

A leader
in online
holistic
health &
nutrition
education

HAWTHORN UNIVERSITY



2011
Catalog

Hawthorn University
PO Box 275
475 Hungry Gulch Road Suite C
Whitethorn, California 95589

www.hawthornuniversity.org
(707) 986-4153

Hawthorn University is a branch of Bright Start Corporation,
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LETTER FROM THE PRESIDENT

Dear Prospective Students,

Hawthorn University is one of the nation's leading online postsecondary institutions educating future leaders to work in the field of holistic nutrition. This is evidenced by the satisfaction of our current students, the success of our graduates, the dedication of our credentialed and experienced faculty, and the strong leadership of our devoted administrative team.

I have worked in higher education for over 22 years and I am proud to be a member of a team of sincere professionals who understand the importance of advanced education. It is also my privilege to recommend our programs to any individual interested in making a difference in their own lives and in the lives of others. If you have a passionate interest in advancing health and well-being through the practice of holistic nutrition, I invite you to join our community of learners and help us make the world a better place where people of all ages can enjoy optimum health and vitality.

Sincerely,



Dr. Dorothy M. Germano
President and Chief Academic Officer
Hawthorn University

MILESTONES

Hawthorn is approved to operate programs in holistic nutrition from the California Bureau for Private Postsecondary Education (BPPE), school code #48441699.

Hawthorn was founded in December 2002 as Hawthorn Health and Nutrition Institute and began offering the Nutrition Consultant certificate program. Additional approval was received to operate as a degree granting institution adding a Master of Science in Holistic Nutrition degree in 2004 and a Master of Science in Health & Nutrition Education in 2006. The Doctor of Science in Holistic Nutrition Education program, offering a Doctor of Education (EdD) degree was also approved in 2006. In late 2008, the degree designation of EdD was changed to DSC for the Doctor of Science in Holistic Nutrition to better reflect the goals and objectives of the program. The name of the institution changed to Hawthorn University in 2007.

In December 2009, Hawthorn University received approval and recognition from the International Organization of Nutrition Consultants (IONC). Graduates of the Master of Science in Holistic Nutrition and the Doctorate of Science in Holistic Nutrition programs are now recognized as Registered Orthomolecular Health Practitioner (ROHP) and graduates of the Master of Health and Nutrition Education and the Nutrition Consultant programs may refer to themselves as Registered Nutritional Consultant Practitioners (RNCP).

In early 2010 Hawthorn launched a new initiative in the area of continuing education. Our Continuing Education Program (CEP) offers students and practitioners short courses for personal and/or professional development. In addition to our CEP, Hawthorn is offering a certificate program in conjunction with the Weston A. Price Foundation. A series of six (6) courses lead to a WISE Traditions Nutrition certificate.

Our history and continuing forward movement ensures that students at Hawthorn University are taught the principles of nutrition using the most current scientifically based information sources in the field. Our teaching model continues to focus on holistic and conventional scientific information, utilizing guided independent study. Our programs emphasize critical thinking, teaching students to discern quality and accuracy of recent research while providing students with nutritional tools that can be applied in everyday life to increase vitality, energy, and well being while reducing long range disease risk. Professional development and personal health are nurtured as students are challenged to apply concepts and demonstrate a sound understanding of the principles of holistic nutrition. Students develop written concepts and oral presentations that can serve expanding nutrition careers.

Memberships

Hawthorn's courses and programs are of the highest quality and prepare students for careers in holistic nutrition. Hawthorn graduate students are eligible to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (<http://hncb.org>).

The International Organization of Nutritional Consultants (IONC) reviewed and approved all Hawthorn programs. Information on the IONC can be found at their website at www.ionc.org.

Hawthorn University and/or members of the Hawthorn University community sponsor or belong to the following associations:

- American Association of Naturopathic Physicians
- American Holistic Health Association
- International Organization of Nutritional Consultants
- National Association of Nutritional Professionals
- National Holistic Nutrition Credentialing Board
- Pennsylvania Association of Naturopathic Physicians
- Weston A. Price Foundation

Programs of Study

- Master of Science in Health and Nutrition Education (MHNE)
- Master of Science in Holistic Nutrition (MSHN)
- Doctor of Science in Holistic Nutrition (DSC)
- Nutrition Consultant Certificate Program (NC)
- Continuing Education Program including WISE Traditions Nutrition Courses

Degrees and Certifications

A certificate or degree from Hawthorn University credits our graduates with the highest professional standard. Graduates are taught skills to consult and teach health and self-care, work on a research team, and disseminate nutrition information with greater competence. A certificate or degree from Hawthorn University does not confer the right to diagnose, prescribe, and treat symptoms, injury or disease. States may impose their own laws regarding the practice of nutrition professionals. Contact your respective state authority for more information.

Computer Hardware Requirements

Students must have access to a computer with the following configurations in order to benefit and easily navigate Hawthorn University's learning platform.

Window Users

- Windows 2000, XP, Vista, or 7
- Minimum of 512 MM Memory
- Broadband Connection Recommended
- Soundcard and Speakers
- Browser: Internet Explorer 7.0 or higher/ Mozilla Firefox 2.0 or higher
- Adobe Acrobat 9

Mac OS X or higher

- Minimum of 256MG Memory
- Broadband Connection Recommended
- Soundcard & Speakers
- Safari 3.0 or higher / Mozilla Firefox 2.0 or higher
- Adobe Acrobat 9

Computer Competency Requirements

Hawthorn University students are expected to:

- Perform basic functions, including creating, saving, copying, and retrieving files
- Be able to upload and download documents
- Format documents
- Perform basic word processing activities
- Be able to collate and submit assignments in one document
- Learn and work with diet analysis software
- Engage in basic Internet activities, including subject searches

Should students experience any difficulty in navigating the system or in their general use of the website, technical support is available through Hawthorn's Help Desk system.

GENERAL INFORMATION

Mission

Hawthorn University is dedicated to providing comprehensive and personalized professional holistic nutrition education through distance learning.

Goals

- * Provide high quality, comprehensive education that prepares students for careers in the field of holistic nutrition;
- * Develop the knowledge and skills necessary for students to achieve their educational, professional, and personal goals;
- * Take a collective responsibility for a student-centered approach;
- * Develop communication and critical thinking skills of students;
- * Maintain a culture that supports verification of improved teaching and learning;
- * Provide an active, responsive, engaging, and challenging learning experience for geographically dispersed students;
- * Produce graduates that make a positive impact on their communities through leadership and service;
- * Encourage students to engage in life-long learning as scholar-practitioners;
- * Graduate ethical and responsible citizens with strong decision-making skills;
- * Become a school of choice in the area of holistic nutrition and wellness;
- * Encourage faculty development.

Objectives

- * Maintain a current and industry-relevant curriculum including current scientific information;
- * Provide an online environment conducive to student learning;
- * Remain cognizant of the needs of distant learners by providing support services;
- * Recruit, hire, and retain faculty and staff that are highly qualified and dedicated to the mission and goals of the university;
- * Effectively manage fiscal and educational resources to remain affordable while maintaining excellence in educational delivery;
- * Remain committed to the mission and goals of the University by providing evidence of accountability;
- * Recognize and respond to problems and issues among student, faculty, or staff;
- * Evaluate and assess student learning;
- * Increase student awareness of the quantity, quality, and accuracy of existing and emerging research findings;
- * Improve graduation and completion rates by identifying and supporting at risk students.

ADMISSIONS

Program Specific Requirements

Master of Science in Health and Nutrition Education (MHNE)

Students with a bachelor's degree from an accredited institution are invited to apply to the Master of Science in Health and Nutrition Education program. Academic and personal qualifications of prospective students are considered. Hawthorn University does not accept transfer credits or award credit for prior experiential learning for this master's degree program.

Master of Science in Holistic Nutrition (MSHN)

Students with a bachelor's degree from an accredited institution are invited to apply to the Master of Science in Holistic Nutrition program. Academic and personal qualifications of prospective students are considered. Advanced placement admission may be granted to candidates with documented learning which ties their prior experience to the theories and data of holistic nutrition and includes specific descriptions of what students know and can do. Assessments include examinations, real-life tasks, or simulations. Materials used in the evaluation of prior learning include examination of course syllabi, training materials, tests, textbooks, technical manuals, and examinations. Evaluators may obtain additional information from discussions with prior instructors and program administrators, and examination of instructional equipment. Advanced placement students can transfer a maximum of eighteen (18) credits in the foundation level of this master's program.

Doctor of Science in Holistic Nutrition (DSC)

To be considered for the Doctor of Science program in Holistic Nutrition at Hawthorn University, applicants are required to have a baccalaureate degree from an accredited institution plus a master's degree in nutrition or allied field from an accredited university, or from Hawthorn University. Applicants who already hold other master's level or doctoral degrees in other health professions, such as a master's in nursing, DC, ND, MD, or veterinary medicine may also apply. Applicants should have already completed prerequisite course work in:

- Anatomy and Physiology
- Research Methodology
- Whole Foods Nutrition
- Micronutrients
- Macronutrients

Applicants with a master's degree, who do not meet all these requirements, are encouraged to apply so that we may evaluate what prerequisite course work needs to be fulfilled. All of these courses may be taken through the Hawthorn master's level curriculum or you may take them at a local college for transfer credit.

Nutrition Consultant Program (NC)

Hawthorn welcomes students who have graduated from high school or who have obtained a GED to be considered for enrollment to the Nutrition Consultant program. Written permission from a legal guardian is required for admission of a person under legal age. Applicants may apply for a scheduled term start, or for open enrollment admission at any time between terms.

Academic Calendar

Scheduled Starts for DSC, MHNE, MSHN, and NC Programs*		
Application Deadline	Term Start	Class Start
September 23, 2010	Fall	October 6, 2010
January 3, 2011	Winter	January 12, 2011
March 23, 2011	Spring	April 6, 2011
June 29, 2011	Summer	July 13, 2011
September 21, 2011	Fall	October 5, 2011

* Students may opt to begin at a scheduled term start or may choose to commence studies when their application and enrollment is completed and approved. (See Open Enrollment information on page 9.)

* Students taking courses leading to a WISE Traditions Nutrition Certificate may begin the program at any time.

Hawthorn University Holidays – Administrative Offices Closed

New Year's Day
 Martin Luther King, Jr. Day
 President's Day
 Good Friday
 Memorial Day
 Independence Day
 Labor Day
 Yom Kippur
 Columbus Day
 Veteran's Day
 Thanksgiving Day & Friday After
 Christmas Day

Open Enrollment Admission

Students who wish to enter the University in between scheduled term starts may choose the open enrollment option and begin their studies immediately after their completed application has been approved.

Accelerated Student Scholarship

Hawthorn University has implemented an incentive for students to complete their course of study in the NC, MSHN and MHNE programs in a doable and proven timeframe. Students who are able to complete their course work and final examination in the Master of Science in Holistic Nutrition Education program within twelve (12) months of receiving their first course will receive their last course free of charge.

Students in the Master of Science in Holistic Nutrition program who are able to complete their course work and final examination within twenty-four (24) months of receiving their first course will receive their last course free of charge.

Students in the Nutrition Consultant Certificate program who are able to complete their course work and final examination within thirty-two (32) months of receiving their first course will receive their last course free of charge.

Students interested in pursuing this scholarship are asked to sign a Memorandum of Understanding upon enrollment

into the University.

Application Process for Degree Programs

Applicants are responsible for submitting:

1. A complete application package, including the application form which is available online at applicant@hawthornuniversity.org
2. A non-refundable \$50 application fee.
3. Letters of recommendation.
 - a. Master degree students must submit two (2) letters of recommendation.
 - b. Doctoral students must submit three (3) letters of recommendation.
4. Your personal statement. Information concerning the content of this essay is detailed on the application instructions.
5. A copy of your driver's license or picture ID.
6. Official transcript(s) from previous institutions. The transcript(s) must be mailed directly from the school to the Hawthorn University Registrar at PO Box 275, Whitethorn, CA 95589.

Once approved, students will be sent an Enrollment Agreement. Upon the Registrar's receipt of the signed and completed agreement, along with payment for the first course, students will be officially enrolled in Hawthorn University. A short online orientation must be completed before the first course is released to the student. The orientation instructor will contact the student and help them with the process.

Applications and deposits will be held for one full year from the date submitted. Should a student feel the need to delay his/her start, no additional fees will be charged as long as the timeframe does not exceed one year.

Application Process for Continuing Education, and WISE Certificate Courses

Applicants interested in the continuing education WISE certificate or individual courses do not have to pay a \$50 application fee. Eligible students must have, at the minimum, a high school diploma or a GED. Written permission from a legal guardian is required for admission of a person under legal age. There is no need to submit an official transcript, a photo ID, or letters of recommendation. The only requirement is that the demographic information on the online application form be filled in completely.

Questions?

<http://helpdesk.hawthornuniversity.org>

For additional information, questions, or assistance please contact Kathleen McDermott, Director of Admissions, at Kathy@hawthornuniversity.org.

English Proficiency Requirements

Hawthorn University does not provide English as a second language instruction and requires prospective International students to have an academic background equivalent to an education in the United States. All courses are taught in English. Students whose first language is not English but who have the equivalent of at least two years of secondary or post-secondary education where the primary medium of instruction is English are deemed to have met the English proficiency requirement.

Students whose first language is other than English must demonstrate competency in English and may be required to take the "Test of English as a Foreign Language" (TOEFL).

TOEFL Admission Requirements

<u>Program</u>	<u>Minimum TOEFL (Paper Test)</u>	<u>Minimum Ibt</u>
NC	500	61
MSHN	530	71
MHNE	530	71
DSC	550	80

Applicants for Re-Enrollment

Any student withdrawn for more than 365 days from Hawthorn University must reapply for re-admission to the University. A \$50 application fee is required. Students readmitted will be subject to the provisions in the catalog in effect at the time of their re-enrollment.

Applicants for Re-Entry

Any student withdrawn for less than 365 days from Hawthorn University must reapply for admission to the University. After the Registrar has reviewed the student record, a determination will be made as to what catalog is to be in effect at the time of the student's re-entry. A \$50 re-entry fee applies.

Transfer Credit/Challenge Exam Policy

Any student interested in obtaining advanced placement in Hawthorn University may petition for transfer credit and/or request a challenge examination when an admission application is approved and prior to enrollment into Hawthorn University.

Transfer Credits

\$50 per course

Transfer credits will be accepted from accredited or state approved institutions. Only earned grades of B or better corresponding to Hawthorn courses will be considered for transfer into any master's level program. Credits from non-U.S. institutions will require evaluation and certification from the Educational Credential Evaluators, Inc. (ECE, www.ece.org) or from World Education Services (www.wes.org).

Hawthorn will transfer up to eighteen (18) credits from an accredited or state approved college/university for the first six (6) courses in the Master of Science in Holistic Nutrition or the Nutrition Consultant programs. Hawthorn will transfer up to fifteen credits for the first five (5) courses in the Master of Science in Health and Nutrition Education program. Credits will be transferred on a course by course basis as appropriate to Hawthorn's curriculum. In some cases, the combining of two or more courses may be necessary to equal the content of ONE three (3) credit course at Hawthorn. No transfer credits may be applied to the Doctor of Science in Holistic Nutrition program.

The applicant must submit:

- A Transfer Evaluation Request form with fee,
- An official transcript,
- Course descriptions,
- Course syllabi if possible,
- Any other documentation such as homework assignments, resume including related experience, proof of attendance at a conference or seminar, certificates, etc. indicating competency in the subject area.

Upon receipt of all available documentation, Hawthorn will review and evaluate the transfer credit request. Students will be informed within ten (10) business days of the decision. All acceptable transfer credits will be recorded on the

student's transcript as TC. Transfer credits will not be counted in the grade point average (GPA) of the student.

Credit by Examination/Challenge Exam

\$100 per course

Hawthorn will allow a challenge exam for a total of eighteen (18) credits from an accredited or state approved college/university for the first six (6) courses in the Master of Science in Holistic Nutrition or Nutrition Consultant programs. Hawthorn will allow a challenge exam for a total of fifteen (15) credits from the first five (5) courses in the Master of Science in Health and Nutrition Education program. No challenge exams will be permitted in the Doctor of Science in Holistic Nutrition program.

Applicants interested in challenging these foundation level courses must submit:

- A Challenge Exam Request form with fee,
- Proof of prior learning (transcript) or experience,
- Proof of attendance at seminars and/or conferences,
- Proof of attendance at workshops,
- Certificates.

Approval must be given for all challenge exam requests by the school director and the chief academic officer. Once approved, the student will receive a copy of the course syllabi for the course(s) being challenged. When the student is confident and ready, he/she must contact the school director to schedule a mutually convenient time for the oral examination. Successful challenge of a course will result in a grade of Pass (P) with credits earned or a grade of Fail (F) with no credits earned. Challenge exam credits do not count in the overall grade point average and are treated as transfer credits. Students may not challenge courses in which they are currently enrolled. A student may not elect to challenge a course for which a failing grade (F) or AU (audit) was issued.

FINANCIAL INFORMATION

Tuition and Fees

Hawthorn University is one of the most affordable online higher education institutions. Courses are offered sequentially and students may pay by the course. Payment is due upon enrollment into each course and must be paid in U.S. currency, check, money order, or credit card. Hawthorn University reserves the right to increase the per credit cost at any time. For the estimated cost of required books and materials for all courses in each program, visit www.hawthornuniversity.org, select the program that interests you, and open "tuition and fees". All books and material costs are estimated. Students may purchase books directly from the student portal through the Amazon AStore (astore.amazon.com/hawthorn-20) or from a vendor of their choice.

Master of Science in Health and Nutrition Education (MHNE)

\$110.00 per credit x 37 credits
 Total tuition - \$4,070
 Books and materials - \$679.20

Master of Science in Holistic Nutrition (MSHN)

\$165 per credit x 60 credits
 Total tuition - \$9,900
 Books and materials - \$918.64

Doctor of Science in Holistic Nutrition (DSC)

\$231 per credit x 63 credits
 Total tuition - \$14,553
 Books and materials - \$826.78

Nutrition Consultant Certificate Program (NC)

\$126.50 per credit x 52 credits

Total tuition - \$6,578

Books and materials - \$728.04

College Credit Bearing CE Electives**Basic Biochemistry**

\$ 150 per credit x 3 credits

Total tuition - \$450

Books and materials - \$43

Weston A. Price Certificate program

\$100 per credit x 18 credits

Total tuition - \$1,800

Books and materials - (TBD)

Continuing Education Courses

\$50 per CE credit

See section on Continuing Education Courses for more information on CE credits and pricing of individual courses. Refer to the website for special discount offers.

Other Fees

Application Fee.....	\$50.00
Challenge Exam Fee (per course).....	\$100.00
Official Transcript.....	\$10.00
Program Change Fee.....	\$30.00
Re-Entry Fee.....	\$50.00
Reinstatement from Leave.....	\$50.00
Reinstatement after Probation.....	\$100.00
Return Check Fee.....	\$25.00
Transfer Credit Fee per Course.....	\$50.00
Student ID Card (Optional).....	No Fee

Textbooks See individual program costs above

Refund Policy/Cancellation

If Hawthorn University is notified of cancellation within thirty (30) calendar days after the course is released to the student, the student will receive a full refund of tuition paid for the course. Students are able to request to withdraw directly from a link on their online portal or by email to: bursar (at) hawthornuniversity (dot) org. All monies due will be refunded within 30 days of the cancellation request. After 30 days from the release of the course, no refund will be issued. Hawthorn University reserves the right to increase the per credit cost from time-to-time. Prior to such increase Hawthorn shall send written notification via email to the student.

HAWTHORN PROGRAMS**Master of Science in Health and Nutrition Education**

This Master of Science in Health and Nutrition Education (MHNE) program provides an in-depth, rich learning

experience to individuals who seek knowledge in health and nutrition education. This interactive master's degree is an independent study, non-clinical program focusing on current holistic and scientific nutrition information.

Students will develop personal and professional skills in holistic health, wellness promotion, and nutrition education. Students develop professional materials that explain nutritional and health concepts as part of the course work. Assignments are designed to engage and connect students with their own communities. Students are taught effective communication techniques for developing and facilitating workshops on wellness and are poised to establish or join integrative health care centers and offer holistic health tools and nutrition education.

Students purchase books and diet analysis software that comprise the basis of a professional library and are introduced to quality online sources of nutritional information. Students download their Hawthorn materials from their student portal. After completing assigned textbooks readings, listening to the audio lectures, experiencing the practical activities, and submitting written assignments to an instructor, students take an online test before progressing to the next course. Assignments are graded and returned to the student's website with written feedback.

Students have the option to meet together via pre-scheduled conference calls or webinars where live lectures on current nutrition topics are presented. These webinars are archived on the student portal for access and review at a later date. Students also share information by posting questions and comments to the discussion boards. Students have the opportunity to email their instructors at any time or call them during their scheduled office hours.

MHNE Objectives

Upon successful completion of the MHNE program, graduates should be able to:

- Teach others to summarize and evaluate the personal factors and nutritional choices that affect health;
- Guide others in formulating health and wellness goals;
- Create and deliver informational presentations on the relationships between nutrition and a variety of health issues;
- Design and create instructional materials that explain the overlapping influences that affect food choice and eating behavior;
- Design and create instructional materials on nutrition and health for a variety of direct and indirect venues;
- Create and deliver a research paper or project related to the field of nutrition education.

MHNE Career Opportunities

The MHNE program allows graduates to seek employment in several areas including:

- Work in private practice as Nutrition Educators;
- Write for health oriented publications;
- Lead groups in health-oriented programs;
- Lecture for professional groups, lay audiences, or schools;
- Teach at schools, colleges, and other institutions;
- Conduct research;
- Work for supplement or health product manufacturers or health food stores;
- Work with nutrition centers, spas, retreat centers, and sports teams

MHNE Scholastic & Graduation Requirements

Students should submit assignments and complete a course every two (2) months or less for three (3) credits courses and six (6) months or less for the four (4) credit thesis course. A total of thirty-seven (37) credits are needed to graduate. To graduate, students must complete all assignments and achieve an average grade of B or better. Students must resubmit assignments or retake tests that have received a grade of F. Students must clear all financial obligations, and their student file must be complete before a diploma is awarded. This degree program requires that students complete all courses sequentially.

MHNE Curriculum

<u>Requirements</u>	<u>Credits</u>
MHNE 601 Nutrition and the Environment	3
MHNE 602 Strategies for Health & Nutrition Educators	3
MHNE 603 Research Methods in Health Education.....	3
MHNE 603.10 Human Physiology & Anatomy.....	3
MHNE 604 Understanding Macronutrients	3
MHNE 605 Understanding Micronutrients	3
Midterm Exam	
MHNE 606 Health Supportive Food Guidelines.....	3
MHNE 607 Holistic Health Coaching.....	3
MHNE 608 Healthy Life Cycles	3
MHNE 609 Balancing Energy & Weight.....	3
MHNE 611 The Business of Health & Nutrition Education	3
Final Exam	
MHNE 650 Research Project	4
Total Credits	37

Master of Science in Health and Nutrition Education Course Descriptions**MHNE 601 - Nutrition and the Environment**

Whole foods and biochemical individuality are foundational principles of Hawthorn University's Masters Program in Health and Nutrition Education. General principles of human nutritional requirements and a variety of dietary programs are reviewed. The benefits of fresh, whole, chemical free, plant based foods, animal foods, and transitional diets are explored in relationship to the concept of biochemical individuality. Current information is presented on whole foods and their direct relationship to health and wellness. The environmental and health consequences of chemicals, pesticides and pollution in the food chain, food processing and additives are discussed as are the values of organic farming, and safe drinking water. Students practice how to effectively share these important concepts with others. (3 credits)

MHNE 602 - Strategies for Health & Nutrition Educators

Students discover how to identify specific lifestyle factors that support or diminish health. Holistic health concepts are explored. Effective goal setting is taught and practiced. Identification of common stumbling blocks and overcoming resistance to change is explored. Stress is a significant component of all health issues. Students discover how to identify specific stressors, the body's physical response to stress, as well as the effects of stress on health status. Stress management tools and coaching techniques are introduced and practiced. Students develop lifestyle guidelines for all ages. (3 Credits)

MHNE 603 - Research Methods in Health Education

Being aware of recently published research findings in the continuously evolving field of nutrition is critical for Health and Nutrition Educators. Students are taught and are required to use the critical thinking processes to discern the quality, accuracy, and validity of published materials, and to understand and evaluate research studies, and to recognize the advantages and limitations of experimental designs and outcomes. Students are introduced to valuable Internet sites, library systems, and nutrition and health journals. This course provides the structure students need to conduct research throughout their course of studies, culminating with a final research project for MHNE 650, where students identify a topic for an independent community based health and education research project or thesis, a requirement to graduate. Students explore and personally apply the principle concepts of this course as they educate others. (3 credits)

MHNE 603.10 - Human Physiology & Anatomy

Students gain an in-depth understanding of the human body and understand how it functions. This course describes how human systems work separately while simultaneously functioning cooperatively with every other part of the whole to maintain health. The physiology and anatomy of the skeletal, cardiovascular, digestive, nervous, endocrine, immune, respiratory, urinary and reproductive systems are taught while students examine how to holistically support these physical and biochemical systems (3 credits)

MHNE 604 - Understanding Macronutrients

Vital information about the macronutrients in foods that support or diminish health, and an explanation of nutrients that support or deplete energy is presented. Carbohydrates, proteins and fats, in the context of calories and human energy, are discussed. Nutrient density and the nutritive value of carbohydrates are explored. Students learn to translate the science of macronutrients into information suitable to public consumption. A biochemical description of each macronutrient is presented. Complex versus refined carbohydrates and their effects on blood sugar regulation will be emphasized. The value of essential fatty acids and amino acids in nutritional healing is explored. Students learn how to determine individual dietary macronutrient needs and requirements and how to share this information with others. (3 credits)

MHNE 605 - Understanding Micronutrients

Micronutrients and their impact on human growth, metabolism, cellular integrity and repair are discussed in this course. Students learn the individual nutrients in foods, their interactive bio-chemical roles in human metabolism and the effects of nutrient deficiencies and excesses. Biochemical individuality as a key factor in restoration of homeostasis is explored. Major functions of vitamins, minerals, antioxidants, phytonutrients, and accessory nutrients are reviewed. Selection and preparation of foods to maximize nutrient content, nutrient values from food sources and supplementation are discussed. The manufacturing process and its impact on product quality is reviewed. The importance and function of water, electrolytes and water balance is taught. Students prepare and share nutrient fact sheets. (3 credits)

MHNE 606 - Health Supportive Food Guidelines

This course provides information and tools to assist the Health and Nutrition Educator in determining an individual's nutrient needs, and in evaluating the nutritional content of a particular diet. Students learn to use food/nutrient tables and computer software to analyze diets and calculate total caloric intake as well as individual macronutrient and micronutrients. Emphasis is placed on distinguishing high quality, nutrient dense foods from nutrient depleted "foodstuffs." Various dietary systems such as vegetarian, vegan, natural hygiene, and omnivorous diets are discussed. Appropriate dietary methods to support a client's health concerns and goals are presented. The process of transitioning individuals toward an optimal diet is taught and practiced. Health hazards that contribute to illness and premature aging are explored, as well as suggestions for guiding individuals toward a path to wholeness and well-being. Students develop educational materials that include: basic principles of a nourishing, healthy diet, reading food labels, safe drinking water, eating healthy away from home, walking the grocery store aisles. (3 credits)

MHNE 607 - Holistic Health Coaching

This course presents the tools and skills needed to build relationship and trust while presenting or gathering nutritional information from the public or a client. Students receive instruction on the art of listening, building rapport, and evaluating information and giving positive feedback and direction. Client forms and questionnaires that explore health and nutrition patterns are introduced. Counseling, coaching skills and the development of healing guidelines are practiced. Educational strategies, effective communication skills and writing for publication are discussed. Students develop oral presentations including audio-visual aids, and develop a useful handout. (3 credits)

MHNE 608 - Healthy Life Cycles

The nutrient requirements for sustaining good health from conception to senior citizen are presented. Examine how diet and lifestyle contribute to health patterns in different phases of the life cycle and become skilled at educating others regarding the impact of diet and lifestyle. Nutritional tools used to assess health status, and

specific suggestions to support health recovery and maintenance are introduced as the most common health concerns associated with each life stage are discussed. Students review case scenarios and assessments while practicing the intake, planning and educational phases of health and nutrition educating. Students develop healing guidelines and key recommendations for specific population groups, and are taught to identify energy and nutrient needs as well as nutritional concerns. The influences on food habits, making successful behavior changes, staying young while growing older, and finding community resources and support are presented. (3 credits)

MHNE 609 - Balancing Energy & Weight

The issues related to weight through the life cycle are discussed in this course. Students examine what constitutes underweight, overweight and obesity and the consequences and health risks associated with each. Weight gain or loss, and how calories are converted to usable energy and burned or stored is taught. Over intake and under utilization of food and the storage of excess fuel in our body and how toxic chemicals are stored in the body fat and contribute to weight gain, the downfalls of dieting, why fad diets do not work in the long term, and the issues of low weight and how to increase weight healthfully are explained. Heredity, conditioning, and metabolism are explored as well as healthy body fat percentages. Healthy long-term weight reduction/ gain/management plans are discussed. Students explore holistic behavior patterns for achieving optimal weight, and practice developing personalized lifestyle and behavioral suggestions that are effective in maintaining healthy weight. (3 credits)

MHNE 611 - The Business of Health & Nutrition Educators

Students synthesize what they have learned about food, environment, menu planning, physiology and anatomy, and coaching to support health and wellness, and prepare to go into business. Detailed instruction is presented to support the student in growing a successful business. Organization, networking, marketing, planning and accounting are the focus of this course. Students are taught to work within the legal and professional scope of practice for Health and Nutrition Educators. (3 credits)

MHNE 650 - Research Project

Students choose a topic to research and create a project to publicly share health and nutrition information. Students develop educational materials and determine the mode of delivery to present their work. Projects can include a public talk, workshop or seminar, a radio show, an educational website, a book, a newspaper or magazine column, a newsletter, or to develop curriculum for an health and nutrition educational program. This is a creative project and students draw from all of the resources gained in this course of study and imaginatively apply this information to develop educational materials to share with others. Special attention is given to developing and setting the learning environment, and reinforcing the imparted information. (4 credits)

Master of Science in Holistic Nutrition

This clinical program provides students with the functional medicine nutritional tools and the clinical expertise that can be applied in everyday life to increase vitality and to help well-being while reducing long range disease risk. Students at Hawthorn University are taught the principles of nutrition using the most up-to-date scientifically-based information sources in the field. Our teaching model focuses on current holistic and conventional scientific information. Each course concludes with a phone conference with your instructor and may result in long distance telephone charges depending on your individual phone plan. Assignments are designed to engage and connect students with their own communities and to develop each student's unique skills and interests in health. Educational tools include audio lectures, dynamic interviews with professionals in clinical practice, textbooks, journals, web sites, diet analysis software, clinical conference calls, message boards, hands on activities, and community based assignments.

MSHN Program Objectives

Upon successful completion of the MSHN program, graduates should be able to:

- Design and monitor the results of holistic nutrition strategies for a selected group of clients;

- Assist clients in understanding the benefits of selecting and maintaining positive holistic nutrition choices;
- Explain the influences of food choice and eating behavior on health to clients and assist them in making informed decisions about nutrition;
- Evaluate eating habits and dietary intake and formulate holistic nutrition strategies to improve the health and well being of clients;
- Assist clients in understanding and interpreting lab test results and how changing eating habits can help improve health;
- Assist clients in adjusting nutritional intake to address a variety of health conditions;
- Assist clients in selecting appropriate nutritional supplements;
- Create and deliver a research paper or project related to the field of holistic nutrition.

MSHN Career Opportunities

The MSHN program allows graduates to seek employment in several areas including:

- Clinical private practice as a Nutrition Consultant with a Masters degree in Holistic Nutrition;
- Lecturing before professional groups, lay audiences, or schools;
- Work for supplement or health product manufacturers, or health food stores;
- Health maintenance program group leader;
- Teach at schools, colleges and other institutions;
- Conduct research;
- Author for health-oriented publications;
- Work with nutrition centers, spas, retreat centers, and sports teams.

MSHN Scholastic & Graduation Requirements

Students should must submit assignments and complete a course every two months or less for three (3) credits courses, three months (3) or less for four (4) credit courses, and six (6) months for six (6) credits. A total of sixty (60) credits are needed to graduate. To graduate, students must complete all assignments and achieve an average grade of B or better. Students must resubmit assignments or retake tests that have received a grade of F. Students must clear all financial obligations, and their student file must be complete before a diploma is awarded. This degree program requires that students complete all courses sequentially.

MSHN Curriculum

<u>Requirements</u>	<u>Credits</u>
MSHN 101 Biochemical Individuality & Whole Foods Nutrition	3
MSHN 102 Applied Research Skills	3
MSHN 103 Physiology & Anatomy of Digestive Processes	3
MSHN 104 Macronutrients: Biochemical Energy Sources	3
MSHN 105 Micronutrients: Biochemical Regulators	3
MSHN 106 Dietary Assessment of Nutrient Values	3
Foundation Level Exam	
MSHN 207 Holistic Nutrition & Health Counseling	4
MSHN 208 Developmental Nutrition	4
MSHN 209 Clinical Nutrition for the Gastrointestinal System	4
MSHN 210 Filtering Systems of the Human Body	4
MSHN 211 Regulating Physiological Processes	4
MSHN 212 Maintaining the Structural Body	4
MSHN 213 Cardiovascular Nutrition	4
MSHN 214 Clinical Nutrition & the Immune System	4
MSHN 215 Nutrition & Mental Health	4
Advanced Level Exam	
MSHN 300 Research Thesis	6
Total Credits	60

Master of Science in Holistic Nutrition Course Descriptions

MSHN 101 - Biochemical Individuality & Whole Foods Nutrition

The concept of whole foods is central to the Hawthorn University's Master of Science in Holistic Nutrition. The value and necessity of quality whole foods and their relationship to health and wellness is explored. General principles and requirements of human nutrition are reviewed and a variety of promoted dietary programs are studied and critiqued. The concept of biochemical individuality, the benefits of fresh, whole, chemical free, plant-based foods, transitional diets and lifestyle improvements are explored. (3 Credits)

MSHN 102 - Applied Research Skills

Students are introduced to valuable internet sites, library systems, and clinical nutrition and medical journals to remain abreast of recently published research findings in the continuously evolving field of nutrition. Students are taught and are required to use a critical thinking process to understand and evaluate research studies, discern the quality, accuracy, and validity of published materials, and recognizes the advantages and limitations of experimental designs and outcomes. This course provides the structure for students to conduct research projects throughout their master's course of studies and to identify a possible thesis topic for MSNH 300, a graduate requirement. (3 Credits)

MSHN 103 - Physiology and Anatomy of Digestive Processes

Organs, glands, chemical messengers and digestive secretions involved in the process of digestion, absorption and metabolism are reviewed as the alimentary canal is studied to learn the intricate mechanics involved in converting food to energy. The applications of holistic nutritional tools are introduced, including foods, herbs, lifestyle factors and nutritional supplements that enhance digestion and utilization of food. (3 Credits)

MSHN 104 - Macronutrients: Biochemical Energy Sources

Macronutrients, the components of whole foods that provide calories for human energy are examined. The biochemical nature and classification of lipids, proteins and carbohydrates is presented differentiating between the effects of complex vs. refined foods on human metabolism. Students learn to determine individual dietary macronutrient requirements as well as the therapeutic value and use of essential fatty acids and amino acids. (3 Credits)

MSHN 105 - Micronutrients: Biochemical Regulators

Micronutrients and their fundamental impact on human growth, metabolism, cellular integrity and repair are discussed in this course. Students examine the individual nutrients in foods, their interactive biochemical roles in human metabolism and the effects of nutrient deficiencies and excesses. Students are taught to appreciate biochemical individuality as a key factor in restoration of homeostasis as vitamins, minerals, antioxidants, phytonutrients, and accessory nutrients are reviewed. Nutrient values from food sources and supplementation are discussed reviewing the manufacturing process and its impact of product quality. (3 Credits)

MSHN 106 - Dietary Assessment of Nutrient Values

Students discover how to use food/nutrient tables and computer software to evaluate the nutritional value of a particular diet, including the total caloric intake and individual macronutrient and micronutrient breakdown. Students gain practice determining an individual's nutrient needs, distinguishing high quality, nutrient dense foods that support health from poor quality, nutrient depleted "foodstuffs" that contribute to poor health and disease patterns. Appropriate dietary methods to support a client's health concerns and goals, transitioning toward an optimal diet, and suggestions for guiding individuals toward a path to wholeness and wellbeing is taught and practiced. (3 Credits)

MSHN 207 - Holistic Nutrition & Health Counseling

Students receive instruction on the art of listening, building rapport, and giving positive feedback and direction to

clients. Tools and skills needed to promote understanding and trust between practitioner and client are presented. Specific client forms and questionnaires, which enable a practitioner to explore patterns contributing to an individual's current health concerns, are introduced. Students practice gathering and evaluating information about a client, counseling skills, and the structure and development of a client's healing program. (4 Credits)

MSHN 208 - Developmental Nutrition

The nutrient requirements for sustained good health of each stage of human growth and development are presented. Nutritional tools used to assess health status, and specific protocols to support health recovery and maintenance are introduced as the most common health conditions associated with each life stage are discussed. Students review case studies and assessments while practicing the intake, planning and educational phases of nutritional consultation and develop an individualized, nutritional healing protocol. (4 Credits)

MSHN 209 - Clinical Nutrition for the Gastrointestinal System

The digestive system, consisting of organs and glands associated with ingestion, digestion and absorption of food and nutrients, and the elimination of solid wastes from the body are reviewed. A discussion of digestive and intestinal health and the challenges associated with proper digestion, absorption, and elimination required to gain optimal nutritional benefits from foods is presented. Gastrointestinal dysfunction and etiology caused by the disruption of these processes, various assessments and laboratory procedures to evaluate digestive dysfunction, and health supporting nutritional protocols for several gastrointestinal conditions are discussed. (4 Credits)

MSHN 210 - Filtering Systems of the Human Body

The physiology, function, and nutrient requirements of the major organs of detoxification in the human body – the liver, kidneys, lungs and skin - are studied in-depth. Current research involving environmental toxins and their impact on health status is discussed. Assessment and related lab tests are presented as students examine holistic, systemic cleansing and detoxification support methods. (4 Credits)

MSHN 211 - Regulating Physiological Processes

The endocrine system's glands that act to regulate many of the body's physiological processes, the hormones and secretions they produce, and their impact on health are detailed. Students explore the amazingly intricate interrelationship between the glands themselves, the nervous system, and the levels of various substances in the blood which govern the secretion of hormones by the endocrine system. The effects of stress management, diet, and nutrient support for healthy glandular function is discussed, while disease conditions resulting from or associated with endocrine dysfunction are presented. Assessments and lab tests that reflect imbalances within the system are presented and specific protocols which contribute to good health are developed. (4 Credits)

MSHN 212 - Maintaining the Structural Body

Students explore the bones, joints, muscles, tendons and ligaments of the musculoskeletal system gaining information and strategies to maintain a strong and fit structural body. Diet and exercise suggestions for various metabolic needs and activity levels are introduced. Health issues such as weight imbalance, injury, chronic pain, the inflammatory cascade, arthritis, osteoporosis and sports nutrition are discussed. A number of complimentary healing modalities are presented as part of a supportive wellness protocol for individuals seeking to maintain or reclaim health of the musculoskeletal system. (4 Credits)

MSHN 213 - Cardiovascular Nutrition

The dynamics of the circulatory system, composed of the heart and blood vessels (the cardiovascular system) and the lymphatic system, is reviewed in-depth. Research is presented to demonstrate the impact of genetics and various diets and activity levels on the health of the circulatory system. With heart disease being one of the major health issues in Western cultures, students examine health supportive diet, lifestyle, herbal, and supplement recommendations and develop healing protocols. (4 Credits)

MSHN 214 - Clinical Nutrition & the Immune System

A thorough review of the immune system is presented and many factors that enhance or inhibit normal function are

explored, including the impact of body systems, diet, lifestyle, chemical exposures, stress and mental attitude on the immune system. Allergies, asthma, AIDS, and cancer prevention are discussed in-depth. Students explore the intricacies of immunity, how to enhance its function, and the use of various assessments and lab tests to identify dysfunction as they practice developing appropriate diet, lifestyle and supplement protocols for clients presenting with immune deficiency conditions. (4 Credits)

MSHN 215 - Nutrition & Mental Health

Students explore the body's nervous system, the network of sophisticated nerve cells including the brain and spinal cord that adjusts to changes in internal and external environment. Discussion of the intricacies of the central nervous and peripheral nervous systems helps students distinguish between the sympathetic and parasympathetic nerves and their functions, and their effects on movement, coordination, and thought processes. Health conditions such as migraine headaches, epilepsy, dementia, Parkinson's disease and Multiple Sclerosis are explored. Students examine the etiologies of these conditions and the impact nutrition can have towards the prevention of illness as well as the return to health that is possible when applying fundamental nutrition principles. (4 Credits)

MSHN 300 - Research Thesis

Students choose a clinical topic of special interest to them and conduct an in-depth literature review from current scientifically based references and report on the clinical experiences of experts in the field of nutrition as it relates to their topic. Students interview their own clients, introduce health protocols, collect data over time and report their outcome measures. Students write a seven to ten thousand word research report including case histories to demonstrate their understanding and application of information and research skills. Students work closely with their instructor during this process, receiving individual feedback, direction and guidance. Students then create an outline, coordinate their research findings, develop a 30-60 minute lecture, and have the opportunity to share this information in a public setting. (6 Credits)

Doctor of Science in Holistic Nutrition

The interdisciplinary D.Sc. in Holistic Nutrition program at Hawthorn University explores the links between holistic nutrition and environmental sciences, public policy, and how nutrition affects various organ systems. This independent study program allows the self-directed student to participate in a developing tradition of thought, discussion, exploration, and inquiry in the field of holistic nutrition. Doctoral students should acquire a coherent and sophisticated body of knowledge in the field and may develop an area of specialty. This will allow graduates to work in the field as a health and nutrition educator, or to complement work as a health professional or researcher.

Students engage in new modes of inquiry while building upon the foundations already established in the field of nutrition. Students have the opportunity to reorder or redefine existing, constructions of knowledge and discover new meanings and relationships between facts, theories, and methods in the field.

The D.Sc. program encourages interdisciplinary inquiry into health issues and problems. Interdisciplinary inquiry is a way of seeing, thinking, conversing about, and imagining how issues and problems cut across relevant fields. Some fields that intersect the field of nutrition include environmental studies, public policy, sociology, psychology, plant medicines, anthropology, agriculture, medicine, and education.

Graduates of this program should gain knowledge of and practice with holistic tools to support changes in beliefs and actions in themselves and others. Our focus is to provide doctoral students with a working understanding of human physiology and biochemistry and integrate that with the current science of nutrition. We focus on how our food and lifestyle affects overall health. Our studies also include information on the use of nutritional and herbal supplements, nutrigenomics, detoxification programs, and information about laboratory testing that is used to assess nutritional and functional status.

Students are expected to demonstrate a thorough and comprehensive knowledge of the relevant history and present definition of the holistic nutrition field including the major literature, theories, practices, problems, ethical issues, and research methods. In the thesis and elective, students should study in an area of specialty of their

choice. The doctoral thesis project is required to have practical application and to be placed in the broader context of social, political, health, environmental, or other issues of interest.

Excellence in Scholarship

Achieving excellence in scholarship requires full and meaningful participation in this evolving, cooperative endeavor. In the process of most doctoral programs there is a clear delineation between one's educational activities and one's real life. At Hawthorn University we encourage a merging of your educational activities with your daily life and contemplative live. We also encourage students to incorporate what they already do into their doctoral program where possible to maximize integration of theory and practice.

Self-Directed Learning in the Community

Hawthorn represents a dispersed community of self-directed students with a wide range of interests and experiences. Studying at a distance can become isolating, so we encourage the on-going dialogues between members of the Hawthorn community at large. You are expected to participate in online forums, and to attend teleclasses on a regular basis. Students communicate and network inside and outside of the program to experience being part of a larger and expanded community. This will continue to sustain lifelong learning.

D.Sc. Program Objectives

Upon successful completion of the doctoral program, graduates should be able to:

- Analyze and add to the knowledge in the field of nutrition;
- Demonstrate a comprehensive knowledge of the relevant history and present definition of the nutrition field including the major literature, theories, practices, problems, ethical issues, and research methods;
- Use theory and research evidence to identify, design, and assess behavioral and action-focused nutrition education programs;
- Create activities and coalitions with organizational, community, and other partners to promote policies and environments that are supportive of the public's ability to eat healthfully;
- Demonstrate clarity and sophistication in written and oral presentations characterized by logical coherence and consistency, by the proper use of evidence and citations, and by the development of the student's unique point of view;
- Create original research as demonstrated by the Doctoral Thesis Project;
- Analyze current research in nutrition in order to utilize it clinically, in an educational setting, or to affect health policy;
- Utilize a systems theory approach to health, nutrition, and physiological function.

D.Sc. Career Opportunities

The Doctoral program allows graduates to seek employment in several areas that include:

- Work in a private practice as a nutrition educator with a doctoral degree in Holistic Nutrition;
- Lecture for professional groups, lay audiences, or schools;
- Teach nutrition and/or health curriculum at various levels including college;
- Work in managerial capacity at supplement or health product manufacturers, or health food stores;
- Health maintenance program group leader;
- Conduct research;
- Write or edit for health-oriented publications;
- Work in supervisory capacity at nutrition centers, spas, retreat centers, and with sports teams.

D.Sc. Scholastic & Graduation Requirements

Students may complete the program in forty-three (43) months. Students need to submit assignments and complete a course every two months for the three (3) credit course, four months for six (6) credits courses, and nine months for the twelve (12) credit course, and. However, if the student completes and submits assignments for each course in less than the minimum requirements, he or she may complete the program in less time.

A total of sixty-three (63) credits are needed to graduate. A doctoral thesis project topic must be approved by your instructor and must be satisfactorily completed. To graduate, students must complete all assignments and achieve an average grade of B or better. Students must clear all financial obligations, and their student file must be complete before the degree is awarded.

D.Sc. Curriculum

<u>Requirements</u>	<u>Credits</u>
DSC 801 Nutrition Politics & Policies	6
DSC 802 Environmental Nutrition	6
DSC 803 Gastrointestinal Metabolism - Processes & Defense	6
DSC 804 Detoxification & Biotransformation Systems.....	6
DSC Midterm Exam	
DSC 805 Nutrition, Immunology, & Inflammation.....	6
DSC 806 Cardiovascular Nutrition.....	6
DSC 807 Nutrition & Endocrinology	6
DSC 808 Nutrition & Neuroscience	6
DSC 810 Self-Directed Elective	3
Final Exam	
DSC 818 Doctoral Thesis Project	12
Total Credits	63

Doctor of Science in Holistic Nutrition Course Descriptions

DSC 801 - Nutrition Politics & Policies

Our understanding of nutrition and its affect on public health is determined by the foods that are available. Public policy directly affects our choices in food. This course is designed to give you an overview of the history, legal, political and social events that shape our food supply. In this course you should gain an understanding of how national, corporate, and global policies affect food distribution, quality, and safety. This includes information about sustainability, food and farming policies, food transportation, food distribution, food fortification, and international food policies. Students gain an understanding of how the FDA and American policies and laws impact food safety issues and about global food harmonization policies. This course also examines the real costs of food policies and how corporations affect world food supply and quality. Also covered is the important role of Community Supported Agriculture (CSA), local farmers and national food suppliers. (6 credits)

DSC 802 - Environmental Nutrition

There is a complex interlinking between our environment and the food we eat. This course explores the web-like interplay between nutrition, food supply and the environment. You should gain an understanding about sustainable food supplies, and how environmental issues affect nutritional status and overall health. This course includes information on the pros and cons of genetically engineered foods (GMOs), and information about Persistent Organic Pollutants (POPs) and their role in endocrine disruption. By weight and exposure, our children are impacted more profoundly than adults are to their environment. We will look at the environmental and nutritional issues surrounding childhood health and development. The course also covers the environmental costs of food production and the nutritional differences between organically and commercially raised meats, dairy and agricultural products. Using the current resources in the area of environmental nutrition trends and politics, this course also explores the potential impact of community action projects in the area of environmental nutrition. (6 credits)

DSC 803 - Gastrointestinal Metabolism - Processes & Defense

In the field of nutrition we begin by focusing on how people can make healthier decisions about what they eat. The purpose of eating is to provide energy and nutrients to individual cells. If digestion is compromised, we will not feel well even if we eat optimally. Understanding digestion is essential to the work of the nutrition

professional. In this course you should gain an understanding of the anatomy, physiology, and biochemistry of the gastrointestinal tract and the associated pancreatic, liver and biliary tract systems in both health and disease. We explore the physiology of digestion, absorption, assimilation, and elimination. Students examine the digestive system's pivotal role in the immune system which includes: the role of gut micro-flora, probiotics, prebiotics, gut permeability, and the digestive system's role in immune function and inflammation. In addition the course covers the role of HCL and achlorhydria and their interaction with vitamin B12 and examines celiac disease, food sensitivities, and food allergies. (6 credits)

DSC 804 - Detoxification & Biotransformation Systems

We spend a considerable amount of our biochemical resources on detoxification and biotransformation processes in our body. Biotransformation of potentially toxic substances can help us by detoxifying them or by forming derivatives with increased toxicity. We will review the biochemistry of biotransformation and detoxification and are taught to identify and objectively assess people who may have impaired detoxification and increased toxic exposure. Also, we explore how to increase mobilization and excretion of toxins through food and supplements and how food can be used to enhance biotransformation to decrease risk to breast and other hormone dependent cancers, autoimmune disease, and other chronic illnesses. (6 credits)

DSC 805 - Nutrition, Immunology, & Inflammation

This course provides an overview of the human immune system and inflammation metabolism. Our understanding of the immunological system has blossomed over the last two decades. It is now believed that inflammatory processes underlie chronic health issues such as cardiac and vascular disease. Topics covered in this course will include: physiology and biochemistry of the immune and inflammatory systems, lymphatic system, innate and adaptive immunology, recognition and receptors, fever, acute and chronic inflammation, antibodies and allergies, cytokines, role of the thymus, and auto-immune illnesses. Also, this course provides students with an understanding of how foods and natural substances can modulate pain and inflammation. (6 credits)

DSC 806 - Cardiovascular Nutrition

This course will focus on current theories in cardiovascular nutrition. We will look at the current debate in the field between the conventionally accepted theory that high serum cholesterol causes heart disease, and the theory that elevated serum cholesterol levels are a response to denatured foods and a body in need of biological balance. Topics to be covered will be anatomy and physiology of the cardiovascular system, theories of cardiovascular health and disease, and the role of food and diet in prevention and management of cardiovascular diseases, hypertension and hyperlipidemia. The role of genetic variance and nutrigenomics in the management of hyperlipidemia will be explored. Management of micronutrients, such as ribose, CoQ10, B-complex vitamins, magnesium, calcium and carnitine, will be covered. Lifestyle factors, such as smoking, stress, psychological support, anger and hostility, and exercise will also be included. (6 credits)

DSC 807 - Nutrition & Endocrinology

In this course students gain a working understanding of the endocrine system and its interaction with diet, lifestyle, and specific nutrients. Recognizing how food and micronutrients affect endocrine balance is key to educating people in how to create and maintain good health. Topics covered in this course include: physiology and anatomy of the endocrine system, blood sugar control, glucocorticoid metabolism, the role of the adrenals and corticosteroid and hormone balance, the hypothalamus-pituitary-adrenal axis (HPA axis), thyroid function, growth hormone, and more. We will examine common imbalances and diseases of the endocrine system and how to approach them from a nutrition and lifestyle viewpoint. Also, you will be introduced to a variety of hormone laboratory evaluation procedures and test result interpretation. (6 credits)

DSC 808 - Nutrition & Neurology

In this course you should gain a working understanding of the common illnesses and diseases of the neurological system and the role of nutrition and environmental factors in neurological function and dysfunction. Studies include parasympathetic and sympathetic nerve function, brain function, neurotransmitters, enteric nervous

system, calcium channel blockers, and the role of fatty acids and micronutrients in neurological function. Topics also include: understanding of laboratory evaluation for neurological imbalances such as fatty acid testing, celiac testing, and neurotransmitter testing. We will also explore the field of Orthomolecular Medicine which deals with mental health issues through a nutritional and holistic approach. (6 credits)

DSC 810 - Self-Directed Elective

Students may propose a self-directed elective to the program director. This could be on any topic of your choice and allows for your own creativity and interests. The required courses give overview to many topics that may peak your interest. This course may provide the basis for your thesis work or allow you the opportunity to gain a deeper understanding in an area of your particular interest. (3 credits)

DSC 818 - Doctoral Thesis Project

Students are required to complete an instructor approved Doctoral Thesis Project with practical application which is placed in the broader context of social, political, health, and environmental issues. Students choose a topic to develop for a thesis project that will be a demonstration of the ability to integrate learning in an applied way. It will include an analysis and synthesis of current research on the topic and its practical application in the field. It will also contain a review of relevant literature. (12 credits)

Nutrition Consultant Certificate

This program trains individuals who are motivated to work in the dynamic field of holistic nutrition and natural health to be Nutrition Consultants. This comprehensive certificate program is designed for people without a bachelor's degree that want to work with individuals to support health and wellness.

The NC program is distinguished by a nurturing relationship with a teacher, who guides and supports learning that is engaging and accessible. Courses are uniquely designed to facilitate student learning through audio lectures that include dynamic interviews with professionals in clinical practice, original articles from Hawthorn and textbook readings. Practical applications through written assignments, practice exercises, and other community projects are also required. Each course concludes with a phone conference with your instructor and may result in long distance telephone charges depending on an individual's phone plan.

Graduates should have the knowledge and skills needed to help consumers navigate the plethora of new and emerging health information and can help bridge conventional and complementary health models. Hawthorn graduates educate clients to make informed decisions about their healthcare. Whether you go into business for yourself or accept a position working with others, you should be a competent professional when you graduate!

NC Objectives

Upon successful completion of the NC program, graduates should be able to:

- Explain the characteristics of a positive holistic nutrition lifestyle to clients;
- Discuss the differences between various nutrition options with clients;
- Evaluate and monitor the nutritional intake of clients and assist them in making informed decisions about nutrition;
- Formulate holistic nutrition strategies to promote health and well being in clients with a variety of health conditions;
- Explain the value of nutritional supplements to clients;
- Prepare a business strategy for opening a consulting practice.

NC Career Opportunities

The NC program allows graduates to seek employment in several areas that include:

- Work in clinical private practice as a Nutrition Consultants;
- Write for health-oriented publications;
- Lead groups in health-oriented programs;

- Lecture for professional groups, lay audiences, or schools;
- Teach at schools and other institutions (where qualified);
- Conduct research;
- Work for supplement or health product manufacturers or health food stores;
- Work with nutrition centers, spas, retreat centers, and sports teams.

NC Scholastic & Graduation Requirements

Students should submit assignments and complete a course every two (2) months or less for three (3) credits courses and six (6) months or less for the four (4) credit thesis courses. To graduate, students must complete all assignments and achieve an average grade of B or better. Students must resubmit assignments or retake tests that have received a grade of F. Students must clear all financial obligations, and their student file must be complete before a certificate is awarded. This program requires that students complete all courses sequentially.

NC Curriculum

<u>Requirements</u>	<u>Credits</u>
NC 1 Whole Foods Nutrition	3
NC 2 Research Skills	3
NC 3 Digestive Physiology & Anatomy	3
NC 4 Macronutrients	3
NC 5 Micronutrients	3
NC 6 Diet Evaluation & Planning	3
NC 7 Structuring the Holistic Client Interview	3
NC 8 Life Stages & Clinical Nutrition	3
Midterm Exam	
NC 9 Gastrointestinal Health	3
NC 10 Detoxification Systems at Work	3
NC 11 Endocrine Balance	3
NC 12 Musculoskeletal Fitness	3
NC 13 Cardiovascular Strength	3
NC 14 Intelligent Immunity	3
NC 15 Neurological Welfare	3
NC 16 Putting It All Together & Going Into Business	3
Final Exam	
NC 17 Research Project & Presentation	4
Total Credits	52

Nutrition Consultant Course Descriptions

NC 1 - Whole Foods Nutrition

The concept of Whole Foods is central to Hawthorn's program of studies. Whole Foods Nutrition explores the value and necessity of quality whole food and its relationship to health and wellness. Current research demonstrating the health risks of the Standard American Diet (SAD) is presented. A variety of promoted dietary programs including the USDA food pyramid, the Atkins high protein diet, Dean Ornish's high complex carbohydrates diet, John Robbins' vegetarian diet and Ann Wigmore's raw foods approach are critiqued. The concept of biochemical individuality, benefits of fresh, whole, plant-based foods and a chemical-free, transitional diet as well as lifestyle improvement options are explored. (3 credits)

NC 2 - Research Skills: Hunting & Gathering

This course demonstrates the importance of remaining abreast of recently published research findings in the continuously evolving field of nutrition. Students use a critical thinking process to understand and evaluate research studies, discern the quality, accuracy and validity of published materials, as well as the advantages and limitations of experimental designs and outcomes. The elements of drafting a research report, including proper structure and formatting for text, citations and bibliography, are presented. The art of oral presentation is also explored. Students are introduced to valuable Internet sites, public and medical library systems, and clinical nutrition and medical journals. (3 credits)

NC 3 - Digestive Physiology & Anatomy: Before & After You Swallow

This course discusses the specific organs, glands, chemical messengers and digestive secretions involved in the process of digestion, absorption and metabolism. Students travel through the exotic terrain of the alimentary canal from the mouth to the large intestine, exploring the intricate mechanics involved in converting food to energy. Specific food, herbs, lifestyle factors and supplements that enhance digestion and utilization of food are presented. Common health conditions related to poor function of the digestive system are reviewed. The application of holistic nutritional tools are introduced and practiced. (3 credits)

NC 4 - Macronutrients: Life's Energy Sources

Macronutrients discuss carbohydrates, proteins and fats, the components of whole foods that provide calories for human energy. A description of the biochemical nature and classifications for each macronutrient is presented. Complex versus refined carbohydrates and their effects on metabolism, particularly on blood sugar regulation, will be emphasized. Special attention is given to the remarkable health value of essential fatty acids as well as the therapeutic use of amino acids in nutrition therapy. This course covers how to determine the individual dietary macronutrient requirements of each client. (3 credits)

NC 5 - Micronutrients: Subtle Regulators

Micronutrients present the nutritional value of vitamins, minerals and phytonutrients and their fundamental impact on growth, metabolism, cellular integrity, and repair. Food sources of these essential regulators are identified. How they are metabolized, absorbed, transported and stored in the body is discussed. Students examine each nutrient's function, mechanism of action and the intricate interaction with other nutrients. Deficiency and excess nutrient symptoms are explored. Dietary reference intakes and Recommended Dietary Allowances versus Optimal Daily Recommendations are discussed. Nutrient supplementation is reviewed, including the impact of the manufacturing process on product quality. Superior over-the-counter brands are presented and students are introduced to worthy companies selling professional product lines. (3 credits)

NC 6 - Diet Evaluation & Planning: You Are What You Eat

This course provides information and tools which can assist in determining an individual's nutrient needs, and in evaluating the nutritional value of a particular diet. Students have the opportunity to use food/nutrient tables and computer software to analyze diets and calculate total caloric intake as well as individual macronutrient and micronutrient breakdown of a diet record. Emphasis is placed on distinguishing high quality, nutrient dense foods that support health from poor quality, nutrient depleted "foodstuffs" that contribute to poor health and disease patterns. Appropriate dietary methods which support a client's health concerns and goals are reviewed. The process of transitioning individuals toward an optimal diet is taught and practiced. Health hazards, such as stress, toxins, trauma, malnutrition, and addictive coping that contribute to illness and premature aging are explored, with suggestions for guiding individuals toward a path to wholeness and well-being. (3 credits)

NC 7 - Structuring the Holistic Client Interview: Talking & Tending

This course presents tools and skills needed to build relationship, understanding and trust between practitioner and client. Students receive instruction on the art of listening, building rapport, and giving positive feedback and direction. They have the opportunity to gather important information from, and evaluate information about a client. Specific client intake forms and questionnaires, which enable a practitioner to explore patterns contributing to an individual's current health concerns are introduced. Counseling skills and the structure and development of a

client's healing program are practiced. (3 credits)

NC 8 - Life Stages and Clinical Nutrition: Around Life's Cycle

This course focuses on the nutrient requirements for sustained good health in each stage of human growth and development. The most common health conditions associated with each life stage are discussed. Nutritional tools used to assess health status and specific protocols to support health recovery and maintenance are introduced. Students review case studies and assessments. An opportunity to practice the intake, planning and educational phases of nutritional consultation is provided. Students develop an individualized, nutritional healing protocol. (3 credits)

NC 9- Gastrointestinal Health: The Long & Winding Road

This course reviews the digestive system, consisting of organs and glands associated with ingestion, digestion and absorption of food and nutrients, and the elimination of solid wastes from the body. An overview of digestive and intestinal health and the challenges associated with proper digestion, absorption, and elimination required to gain optimal nutritional benefits from foods is presented. Gastrointestinal dysfunction and etiology caused by the disruption of these processes, as well as assessments and laboratory procedures for evaluation of digestive dysfunction are reviewed. Health supporting nutritional protocols for gastrointestinal conditions are discussed. (3 credits)

NC 10 - Detoxification Systems at Work: Waste Management & Recycling

In this course we study in-depth the physiology, function, and nutrient requirements of the liver, kidneys, lungs and skin, the major organs of detoxification in the human body. Environmental toxins and their impact on health status are discussed. Assessment and related lab tests are presented. Students examine holistic, systemic cleansing and detoxification support options such as specific dietary and herbal protocols, juicing, fasting, hydrotherapy and the use of saunas. (3 credits)

NC 11 - Endocrine Balance: Hormones, Organs & Glands

This course explores the endocrine system's glands that act to regulate many of the body's physiological processes, the hormones and secretions they produce, and their impact on health. We explore the amazingly intricate interrelationship between the glands themselves, the nervous system, and the levels of various substances in the blood which govern the secretion of hormones by the endocrine system. Disease conditions resulting from or associated with endocrine dysfunction, are discussed. This course emphasizes blood sugar regulation, stress and its effects on the endocrine system, stress management, diet, and nutrient support for healthy glandular function. Assessments and lab tests that reflect imbalances within the system are presented. Specific protocols which contribute to good health are developed. (3 credits)

NC 12 - Musculoskeletal Fitness: Strong & Steady

As we explore the musculoskeletal system in this course, students will have the opportunity to see the importance of, and how to maintain a strong and fit structural body composed of bones, joints, muscles, tendons and ligaments. Diet and exercise strategies for various metabolic needs and activity levels are introduced. Health issues such as weight imbalance, injury, chronic pain, the inflammatory cascade, arthritis, osteoporosis and sports nutrition are discussed. A number of complimentary healing modalities are presented as part of a supportive wellness protocol for individuals seeking to maintain or reclaim health of the musculoskeletal system. (3 credits)

NC 13 - Cardiovascular Health: The Heart of the Matter

This course explores the dynamics of the circulatory system composed of the heart and blood vessels (the cardiovascular system) and the lymphatic system. Heart disease, one of the major health issues in Western cultures, is discussed. Research is presented to demonstrate the impact of various diets and activity levels, as well as genetics, on the health of the circulatory system. Supportive diet, lifestyle, herbs and supplements are introduced and healing protocols developed. (3 credits)

NC 14 - Intelligent Immunity: Nutrients or Toxins?

In this course students develop a thorough understanding of the immune system and the many factors that enhance or inhibit normal function. The impact of body systems, diet, lifestyle, chemical exposures, stress and our mental attitude on the immune system are explored. Allergies, asthma, AIDS, and cancer prevention are discussed in-depth. Students are taught about the intricacies of immunity, how to enhance its function, and the use of various assessments and lab tests to assess dysfunction. Students practice developing appropriate diet, lifestyle and supplement protocols for clients presenting with immune deficiency conditions. (3 credits)

NC 15 - Our Nervous Systems at Work: Mind, Body & Spirit

This course presents the body's nervous system, an elaborate, interlaced network of sophisticated nerve cells including the brain and spinal cord that adjusts to changes in internal and external environment. Discussion of the intricacies of the central nervous and peripheral nervous systems helps students distinguish between the sympathetic and parasympathetic nerves and their functions, and their effects on movement, coordination, and thought processes. Health conditions such as acute and chronic headaches, migraine headaches, epilepsy, dementia and Alzheimer's, Parkinson's disease and Multiple Sclerosis are explored. Students examine the etiologies of these conditions and the impact nutrition can have towards the prevention as well as the return to health that is possible when applying fundamental nutrition principles. (3 credits)

NC 16 - Putting It All Together & Going Into Business

This course gives students the tools they need to take what they have discovered about human physiology, anatomy, nutrients, menu planning and healing protocols to support health and wellness, and go into business. Step by step instruction is presented to support the student in growing a successful business. Personalized attention is given to guide the student in his or her area of interest. Organization, marketing, planning and accounting are the focus of this course with students having the opportunity to work within the legal and professional scope of practice for a Nutrition Consultant. (3 credits)

NC 17 - Research Project & Presentation

Students choose a clinical topic of special interest to them and conduct an in-depth literature review from current scientifically based references and report on the clinical experiences of experts in the field of nutrition as it relates to their topic. Students interview their own clients, introduce health protocols, collect data over time and report their outcome measures. Students write a seven to ten thousand word research report including case histories to demonstrate their understanding and application of information and research skills. Students work closely with their instructor during this process, receiving individual feedback, direction and guidance. The art of oral presentation is discussed, including the use of PowerPoint, slide demonstration, visual aids, and crafting a useful handout. Students then create an outline, coordinate their research findings, develop a 30-60 minute lecture, and have the opportunity to share this information in a public setting. (4 credits)

Credit Bearing Electives & Programs

Our Continuing Education program (CEP) offers students choices between short, inexpensive subject-specific courses leading to Continuing Education (CE) credits. These courses are generally taken by students who need CE credits to remain active in their field or for those who are seeking lifelong learning for professional or personal enhancement.

Courses in our Continuing Education program that are designated to receive college credits differ in that these courses are more in-depth, take longer to complete, and carry Hawthorn University credits that may be transferable to other schools or used as electives in any of Hawthorn's programs. Our Biochemistry course and the courses leading to the WISE Traditions Nutrition Certificate are examples of courses that carry college-level credit. The credits for these courses will be included on your Hawthorn University transcript.

College Credit Bearing CE Courses Tuition & Fees

Basic Biochemistry is a 3-credit college course that is priced at \$150 per credit. The cost of the course is \$450.

All Weston A. Price courses leading to the Wise Traditions Nutrition Certificate are worth 3 college credits priced at \$100.00 per credit. The cost of each course is \$300. There are six courses in the program. Although students may opt to take only one or two of the courses offered, those students expecting to complete all six courses will incur a total program cost of \$1,800 plus books and materials.

CE Tuition & Fees

All continuing education courses are priced at \$50.00 per CE credit. If the course you select carries 2 CE credits, your total will be \$100; for 3 credits, \$150; for 4 credits, \$200, and so on.

Upon receipt of payment, the course will be released to the student online. Once the course is completed and the student has successfully passed the online examination, a link to a Certificate of Completion will be opened allowing the student to print their Certificate. Each course in the CE program is priced according to the number of CE credits (as explained above) that a student can earn. Return to the main page specific to the course(s) you are interested in studying for specific prices.

Course Name	Credits.....	Tuition.....	Books & Materials (Est.)	Total
Understanding the Risks of Genetically Modified Food.....	3 CE	\$150.....	\$20.....	\$170
Successful Coaching Skills.....	3 CE	\$150.....	\$40.....	\$190
Business Management for the Holistic Nutrition Professional	4 CE	\$200.....	\$27.....	\$227
Understanding Gluten Intolerance & Preventing Celiac Disease	3 CE	\$150.....	\$12.....	\$162
Skills for the Home Health Aide	3 CE	\$150.....	\$70.....	\$220
A Guide for Home Caregivers.....	4 CE	\$200.....	\$40.....	\$240
Nutritional Strategies to Prevent & Manage Autistic Spectrum Disorder.....	3 CE	\$150.....	\$100.....	\$250
Optimal Thyroid Health.....	4 CE	\$200.....	\$12.....	\$212
Nutrition Basics	3 CE	\$150.....	\$50.....	\$200
Stress Management: Reduce Stress & Live Better.....	2 CE	\$25.....	-0-.....	\$25
Basic Biochemistry.....	3 Credits.....	\$450.....	\$43.....	\$493
Introduction to the Principles of Healthy Traditional Diets ..3 Credits	3 Credits	\$300.....	\$97.....	\$397
Fats, Oil, Cholesterol, & Fat Soluble Vitamins	3 Credits	\$300.....	\$50.....	\$350
Myths and Truths About Vegetarian Diets.....	3 Credits	\$300.....	\$43.....	\$343
Dirty Little Secrets About the Food Processing Industry	3 Credits	\$300.....	TBA.....	
The History, Science, & Politics of Real Milk	3 Credits	\$300.....	TBA.....	
Traditional Nutrition for Fertility, Pregnancy, & Early Childhood	3 Credits.....	\$300.....	TBA.....	

Basic Biochemistry

Basic Biochemistry is an introduction to the structures and reactions of the primary molecules of cells in the human body. Carbohydrates, proteins (enzymes), lipids, nucleic acids, coenzymes, and intermediary metabolites are investigated. The reactions and enzyme catalysts of the fundamental metabolic pathways are discussed, including glycolysis, glycogenesis, glycogenolysis, fatty acid catabolism and anabolism, citric acid cycle, electron transport system, and oxidative phosphorylation. Biological pathways are outlined - including DNA replication, transcription, and translation. The health ramifications on the human body as related to biological defects and nutritional deficiencies are discussed.

This course makes a significant contribution to your transcript whether you are pursuing a degree in holistic

nutrition or simply want to have a better understanding of this fascinating scientific discipline and understand life at the molecular level.

This 3 credit college level course is designed to be completed in eight (8) weeks. It is anticipated that students will dedicate 9 to 15 hours a week to reading, viewing online materials, and preparing for the online examinations. In the event that a student experiences unforeseen difficulties, an extension for an additional two (2) weeks will be added to the timeframe for completion of the course.

Basic Biochemistry is a 3-credit college course that is priced at \$150 per credit. The cost of the course is \$450.

Wise Traditions Nutrition Certificate Program

If you are a member of the Weston A. Price Foundation you have already received reading materials relating to the principles and research of Dr. Price. If you want to learn more, either for professional development or personal enrichment, we encourage you to sign up for the Wise Traditions Nutrition program. This program will be composed of six (6) courses supporting the mission of the Foundation and will introduce research that contributes to the health and well-being of humanity.

Do not miss this opportunity to study the principles of nourishing traditional diets in a formal and orderly educational context. Develop the critical thinking skills necessary in making appropriate decisions. Improve your health and the health of others. Add a line (or two) to your professional resume. Learn from the best professionals in the alternative health field.

WISE Curriculum

<u>Requirements</u>	<u>Credits</u>
WISE 101: Introduction to the Principles of Healthy Traditional Diets	3
WISE 102: Fats, Oils, Cholesterol & Fat Soluble Vitamins	3
WISE 103: Myths and Truths About Vegetarian Diets	3
WISE 104: Dirty Little Secrets About the Food Processing Industry	3
WISE 105: The History, Science & Politics of Real Milk.....	3
WISE 106: Traditional Nutrition for Fertility, Pregnancy & Early Childhood.....	3



“I feel like I am learning a tremendous amount of relevant and practical information in an organized and systematic manner that I can apply to my clinical practice right away. I have researched online doctoral programs in detail and I honestly can not find a single program that beats Hawthorn when it comes to (online) scientifically-based holistic nutrition science and education.”

~ Sheila Dean, MS, RD, LD, CCN, CDE, D.Sc. Graduate (2010), Florida

WISE Certificate Course Descriptions**WISE 101 - Introduction to the Principles of Healthy Traditional Diets**

This course provides an introduction to traditional diets through the research of Weston A. Price DDS (1870 - 1948). Dr. Price traveled to isolated parts of the world during the 1930's to study the health of populations untouched by western civilization. His discoveries and conclusions provide the nutritional keys not only to beautiful, straight and cavity-free teeth but also to physical beauty, strong constitutions, disease resistance, mental stability, easy reproduction and overall optimum health. Students will examine key differences between traditional and modern diets, the dangers of processed, packaged and fast foods, and why traditional peoples have always valued diets high in fat and cholesterol. They will discover why eggs, organ meats, shellfish, cultured foods and raw dairy products have long been revered as "sacred" and why grains, beans and seeds require soaking, fermenting and other traditional preparations to confer health benefits. Finally, students should develop their critical thinking skills as they consider the modern "health food" movement and the forms of malnutrition likely to result from today's politically correct and fashionable, low fat, high-soy, plant-based and vegetarian diets.

WISE 102 - Fats, Oils, Cholesterol, & Fat Soluble Vitamins

This course provides an in-depth look at the fats, oils, and cholesterol as well as the fat-soluble vitamins that Dr. Weston A. Price found abundant in the diets of traditional peoples around the world. Students are taught key differences between the traditional animal and vegetable fats and oils that have nourished people well for thousands of years and the industrially processed, refined and/or partially hydrogenated oils, margarines and spreads that are fueling today's epidemic of chronic disease. They will be taught the pros and cons of polyunsaturated, monounsaturated and saturated fats; their diverse roles in the body; the vital role of cholesterol; the proper handling of fats and oils; and our need for optimum levels and right ratios of vitamins A, D, and K. Students will also develop their critical thinking skills as they consider the fallacies of the "lipid hypothesis" and the misinterpretation, misappropriation and corruption of scientific research. Finally, they will gain insights into the ways politics, marketing and money have demonized fat, cholesterol and animal products and sanctified today's fashionable low-fat, high-carb and plant-based diet plans.

WISE 103 - Myths & Truths About Vegetarian Diets

This course provides an in-depth look at the myth that vegetarian and vegan diets are the solution to personal and planetary health. Students will learn key nutritional differences between omnivorous and plant-based diets and the reasons why Dr. Weston A. Price was not able to find a single healthy culture eating a plant-based diet. They will also begin to develop the critical thinking skills needed to examine misinterpreted, misappropriated and corrupted scientific research and to understand the powerful role of marketing in influencing public ideas of what is healthy. Finally students will discover why plant-based diets are not the solution to world hunger, global warming or a just, sustainable world.

WISE 104 - Dirty Little Secrets About the Food Processing Industry

This course exposes the "dirty little secrets" of modern, industrial food processing methods and the myriad ways politics, marketing and money have changed the American diet, lifestyle and landscape. Students will learn what's really wrong with packaged, processed and fast foods, the perils of discarding our ancient wise food traditions, and how America's addiction to convenient and cheap edibles is destroying personal and planetary health. They will gain insights into how government policies have built a SAD and artificially cheap diet on a foundation of wheat, corn and soy, how Big Agra has co-opted "organic," why low-fat, high-carb, plant-based diets have gone mainstream and why locavorism must be wave of the future.

WISE 105 - The History, Science & Politics of Real Milk

The release of this course is pending announcement.

WISE 106 - Traditional Nutrition for Fertility, Pregnancy & Early Childhood

The release of this course is pending announcement.

Continuing Education Program Courses

CE 100 - Understanding the Risks of Genetically Modified Food

How do you feel about our food supply being altered by modern biotechnology? Discover how genetic engineering works, understand the health risk associated with genetically modified foods, and recognize how you and your children are at risk. In addition to being introduced to revealing studies, students will examine what they can do to reduce the risk of disease resulting from GM foods and how to alter the continuation of the fraud and deception within the food industry. (3 CE Credits)

This course educates students about the specifics of how genetic engineering works and the health and disease risks associated with genetically modified foods. Working in an independent study format, students are taught to analyze and evaluate the risks as they pertain to genetically engineered food. Strong focus is given to action opportunities to determine the future of our food supply.

CE 101 - Successful Coaching Skills

The art of being a successful coach depends on the skills and techniques used by the coach. Students will be introduced to strategies for improving listening and questioning skills that will support clients in the elimination of self-limiting behaviors. Holistic nutritional professionals, as well as other life skill coaches must be adept at retrieving honest information from their clients in order to be able to guide them towards health and well-being. After mastering the fundamentals, students will be exposed to sample conversations, exercises, and questionnaires to enhance client relationships. (3 CE Credits)

The world of coaching has increased far beyond its connection to athletics to include a wide variety of demographic and interest-related niches. This course is designed for individuals who want to enhance their current coaching skills and for the beginner coach who needs guidance and instruction on how to be effective. In addition to exploring new techniques, students have the opportunity to incorporate new forms into their practice, work on activities related to real-world experiences, and increase their resources.

CE 102 - Business Management for the Holistic Nutrition Professional

Are you ready to begin your own business in the field of holistic nutrition? If so, this course is for you. You will be introduced to the functional aspects involved in setting up a holistic health professional business while examining how to establish realistic business goals and improving communication skills. This course is designed to guide you on your journey to a fulfilling and financially rewarding career. You will be exposed to topics including financial management, marketing, networking, and ethical practices. (4 CE Credits)

Are you interested in acquiring the practical business skills involved in setting up your own business? If you want to explore how to establish and maintain sales, set realistic goals, and be successful in all the fundamental aspects related to beginning or expanding your holistic nutrition practice (or any other small business), this course is for you. You'll understand the significance of strategic planning and discover how external and internal environmental factors may affect your business.

CE 103 - Understanding Gluten Intolerance & Preventing Celiac Disease

Many people suffer from headaches, weight gain, weight loss, or poor immunity to disease and gastrointestinal disorders. This course will offer insight into the symptoms of gluten intolerance and will uncover the dangers that gluten poses. Students will discover how to identify foods that contain gluten, recognize the factors contributing to gluten intolerance, and will receive nourishing meal plans that support health. Cutting edge information is provided in this course. (3 CE Credits)

In addition to the required textbook, this course includes informative and interesting webinars presented by professionals specializing in gluten intolerance and Celiac disease. Celiac disease is now recognized as a common chronic intestinal inflammatory disease of the American population. Although there is no known cure for this disease, students will examine diagnosis, diets, gluten sensitivity, and treatment.

CE 104 - Skills for the Home Health Aide

Skills for the Home Health Aide is a course that should assist any individual interested in seeking a career as a home care provider or for someone in the profession who wants to hone their professional skills. This course provides information on nutritional requirements and special diets. Students will be exposed to the caring of people with Alzheimer's disease, and other disorders. In addition to the day-to-day skills required by a Health Aide, practical information and delicious recipes are presented to help expand the concepts of healthy eating. Additionally, anyone interested in improving their immediate environment will receive information on nontoxic house cleaning. (3 CE Credits)

CE 105 - A Guide for Home Caregivers

This course is designed for people who provide care to individuals in their homes. Many families have a child or an elder who have special needs that require assistance and want to give the care needed at home. While rewarding, this is a responsibility that requires emotional, physical, and spiritual stamina, knowledge and skills of the ones being cared for, and the caregiver themselves. From the decision to be a caregiver to dealing with day-to-day activities, this course provides guidance with every aspect of home care, including a checklist of essential tasks, information on self-care, special attention to healthy diet and hygiene, and abundant helpful resources. (4 CE Credits)

CE 106 - Nutritional Strategies to Prevent & Manage Autistic Spectrum Disorders

In this course you will examine the genetic, environmental, and biochemical factors that influence autism spectrum disorders, as well as the common physiological implications such as liver function and detoxification, immune function and inflammation, digestion, endocrine and brain function. The impact of nutritional deficiencies will be explained and you should become familiar with various nutritional strategies, such as beneficial diet plans, specific vitamins, minerals, amino acids, and other beneficial supplements. You will also discover how to recognize food intolerances and food sensitivities, become familiar with specific diet options, and implement holistic nutritional interventions effectively. After completing the course you should be able to make educated food and diet choices, and prepare health supportive snacks and meals even for "picky eaters". (3 CE Credits)

The intent of Nutritional Strategies to Prevent and Manage Autistic Spectrum Disorders is to help raise awareness of autism and the other pervasive developmental disorders. Autism spectrum disorders affect 1 in 150 children in the U.S alone. This course provides exceptionally valuable information to help understand and cope with autism and related health conditions. This course is rich in resources to assist both families and practitioners in order to prevent and manage autistic spectrum disorders. The U.S. Centers for Disease Control and Prevention revised the autism prevalence rate to one in 110 children. At no other point in recent history has the need for autism awareness been so important.

CE 107 - Optimal Thyroid Health

This course is designed to identify the root causes of hypothyroidism by focusing on the immune system and its link to the symptoms of thyroid disease. Many people are misdiagnosed and treatment for a thyroid condition is often ineffective. If you or someone you know suffers from any symptom of thyroid disease, this course will show you how treating the thyroid is often ineffective and could even worsen your health. For most Americans, hypothyroidism is an immune disease, not a thyroid disease. This course will instruct you how to improve your immune system and improve your well-being. (4 CE Credits)

According to the American Association of Clinical Endocrinologists, more than 27 million Americans suffer from thyroid dysfunction, half of whom go undiagnosed. Of the detected cases of hypothyroidism, more than half are due to an autoimmune disorder called Hashimoto's disease, in which the immune system attacks and destroys thyroid gland tissue. Proper identification of the signs and symptoms of thyroid dysfunction and appropriate laboratory testing is essential. With individualized diet and lifestyle recommendations, most thyroid conditions will resolve without medication.

In this course you will examine the various functions of the thyroid gland, the signs and symptoms of imbalanced thyroid, specific and reliable lab testing, and healthful diet and lifestyle suggestions that support thyroid health. This essential information can improve the quality of life as thyroid disorders are often misdiagnosed and poorly

managed. By addressing the underlying contributing factors to thyroid dysfunction, thyroid health can be restored as well as the overall health of the individual.

CE 108 - Nutrition Basics

This course is designed for the individual who wants a solid foundation in the basics of nutrition to optimize health and well-being. Information on the fundamentals of nutrition, including food and food preparation, vitamins, and minerals, is provided in this course. Special topics including digestion, using food to boost the immune system, and aging gracefully are covered. Students will discover how to observe and track their food intake and activity level, list factors that influence their food choices, and identify lifestyle factors that support or diminish health. This course introduces the difference between whole foods, processed, and refined foods and includes therapeutic recipes and practical activities to enhance the learning process. (3 CE Credits)

CE 109 - Stress Management: Reduce Stress & Live Better

This is a practical stress management course designed to help you reduce stress in your life. You will explore how to relax quickly in any situation, keep your confidence and energy levels high, and begin to achieve a balance in your work, home, and personal lives. Areas of focus include creating a wellness lifestyle in your environment and discovering how to reduce stress through the adoption of healthy habits. In addition, course materials will cover the importance of attitude and how everyday interactions can be handled to negotiate win-win strategies in personal and professional relationships. (2 CE Credits)

The benefits you should gain from taking this course are significant. You should achieve an understanding of your personal strengths and weaknesses, and where your opportunities for growth are greatest. You will discover how to identify and set realistic goals, how stress affects eating patterns, and understand how nutritional supplements and herbs can best support you. The information in this course and the practical activities will help you reduce anxiety and depression, improve sleep patterns, learn effective communication skills and increase inspiration in your daily life.

ACADEMIC POLICIES

Academic Honesty

Plagiarism is the act of using the work of another and representing it as your own. Plagiarism is one of the most serious infractions in an academic setting and subject to disciplinary action. Any work submitted by a student must be the student's own work. Academic honesty is taken seriously. Proper citations are required for all written assignments. Students should refer to their online instructions and adhere to the MLA or APA Documentation Guidelines required for their program. Doctoral students generally follow the American Psychological Association (APA) guidelines.

Cheating, plagiarism, and/or other forms of academic dishonesty and/or academically unethical behavior are in conflict with the spirit and intent of higher education. Any member of the institution who believes that a student has engaged in any form of academic dishonesty is required to report the alleged incident to the school director. Penalties for academic dishonesty may range from a simple warning, through repeating the course, up to and including suspension and/or expulsion.

Range of Disciplinary Sanctions

Violators of any University policies may be subjected to any or all of the following penalties:

- Written warning (placed in the appropriate file);
- Suspension of access privileges for a specified length of time;
- Permanent suspension of access privileges;
- Suspension from the institution;
- Expulsion.

Access to University Materials

Students may access any and all Hawthorn University materials for the duration of their matriculation. The University reserves the right to limit access to any and all of its proprietary materials to alumni and students on an official Leave of Absence.

In accordance with the Hawthorn University Acceptable Use Policy, downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

Webinar/Teleclasses

All Hawthorn students and graduates are invited to prescheduled teleclasses and webinars where professionals in the field discuss current nutritional topics. Teleclasses and webinars are archived for later use by students and alumni. The knowledge gained from the webinar series promotes critical listening and thinking skills that enable students to discern the quality and accuracy of research. A selection of webinars can be viewed on YouTube.

Active Participation

Students are strongly encouraged to actively and regularly participate in their courses by engaging in the readings, message boards, submission of written assignments, and participating in the weekly webinars when able. Students are trained to address the biochemical uniqueness of their clients and to develop individual health protocols using diet, supplement, and lifestyle suggestions. This direct application of nutritional concepts is encouraged, making learning personally relevant and is enhanced by the student's total active involvement and participation. When active participation is met with obstacles, students must communicate with their instructor for guidance.

Assignment Due Dates

A reminder email will be sent to students a few days prior to their assignment due date. Failure to submit an assignment on time without an approved extension will result in a failing ("F") grade. Should extraordinary or unforeseen circumstances prevent students from submitting their completed assignments on time, an extension must be requested.

Students will receive an Incomplete ("I") grade in the course for which an extension has been requested. The "I" grade will be changed to the appropriately earned grade when the assignment is submitted and the course is completed.

For additional information on extensions, refer to the Extension/Incomplete Policy. The due date for the final research/thesis course will be given different consideration. Information on extensions for the last course in the program can be found in the Final Research Course section of this document.

Extensions/Incompletes

Students may request an extension if circumstances prevent them from completing and submitting their assignments by the due date.

Extension: The first extension must be requested on or before the actual due date for the course and, when granted, will allow the student an additional thirty (30) days to submit their work. No penalties are connected to an extension and students may request this extra time in each individual course. No second extensions will be allowed. Students who require additional time due to unforeseen circumstances are encouraged to take a Leave of Absence (LOA).

Probation

Students will be placed on probation if it is determined that they are not making satisfactory academic progress.

Satisfactory Academic Progress is defined as:

- Failure to maintain a “B” average in the master’s or doctoral programs;
- Failure to submit assignments and complete a course after an extension has expired.

Students placed on probation because of insufficient academic progress will be allowed to continue in the University for an additional three courses. During the probationary period students must demonstrate that they are able to meet the required standard. Students who do not meet the minimum standards during the probationary period will be dismissed from the University at the end of the probationary period.

Students on probation due to an Incomplete “I” grade that has changed to an “F” grade in a course have six months to return to remain as active students. Students must notify the Registrar when they wish to be reinstated and request and pay to repeat the failed course. A probation reinstatement fee of \$100 will be also be charged.

Final Research Course

Hawthorn University recognizes that students may require additional time to complete a meaningful and precise research project or thesis. MSHN, MHNE, NC and DSC students may request an extension for an additional ninety (90) additional days to complete their final course. Students in their final course will not be given an Incomplete grade as they work to finish their program.

Proctored Exam Policy

Hawthorn’s proctoring exam policy will affect students who enroll in the MHNE and DSC programs beginning in January 2011. Additional information related to the proctoring policy can be found in the Student Handbook and in specific course syllabi.

Stop Out Policy

Students who pursue an uninterrupted course of study have the highest probability for successfully completing their program at Hawthorn University. In addition, students who have continuous study are the best performers and receive the maximum benefits from their learning experience.

In order to maximize the quality of the learning experience offered at Hawthorn and maintain the quality of our academic program and success of our students, Hawthorn has adopted the following stop out policy:

- A Hawthorn student will be allowed to stop-out for a period of one (1) month between courses;
- Students who stop out for more than 1 month or who do not notify the Registrar that they need additional time by requesting a Leave of Absence may lose their matriculating status at Hawthorn University and may be withdrawn;
- If the student wishes to return, he or she must reapply, pay the appropriate fee and be approved by the chief academic officer;
- Students who interrupt their studies and return at a later date may be subject to all new admission and program curriculum requirements (if the curriculum was changed in the program);
- Students who do not register for a subsequent course within the one month stop out period may be withdrawn from the University;
- Should circumstances be extraordinary, the student may request one six (6) month Leave of Absence (LOA) at the end of the stop out period;
- Failure to return when the LOA expires will result in termination of enrollment.

Withdrawal Policy

Students who wish to withdraw from the University must submit a request in writing to the Office of the Registrar at PO Box 275, Whitethorn, CA 95589. If approved after review, upon completion of the process the student will be deemed as officially withdrawn. Students will be responsible for all applicable tuition for their course unless the request to withdraw is received within thirty (30) days of the release of the course material to the student.

Leave of Absence Policy (Effective June 1, 2010)

Hawthorn University is aware that there are situations when a student may wish to interrupt his or her course of study. The University is committed to reasonable evaluation and responsible handling of such cases.

A student who requires a leave from the University should confer with his or her instructor and work together to complete their current course. Once the course is complete, the student must submit a Leave of Absence (LOA) form, located on the student website, and send it to the Registrar. Students will be allowed a six (6) month leave of absence. No more than three LOAs may be requested in a program.

Students must check in prior to the expiration date of the LOA to request an extension of the leave to remain in good standing. Failure to do so may result in the dismissal of the student. Students returning from a leave of absence should request written reinstatement from the Registrar. A Reinstatement Form can be found on the student website. A reinstatement fee of \$50 will be charged.

An LOA will not be granted to students at any time prior to the completion of their course. If the student is unable to finish his or her course, it will be necessary for the student to withdraw from the course. If applicable, a refund will be mailed to the student. When the student is ready to return to their studies, they must request to be reinstated. The fee for reinstatement within one calendar year of withdrawal is \$50.

The University reserves the right to limit access to any and all of its proprietary materials to students on official Leave of Absence.

Grades

Graduate letter grades are determined by the following scale:

Grade	Grade	Points
A	100-97	Excellent 4.00
A-	96-93	High Quality 3.70
B+	92-89	Very Good 3.30
B	88-85	Good 3.00
B-	84-80	Acceptable 2.70
C+	79-75	Fair 2.30
C	74-71	Poor 2.00
C-	70-67	Very Poor 1.70
F	66 or below	Failure 0

Grade Point Average

Students in a graduate program must maintain a grade point average (GPA) of 3.0 or above to graduate. The Registrar calculates grade point averages according to the point values in the grading scale. A grade of W (Withdraw) does not calculate into the GPA. Withdrawals, however, may be counted toward credits attempted for academic progress requirements.

Students who deserve recognition for excellence in academic performance will be identified at graduation with the following designations:

Summa Cum Laude	3.90 – 4.00
Magna Cum Laude	3.80 – 3.89

Cum Laude

3.70 – 3.79

Repeating a Course

Students who receive an F (Fail) grade in a course may repeat that course one time in order to earn a passing grade. Failure of the same course a second time may result in dismissal from the University. GPA will be computed by the grade earned in the second attempt. Both course grades will remain on the transcript.

STUDENT AFFAIRS**Orientation**

Hawthorn is committed to providing assistance to all students who enter a program of study at the University. New students are required to complete a short, instructor-assisted orientation that will introduce them to Hawthorn's online learning platform. Orientation instructions are available online. All students, regardless of whether they start in a scheduled term or prior to the official start date, will receive email instruction and information from the chief academic officer concerning orientation.

Change Programs

Students who wish to change programs should speak to the school director for guidance prior to making a decision. Students who change degree programs will be subject to the catalog in effect at the time of the declaration or change. A fee of \$30 will apply for changing programs.

Changes to Personal Information

In order to ensure accurate recordkeeping, students must update their profile on the student portal. Requests for name changes and other personal information must have adequate legal documentation attached. The Registrar will inform the student of the acceptable documentation.

Code of Conduct

The primary function of this institute is to disseminate knowledge. To fulfill this function a free interchange of ideas is necessary. Members of this institute have freely associated themselves with Hawthorn University and in doing so have affirmed their commitment to a philosophy of mutual tolerance and respect. Students shall be a credit to themselves and to the school and must comply with Hawthorn's scholastic requirements.

Hawthorn University maintains the right to dismiss students for conduct which, in the opinion of Hawthorn University reflects or impacts unfavorably on its reputation or operation, including misrepresenting information or providing untruthful information on the application or other materials submitted to the school.

Conduct for Email and Message Boards

Students use online and collaborative technologies, discussion boards, and email to communicate with instructors and other students. Students are to be respectful and ethical in all communications. The message boards are intended to provide a forum for discussions related to the posted topics. Course specific message boards are provided primarily for students and faculty actively engaged in the course, but posts from others are welcomed, provided that they remain on topic.

As professionals, we expect our users to refrain from posting:

- personal editorials on others;
- chain letters;
- harassing materials;
- advertisements or other solicitations;
- personal information about others including names, physical and email addresses, or other contact

information.

Violations of Policies

Any member of the Hawthorn community may face immediate dismissal from the University if found to be in violation of any of the University's policies. The chief academic officer or a member of the IT staff is to be informed immediately if anyone suspecting another of tampering with or in any way violating the security of Hawthorn's communication system. The University reserves the right to remove and/or lock out any person who abuses any Internet or electronic communication network services (including mailing lists, message boards, online databases, electronic mail, and online courses) based on the above list.

Student Grievance Procedure

When a student has a personal concern involving a faculty member or an academic matter relating to a faculty member, he/she should communicate to the faculty directly, without involving outside parties. If the matter cannot be resolved between the student and the faculty, the student may take it to the school director, without involving outside parties. If the matter cannot be handled properly by the school director, the concern should be taken to the chief academic officer. The chief academic officer's decision is final on any student grievance matter.

UNIVERSITY POLICIES

Non-Discrimination Policy

Hawthorn University is a private, not-for-profit institution that does not discriminate in any of its programs, procedures, or practices against any person for any reason, including race, sex, color, national origin, creed, sexual orientation, age, political affiliation, marital status, veteran status, status as a disabled veteran or veteran of the Vietnam era, status as a victim or perceived victim of domestic or sexual violence, mental, medical, or physical disability or any other factor unrelated to professional qualifications. This policy is applicable to all faculty, professional support staff, operating staff, and students without regard to geographical location. The University reasonably accommodates qualified individuals with disabilities under the law.

Rehabilitation Act/ADA

Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified disabled person (student/employee/ applicant) shall, solely by reason of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity. Students with a documented disability who require assistance must provide appropriate documentation and request accommodations (based on disability) upon registration. Students must provide documentation from an appropriate professional verifying the presence and impact of the disability. The chief academic officer reviews the documentation and determines eligibility for reasonable accommodations as permitted by applicable laws.

Family Education Rights & Privacy Act (FERPA)

The University will take measures to maintain the privacy of all users. In accordance with FERPA and any other policy on Disclosure of Educational Records, students, staff and faculty are required to use the official Hawthorn University email system and their assigned User@hawthornuniversity.org email address for all official communications.

All users must agree that:

- The Hawthorn University online systems and official University email addresses are used only by the assigned users and that passwords and/or access shall not be given to others. Ownership of such usernames and access codes remains the property of Hawthorn University;
- All communications should be assumed to be confidential and private;

- All records of communications may be archived by the University and will remain the property of Hawthorn University. University system administrators have access to all mail and may monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities;
- Downloading, copying, otherwise duplicating, and/ or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair UseC Doctrine of the United States Copyright Law (Title 17, USC).

Philosophy and Policy on Individual Protections

All students, faculty and staff have freely associated themselves with Hawthorn University and in so doing have affirmed their commitment to a culture of mutual tolerance and respect. Physical restriction, coercion, or intimidation directed towards or by any member of the community is contrary to Hawthorn's basic principles. It is also a violation of these principles for any instructor, administrator, or student to impede, prevent or otherwise interfere with the orderly conduct of an institutional function or activity.

Information about student views, beliefs, personal health matters and political associations which are revealed as a result of or arising out of any discussions by instructors, advisers, and/or other counselors should be considered confidential, and are covered under the Disclosure of Educational Records statement.

Protection against the improper disclosure of such information is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student, and when properly documented and filed as part of the permanent records of the institution. Violations of this policy are brought to the attention of the school director who will follow up on the inquiry within seven (7) calendar days. An incident report is generated, and all communications pertinent to the matter are recorded. All incident reports must conclude in a final resolution and include appropriate acknowledgements by all interested parties.

UNIVERSITY ADMINISTRATION

Chairman of the Board

Bernard Esrig, Ed.D.

Email: b.esrig@hawthornuniversity.org

President & Chief Academic Officer

Dorothy M. Germano, Ph.D.

Email: dgermano@hawthornuniversity.org

Executive Vice President

Beth Maizes, B.A.

Email: btmaizes@hawthornuniversity.org

School Director

Paula Bartholomy, M.S., C.H.N., N.C.

Email: paulab@hawthornuniversity.org

Educational Director & Director of Doctoral Program

Liz Lipski, Ph.D., C.C.N., C.H.N.

Email: liz@hawthornuniversity.org

Chief Information Officer

Allen Zilbert, Ed.D.

Email: azilbert@hawthornuniversity.org

707-986-4153, Ext. 104

Assistant Dean to Faculty

Heidi Snyder, M.S., C.H.N., N.C.
Email: heidi@hawthornuniversity.org
707-986-2001

Bursar

Joe Pedreira, B.S.
Email: bursar@hawthornuniversity.org
707-986-4153, Ext. 201

Registrar

Hannah Eisloeffel, B.A.
Email: registrar@hawthornuniversity.org
707-986-4153, Ext. 303

Director of Admissions

Kathleen McDermott, B.A.
Email: kathy@hawthornuniversity.org
707-986-4153, Ext. 401

Administrative Assistant & Technical Support

James Bernardinelli, B.F.A.
Email: jamesb@hawthornuniversity.org
707-986-4153, Ext. 101

ACADEMIC ADMINISTRATION

Dorothy M. Germano, Ph.D., is the President and Chief Academic Officer of Hawthorn University. She received a masters degree in psychology from Adelphi University and a doctorate in educational leadership from Touro University International. In addition to her professional degrees, she is a member of Phi Theta and Phi Beta Kappa Honor Societies and has won numerous awards for excellence in education and community service. Dr. Germano has worked for more than 20 years in higher educational institutions and has held both faculty and administrative positions in SUNY Farmingdale, Briarcliffe College, and Hofstra University. She held a dean's position for over nine years and was head of a college campus for over six years. Her experience in all areas of higher education, along with her interpersonal skills and dedication to institutional growth and student success, personifies her passion for education.

Beth Maizes, B.A., is the Executive Vice President of Hawthorn University. She is a graduate of Barnard College, Columbia University. After launching a successful business, she worked with Sanctuary Forest, a not-for-profit land trust. Her entrepreneurial spirit and business acumen and not-for-profit board experience have helped to enrich and sustain Hawthorn University since 2002.

Paula Bartholomy, M.S., C.H.N., N.C., is the School Director of Hawthorn University. She shares knowledge and skills gained from over three decades in the health field, including clinical practice and teaching. She is currently a member of the National Association of Nutrition Professionals and is special advisor to the Holistic Nutrition Credentialing Board Exam Committee. She holds a master of science degree in holistic nutrition and received her nutrition consultant training from the Institute for Educational Therapy, a creative healing certification from the Stephenson Foundation, and an advanced alchemical hypnotherapist certification from Heartwood Institute.

Liz Lipski, Ph.D., C.C.N., C.H.N., is the Educational Director and the Director of Hawthorn's Doctorate of Science in Holistic Nutrition Program. She received her Ph.D. in clinical nutrition with a specialization in integrative

medicine from the Union Institute. She is board certified in clinical nutrition and holistic nutrition. Dr. Lipski is the author of *Digestive Wellness*, *Digestive Wellness for Children*, and *Leaky Gut Syndrome*.

Dr. Lipski currently is on faculty and on the Nutrition Advisory Board at the Institute for Functional Medicine (IFM), and is a past member of the board of directors for the National Association of Nutritional Professionals (NANP). She is the founder of Access to Health Experts, a membership website for health professionals and consumers. Dr. Lipski speaks at professional conferences and is frequently interviewed for media of all types. She maintains a private practice in Asheville, NC.

Allen Zilbert, Ed.D., is the Chief Information Officer at Hawthorn University. He earned two master's degrees in business and in education and an advanced professional certificate in quantitative analysis and computer information systems as well as his doctoral degree from Columbia University. Dr. Zilbert has worked in institutions of higher education for 30 years holding positions as associate professor of technology, chairperson for technology departments, and technical support specialist for academic portals and web systems. In addition, he has both peer-reviewed conference publications and book chapters in the field of computer information systems. His years of experience and dedication to student success in a variety of educational modalities are qualities that promote excellence in an online environment.

FACULTY

Emily Bender, M.A., C.H.N., N.C., maintains a clinical nutrition practice in Fairfax, CA, and teaches cooking instruction for individuals and groups, including those with food allergies and special diets. Her health articles have appeared in the 2005 edition of *Our Bodies, Ourselves*, on the KidChow website, and in a monthly nutrition column for "We the People". Emily is a Fulbright Scholar with special areas of interest and research including food allergies and chemical sensitivities, depression and anxiety, digestive difficulties, and women's health concerns.

Melissa Dengler, N.D., received her doctorate in naturopathic medicine from Southwest College of Naturopathic Medicine in 2005. She then completed a one-year residency in family medicine at the Southwest Naturopathic Medical Center in Scottsdale, AZ, with special focuses in homeopathy, environmental medicine and clinical nutrition. Dr. Dengler's other interests include botanical medicine, hydrotherapy, and preventive medicine. While completing her residency in Arizona, Dr. Dengler supervised many student clinical rotations and also served as an adjunct professor of homeopathy and environmental medicine at the Southwest College of Naturopathic Medicine. Upon completion of her residency she returned to her home state of Pennsylvania where she is now in private practice.

Rhonda Ellis, M.S., holds an M.S. in holistic nutrition from Hawthorn University and is a licensed massage practitioner in Washington State. Her undergraduate work was done in the field of exercise physiology and kinesiology. Rhonda's interests lie in restoring and maintaining adrenal function and keeping detoxification pathways open as a means to better health. Her focus is on providing nutritional solutions based on biochemical individuality to help individuals deal with the challenges they face as they work to restore digestive balance. Rhonda is a member of the NANP and maintains a private practice in Wenatchee, WA.

Jeffrey Fawcett, Ph.D., is a writer, independent scholar, and health educator. Dr. Fawcett is the principal author with Layna Berman of the recently published *Too Much Medicine, Not Enough Health*. With Layna Berman he co-produces the weekly, hour-long *Your Own Health And Fitness* radio show, to which he regularly contributes commentaries on health science and politics. The radio show originates on KPFA 94.1 FM Berkeley and is carried on 25 stations throughout the United States through the Pacifica Network and is heard around the world over the Internet. He also produces *Health Bites*, a five-minute radio commentary on health news distributed weekly through the Pacifica Networks, with referenced transcripts posted on the *Your Own Health And Fitness* blog. Dr. Fawcett has a health education consulting practice, working with individuals in making informed health and medical decisions. He also talks to community groups about personal and environmental health issues. His Ph.D. in environmental economics and political economy is from UC Riverside. Information is available at <http://www>.

yourownhealthandfitness.org/.

Karen Lyke, M.S., C.C.N., holds an M.S. in human nutrition from the University of Bridgeport. She is a board certified clinical nutritionist, and a diplomat in advanced nutritional laboratory assessment. She has taught nutrition and anatomy and physiology to massage therapy students at the Academy of Somatic Healing Arts and at Edgewood College of Oriental Medicine, Norcross, GA, and has been a guest lecturer in biochemistry at Mercer University's Southern School of Pharmacy. Karen is a former board member of CAMA (the Complementary & Alternative Medical Association). Karen has extensive experience with food-based wellness programs.

Robert Maki, N.D., is a naturopathic physician and a 2003 graduate of Bastyr University in Seattle, WA. Dr. Maki has a passion for education and working with others. Dr. Maki's private practice specializes in the treatment of symptoms associated with high levels of stress such as weight gain, fatigue, depression, insomnia, anxiety and irritability. Through his training, research and experience, Dr. Maki has developed unique, cutting edge approaches to help people lose weight. His areas of expertise are metabolic syndrome, diabetes, and weight management.

Richard Morfopoulos, Ph.D., earned his Ph.D. in organizational studies from SUNY-Albany. He has collaborated on a number of publications related to bio-agriculture and biodiversity. Dr. Morfopoulos is the CEO of the International Innovation and Alternative Leadership Center (www.iiac.com), an organization dedicated to providing services that empower individuals to start, fund and grow their own socially responsible business ventures. Dr. Morfopoulos has been appointed to the position of consulting editor of the International Journal of Social Entrepreneurship and Innovation. He is an associate professor at a regional college where he instructs on campus and also in an online environment. He also teaches at a number of post secondary institutions including California State University and the New York Institute of Technology.

Elizabeth Pavka, Ph.D., R.D., L.D/N., is the director and owner of Contemporary Nutrition Services where she is a holistic nutritionist. Dr. Pavka received her masters of science in nutrition and education from Cornell University and her Ph.D. in social systems design from Saybrook Graduate School. She is particularly interested in the U.S. health care system, as it integrates complementary approaches into healthcare. In her clinical practice, she helps her clients put together individualized meal plans and supplement programs to improve their health. An engaging author and active speaker, Dr. Pavka was the assistant director of the International Academy of Nutrition & Preventive Medicine, as well as the editor of their publication "Your Health" from 1990-1997.

Martha Pickard Palmer, M.S., C.N.S., is a certified nutrition specialist through the American College of Nutrition. She holds a M.S. degree in human nutrition from the University of Bridgeport, CT. Martha has worked with the sustainable agriculture and local foods movement for the past 10 years.

Marsha Sendar, M.S.P.T., M.S.H.S., N.C., brings her extensive training in the fields of health and movements arts to her nutrition students and clients. As a nutritionist, physical therapist, movement educator, and dancer, Marsha's interest is the integration of a variety of approaches into her practice. Her area of specialization is endocrine balance, and she is especially interested in supporting women in restoring and maintaining endocrine balance through and after menopause. Marsha is a graduate of Hawthorn University's Nutrition Consultant program and maintains a private practice in Santa Rosa, CA.

Heidi Snyder, M.S., C.H.N., N.C., is the Assistant Dean to Faculty and an instructor at Hawthorn University. She is board certified in holistic nutrition and is a graduate of Hawthorn's Master of Science in Holistic Nutrition program. For the last 2 years she has served on the board of the National Association of Nutrition Professionals (NANP), as the Conference Committee Chair. Heidi's clinical nutrition practice focuses on working with individuals to restore digestive balance, regulate blood sugar levels, uncover and move beyond food intolerances and addictions, as well as teaming up with those who are recovering from eating disorders and other weight related conditions. Over the last 15 years, her true passion has extended deep into the heart of food as medicine. As an avid cook and herbalist, Heidi incorporates home cooking and whole foods nutrition as the foundation of her message.

Richard Tunstall, B.Sc., N.D., graduated from the Ontario College of Naturopathic Medicine (now CCNM), Toronto, Ontario. He has managed his own naturopathic practice for twenty years in various locations in Ontario and Alberta, Canada. Dr. Tunstall has taught university courses in anatomy, clinical physiology, pathology, health studies, and physiology, pathology, health studies, and clinical discussion. He has been the clinical supervisor for fourth year students at the Canadian College of Naturopathic Medicine in Toronto, Ontario. Dr. Tunstall has served as a member of the Board of Directors of the Canadian Naturopathic Association, the Ontario Association of Naturopathic Doctors, the Guelph Community Health Centre, and the Canadian College of Naturopathic Medicine. Dr. Tunstall has recently started organic farming. He feels “that nutrition is the cornerstone of good health and that it doesn’t have to be complicated.”

ADJUNCT FACULTY

Paul Dabney, M.Ed., M.P.H., is a Ph.D. candidate in public health (epidemiology) at Walden University. He has a masters in education in curriculum and instruction from Arizona State University, a masters of public health from Walden University, and studied medical and clinical science at Southwest College of Naturopathic Medicine. His bachelors degree is in microbiology (with emphasis in immunology and food microbiology) from The Ohio State University. As the recipient of many academic awards, over twenty years of teaching and research experience, a variety of personal appearances and presentations, and his nutrition background coupled with his scientific intellect, Paul makes an excellent addition to the teaching faculty at Hawthorn University.

Nikolas Hedberg, D.C., D.A.B.C.I., is board certified in internal medicine by the American Board of Chiropractic Internists (only 200 chiropractors in the world have achieved this designation). Dr. Hedberg specializes in treating thyroid disorders, chronic fatigue syndrome, Lyme disease, autoimmune diseases and hormone imbalances. He has been published in peer reviewed medical journals, appeared on television, radio and is a well-known speaker. He is the founder of the Functional Diagnostic Medical Center in Asheville, NC where he treats patients from all over the world who often come to him as a last resort.

Daniel Junck, M.D., is board certified in internal medicine. He graduated from the University of Iowa Medical School in 1992 and is currently in private practice in Santa Fe, New Mexico working as a hospital doctor. Dr. Dan’s special areas of interest in nutrition include food policies, human rights issues, cooking, and organic gardening. Dr. Dan’s audio lectures and teleclasses are articulate yet gentle as he shares his insights.

Rebecca Katz, M.S., is the author of *The Cancer Fighting Kitchen: Nourishing Big-Flavor Recipes for Cancer Treatment and Recovery*, and *One Bite at a Time: Nourishing Recipes for Cancer Survivors and their Friends* (Second Edition). She holds a masters of science degree in health and nutrition education from Hawthorn University, and received her culinary training from the Natural Gourmet Institute for Health and Culinary Arts. Rebecca is the Executive Chef and core faculty member of the Food as Medicine Training Program and Cancer Guides, sponsored by the Center for Mind Body Medicine, and is a visiting chef and nutrition educator at Commonwealth’s Cancer Help Program in Bolinas, California. A myriad of food related experiences, including a sojourn to Italy, where she studied Mediterranean cuisine from chefs and signoras from Florence to Sicily, shaped Rebecca’s philosophy that health-supportive food must taste great in order to be nourishing and healing. Rebecca is a member of the Institute of Culinary Professionals, Slow Food, U.S.A. and the Collective for Health and The Environment.

Julia Ross M.A., M.F.T., has developed an innovative treatment model combining specialized nutrient therapy and biochemical rebalancing. Julia holds a masters in clinical psychology from Lone Mountain College at the University of San Francisco. Julia has been a licensed marriage and family therapist since 1976. She was an instructor in the Graduate Psychology Dept. at John F. Kennedy University, in Orinda, CA. and is the author of two books: *The Diet Cure* (1999, Viking Press) and *The Mood Cure* (2002, Viking Press). Julia is the executive director at Recovery

Systems Clinic in Mill Valley, California.

Ralph Sanchez, L.Ac., C.N.S., D.Hom., is a primary health care provider and maintains a private practice of integrative medicine in Northern California. Mr. Sanchez is a state licensed acupuncturist and a board certified Nutrition Specialist. Mr. Sanchez is an active community speaker and lecturer on the treatment of health disorders with alternative/complementary medicine in California and conducts seminars on functional medicine for health care providers. Mr. Sanchez is also a consultant to doctors on the applications of nutritional medicine in their practices. Mr. Sanchez presents on functional medical lab testing in Teleclass Lecture Series.

Disclaimer and Caveat

By enrolling in or otherwise affiliating with Hawthorn University, all system users agree to the above terms and conditions. Hawthorn University's website contains links to other independently run websites outside the Hawthorn University domain. Hawthorn University is not responsible for the privacy practices or the content of such websites.

This catalog is subject to revision and change and is current as of 07-2011. The president and the chief academic officer of Hawthorn University will use her authority to grant exceptions to the policies of the institution in extraordinary circumstances when it is determined to be in the best interest of the school and its students.



"Hawthorn University has opened doors for me. That people look to me for answers and recommendations is immensely gratifying. The coursework is insightful, challenging and far-reaching. The format is truly interactive. The Webinars are an opportunity to interact with experts and fellow students and the mentoring and guidance that I have received throughout have been invaluable. It's impossible not to learn at Hawthorn. Its work you'll be proud of."

~ Patricia A. Curley, MSHN Graduate (2009), Colorado



"I had been searching for a Doctoral program like Hawthorn's for years. I couldn't be happier with the content of the program, or the quality and professionalism of the academics, advisors, and staff."

~ Ephimia Morpew-Lu, MS, CN, Doctoral student, California