create financial models to ensure business sustainability.
- navigate start-up considerations for a small business.
- conduct business with professionalism and good customer service.
- employ basic marketing strategies for a small business.
- write a business plan and resume.
- understand and create self-care strategies as a culinary professional.

List of Subjects Taught

- Food Costing & Budgeting
- Career Paths
- Business Finance
- Small Business Start-up
- Food Business Marketing
- Professional Sustainability

Instructional Methodology

30 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts
- Virtual textbooks

45 hours hands-on laboratory, including:

- Performing pre-start-up exercises related to business entrepreneurship
- Writing a resume
- Writing a business plan

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

IX. Chef's Table Event

9.4% of Grade Point Average

Chef's Table Event trains students in menu development, scheduling, and other operational tasks of culinary work as they plan, host, and execute a private dining experience. Students are able to highlight their culinary vision and skills as a chef in this final project of the program.

Upon completion, the student will…

Be able to:

- plan and budget a catered event.
- create a realistic and efficient work schedule.

- demonstrate professional proficiency in menu development and plating techniques.
- understand front-of-house concerns.
- interface with customers.

List of Subjects Taught

- Menu Development
- Recipe Writing & Testing
- Food Costing & Budgeting
- Chef Logistics

Instructional Methodology

30 hours lecture/demonstration and reading:

- Video lectures
- Video demonstrations
- Instructional handouts
- Virtual textbooks

45 hours hands-on laboratory, including:

- Practicing mock personal chef operational tasks
- Executing a Chef's Table Event

Evaluation Techniques

Instructor evaluation of written work, photos, and video submissions
Multiple choice quizzes

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

	Final GPA Determination		
Holistic Chef - IDL: Courses	**Course Weighting**	**Coursework**	**Tests / Final Projects**
Holistic Chef Fundamentals	12.5%	85%	15%
Knife Skills & Culinary Techniques	12.5%	85%	15%
Foundational Ingredients	12.5%	85%	15%
Pastry Arts and Alternative Baking	12.5%	85%	15%
Externship	12.5%	80%	20%
Cooking for Health	9.4%	75%	25%
Specialty Diets	9.4%	75%	25%
Business	9.4%	75%	25%
Chef's Table Event	9.4%	90%	10%
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
Holistic Chef Fundamentals	40	60	0	100
Knife Skills & Culinary Techniques	40	60	0	100
Foundational Ingredients	40	60	0	100
Pastry Arts and Alternative Baking	40	60	0	100
Externship	0	0	100	100
Cooking for Health	30	45	0	75
Specialty Diets	30	45	0	75
Business	30	45	0	75
Chef's Table Event	30	45	0	75
	280	420	100	800

Program Detail – Program B2 (Bauman College):

Nutrition Consultant Program – IDL (Interactive Distance Learning)

- 800 Clock Hours (In-Class Hours)
- 12 Months
- 59.20 Academic / Carnegie Credits
- 40 Quarter Credits for Department of Ed. Financial Aid
- 100% IDL

Graduation Requirements
To become a Nutrition Consultant 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 Schedule:

- 15 Hours / Week
- 12 Months in Length
- The program is taught 100% 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	3.64	5.58	72.75
Foundations of Nutrition II	5.08	7.18	101.5
Nutrition Consultant Business	4.30	5.55	86
Therapeutic Nutrition I	6.99	11.34	139.75
Therapeutic Nutrition II	4.30	6.70	86
Therapeutic Nutrition III	5.39	7.84	107.75
Therapeutic Nutrition IV	7.18	11.33	143.5
Practicum	3.14	3.70	62.75
Totals	**40.00**	**59.20**	**800.00**

For Federal Department of Education financial aid purposes, the Nutrition Consultant program is considered 40 Quarter Credits.

Course of Study

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

COURSE SPECIFICS

I. Foundations of Nutrition I

9.09% 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. 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.
  - significance of bio-individuality, variables that determine an individual's nutritional needs, and factors to consider in making reasonable recommendations.
  - functions of the three macronutrients and identify high-quality food sources in which to find them.
  - health-promoting and health-depleting qualities of various macronutrients in different foods.
  - importance of micronutrients and identify high-quality food sources in which to find them.
  - concepts of nutrient synergy and bioavailability to be able to explain the nutritive value of fresh whole foods.
  - connection between optimal digestion and optimal health.
  - parts of the digestive system and their functions in breaking down food into absorbable and usable molecules for the body's use.
  - immune system's presence in the digestive tract.
  - factors to consider when determining optimal macronutrient ratios for individuals.
  - functions of the gut microbiota and intimate connection with the gastrointestinal cells, immune system, and nervous system.

- Be able to:
  - identify factors which increase nutrient density in food.
  - recognize the lifestyle factors that contribute to a holistic model of health.

List of Subjects Taught

- Eating For Health
- Macronutrients
- Micronutrients
- Digestion

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

Evaluation Techniques

- Instructor evaluation of written work
- Written quizzes and discussion boards
- Written exam

II. Foundations of Nutrition II

12.69% 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. The student will…

- Understand:
  - the importance of blood glucose regulation, how it is accomplished, and factors that influence it.
  - the general mechanism of insulin resistance and its contribution to type 2 diabetes, metabolic syndrome, hypoglycemia, and hyperglycemia.
  - the holistic nature of optimal health and name the seven foundations of health.
  - how blood glucose dysregulation and chronic inflammation can be contributing factors to various prevalent chronic diseases.
  - 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.
  - exercise and physical fitness and identify health benefits of different levels of exercise.
  - the specific nutritional concerns of and be able to design food plans for athletes and active people.
  - how to employ some fundamental principles of health coaching in order to more effectively work with clients in making sustainable changes.
  - the physiological importance of sleep and its impact on stress management and chronic disease prevention.

- Be able to:
  - describe the functions, differences, and contributing factors of acute and chronic inflammation.
  - recognize the standard tests for blood glucose and identify their potential limitations.
  - evaluate some common diets that can potentially help to ameliorate blood glucose dysregulation.
  - identify dietary and lifestyle factors that can effectively regulate blood glucose and mitigate chronic inflammation.
  - recognize the prevalence of cardiovascular disease and the effectiveness of diet and lifestyle in its prevention.

- define different types of cardiovascular disease and be familiar with common tests used for detection.
- explain the general mechanism of statin drugs and their limitations.
- describe the physiological implications of stress and its significance to blood glucose dysregulation, inflammation, and chronic diseases.
- employ and recommend stress-reduction techniques to improve emotional resilience.
- recognize the prevalence of mental health issues and how poor diet and digestion and lifestyle factors can contribute to mental health issues.
- support mental health through diet and lifestyle.
- recommend sustainable exercise plans depending on health status and ability.

List of Subjects Taught

- Chronic Disease Prevention I
- Chronic Disease Prevention II
- Exercise + Sports Nutrition
- Foundations 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

Evaluation Techniques

- Instructor evaluation of written work
- Written quizzes and discussion boards
- Written exam

III. Nutrition Consultant Business

10.75% 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. The student will…

- Understand:
  - how to have a successful interview.
  - how to cultivate strong references and referrals.
  - networking, its value, and how to network effectively.
  - how to design and deliver group programs.
  - the start-up considerations for a small business, including business licenses, liability insurance, business entities, pricing, legal considerations for professional consulting businesses.
  - some bookkeeping and billing options.
  - how to maintain organized and secure client database systems.

- 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.
- conduct an effective job search, including writing an effective resume and cover letter.
- write a basic business plan.

List of Subjects Taught

- Intro to Business: Self-Discovery
- Business Finance
- Business Planning
- Marketing
- Starting Your Business
- Career Path
- Professional Sustainability

Instructional Methodology

- Lecture
- Instructor and peer discussion
- Pre- and post-learning activities outside of class

Evaluation Techniques

Instructor evaluation of written work
Written quizzes

IV. Therapeutic Nutrition I

17.47% 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. The student will…

- Understand:
  - effective verbal and non-verbal communication skills.
  - basic biochemical vocabulary.
  - how cellular energy is produced from carbohydrates, fats, and proteins.
  - the basics of cellular respiration and the role of the mitochondria in energy production.
  - innate and adaptive immunity.
  - the basis of autoimmunity and the immune system's mechanism of recognizing self from non-self.

- Be able to:
  - define the Nutrition Consultant scope of practice.
  - complete client intake and follow-up forms and be able to conduct client interviews.
  - perform nutritional analyses, including macronutrient and micronutrient analyses.
  - customize and adapt meal plans based on dietary needs, logistical needs, conveniences, and preferences.

- describe how cells get damaged and understand free radicals and how they can be both useful and harmful.
- describe the mechanism of antioxidants and understand free radical and antioxidant balance.
- identify the main organs, cells, molecules, and functions of the immune system.
- recognize some possible contributors to immune dysfunction.
- identify immune-boosting foods and lifestyle factors.
- recognize some common autoimmune conditions and some supportive dietary and lifestyle considerations.

List of Subjects Taught

- Nutritional Consulting + Analysis + Meal Planning
- Nutritional Biochemistry
- Immune + Autoimmune Health
- Stress + Endocrine Interactions

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

Evaluation Techniques

- Instructor evaluation of written work
- Written quiz and discussion boards

V. Therapeutic Nutrition II

10.75% 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 endocrine system (including the stress response), the gastrointestinal system, and the liver, and how they communicate with each other and work together to support hormonal health, 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. 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.
  - the pineal gland and actions of melatonin.
  - the functions of the adrenal glands and identify dietary and lifestyle factors to support them.
  - the physiology of the stress response and the mechanism of hypercortisolemia.
  - functions of the thyroid gland and identify dietary and lifestyle factors to support them.
  - the mechanisms of hypothyroidism and hyperthyroidism and their prevalence.
  - the significance and function of the gut-associated lymphoid tissue (GALT) and its connection to gastrointestinal health and tolerance.
  - The student will understand nutritional support for gastrointestinal inflammation.

- the general mechanism of gastroesophageal reflux, potential contributing factors, and nutritional and lifestyle support.
- nutritional and lifestyle support for low and high stomach acid, H. Pylori infection, and intestinal hyperpermeability.
- how to nutritionally support the two phases of detoxification.
- contributing factors to environmental illness and be able to make recommendations to support toxic load reduction.
- contributing factors to metal toxicity and be able to recommend dietary support to support detoxification.
- nutritional and lifestyle support for celiac disease, irritable bowel syndrome, irritable bowel disease, and diverticulitis.
- The student will understand the detoxification roles of the liver

- Be able to:
  - identify the main organs, glands, hormones, and functions of the endocrine system.
  - identify some potential disruptors of the endocrine system and understand their sources and prevalence.
  - identify conditions potentially related to disturbed gastrointestinal function.
  - identify the proper pH for different sections of the GI tract.
  - identify signs of Candida infection.
  - identify categories of toxins that the liver detoxifies.
  - be familiar with different types of hepatitis and understand appropriate nutritional support.

List of Subjects Taught

- Stress and the Endocrine System
- Gastrointestinal Health
- Liver Detoxification

Instructional Methodology

- Lecture
- Practical learning through case studies
- Instructor and peer discussions
- Pre- and post-learning activities outside of class

Evaluation Techniques

Instructor evaluation of written work
Written quiz and discussion boards

VI. Therapeutic Nutrition III

13.47% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition III course is to have students present a client case in a group setting, have a deeper understanding of some common chronic health conditions (cardiovascular disease and cancer) 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. The student will:

- Understand:
  - the benefits and functions of cholesterol.

- nutritional and lifestyle support to prevent and mitigate cardiovascular disease.
- dietary fats and oils to recommend to prevent cardiovascular disease.
- foods to avoid to prevent cardiovascular disease.
- the general mechanism of cancer and its phases of development.
- how endocrine imbalances may increase the risk of malignancy.
- the role of phytonutrients in cancer protection.
- how chronic blood glucose dysregulation and chronic inflammation can possibly promote cancer formation.
- how proper digestion and immune function and detoxification can help to prevent cancer.
- the nuance of antioxidant function in cancer and cancer treatment.

- Be able to:
  - discuss and present complex client history and recommendations
  - make appropriate dietary and lifestyle recommendations based on a client's bio-individuality and unique circumstances.
  - conduct a 15-minute oral case presentation on a client's issues and a summary of provided dietary and lifestyle recommendations.
  - describe the symptoms of strokes and heart attacks.
  - identify some nutrient deficiencies that could contribute to elevated homocysteine.
  - describe possible contributing factors to hypertension.
  - identify some risk factors for cardiovascular disease.
  - identify possible contributing factors to inflammation and oxidative stress.
  - identify some possible contributing dietary and lifestyle factors to cancer.
  - identify and recommend cancer-protective dietary and lifestyle factors.
  - make dietary recommendations to prevent cachexia.

List of Subjects Taught

- Client Case Presentations
- Cardiovascular Health
- Cancer

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

Evaluation Techniques

- Instructor evaluation of written work
- Instructor evaluation of client case presentation
- Written quiz and discussion boards

VII. Therapeutic Nutrition IV

17.94% of Grade Point Average

Course Objective:

The objective of the Therapeutic Nutrition IV course is to have students understand how to nutritionally support mental health, 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. The student will…

- Understand:
  - the general functions of the nervous system and its major components.
  - the function and general mechanism of neurotransmitters.
  - the connection between the nervous system and the gut microbiome.
  - how a diet of processed foods can contribute to mental health imbalances, such as depression and anxiety.
  - how to provide nutritional support for depression and anxiety.
  - the functions and nutritional needs of connective tissue.
  - the basic process of bone remodeling and the functions of bone cells.
  - in general osteopenia, osteoporosis, and osteoarthritis and be able to make supportive nutritional recommendations.
  - the physiology of pain and be able to recommend dietary support to ameliorate chronic pain.
  - in general fibromyalgia and be able to provide supportive lifestyle recommendations.
  - how to nutritionally support fertility.
  - the general mechanism of andropause and be able to recommend dietary support.
  - the general mechanism of benign prostatic hyperplasia and be able to recommend dietary support.
  - nutritional support for eye and brain health.
  - generally Alzheimer's disease and Parkinson's disease and be able to make supportive dietary and lifestyle recommendations.

- Be able to:
  - identify common neurotoxins and understand how they disrupt neurological function.
  - provide dietary and lifestyle recommendations for optimal brain health.
  - identify dietary risk factors and provide nutritional support for attention deficit hyperactivity disorder.
  - identify food requirements before, during, and after exercise.
  - make recommendations for active people to counter oxidative damage and unwanted inflammation.
  - describe the phases of the menstrual cycle.
  - identify key hormones involved in fertility and understand the functions of estrogen, progesterone, and testosterone.
  - identify some hallmarks of estrogen dominance and associated conditions.
  - identify health issues common in aging people and make corresponding dietary and lifestyle recommendations.

List of Subjects Taught

- Mental Health
- Musculoskeletal Health
- Reproductive Health and Aging

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

Evaluation Techniques

- Instructor evaluation of written work
- Written quiz and discussion boards

VIII. Practicum

7.84% 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. The student will be able to…

- teach community nutrition classes
- create educational content
- achieve a comfort level in marketing classes to the public
- achieve a comfort level presenting material to groups

List of Subjects Taught

- Practicum orientation
- Teaching community nutrition classes
- Classroom management techniques

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

	Final GPA Determination	Determination of Course Grade	
Nutrition Consultant - IDL: Courses	**Course Weighting**	**Weekly Coursework**	**Tests / Final Projects**
Foundations of Nutrition I	9%	85.00%	15.00%
Foundations of Nutrition II	13%	85.00%	15.00%
Nutrition Consultant Business	11%	85.00%	15.00%
Therapeutic Nutrition I	17%	85.00%	15.00%
Therapeutic Nutrition II	11%	85.00%	15.00%
Therapeutic Nutrition III	13%	75.00%	25.00%
Therapeutic Nutrition IV	18%	85.00%	15.00%
Practicum	8%	100.00%	0.00%
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	38.75	34.00	0.00	72.75
Foundations of Nutrition II	42.00	59.50	0.00	101.50
Nutrition Consultant Business	25.00	61.00	0.00	86.00
Therapeutic Nutrition I	87.00	52.75	0.00	139.75
Therapeutic Nutrition II	48.00	38.00	0.00	86.00
Therapeutic Nutrition III	49.00	58.75	0.00	107.75
Therapeutic Nutrition IV	83.00	60.50	0.00	143.50
Practicum	11.25	51.50	0.00	62.75
	384.00	416.00	0.00	800.00

Associate of Applied Science – Programs

Our AAS Vision

NHI is building upon the rich heritage of over 40 years of high-quality massage therapy, culinary and nutrition education, providing the perfect springboard for highly valuable and needed offerings in the field. Whether the first degree-holder in a family, a returning graduate with visions of deeper expansion in your field, or a new student with career goals founded in quality education, NHI's Associate of Applied Science Degrees are designed to support you in those efforts, and more. Through rigorous curriculum, relevant career guidance, and visionary

direction, we are preparing the future leaders, thinkers, and creators in the integrative health industry.

Program #4 – 1,430 hours, Associates of Applied Science

Advanced Neuromuscular Therapist and Medical Massage Clinician

Program Detail

Hybrid – In-Person Training & Interactive Distance Learning – synchronous and asynchronous

- 1,430 Clock Hours (Class Hours)
- 116.68 Academic / Carnegie Credits
- 19 to 22 months based upon Program 1 & 2 schedule

Award/Credential Earned: Degree

o Associates of Applied Science – Advanced Neuromuscular Therapist and Medical Massage Clinician

Prerequisites / Prior Education Requirements

o Completion of Program 1 & 2, or comparable transfer of credits

Educational Objectives

A graduate will be prepared to perform soft tissue manipulation while working in a collaborative, patient-centered, non-pharmacological approach to pain management setting in team-based patient centered health care environments. The Occupational Associates Degree Program graduate will have the skills and knowledge to work in:

- Chronic Pain Management
- Behavioral Health Treatment
- Care for Rehabilitation/Physical Training
- Acute Medical Treatment
- Expanded Private Practice

The Graduate will have the skills and knowledge to work as a massage therapist as an integrated member of a Healthcare team to address at minimum:

- Back pain
- Neck and Shoulder Pain
- Headaches
- Carpal Tunnel Syndrome
- Osteoarthritis
- Fibromyalgia
- Hospice
- Anxiety and Stress
- Depression
- PTSD
- Substance Use Disorder Recovery
- Performance Training/Injury Treatment
- Ergonomics and Job-Related Injuries
- Cardiac Rehabilitation
- Joint Replacement Surgery

- Scar Management
- Cancer Management
- Post-Operative Pain
- Lifestyle Disease
- Maternity and Newborn Care

Our Environment for Learning

The AAS program is a hybrid program, with approximately 35% of the 1,430 total hours provided in an interactive distance learning format, allowing you to take classes from home. The course material is delivered through a learning management system that engages students in a combination of interactive lessons, instructional videos and handouts, discussion groups 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.

Balancing the convenience of at home / IDL education with in-person, hands-on training offers the best of both worlds. Additionally, by incorporating modern educational technology years of integrative health education experience, the programs support different learning styles and maximize information retention and real-life application.

Equipment and textbooks are consistent with the currently offered massage programs as documented in the full catalog.

Placement Assistance

The AAS degree adds a deeper opportunity for collaborative work with the medical community. 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.

A graduate will be prepared to work in a collaborative, patient-centered, non-pharmacological approach to pain management setting. The Occupational Associates Degree Program graduate will have the skills and knowledge to work in:

- Chronic Pain Management settings
- Behavioral Health Treatment settings
- Rehabilitation/Physical Training care settings
- Acute Medical Treatment
- Enhanced Private Practice

Program Description

The Advanced Neuromuscular Therapist and Medical Massage Clinician program is a unique combination of NHI's current massage therapy programs offered (or their equivalent, as assessed through review of transcripts), supplemented with:

- An additional 180 hours of clinically driven education designed to enhance skill and entry into deeper collaborative work as a medical massage clinician, and
- Focused occupational general education hours.
- The completion of the AAS is contingent upon the completion of each discrete portion of the overall program, or their educational equivalent.

- The Associates of Applied Science Degree combines Programs 1, 2 & AAS180*.

***Combines programs #1, #2, with AAS180**

Program 1: Massage Therapist and Health Educator (Core)

- 800 Clock Hours (Class Hours)
- 100 Out-of-Class Work Hours
- 8, 10, or 12 months
- 62.90 Academic / Carnegie Credits

Program 2: Advanced Neuromuscular Massage Therapist (ANMT)

- 450 Clock Hours (In Class Hours)
- 40 Out-Of-Class Work Hours
- 38.85 Academic / Carnegie Credits

AAS180: Advanced Neuromuscular Therapist and Medical Massage Clinician

- 180 Total Clock Hours
  - 94.5 hours of live on-line classes
  - 85.5 hours of asynchronous work assignments
  - Approximately 5 hours of out-of-class study time per week
- 14.93 Academic / Carnegie Credits

Class Schedules

AAS180 - Week Day Schedule:

- Two 4.5 Hour Classes per week.
  - One class IDL, live on-line
  - One class asynchronous
- 4 modules of 45 hours each
  - Week one of 1st module
    - Tuesday Orientation for new students, 8:15am – 12:45pm
    - Thursday live on-line class, 8:15am – 12:45pm
  - Each following week for 1st module, and remaining 3:
    - Thursday live on-line class, 8:15am – 12:45pm
    - Asynchronous hours, and associated class assignments are due by each Tuesday.

As stated above, the IDL version of the AAS180 component of the Associates Degree is fully on-line, with one synchronous, and one asynchronous class per week. Note that week one of each of the four modules has *two* synchronous classes. One on Tuesday, the second, and remaining ones on Thursdays.)

Delivery Methodology

- **NHI's Program #1 - 800-hours 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).

2. 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.

3. 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
4. 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

- **Program #2 – 450-hour Advanced Neuromuscular Massage Therapist and Health Educator (ANMT)**

The Advanced Neuromuscular Therapy Program is a 450-Hour course offered in five 90- hour modules, which can be taken separately or consecutively.

These massage therapist classes are specifically for those who have already completed one or more massage therapist programs, and for NHI graduates of Program #1. The five modules are comprised of classes that focus on the
- Shoulder & Thoracic
- Head & Neck,
- Lumbar-Pelvic
- Lower Extremities,
- and Upper Extremities

Each module mimic's the others with:
1. 20 classes each 4.5 hours in length

2. 67.5 hours of live Interactive Distance Learning classes
3. 22.5 hours of In-Person bodywork practice, and testing.

- **AAS180 – 180 Hour Medical Massage Clinician (MMC)**

The 180-hour Medical Massage portion of the 1,430-hour AAS program is broken out into 4 rotating Modules. A student's starting point might be any one of the modules listed below.

- Upper Extremities
- Head / Neck / Shoulder
- Lumbar / Pelvic
- Lower Extremities

In this portion of the program, each module is 45 hours in length, consisting of two 4.5-hour classes per week, with an additional average of 5 hours of out of class work per week. Average one class per week is synchronous, with the second one being asynchronous.

The AAS180 is all taught through Interactive Distance Learning, combining synchronous and asynchronous class time and assignments.

Graduation Requirements:

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" in the catalog, meeting an overall 80% attendance.
- Current on payment of tuition and fees, to receive hardcopy diploma and participate in the graduation ceremony.

Participation in the Graduation Ceremony is also based on the individual's demonstrated professionalism as a student, as assessed by the Mentor, and AAS Program Manager.

General Education hours and credits for Associates of Applied Science:

	Credits	Hours	General Education Hours (GE) - by Subject / Total																			
						Physical Science			Business				Social Science			Humanities						
Occupational Associates Degree Associates of Applied Science **Advanced Neuromuscular Therapist and Medical Clinician**	Total GE Carnegie Credits	Total GE Hours	Total Hrs GE Lec	Total Hrs GE Lab			Total GE Lec	Total GE Lab		Total GE Lec	Total GE Lab			Total GE Lec	Total GE Lab			Total GE Lec	Total GE Lab			
Program 1: Massage Therapist & Health Educator (MTHE 800)	15.75	160.00	155.00	5.00		96.00	96.00	0		38.00	35.00	3.00		20.00	18.00	2.00		6.00	6.00	0.00		
Program 2: Advanced Neuromuscular Therapist (ANMT 450)	0	0	0	0		0	0	0		0	0	0		0	0	0		0	0	0		
Program 7: Associates of Applied Science (AAS180)	13.87	180.00	97.50	82.50		77.00	42.00	35.00		40.00	21.00	19.00		23.50	15.50	8.00		39.50	19.00	20.50		
Program Total	**29.62**	**340.00**	**252.50**	**87.50**		**173.00**	138.00	35.00		**78.00**	56.00	22.00		**43.50**	33.50	10.00		**45.50**	25.00	20.50		

Integrative Health Associate of Applied Science

Associate of Applied Science

Culinary Arts & Massage for Integrative Health

Program Detail – Program B3 – 1,600 hours:

Hybrid – In-Person Training & Interactive Distance Learning – synchronous and asynchronous

- 1,600 Clock Hours (Class Hours)
- 115.23 Academic / Carnegie Credits
- 20 to 24 months based upon combined program schedules

Award/Credential Earned: Degree

- Associate of Applied Science – Culinary Arts & Massage for Integrative Health

Prerequisites / Prior Education Requirements

- Completion of Program 1 or B1 or comparable transfer of credits

Educational Overview

The Associate of Applied Science in Culinary Arts & Massage for Integrative Health Program combines online culinary training through Bauman College with in-person massage therapy education at a National Holistic Institute campus.

This 1600-hour hybrid degree allows students to complete 800 hours of culinary arts training and 800 hours of massage therapy education, offering a flexible sequence designed to meet the needs of working adults pursuing integrative health education.

See program descriptions for 1 an B1 for details

Associate of Applied Science

Nutrition & Massage for Integrative Health

Program Detail – Program B4 – 1,600 hours:

Hybrid – In-Person Training & Interactive Distance Learning – synchronous and asynchronous

- 1,600 Clock Hours (Class Hours)
- 122.1 Academic / Carnegie Credits
- 20 to 24 months based upon combined program schedules

Award/Credential Earned: Degree

- Associate of Applied Science – Nutrition Arts & Massage for Integrative Health

Prerequisites / Prior Education Requirements

- Completion of Program 1 or B2 or comparable transfer of credits

Educational Overview

The Associate of Applied Science in Nutrition & Massage for Integrative Health Program combines online nutrition consulting training through Bauman College with in-person massage therapy education at a National Holistic Institute campus.

This hybrid 1600-hour degree offers students flexibility in sequencing while providing education across nutrition principles, human anatomy, and massage therapy fundamentals within structured learning environments.

See program descriptions for 1 an B2 for details

Associate of Applied Science

Culinary Arts & Nutrition for Integrative Health

Program Detail – Program B5 – 1,600 hours:

Hybrid – In-Person Training & Interactive Distance Learning – synchronous and asynchronous

- 1,600 Clock Hours (Class Hours)
- 111.53 Academic / Carnegie Credits
- 20 to 24 months based upon combined program schedules

Award/Credential Earned: Degree

- Associate of Applied Science – Culinary Arts & Nutrition for Integrative Health

Prerequisites / Prior Education Requirements

- Completion of Program B1 or B2 or comparable transfer of credits

Educational Overview

The Associate of Applied Science in Culinary Arts & Nutrition for Integrative Health Program is a flexible, dual-program degree that combines Bauman College's Online Culinary School training with its online Holistic Nutrition Consultant program.

This 1600-hour Associate degree allows students to complete 800 hours of culinary arts training and 800 hours of nutrition education in the sequence that best fits their goals and schedule.

Designed for working adults, the program emphasizes whole-foods education, applied culinary skills, and nutrition theory within a supportive online learning environment.

See program descriptions for 1 an B2 for details

Admissions Requirements and Procedures

To apply for admission to NHI, you must schedule a personal interview with an NHI Admissions Representative. The interview, which can be conducted either on campus or online, includes a presentation that provides a comprehensive overview of our program and the career opportunities

available in the field of massage therapy. For in-person interviews, a full tour of our facility is also included.

The Admissions Representative is an attentive and skilled listener who will help you clarify your goals and aspirations. Through a discovery questionnaire featuring thought-provoking questions, the representative will determine whether NHI's program aligns with your needs.

If NHI training is deemed a good fit, the Admissions Representative will assist you in selecting a course schedule that best suits your personal circumstances. If you choose to proceed with enrollment, you will complete the NHI Enrollment Agreement with their assistance and, if desired, begin the Federal Financial Aid process with a Financial Aid Advisor. A $50 registration fee is required to secure your spot in the class. The enrollment agreement is legally binding once signed by the student and accepted by the institution.

Acceptance to the school will be determined based on the results of the applicant's personal interview with the school's Admissions Representative. 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.

Verification of Admissions Qualifications
All applicants, regardless of age or payment method, must provide documentation verifying high school completion, a recognized equivalent, or satisfaction of NHI's published alternative admissions criteria establishing the applicant's ability to perform college-level work. NHI must obtain, review, and retain this documentation in the student's academic file as part of the admissions process. This requirement applies equally to applicants who receive Title IV federal financial aid and those who do not.

Applicants seeking admission through NHI's Ability to Benefit pathway must meet the testing requirements specified below. Eligibility for Title IV federal financial aid is determined separately and requires satisfaction of all applicable federal requirements, including Eligible Career Pathway Program requirements when applicable.

Eligible Career Pathway Programs
National Holistic Institute provides opportunities through an Eligible Career Pathway Programs (ECPP). Through a partnership with C4L Academy, students have the opportunity to earn a high school diploma while concurrently enrolled in an eligible National Holistic Institute program. In order to be eligible for C4L Academy enrollment, one must first successfully pass the Ability to Benefit ACCUPLACER test.

ATB Applicants
Ability to Benefit applicants must successfully pass the ACCUPLACER Test in the areas of Reading, Writing, And Arithmetic.

Passing Scores:

Reading	233
Writing	235
Arithmetic	230

Language of Instruction and Proficiency Requirement

NHI provides instruction in English, except for its ACCET-approved Mandarin-language program offered exclusively at the San Jose campus in its morning cohort.

Programs Taught in English

Applicants must demonstrate English proficiency sufficient to understand verbal and written instructions, participate safely and effectively in classroom and hands-on activities, communicate clearly in basic conversation without translation assistance, and independently write simple responses or complete forms in English.

NHI assesses English proficiency through an admissions interview conducted in English. Applicants must understand questions and communicate ideas clearly with no more than occasional repetition or rewording. Accepted documentation consists of the Admissions Representative's written interview findings and proficiency determination, together with the results of any additional assessment completed during an admissions review. These records are maintained in the applicant's admissions file. TOEFL or another standardized English proficiency examination is not required.

Mandarin-Language Program—San Jose Campus

Applicants to the Mandarin-language program must demonstrate Mandarin proficiency sufficient to understand verbal and written instructions, communicate effectively, complete required written work, and participate safely in classroom and hands-on activities. Proficiency is assessed through an admissions interview conducted by a representative qualified to evaluate Mandarin proficiency. Accepted documentation consists of the representative's written interview findings and proficiency determination, together with the results of any additional assessment completed during an admissions review. These records are maintained in the applicant's admissions file.

Language Support

NHI does not provide English-as-a-second-language (ESL) instruction. Some translated academic documents may be available as supplemental study aids; availability varies and is not guaranteed. These materials support learning but do not replace the proficiency required in English. These study aids are provided at no additional charge. Applicants needing additional English preparation may be referred to outside resources.

Understanding the Enrollment Agreement

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.

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.

NHI & Bauman College IDL Program Minimum Student Requirements

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

Computer / Internet Access Requirements

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. Students at Bauman will also us a recipe database specific to their program. Basic proficiency in the use of a web browser and basic web applications is necessary.
- Basic Video Creation Skills: Creation and submission for the Associates Degree program
- Web Application Skills: Students are required to use the NHI & Bauman College learning management system, Canvas, where lessons, lab assignments, quizzes, and discussion boards are posted and information is shared.

Holistic Chef Program: Additional Requirements

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

- 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, 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 email at: riklil@nhi.edu
  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 or assignee.

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, with a minimum grade of C or better.

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.

Transfer of credits into NHI's Applied Associate of Science degrees are based upon the assessment of equivalent post-secondary massage technique, massage-related sciences, culinary and general education academics, and could be up to a full 1250 hours and/or Carnegie Credits associated with NHI and Bauman's approvals.

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

For all programs except the AAS (Associate of Applied Science), acceptance of credits does not exempt one from attending classes. Students will still be required to attend all scheduled classes in the program regardless of prior education. For the AAS program, based upon the year of graduation, the program content, and the scheduled hours, NHI will accept up to 100% / 1250 hours of all prior NHI massage programs, and/or the Bauman 800 hours in the Integrative Health AAS programs, from which a student has satisfactorily graduated.

Those hours accepted will be applied to the full AAS program without the requirement of re-taking classes. For non-NHI or Bauman graduates, a rigorous transfer-of-credit review is required prior to acceptance into our AAS programs. Fees associated with transfer-of-credit into the AAS program may apply, based upon total number of hours/credits being transferred.

Tuition adjustments will be based on the per clock-hour value of the total transferrable hours as a percent of tuition charges.

NHI will maintain a written record of the previous education and training of veterans and eligible persons. The student will be notified, and the record will clearly indicate that a tuition credit has been granted, if appropriate.

The acceptance of transfer credits may affect the amount of Financial Aid for which you are eligible. National Holistic Institute may 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/they may appeal the decision within two weeks following the receipt of the formal notification. Appeals shall be directed to the Senior Vice President.

Articulation Agreement with Fremont University

National Holistic Institute (NHI) maintains an articulation agreement with Fremont University. Under this agreement, graduates of NHI's Associates of Applied Science in Advanced Neuromuscular Therapist and Medical Massage Clinician program may transfer eligible credits toward Fremont University's Bachelor of Arts in Business Leadership or Bachelor of Science in Healthcare Management.

Students must submit their NHI transcript to Fremont University for evaluation. Courses are eligible for transfer consideration when completed with a grade of C− or higher. Courses graded “Credit” or “Pass” are eligible only if those grades are documented as equivalent to C− or higher. Fremont generally requires a cumulative grade point average of at least 2.0 in the student’s current or most recently completed program.

Admission and the number and application of transfer credits are determined by Fremont University under the articulation agreement and its applicable admissions, academic, and graduation requirements. The agreement does not guarantee admission or acceptance of all credits earned at NHI. Students interested in this transfer opportunity should contact the NHI Registrar for guidance and Fremont University for an individual transcript evaluation.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at NHI/Bauman is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma or degree you earn in the educational programs offered by NHI/Bauman is also at the complete discretion of the institution to which you may seek to transfer. If the credits, diploma or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at NHI/Bauman will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending NHI/Bauman to determine if your credits or diploma will transfer.

If an NHI/Bauman student wishes to transfer out to another institution, we will provide guidance and counseling and 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, Juneteenth, Independence Day, Labor Day, Martin Luther King Day, Veteran’s 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:

The total charges for a period of attendance and an estimated schedule of total for the entire educational program is the same for all programs.

Advanced Neuromuscular Massage Therapist program:

ANMT	Term 1	Term 2	Total
Registration Fee:	$100.00	$0.00	$100.00
Tuition:	$5,471.50	$5,471.50	$10,943.00
Books & Supplies:	$400.00	$0.00	$400.00
Software Fee:	$95.00	$0.00	$95.00
STRF:	$0.00	$0.00	$0.00
Total Charges:	**$6,066.50**	**$5,471.50**	**$11,538.00**

Massage Therapist & Health Educator program:

Core	Term 1	Term 2	Total
Registration Fee:	$200.00	$0.00	$200.00
Tuition:	$8,478.00	$8,478.00	$16,956.00
Books & Supplies:	$717.00	$0.00	$717.00
CAMTC Fees (optional):	$0.00	$435.00	$435.00
Lenovo Laptop (optional):	$770.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00
Total Charges:	**$10,165.00**	**$8,913.00**	**$19,078.00**

Advanced Neuromuscular Massage Therapist & Health Educator program:

	Core Enrollment		ANMT Enrollment		
1250	Term 1	Term 2	Term 3	Term 4	Total
Registration Fee:	$200.00	$0.00	$100.00	$0.00	$300.00
Tuition:	$8,478.00	$8,478.00	$5,471.50	$5,471.50	$27,899.00
Books & Supplies:	$717.00	$0.00	$400.00	$0.00	$1,117.00
CAMTC Fees (optional):	$0.00	$435.00	$0.00	$0.00	$435.00
Lenovo Laptop (optional):	$770.00	$0.00	$0.00	$0.00	$770.00
Software Fee:	$0.00	$0.00	$95.00	$0.00	$95.00
STRF:	$0.00	$0.00	$0.00	$0.00	$0.00
Total Charges:	**$10,165.00**	**$8,913.00**	**$6,066.50**	**$5,471.50**	**$30,616.00**

Holistic Chef – IDL program:

Chef	Term 1	Term 2	Total
Registration Fee:	$200.00	$0.00	$200.00
Tuition:	$8,975.00	$8,975.00	$17,950.00
Books & Supplies:	$993.00	$0.00	$993.00
ServSafe:	$15.00	$0.00	$15.00
Lenovo Laptop (optional):	$770.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00
Total Charges:	**$10,953.00**	**$8,975.00**	**$19,928.00**

Nutrition Consultant – IDL program:

NC	Term 1	Term 2	Total
Registration Fee:	$200.00	$0.00	$200.00
Tuition:	$7,750.00	$7,750.00	$15,500.00
Books & Supplies:	$428.00	$0.00	$428.00
Lenovo Laptop (optional):	$770.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00
Total Charges:	**$9,148.00**	**$7,750.00**	**$16,898.00**

AAS - Advanced Neuromuscular Therapist & Medical Massage Clinician:

	Core Enrollment		ANMT Enrollment		AAS Enrollment	
AA	Term 1	Term 2	Term 3	Term 4	Term 5	Total
Registration Fee:	$200.00	$0.00	$100.00	$0.00	$100.00	$400.00
Tuition:	$8,478.00	$8,478.00	$5,471.50	$5,471.50	$5,950.00	$33,849.00
Books & Supplies:	$717.00	$0.00	$400.00	$0.00	$0.00	$1,117.00
CAMTC Fees (optional):	$0.00	$435.00	$0.00	$0.00	$0.00	$435.00
Lenovo Laptop (optional):	$770.00	$0.00	$0.00	$0.00	$0.00	$770.00
Software Fee:	$0.00	$0.00	$95.00	$0.00	$0.00	$95.00
STRF:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Charges:	**$10,165.00**	**$8,913.00**	**$6,066.50**	**$5,471.50**	**$6,050.00**	**$36,666.00**

Culinary Arts & Massage for Integrative Health:

	Chef Enrollment		Massage Enrollment		
AAS Chef & Massage	Term 1	Term 2	Term 3	Term 4	Total
Registration Fee:	$200.00	$0.00	$200.00	$0.00	$400.00
Tuition:	$8,975.00	$8,975.00	$8,478.00	$8,975.00	$35,403.00
Books & Supplies:	$993.00	$0.00	$717.00	$0.00	$1,710.00
ServSafe:	$15.00	$0.00	$0.00	$0.00	$15.00
CAMTC Fee:	$0.00	$0.00	$0.00	$435.00	$435.00
Lenovo Laptop (optional):	$770.00	$0.00	$0.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00	$0.00	$0.00
Total Charges:	**$10,953.00**	**$8,975.00**	**$9,395.00**	**$9,410.00**	**$38,733.00**

Nutrition & Massage for Integrative Health:

	Nutrition Enrollment		Massage Enrollment		
AAS NC & Massage	Term 1	Term 2	Term 3	Term 4	Total
Registration Fee:	$200.00	$0.00	$200.00	$0.00	$400.00
Tuition:	$7,750.00	$7,750.00	$8,478.00	$8,975.00	$32,953.00
Books & Supplies:	$428.00	$0.00	$717.00	$0.00	$1,145.00
ServSafe:	$0.00	$0.00	$0.00	$0.00	$0.00
CAMTC fee:	$0.00	$0.00	$0.00	$435.00	$435.00
Lenovo Laptop (optional):	$770.00	$0.00	$0.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00	$0.00	$0.00
Total Charges:	**$9,148.00**	**$7,750.00**	**$9,395.00**	**$9,410.00**	**$35,703.00**

Culinary Arts & Nutrition for Integrative Health:

	Chef Enrollment		Nutrition Enrollment		
AAS Chef & NC	Term 1	Term 2	Term 3	Term 4	Total
Registration Fee:	$200.00	$0.00	$200.00	$0.00	$400.00
Tuition:	$8,975.00	$8,975.00	$7,750.00	$7,750.00	$33,450.00
Books & Supplies:	$993.00	$0.00	$428.00	$0.00	$1,421.00
ServSafe:	$15.00	$0.00	$0.00	$0.00	$15.00
Lenovo Laptop (optional):	$770.00	$0.00	$0.00	$0.00	$770.00
STRF:	$0.00	$0.00	$0.00	$0.00	$0.00
Total Charges:	**$10,953.00**	**$8,975.00**	**$8,378.00**	**$7,750.00**	**$36,056.00**

*Non-refundable, and is calculated at $0.00 for every $1,000 rounded to the nearest $1,000.

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, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834. Phone: (916) 574-8900 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 Aid Information

It is a goal of The National Holistic Institute to assist every eligible student in the financial aid process that enables the student to attend college. The college participated in various federal and state financial assistance programs. The financial aid programs are designed to provide assistance to students who are currently enrolled or accepted for enrollment but whose financial resources are inadequate to meet the full cost of their education.

The majority of financial aid available to students is provided by the federal government and is called Federal Student Financial Aid (SFA). This includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Federal Direct Student Loan. The college also utilizes alternative source funding provided by the institution or private agencies. Alternate sources loans enable the student to contribute to his/her education while in college.

SFA-General Consumer Information

Most of the information dissemination activities required by the Higher Education Amendments of 1986 have been satisfied in the school catalog. However, student finance personnel are available, in accordance with federal regulations, to discuss consumer information in more detail with current and prospective students.

To be eligible for financial aid, a student must:

1) Be enrolled as a regular student in an eligible program of study on at least a half-time basis (with the exception of Pell, FSEOG, and FWS);
2) Have a high school diploma or an equivalent;
3) Be a U.S. citizen or national or an eligible non-citizen; verification of eligible non-citizen status may be required;
4) Have financial need (except for some loan programs) as determined by a need analysis system approved by the Department of Education;
5) Maintain satisfactory academic progress;
6) Provide required documentation for the verification process and determination of dependency status;
7) Have a valid Social Security Number;
8) Have borrowed less than the total aggregate loan limits for the Title IV financial aid programs; 9) Be registered for the Selective Service, if required; and
9) Not be in default on a FSA loan or owe an overpayment on a FSA grant or loan and have not made repayment arrangements for the default or overpayment.

What are my Rights and Responsibilities as a Financial Aid Recipient?

1) You have the following RIGHTS:
2) To know the names and organizations which accredit and authorizes the school to operate.
3) To know about the programs, the faculty, and the physical facilities at the school.
4) To know what Financial Assistance is available, including information on all Federal State, and Institutional Financial Aid programs.
5) To know the cost of attending the institution and the school's refund policies.
6) To know the criteria used by the institution in awarding financial aid to recipients.
7) To know how the school determines your Financial Need.
8) To know what resources are considered in the calculation of your financial aid and personal obligations.
9) To know how much of your financial need, as determined by the institution, has been met.
10) To request from the Financial Aid Office an explanation of the various programs in your student aid package. If you believe you have been given inadequate consideration, you may request re-consideration of the award made to you,
11) To know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when repayment is to begin.
12) To know how the school determines your academic progress; and, what happens if your progress is not satisfactory.

You have the following RESPONSIBILITIES:

1) Review and consider all information about the school's program BEFORE YOU ENROLL. You should obtain information about attrition rates, placement rates, academic programs, facilities, etc. Remember, the final choice is yours.
2) Complete all application forms accurately and submit them on time, to the correct personnel. Errors or missing documents can result in long delays. Intentional misreporting of information on application forms for Federal Student Financial Aid is a violation of the law and is considered a criminal offense subject to penalties under the US Criminal Code.
3) Provide all additional documentation as requested.
4) Read and understand all forms that you are requested to sign; keep copies of them.
5) If you receive a loan, you must notify the lender of your changes in status, in enrollment status, in your address and any other relevant changes.
6) Know and comply with your school's refund procedures.
7) You must use all funds received for Educational Purposes only and will be required to sign a statement so stating before you can receive Federal financial aid.
8) You will be required to sign a statement that you do not owe a Refund on a Title IV program, nor are you in default on a student loan. Please confer with the Financial Aid Office, before you sign this

statement, if you suspect that you may not be able to sign it truthfully. Some problems can be resolved. The Financial Aid Office will work with you.

9) Your eligibility for any of the Title IV Programs may be suspended or terminated by the court as a part of a conviction for possessing or distributing illegal drugs. You will be asked to sign a statement that you will not make, distribute, dispense, possess, or use illegal drugs during the period of your Federal Pell Grant. In addition, the President of National Holistic Institute, Inc. has been required to certify to the U.S. Federal Government that National Holistic Institute, Inc., as a federal sub-contractor, maintains a "Drug-Free Work Place". This means that if you are convicted of a drug-related offense while on College property, that you will be terminated from school and/or asked to enter into a drug rehabilitation program.

Application for Financial Aid: The procedures and forms for applying for financial aid will be furnished to interested persons by the Financial Aid Office. At National Holistic Institute, Inc., adequate staff is on hand to assist those applicants in need of information during regular business hours.

National Holistic Institute, Inc. accepts the Free Application for Federal Student Aid (FAFSA) as the primary needs analysis document. This application is forwarded to the Department of Education and the resulting ISIR provides the school with information regarding your Pell eligibility and expected family contribution. In addition, you may be asked to provide some or all of the documents described under the Verification Policy of this brochure, as well as, proof of your identity, proof of your Social Security Number, your Alien Registration Documents (if you are not a US Citizen) or proof of your

The primary responsibility for meeting the cost of education rests with individual students and their families. All financial aid is awarded on the basic of need, regardless of sex, age, race, color, religion, creed, or national origin. Need is defined as the difference between the cost of education for one academic year and the amount a student's family can be reasonable expected to contribute to this cost of education for the same period.

For additional information our full Financial Aid Consumer Information Disclosures can be found at: https://nhi.edu/disclosure

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.

If a student qualifies for a Cal Grant, they are awarded for each quarter the student will attend more than 50% of the calendar days, and are disbursed at the midpoint of that quarter. The quarters are as follows:

Fall:	July 6th – September 30th	Midpoint Date:	August 18th
Winter:	October 1st – December 22nd	Midpoint Date:	November 11th
Spring:	January 2nd – March 31st	Midpoint Date:	March 31st
Summer:	April 1st – June 30th	Midpoint Date:	May 16th

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/

President's Scholarship

The President's Scholarship is an institutional scholarship that students can apply for during their enrollment process by submitting an application along with a 250-500 word essay.

Recipients are chosen by the Campus Scholarship Committee and up to 30 awards (across all campuses) are granted each quarter. Interested applicants should speak to their Financial Aid Administrator for additional details.

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.

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

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

Private Student Loans

NHI is on the list of approved schools with Climb Credit. This is a private, credit-based loan that is subject to approval by them. You have the option to apply on your own or with a cosigner.

For more information on the terms and conditions speak with your NHI/Bauman financial aid representative.

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 beginning of each payment period. 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

There are several libraries available to students throughout their program. First, there are hard copy libraries on each campus consisting of books, periodicals, articles and other literature related to courses of study. These resources are available for students to utilize at any time on campus, while that campus is open (based upon class schedule: Mon – Thurs: 8am – 10pm; Fri: 8am – 6pm; if campus is open weekends, Sat/Sun: 8am – 6pm).

Additionally, online resources consist of the Atrium Resource Library, which students have access to at all days/times through a link in their Learning Management System (Canvas) account.

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. If you're interested in housing assistance, please contact Student Services for your campus of choice.

Housing is available reasonably near all campuses. While the rental prices range widely from city to city / campus-to-campus, the average varies based upon type of housing, e.g. shared rental ($700/month to $1,500/month) to single unit apartments ($1,200 to $2,500/month) with specifics available at www.rentals.com.

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.

Interactive Distance Learning (IDL) Classes:

Some IDL classes are live / synchronous, treated similarly for attendance purposes to in-person classes, while others are asynchronous (done on your own time) Each asynchronous 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 B1), **Nutrition Consultant** (Program B2)
  - 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.

- **AAS Program** (Program 4, specific to the AAS180 component)
  There are two attendance expectations:
    - 80% Attendance Per Module
        - A student must maintain a minimum of 80% attendance for ***each*** module.
        - If an OAD / AAS180 student falls below 80% attendance they will be dismissed unless:
            - The student qualifies for, and is granted a Make-Up Hour exception.
    - 36 Hours Missed
        - Additionally, an OAD student may miss up to 36 hours for the entire AAS180 portion of the program.
        - If a student misses over 36 hours cumulatively for the AAS180 program, the student will be dismissed.
        - Students who do not have 80% attendance (misses over 36 hours), and/or a C grade or better, will be put on probation and given 2 weeks to improve their attendance and/or grade. If this cannot be completed, and there are no reasonable extenuating circumstances, the student will be withdrawn from the 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 (MUHr) 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 - 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, as is true of the AAS.

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, Deportment 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 be 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	90-100
B	3.00	80 - 89
C	2.00	70 - 79
D	1.00	60 - 69
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 gradated system of weighting, NHI secures the validity and reliability for expressing value, and assessing accomplishments.

Advanced Neuromuscular Therapist and Medical Massage Clinician – Associates of Science Degree:

NHI's ANTMMC program is divided into three program components:

- Massage Therapist and Health Educator (800 hours)
- Advanced Neuromuscular Massage Therapist and Health Educator (450 hours)
- Associates of Applied Science (180-hour component – AAS180)
    - Consists of four equal length/weighted modules

The 800-hour core program will equal 56% of the student's ***final*** grade point average. The ANMT 450 portion of the program will equal 31.4%, with the remaining 12.6% from the AAS180.

Through this segmented and gradated 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 B1

Holistic Chef - IDL: Courses	Total Hours	GPA Weighting
Holistic Chef Fundamentals	100.00	12.5%
Knife Skills & Culinary Techniques	100.00	12.5%
Foundational Ingredients	100.00	12.5%
Pastry Arts and Alternative Baking	100.00	12.5%
Externship	100.00	12.5%
Cooking for Health	75.00	9.4%
Specialty Diets	75.00	9.4%
Business	75.00	9.4%
Chef's Table Event	75.00	9.4%
	800.00	**100%**

Program B2

Nutrition Consultant - IDL: Courses	Total Hours	GPA Weighting
Foundations of Nutrition I	72.75	9%
Foundations of Nutrition II	101.50	13%
Nutrition Consultant Business	86.00	11%
Therapeutic Nutrition I	139.75	17%
Therapeutic Nutrition II	86.00	11%
Therapeutic Nutrition III	107.75	13%
Therapeutic Nutrition IV	143.50	18%
Practicum	62.75	8%
	800.00	**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, 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.”

Participation in the Graduation Ceremony, and receipt of your graduation certificate is additionally dependent upon being current with payment of tuition and fees, and 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 days of attendance in the current payment period in your program through the last day of attendance. 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.

A student who wishes to withdrawal from the program must submit a physical written request, an electronic request via text or email, or verbal notification via in person or phone to Admissions or Education. Phone: (510) 547-6442 Email: nhi@nhi.edu. If a student fails to notify the institution of their intention to discontinue their program and does not attend for 10 consecutive days, they will automatically be dropped from their program.

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 payment period 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.

Bankruptcy Disclosure

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

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 1747 North Market, Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or (916) 547-8900, and Bureau fax number (916) 263-1897.

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.

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.

A student who wishes to cancel their enrollment may submit a physical written request, an electronic request via text or email, or verbal notification via in person or phone to Admissions. Phone: (510) 547-6442 Email: nhi@nhi.edu.

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.
    - NOTE: NHI provides minimal visa assistance through issuing an I-20, thereby allowing the student to apply for a visa. Once the individual is an officially active student, NHI will vouch for both Active and then Completed status. NHI does not incur any associated charges regarding a student's visa.
- Program Cancellation: If an institution cancels a program subsequent to a student's enrollment, a full refund of 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.

NHI will refund 100% of any monies paid 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.

National Holistic Institute / Bauman College 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, sexual orientation, disability, or national origin. Here is the procedure to follow:

1. An official complaint needs to be received in writing. You my mail, email, or deliver it through the Canvas Suggestion Box. Please 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, including witnesses
    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 complaint to mentor, Campus Manager, or Student Services representative. Alternatively, you may submit it electronically through the Canvas Suggestion Box. Retain a copy for your records.
3. Upon receipt, an appropriate NHI staff person will review, contact you should there be a need for additional discussion and/or information.
    a. After review and discussion, you will receive a written response.
    b. NHI will make every effort to find a fair solution.
4. If after reviewing the response you do not feel you have a satisfactory resolution to the problem, you may escalate the issue to NHI's Senior Vice President, by emailing your complaint and written resolution notification to: riklil@nhi.edu. Retain a copy of the written explanation for your records.
5. Upon receiving the escalated complaint, the Senior Vice President will do further discovery, and make every effort to find a fair solution, and will notify you in writing and/or will meet with you to discuss the decision within 2 weeks of receipt.
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:

BPPE – Bureau of 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 toll-free telephone number (888) 370-7589 or (916) 574-8900, and Bureau fax number (916) 263-1897.

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

Or:

See next page

ACCET Document 49.1 – Notice to Students: ACCET Complaint Procedure

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and NHI to ensure that quality educational training programs are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET-accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure. Note that ACCET will process complaints that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (https://accet.org/about-us/contact-us).

The online form will require the following information: 1. Name and location of the ACCET institution 2. A detailed description of the alleged problem(s) 3. The approximate date(s) that the problem(s) occurred 4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students 5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET 6. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved 7. The status of the complainant with the institution (e.g., current student, former student)

Please include copies of any relevant supporting documentation (e.g., student's enrollment agreement, syllabus or course outline, correspondence between the student and NHI)

Online Complaint Submission Form



Or:

A student or any member of the public with questions that have not been satisfactorily answered by the school or who would like to file a complaint about this school may contact:

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

EMERYVILLE CAMPUS
NHI Massage and Bauman College
Trena Foster Campus Manager
Title IX Coordinator
(510) 547-6442 ex. 3000
cooperen@nhi.edu
6001 Shellmound St., Ste 200
Emeryville, CA 94608

MODESTO CAMPUS
Samantha Manning, Campus Manager
Title IX Coordinator
(209) 260-1900 ex. 3900
mannings@nhi.edu
5601 Stoddard Rd.
Modesto, CA 95356

ONTARIO CAMPUS
Tracy Frazier, Campus Manager
Title IX Coordinator
(909) 417-3200 ex. 3501
gormanj@nhi.edu
2930 E. Inland Empire Blvd. Suite 112
Ontario, CA 91764

REDDING CAMPUS
Fred Anguera, Program Manager
Title IX Coordinator
(530) 215-2711 Ext. 3902
angueraf@nhi.edu
1775 Hilltop Drive
Redding, CA 96002

SACRAMENTO CAMPUS
Jackie Short, Campus Manager
Title IX Coordinator
(916) 568-6422 ex. 3201
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. 3400
ramosj@nhi.edu
1530 Meridian Avenue, Suite 301
San Jose, CA 95125

SANTA ANA CAMPUS
John Gorman, Campus Manager
Title IX Coordinator
(714) 668-9263 ex. 3500
gormanj@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. 3600

bloomerd@nhi.edu
1221 Farmers Lane, Suite 100
Santa Rosa, CA 95405

STUDIO CITY CAMPUS
Casey Murphy, Campus Manager
Title IX Coordinator
(818) 788-0824 ex. 3134
millhouser@nhi.edu
10969 Ventura Blvd.
Studio City, CA 91604

OR

For all NHI Campus Locations

Linda Rikli, Sr. Vice President
Title IX Coordinator
(415) 307-7150
riklil@nhi.edu
6001 Shellmound St. Ste 200
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.