



**HAWTHORN UNIVERSITY**  
A Leader in Online Holistic Nutrition  
[www.hawthorn.edu](http://www.hawthorn.edu)

# HAWTHORN UNIVERSITY

## **2020 Catalog**

**Effective January 1, 2020 through December 31, 2020**

**Hawthorn University  
PO Box 275  
475 Hungry Gulch Road, Suite C  
Whitethorn, California 95589  
[www.hawthorn.edu](http://www.hawthorn.edu)  
(707) 986-4153**

**DEAC Accredited**

**Hawthorn University is a branch of Bright Conduit Corporation, a not-for-profit public benefit corporation.**

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## Letter from the President

Dear Prospective Student,

We invite you to review this catalog and the University website to become fully informed about the innovative courses and programs we offer to advance your knowledge of holistic nutrition. This new and emerging field looks at the complex interplay between food and biochemical individuality and recognizes that food has a profound effect on health. Holistic nutrition is not a "one size fits all" approach. It is a focus on personalized nutrition.

Hawthorn University offers students quality online education in the fields of holistic health, nutrition, and the health sciences while keeping tuition affordable. The satisfaction voiced by students and the success of our graduates make our mission credible, achievable, and worthwhile. The dedication of our credentialed and experienced faculty and our devoted administrative team to attend to the needs, questions, and abilities of students at a distance advances the definition and practice of online education.

After having worked in higher education for close to thirty years, I am proud to be a member of a team of sincere professionals who understand the importance of education. It is my pleasure and privilege to recommend our programs to any individuals 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 practices of holistic health and nutrition, I cordially invite you to join our community of learners and work to enhance health and wellness around the world.

Sincerely,

Dr. Dorothy M. Germano

President and Chief Academic Officer

## About Us

For over eighteen years, Hawthorn has remained committed to offering high-quality education to students in every corner of the world. Our online learning platform is easy to navigate, and provides easy access to course syllabi, reading materials, ancillary study materials, as well as a digital library. Students connect with faculty and other students via their secure portal, in forums, and in live webinars. Archived events and lectures are part of the extensive library of learning materials. Our hosted online library is a leading research database that provides students with current scholarly journals, full-text articles, e-books, and more to fulfill the academic needs of our learning community.

Communication and critical thinking skills are incorporated into all programs and courses. Ongoing development of new educational and holistic programs helps us to maintain a current and industry-relevant science-based curriculum.

Hawthorn University's mode of training is through distance education. Coursework is completed at a location determined by the student. Our flexible schedule, personal student support and services coupled with the dedication of credentialed and experienced faculty and staff ensures a positive and rewarding experience for all students.

Hawthorn strives to keep tuition prices low and affordable. Our pay-as-you go policy encourages graduation without debt. Graduates are succeeding in making a positive impact as leaders and visionaries in the service of a healthier planet.

## Mission Statement

Hawthorn University is dedicated to providing supportive, comprehensive, and professional education in the fields of holistic health, nutrition, and the health sciences through the utilization of distance education methods. Hawthorn offers online certificates, graduate and postgraduate degrees, and continuing education programs to a diverse community of adult learners working to enhance health and wellness around the world.

### Institutional Goals

- Provide high quality, comprehensive education that prepares students for careers in the field of holistic nutrition, health, and the health sciences;
- Develop the knowledge and skills of students to achieve their educational, professional, and personal objectives;
- Prepare students for higher educational levels in the United States and internationally;
- Take a collective responsibility for a student-centered approach;
- Provide student support services;
- Enhance communication and critical thinking skills of students;
- Cultivate among students a routine critical analysis toward the review and research of scientific theories;
- Maintain a current and industry-relevant curriculum;
- 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;
- Limit attrition and encourage continued matriculation to achieve high graduation rates;
- Encourage students to engage in life-long learning as scholar-practitioners;
- Graduate ethical and responsible citizens with strong decision-making skills;
- Encourage faculty development;
- Become a school of choice in the area of holistic nutrition and wellness.

### Institutional Objectives

- Maintain a current and industry-relevant curriculum including current scientific information;
- Provide a stable and reliable online environment conducive to student learning that is available 365 days a year;
- Provide research opportunities for students through online library resources;
- Remain cognizant of the needs of distance learners through the systematic collection of survey data;
- 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 continuous assessment to ensure the quality, currency, and relevance of course materials;
- Recognize and respond to problems and issues among student, faculty, or staff;
- Evaluate and systematically assess student learning in each course via assignments and proctored environments;
- 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.

## Accreditation and Approvals

### Distance Education Accrediting Commission

Hawthorn University is accredited by the Distance Education Accrediting Commission ([www.deac.org](http://www.deac.org)). The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a nationally recognized accrediting agency and is a recognized member of the Council for Higher Education Accreditation. Distance Education Accrediting Commission, 1101 17th Street, N.W., Suite 808, Washington, D.C. 20036, (202) 234-5100.

The Accrediting Commission is a charter member of the Council for Higher Education Accreditation (CHEA), the leading non-governmental recognition for accrediting associations. A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

### California Bureau for Private Postsecondary Education (BPPE)

The programs have been approved to operate by the California Bureau for Private Postsecondary Education (BPPE), and that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. An institution may not imply that the BPPE endorses programs, or that the BPPE approval means the institution exceeds minimum standards. Hawthorn University's approval to operate by BPPE is by means of accreditation. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: 1747 North Market, Suite 225, Sacramento, CA 95834, P.O. Box 980818, West Sacramento, CA 95798-0818. Website: [www.bppe.ca.gov](http://www.bppe.ca.gov) Phone: (916) 574-8900 or (888) 370-7589 (toll free) Fax: (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. Enrolling students are required to sign the SPFS electronically and return it to the University along with the Enrollment Agreement. A catalog is placed in an enrolled student's document section and can also be viewed and downloaded from [www.hawthorn.edu](http://www.hawthorn.edu) at any time.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 (toll free) or by completing a complaint form, which can be obtained on the bureau's Internet Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov).

## Recognitions

The National Association of Nutritional Professionals (NANP) has reviewed and recommends that Hawthorn graduates of the Nutrition Consultant certificate program, Master of Science programs, and the Doctor of Science in Holistic Nutrition program, sit for the national board certification exam in Holistic Nutrition. See Holistic Nutrition Credentialing Board [www.hncb.org](http://www.hncb.org).

The International Organization of Nutritional Consultants (IONC) has recognized and approved the following Hawthorn programs. Graduates of the Master of Science in Holistic Nutrition and the Doctor 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).

## Memberships

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

- Alliance for Natural Health
- American Holistic Health Association
- American Society for Nutrition
- California Association of Private Postsecondary Schools
- International Organization of Nutritional Consultants
- National Association of Nutritional Professionals
- National Holistic Nutrition Credentialing Board
- Weston A. Price Foundation

## Disclosures

A certificate or degree from Hawthorn University meets professional standards. Students are taught skills to consult and teach health and self-care, to work on a research team, and to disseminate nutrition information. State laws related to the programs and professions described in this catalog may vary, and students are responsible for knowing and complying with the laws in effect where they reside. Graduation from any of our programs does not qualify students as licensed medical doctors, naturopathic doctors, or physicians or to diagnose, prescribe, or treat symptoms.

Students who reside in California can consult the CA state legislature at [www.leginfo.ca.gov](http://www.leginfo.ca.gov). For CA regulations regarding complementary and alternative health care practitioners; SB 577, go to [http://www.leginfo.ca.gov/pub/01-02/bill/sen/sb\\_0551-0600/sb\\_577\\_bill\\_20020923\\_chaptered.html](http://www.leginfo.ca.gov/pub/01-02/bill/sen/sb_0551-0600/sb_577_bill_20020923_chaptered.html). Students from other states or international locations are advised to consult their respective legislative body for local regulations.

Hawthorn does not provide job placement services but will post available employment opportunities in the Forums on the student portal as they are received from businesses interested in employing current or graduated students. Graduates are contacted upon completion of their program for an exit interview that will provide them the opportunity to ask questions and explore their options for employment.

Graduates may identify with one or more of the following SOC Codes. Visit the following link for more information: [https://www.bls.gov/oes/current/oes\\_stru.htm](https://www.bls.gov/oes/current/oes_stru.htm).

Name	SOC Code	Sample of Reported Job Titles
Nutritionists and Dieticians	29-1031	Correctional Food Service Supervisor, Dietary Manager, Nutritionist, Holistic Nutritionist
Health Educators	21-1091	Diabetes Educator, if certified, Child Development Educator, Clinical Instructor, Community Health Consultant, Community Health Education Coordinator, Education Coordinator, Health Educator, Health Promotion Specialist, Public Health Educator
Community Health Workers	21-1094	Health Counselor, Assistant Director of Nutrition and Wellness Programs, Chief Program Officer, Community Health Outreach Worker, Community Health Program Coordinator, Community Health Program Representative
Career and Technical Education Teacher	25-2023	Holistic Nutrition Health Teacher



Social and Human Service Assistants	21-093	Advocate, Community Coordinator, Home based Assistant, Human Services Program Specialist
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Graduates of some programs will be eligible to sit for the HNCB certification or the IONC designations as indicated in the catalog and on the public website.

Students at Hawthorn are not eligible for federal student financial aid. If the student has received federal student financial aid funds, the student is entitled to a refund of the money not paid from federal student financial aid program funds. If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. Hawthorn University has never filed a bankruptcy petition, operated as a debtor in possession or had a petition of bankruptcy filed against it under federal law.

## Programs of Study

### Degree Programs

- **Doctor of Science in Holistic Nutrition (DSC)**
- **Master of Science in Health and Nutrition Education (MHNE)**
- **Master of Science in Holistic Nutrition (MSHN)**
- **Master of Science in Traditional Nutrition (MSTN)**

### Certificate Programs

- **Nutrition Consultant (NC)**
- **Scientific Foundations of Holistic Nutrition (SFHN)**
- **WISE Traditions Nutrition (WTNC)**
- **Holistic Health (HH)**

## Admissions

Because of state regulatory restrictions, Hawthorn currently does not accept applications from all areas. Please see the website at [www.hawthorn.edu](http://www.hawthorn.edu) for most current information. Hawthorn University does not accept Ability to Benefit students and does not award credit for prior experiential learning.

Basic computer proficiency, access to the Internet, and an e-mail account are required. Prospective matriculating students must complete and return the online application along with a non-refundable application fee of \$60 for programs. There is NO application fee for students taking individual credit-bearing courses as non-matriculating students. Applications will be reviewed, and applicants will be contacted via email. Please review the specific admission requirements for each program in this catalog.

### Computer Hardware Requirements

Students must have access to a computer with the following configurations in order to benefit from and easily navigate Hawthorn University's learning platform. A broadband connection is required. The computer should have a soundcard and speakers, webcam, and microphone. Students will need Adobe Acrobat Reader DC (free download: <https://get.adobe.com/reader/>) and a Skype account.

**Windows Users** should have:

- Windows 7 or higher;
- Minimum of 8 GB Memory;
- Browser: Google Chrome version 60.0 or higher (Recommended)

**Mac Users** should have:

- Mac OS X or higher;
- Minimum of 8 GB Memory;
- Browser: Mozilla Firefox 50.0 or higher.

### 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;
- Engage in basic Internet activities, including subject searches.

Should students experience any difficulty in navigating the University's online learning management system, technical support is available through Hawthorn's Help Desk system.

Students who are unsure if online learning is compatible to their needs are encouraged to take the survey to determine their readiness for online learning. This survey is available at <https://www.surveymonkey.com/r/Readyforonlinelearning>.

## **Degree Programs Admissions Requirements**

### **Doctor of Science in Holistic Nutrition (DSC)**

To be considered for admission to the Doctor of Science in Holistic Nutrition program at Hawthorn University, applicants are required to have a baccalaureate degree and a master's degree from an appropriately approved or accredited postsecondary institution in the field of study or related field and a minimum of two years of work experience in the field or allied field. A total of nine (9) credits can be applied to the DSC program if the courses were taken at an appropriately approved or accredited school and are of doctoral level quality equivalent to Hawthorn's DSC courses. A grade of B or better is required.

Applicants who already hold 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 the following courses: Anatomy and Physiology, Whole Foods Nutrition, Micronutrients, and Macronutrients. All of these courses may be taken through the Hawthorn master's level curriculum or at an approved or accredited college for transfer credit.

### **Master of Science in Health and Nutrition Education (MHNE)**

Students with a bachelor's degree from an appropriately approved school or 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 will accept a total of seven (7) transfer credits for which a grade of B or better has been earned into the foundation level courses in this program. Only credits earned at an approved or accredited school will be acceptable for transfer.

### **Master of Science in Holistic Nutrition (MSHN)**

Students with a bachelor's degree from an appropriately approved school or 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. Students can transfer a maximum of twelve (12) credits for which a grade of B or better has been earned into the foundation level courses of this master's program. Only credits earned at an approved or accredited school will be acceptable for transfer.

### **Master of Science in Traditional Nutrition (MSTN)**

Students with a bachelor's degree from an appropriately approved school or an accredited institution are invited to apply to the Master of Science in Traditional Nutrition program. Academic and personal qualifications of prospective students are considered. Hawthorn University will accept a total of seven (7) transfer credits for which a grade of B or better has been earned into the foundation level courses in this program. Only credits earned at an approved or accredited school will be acceptable for transfer. Applicants to the Master of Science in Traditional Nutrition program must be members of the Weston A. Price Foundation and will incur membership fees. See the WAPF website for membership pricing <http://www.westonaprice.org/>.

## Certificate Programs Admissions Requirements

Hawthorn welcomes students who have graduated from high school or who have earned a GED to be considered for enrollment in any of the certificate programs at Hawthorn. If an applicant has not reached the age of 18, signed written consent for Hawthorn enrollment must be received by the applicant's legal guardian. Basic computer proficiency, access to the Internet, and an e-mail account are required. Applicants must complete and return the online application. A non-refundable application fee of \$60 will be charged. Applications will be reviewed, and applicants will be contacted.

### Nutrition Consultant (NC)

The Nutrition Consultant program trains individuals who are motivated to work in the dynamic field of nutrition and natural health to be nutrition consultants. This program, designed for high school graduates or individuals who possess an earned GED, is distinguished by a nurturing relationship with an instructor, who guides and supports learning that is engaging and accessible. A total of nine (9) credits are accepted for transfer into this program.

### Scientific Foundations of Holistic Nutrition (SFHN)

The Scientific Foundations of Holistic Nutrition program provides a base of knowledge in holistic nutrition and prepares interested students to advance into the Nutrition Consultant certificate program. A total of three (3) credits are transferable into the SFHN program.

### Wise Traditions Nutrition (WTNC)

Courses in the Wise Traditions Nutrition program explore the principles of healthy traditional diets, nutrition and the environment, physiology and anatomy, fats, oils, cholesterol, fat soluble vitamins, omnivore and vegetarian diets, and balancing energy and weight. Students learn about the food processing industry, the history, science, and politics of raw milk, traditional nutrition for fertility and pregnancy, as well as holistic health coaching. The strategies and research methods for health and nutrition educators covered in this program will enrich the student's learning experience.

Applicants to the WTNC program must be members of the Weston A. Price Foundation and will incur membership fees. See the WAPF website for membership pricing <http://www.westonaprice.org/>. Students with knowledge of the principles of Weston A. Price may be able to challenge a course in this program. A challenge exam fee will apply.

### Holistic Health Certificate (HH)

This twelve (12) credit program introduces students to the basic concepts of health by examining wellness from a holistic perspective. Students are taught how to live healthy lives, manage stress, and understand the benefits of physical activity in addition to learning about complementary and alternative medicine and fitness. Individuals looking for a short and informative program that will enhance their personal life or professional practice will enjoy taking a course in this program or the entire program to earn a certificate. This short program is perfect for individuals with personal health goals. No credits can be transferred into the HH program.

## Admissions Requirements for Individual Courses for Non-Matriculating Students

Non-matriculating students interested in taking courses from a Hawthorn program are required to fill out an application. No application fee is required. Non-matriculating students are subject to the admission requirements of their program of interest. For example, students who want a master's level course must show proof of an earned bachelor's degree by providing their official transcript. Additionally, a photo ID, and a head shot (a close-up photo of your face) for identification during conferences is required as is an interview with a member of the admission's team or designated representative. Non-matriculating students are not required to pay an application fee, submit a personal statement, or letters of recommendations.

All necessary documentation must be submitted prior to acceptance into the University. Students interested in taking individual courses in the WTNC or MSTN program must be members of the Weston A. Price Foundation.

Should a non-matriculating student decide to matriculate, an application fee must be paid, and any remaining required documentation must be submitted. If a student completes the maximum number of non-matriculating courses and wishes to return *after* a year's absence from the University a new application and fee and all remaining documentation must be submitted. For additional information, questions, or assistance, students should contact admissions.

Applicants interested in taking individual holistic nutrition courses should have:

- A BA for MS level courses or a high school diploma or an earned GED for certificate level courses.

Applicants are required to:

- Fill out the demographic information on the application.
- Submit a valid driver's license.
- Those under the age of 18 must provide signed written consent from their legal guardian.
- Submit an Official Transcript.

## Application Requirements

Applicants are responsible for scheduling and completing an interview with a member of the admission's team or designated representative and for submitting:

- A complete application package, including the online application form;
- A \$60 application fee (non-refundable);
- Doctoral applicants must submit two (2) professional letters of recommendation;
- Doctoral applicants must submit a copy of their curriculum vitae or resume;
- A personal statement is required. Information concerning the content of this essay is detailed on the application instructions;
- A copy of a current driver's license or picture ID;
- A recent photo (headshot preferred);
- 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.

When all required documents are received, an enrollment determination will be made by the chief academic officer. Once approved, matriculating students will receive a book list for their program and a School Performance Fact Sheet (SPFS) for their signature.

Upon the registrar's receipt of the signed and initialed SPFS, students will be enrolled in Hawthorn University's orientation course. This course must be completed in seven (7) days or less. Course extensions do not apply to Orientation. This short online orientation must be completed before a student can register in their first course. The orientation will guide the students through their online student portal and familiarize them with the learning process at Hawthorn. After successfully completing the orientation course, matriculating students will sign a Program Enrollment Agreement and indicate the date they wish to begin their program. The Program Enrollment Agreement will be countersigned by a school official, which will conclude the enrollment process. Students must request and pay tuition for their first course on the date they wish to begin. Upon doing so, and signing the Course Enrollment Agreement, the course will be released along with all related course materials. Students who enroll as non-matriculating students do not need to sign a Program Enrollment Agreement but will need to sign a Course Enrollment Agreement on the day they request and pay for their course.

Applications will be held for one (1) full year from the date submitted. Should a student feel the need to delay his/her start, no additional application fee will be charged as long as the timeframe does not exceed one year.

### Academic Calendar Dates

Term Start	Application Deadline	Class Start
Winter 2020	December 20, 2019	January 3, 2020
Spring 2020	March 12, 2020	March 26, 2020
Summer 2020	June 4, 2020	June 18, 2020
Fall 2020	September 10, 2020	September 24, 2020
Winter 2021	December 3, 2020	December 17, 2020

### Hawthorn University Holidays

(Administrative Offices Closed)

Holiday	Date
New Year's Day	Wednesday, January 1, 2020
Martin Luther King, Jr. Day	Monday, January 20, 2020
Lincoln's Birthday	Tuesday, February 11, 2020
Presidents Day	Monday, February 17, 2020
Cesar Chavez Day	Tuesday, March 31, 2020

Memorial Day	Monday, May 25, 2020
Independence Day	Friday, July 3, 2020
Labor Day	Monday, September 7, 2020
Admission Day	Wednesday, September 9, 2020
Native American Day	Monday, September 28, 2020
Columbus Day	Monday, October 12, 2020
Veterans Day	Wednesday, November 11, 2020
Thanksgiving Day	Thursday, November 26, 2020
Friday after Thanksgiving	Friday, November 27, 2020
Christmas Day	Friday, December 25, 2020

### **2020 Administrative Office Schedule**

The administrative office at 475 Hungry Gulch Road, Suite C, in Whitethorn, CA is open to visitors from 9 a.m. to 5 p.m. on Mondays and Wednesday and by appointment on Tuesdays and Thursdays. To make an office visit appointment, please contact Paula Bartholomy at 707-986-4153 x 302.

### **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. Visa services are not provided.

Credits from foreign and non-U.S. institutions will require evaluation and certification from the Educational Credential Evaluators, Inc. (ECE, [www.ece.org](http://www.ece.org)) or from World Education Services ([www.wes.org](http://www.wes.org)).

Applicants whose first language is not English and who have not earned a degree from an appropriately approved or accredited institution where English is the principal language of instruction must demonstrate proficiency in English through one of the following:

- A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS) or 44 on the PTE\*\* Academic Score Report. Master’s Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on the Internet Based Test (iBT), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report; First Professional Degree or Professional Doctoral Degree: a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT), a 6.5 on the International English Language Test (IELTS), or 58 on the PTE Academic Score Report. Students are encouraged to check the costs for taking the TOEFL as they may differ depending on the test location. Generally, the cost range is from \$160 to \$250.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test;

- A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
- A transcript indicating completion of at least 30 semester hours of credit with an average grade of "C" or higher at an appropriately accredited college or university where the language of instruction was English; "B" or higher for Master's, First Professional Degree or Professional Doctoral Degree. The college or university must be accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education (CHEA), or an accepted foreign equivalent that is listed in the International Handbook of Universities.
- A transcript indicating a grade of "C" or higher in an English composition course from an appropriately accredited\*/recognized college or university; "B" or higher for Master's, First Professional Degree or Professional Doctoral Degree; or
- Nutrition Consultant applicants must have a high school diploma completed at an appropriately accredited/recognized high school (where the medium of instruction is English).

## Re-Entry Applicants

A student withdrawn for less than 365 days from Hawthorn University may request to return and will not have to repeat the application process. After the registrar and the chief academic officer have reviewed the student's record and find evidence that re-entry can result in the successful completion of the student's program, the student will be accepted to return. A \$100.00 re-entry fee will apply.

Any student withdrawn for more than 365 days may request to return but will be required to submit a new application, receive academic approval, and pay the \$60.00 application fee plus a \$100.00 re-entry fee. The student will adhere to the catalog in effect on the date of his/her return.

## Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

### Transfer Credits (External Transfer)

Hawthorn has not entered into an articulation or transfer agreement with any other college or university and does not grant credit for prior experiential learning. Transferred credit shall be accepted only from institutions approved by the Bureau, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the undergraduate program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the Bureau or accredited by an accrediting association recognized by the U.S. Department of Education.



Students interested in transferring credits from an accredited institution or an appropriately approved school may petition for transfer credits when an admission application is approved. Hawthorn University will review official transcripts to determine the eligibility of transfer credits, at the request of the potential student, for a flat fee of \$100. Only earned grades of B or better corresponding to Hawthorn courses will be considered for transfer into any master's level or doctoral program. Grades of C or better will be acceptable for transfer into the certificate programs. Credits from non-U.S. institutions will require evaluation and certification from the Educational Credential Evaluators, Inc. (ECE, [www.ece.org](http://www.ece.org).) or from World Education Services ([www.wes.org](http://www.wes.org)). Hawthorn will transfer a maximum of:

- Twelve (12) credits from four (4) of the first six (6) courses in the Master of Science in Holistic Nutrition program;
- Seven (7) credits for any of the first five (5) courses in the Master of Science in Health and Nutrition Education and the Master of Science in Traditional Nutrition programs;
- Nine (9) credits for the Doctor of Science in Holistic Nutrition program;
- Nine (9) credits for the foundation level courses in the Nutrition Consultant program;
- Three (3) credits for the Scientific Foundations of Holistic Nutrition;
- No credits transfer onto the Holistic Health Certificate or WISE Traditions Nutrition Certificate programs.

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.

An applicant must submit:

- A Request for External Transfer Credit form with fee;
- 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 student's grade point average (GPA) but will apply to the total credits needed to graduate.

### **Transfer to another Hawthorn Program (Internal Transfer)**

Students who wish to be considered for an internal transfer of a course or courses from one Hawthorn program to another must submit the online Program Transfer form on their student portal under Registrar Services and pay a \$100.00 fee. The registrar will alert the chief academic officer who will evaluate the request and notify the student within ten (10) business days with the transfer decision.

### **Challenge Course Credit**

Hawthorn will allow students to challenge courses in all programs if the student feels he/she has the knowledge and/or life experience required to meet the outcomes and objectives of the course.

Transfer credits and challenge credits may be combined but may not exceed the maximum allowable number of credits indicated in the Transfer Policy above. Students will incur a fee of \$150 per course for each course challenged. Successfully challenged courses will be considered as transfer credits.

Applicants interested in challenging courses must contact the chief academic officer for the procedure and may be required to submit:

- A Challenge Exam Request form on the student portal under Registrar Services with fee;
- Proof of prior learning (transcript) or experience;
- Proof of attendance at seminars and/or conferences or workshops;
- Current Certificates.

Approval must be given for all course challenge requests by 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 chief academic officer who will send the requirements for the challenge to the student. 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 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) was issued.

## Financial Information

### Tuition and Fees

Hawthorn University strives to be an affordable online higher education institution with low costs per credit, no semester fees, and a pay as you go policy. Tuition is due upon enrollment into a course and must be paid in U.S. currency by check, money order, or credit card. See below for an estimated cost of total program tuition and an estimated cost of required books and materials. Students pay only for the courses in which they are currently enrolled. Students will receive the course syllabus and other course related materials upon receipt of course tuition.

Enrolled students who maintain their active enrollment status lock in the tuition rate for the entire program as stated in the signed program enrollment agreement. Students who withdraw or are dismissed and reenroll at a later date sign a new enrollment agreement at current tuition prices.

### Tuition Assistance

Students enrolled in Hawthorn University are not eligible for federal financial aid programs. Some state vocational financial aid funds can be applied to Hawthorn. The California Department of Rehabilitation has funded Hawthorn students in the past, as have California employment insurers. Students may want to check with their state for information on educational grants programs and for private scholarships that may be available. Some employers have tuition remission policies.

Hawthorn students have participated in the Military Spouse Career Advancement Account (MyCAA) program, a workforce development program that provides up to \$4,000 of tuition assistance to eligible military spouses in high-growth, high-demand portable career fields. Additional information about this program can be found on the Hawthorn website in the Frequently Asked Questions area or by contacting admissions.

### Tuition - Degree Programs

***Students pay tuition for one course at a time.***

<b>Doctor of Science in Holistic Nutrition (DSC)</b>	
Estimated schedule of total charges for the DSC program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$24,000.00	Tuition - 60 credits @ \$400.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$250.00	Midterm and Final (\$125.00 each)
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$922.00	Textbooks and materials – approximate cost
<b>\$25,35.00</b>	<b>Projected Total Tuition and Fees*</b>
* Estimated charges for the period of attendance and the entire program. The estimated tuition charge for a typical 4 credit course (one term) at \$400 per credit is \$1,600.00	

## Tuition - Degree Programs (continued)

*Students pay tuition for one course at a time.*

<b>Master of Science in Health and Nutrition Education (MHNE)</b>	
Estimated schedule of total charges for the MHNE program at the 2020 cost per credit is:	
\$ 60.00	Application Fee (non-refundable)
\$9,250.00	Tuition - 37 credits @ \$250.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$250.00	Midterm and Final (\$125.00 each)
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$858.00	Textbooks and materials – approximate cost
<b>\$10,493.00</b>	<b>Projected Total Tuition and Fees*</b>
* Estimated charges for the period of attendance and the entire program. The estimated tuition charge for a typical 3 credit course (one term) at \$250 per credit is \$750.00.	

<b>Master of Science in Holistic Nutrition (MSHN)</b>	
Estimated schedule of total charges for the MSHN program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$15,000.00	Tuition - 60 credits @ \$250.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$250.00	Midterm and Final (\$125.00 each)
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$1,271.00	Textbooks and materials – approximate cost
<b>\$16,656.00</b>	<b>Projected Total Tuition and Fees *</b>
* Estimated charges for the period of attendance and the entire program. The estimated tuition charge for a typical 3 credit course (one term) at \$250 per credit is \$750.00.	

<b>Master of Science in Traditional Nutrition (MSTN)</b>	
Estimated schedule of total charges for the MSTN program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$9,000.00	Tuition - 36 credits @ \$250.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$40.00	Weston A. Price Foundation membership fees. See the WAPF website for membership pricing <a href="http://www.westonaprice.org/">http://www.westonaprice.org/</a> . Membership is \$50 for International students.
\$250.00	Midterm and Final (\$125.00 each)
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$1,055.00	Textbooks and materials - approximate cost
<b>\$10,480.00</b>	<b>Projected Total Tuition and Fees*</b>
* Estimated charges for the period of attendance and the entire program. The estimated tuition charge for a typical 3 credit course (one term) at \$250 per credit is \$750.00.	

## Tuition - Certificate Programs

*Students pay tuition for one course at a time.*

<b>Nutrition Consultant (NC)</b>	
Estimated schedule of total charges for the NC program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$7,200.00	Tuition - 48 credits @ \$150.00 per credit
\$7,800.00	Tuition - 52 credits @ \$150.00 per credit (includes optional clinical research thesis)
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$250.00	Midterm and Final (\$125.00 each)
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$890.00	Textbooks and materials – approximate cost for 48 credits
\$926.00	Textbooks and materials - approximate cost for 52 credits
<b>\$8,475.00</b>	<b>Projected Total Tuition and Fees</b> for NC with 48 credits*
<b>\$9,111.00</b>	<b>Projected Total Tuition and Fees</b> for NC with 52 credits (includes NC 17 optional thesis) *
* Estimated tuition charges for the period of attendance and the entire program.	
The estimated tuition charge for a typical 3 credit course (one term) at \$150 per credit is \$450.00	

<b>Scientific Foundations of Holistic Nutrition (SFHN)</b>	
Estimated schedule of total charges for the SFHN program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$3,600.00	Tuition - 24 credits @ \$150.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$125.00	Foundation Level Exam
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$796.00	Textbooks and materials – approximate cost
<b>\$4,656.00</b>	<b>Projected Total Tuition and Fees*</b>
* Estimated tuition charges for the period of attendance and the entire program.	
The estimated tuition charge for a typical 3 credit course (one term) at \$150 per credit is \$450.00	

<b>Wise Traditions Nutrition (WTNC)</b>	
Estimated schedule of total charges for the WTNC program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable 5 days after enrolling)
\$2,700.00	Tuition – 18 credits at \$150.00 per credit.
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$40.00	Weston A. Price Foundation membership fees. See the WAPF website for membership pricing <a href="http://www.westonaprice.org/">http://www.westonaprice.org/</a> . Membership is \$50 for International students.
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$171.00	Textbooks and materials – approximate cost
<b>\$3,046.00</b>	<b>Projected Total Tuition and Fees*</b>
*Estimated tuition charges for the period of attendance and the entire program.	
The estimated tuition charge for a typical 3 credit course (one term) at \$150 per credit is \$450.00	

## Tuition - Certificate Programs (continued)

Students pay tuition for one course at a time.

<b>Holistic Health (HH)</b>	
Estimated schedule of total charges for the HH program at the 2020 cost per credit is:	
\$60.00	Application Fee (non-refundable)
\$1,800.00	Tuition - 12 credits at \$150.00 per credit
\$0.00	CA Students Only: The BPPE mandates that we report but not collect the non-refundable STRF fee at this time.
\$75.00	Graduation Fee (International students add \$35 for mailing)
\$244.00	Textbooks and materials – approximate cost
<b>\$2,179.00</b>	<b>Projected Total Tuition and Fees*</b>
* Estimated tuition charges for the period of attendance and the entire program.	
The estimated tuition charge for a typical 3 credit course (one term) at \$150 per credit is \$450.00	

## Other Fees

<b>Application</b>	Non-refundable	\$60.00
<b>Maintaining Enrollment</b>	After the allotted time for a thesis or dissertation course has expired, students must pay ½ the amount of their thesis or dissertation course to maintain their enrollment status.	Varies by Program
<b>Course Challenge</b>	Students who have the prerequisite knowledge and wish to receive credit for their prior learning or experience.	\$150.00 per Course
<b>Graduation</b>	Processing transcript and diploma, mailing (Domestic) Processing transcript and diploma, mailing (International)	\$75.00 \$110.00
<b>Additional Diploma</b>	Processing an additional diploma, mailing (Domestic) Processing an additional diploma, mailing (International)	\$75.00 \$110.00
<b>Transcript Request</b>	Students requesting an additional official transcript.	\$15.00
<b>Program Change</b>	Students who transfer from one Hawthorn program to another.	\$100.00
<b>Course Extension</b>	No fee for first fourteen (14) day extension. Additional 14-day extensions at \$60.00 each course. (See Addendum A2020-02)	\$60.00 each
<b>Late Registration</b>	Students must register for the subsequent course with 10 days of completion of prior course. A late registration fee will be assessed after 10 days for each additional 10-day extension. (See Addendum A2020-02)	\$35.00 each
<b>Re-entry</b>	Students who wish to return to the University within a year. Students who wish to return after a year will need to submit a new application and an additional fee of \$60.00.	\$100.00
<b>Leave of Absence Reinstatement</b>	Students who wish to resume their studies and return to active status within the LOA period.	\$100.00
<b>Probation Reinstatement</b>	Students who petition to return from probation.	\$100.00
<b>Returned Check</b>	Students whose check is returned as unpaid.	\$25.00
<b>Transfer Credit</b>	Flat rate for evaluation of credits from another institution.	\$100.00
<b>Student ID Card Replacement</b>	No fee for first card.	\$10.00

## Refund

### STUDENT'S RIGHT TO CANCEL

The program in which you are enrolling is distance education - not offered in real time. The institution will release the first lesson and materials to you within 24 hours, typically immediately, after the execution of the enrollment agreement, which includes payment for the first course. The institution shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars (\$250), if notice of cancellation is made through attendance at the first class session, or the seventh day after enrollment, whichever is later.

You will receive a refund of all monies paid within 30 days of cancellation. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current period of attendance in your program through the last day of attendance.

Period of Attendance means:

- 2 credit course = 4 weeks (20 days)
- 3 credit course = 8 weeks (40 days)
- 4 credit course = 12 weeks (60 days)

***Note: The period of attendance days for the refund policy is based on a five-day week (Monday through Friday). The learning management system is available 7 days a week, 24 hours a day for the duration of the course.***

Cancellation is effective on the date the notice of cancellation is provided to the institution. The notice may be provided in any form. Written may be sent to PO Box 275, Whitethorn, CA 95589, orally by phone, email to registrar@hawthorn.edu or the preferred online method through the student portal's Course Withdrawal Request.

This Institution shall transmit all of the lessons and other materials, as applicable, to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

### Withdrawal from the Program

You may withdraw from the school at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current period of attendance in your program through the last day of attendance. Any refund will be less the application fee. Refunds will be paid within 30 days. Notification of program withdrawal may be provided in written form to, PO Box 275, Whitethorn, CA 95589 or the preferred method is via an online request through the student portal.

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

- The student notifies the institution of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- Failure to return from a leave of absence.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the date the written withdrawal request is received by the University or the date the University terminates the student. The amount owed equals the daily charge for the current period of attendance (total institutional charge, minus non-refundable fees, divided by the number of days in the period of attendance), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students, scheduled days is based on a five-day week (Monday through Friday), which does not include any defined holiday as stated below.

- January 1st.
- The third Monday in January, known as "Dr. Martin Luther King, Jr. Day."
- February 12th, known as "Lincoln Day."
- The third Monday in February.
- March 31st known as "Cesar Chavez Day."
- The last Monday in May.
- July 4th.
- The first Monday in September.
- September 9th, known as "Admission Day."
- The fourth Friday in September, known as "Native American Day."
- The second Monday in October, known as "Columbus Day."
- November 11th, known as "Veterans Day."
- December 25th.
- Every day appointed by the President or Governor for a public fast, Thanksgiving, or holiday.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. Hawthorn University does not participate in Title IV financial aid programs.

### **Withdrawal from a Course**

You may withdraw from a course at any time and receive a pro rata refund of tuition if you have completed 60 percent or less of the scheduled days in the period of attendance through the last day of attendance in the course, within 30 days of withdrawal.

Notification of course withdrawal may be provided in written form to, PO Box 275, Whitethorn, CA 95589 or the preferred method is via an online request through the student portal. Refunds will be paid within 30 days of withdrawal.

*To remain actively enrolled, students must be continuously enrolled in a minimum of one course and making satisfactory progress, as defined in the University catalog.*



For the purpose of determining the amount of the refund, the date of the student’s withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the current period of attendance (total institutional charge, minus non-refundable fees, divided by the number of days in the period of attendance), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students, scheduled days are based on a five-day week (Monday through Friday), which does not include any defined holiday as stated above in the Withdrawal from the Program section.

\*Special Consideration: In case of a student illness or accident, death in the family, or other circumstances beyond the control of the student, Hawthorn University will give special consideration to the student’s request for cancellation beyond the minimum refund policy.

### **SAMPLE REFUND CALCULATION**

Total charged and received for period of attendance:	
• Period of Attendance = 8 weeks (40 days)	
• <b>\$250</b> per credit, <b>3</b> credit course for MS level courses	\$750.00
Cost per day ( <b>\$750/40</b> ) =	\$18.75
Number of days attended =	20
Percentage of attendance ( <b>20/40</b> ) =	50%
Amount due to the University (daily charge for the course x number of days attended minus any California holidays listed above)	\$375.00
Amount of refund = <b>20 x \$18.75</b>	\$375.00

### **Student Tuition Recovery Fund**

(a) “The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.”

(b) In addition to the statement required under subdivision (a) of this section, a qualifying institution shall include the following statement in its school catalog: “It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95833, (916) 574-8900 or (888) 370-7589. To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.”

## Program and Course Descriptions

### Degree Program Descriptions

Course syllabi in Hawthorn degree programs list the course description, course learning objectives, required textbooks and online readings, assignments, grading criteria, and course specific information. Students are responsible to submit assignments at specific intervals. Instructors acknowledge the assignments within 48 hours and return graded assignments to students online with appropriate feedback within seven (7) days of receipt.

#### Excellence in Scholarship

Achieving excellence in scholarship requires full and meaningful participation in this evolving, cooperative endeavor. At Hawthorn University students are encouraged to merge their educational activities with their daily lives. We also encourage students to incorporate what they already do into their 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. Students are expected to participate in online forums, and to attend webinars 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 experience will continue to sustain lifelong learning.

### Doctor of Science in Holistic Nutrition (DSC) Program Description

The interdisciplinary 60-credit Doctor of Science in Holistic Nutrition program at Hawthorn University explores the links between holistic nutrition and environmental sciences, public policy, and the effect of nutrition on various organ systems. This program allows student to participate in a developing tradition of thought, discussion, exploration, and inquiry in the field of holistic nutrition. Doctoral students should acquire a comprehensive and sophisticated body of knowledge in the field and may develop an area of specialty. This knowledge 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 DSC 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 gain knowledge of and practice with holistic tools to support changes in beliefs and actions in themselves and others. The focus is to provide doctoral students with a working understanding of human physiology and biochemistry integrated with the current science of nutrition. We focus on how our food and lifestyle affect 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 their dissertation. The doctoral dissertation is required to have practical application and to be placed in the broader context of social, political, health, environmental, or other issues of interest.

Students work closely with their instructors and dissertation advisor and committee to ensure the advancement of critical thinking skills. Each course contains assignments that are graded and returned with written feedback. All courses include an instructor conference held via Skype.

Graduates of the DSC program are eligible to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (HNCB). For additional information visit the HNCB website at <https://www.nanp.org/board-certification> .

### **DSC Program Outcomes**

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

- Assess environmental and economic issues on the quantity and quality of the food supply at the individual, national and global status.
- Evaluate the nutritional status of individuals and determine nutrition-related conditions and diseases by applying knowledge of metabolism and nutrient functions, food sources, and physiologic systems.
- Interpret and apply nutrition and food industry knowledge in order to meet the nutrition, food and health needs of society.
- Evaluate the history of agriculture, industry and eating and its impact on health.
- Use theory and research evidence to identify, design, and assess behavioral and action focused nutrition education programs to improve health and implement changes in health policies.
- Create activities and coalitions at the personal, family, community, national and global levels to promote policies and environments that are supportive of food security.
- Explain and abide by the “Scope of Practice” and “Code of Ethics” for nutritionists as described by the National Association of Nutrition Professionals.

### **DSC Career Opportunities**

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

- Working in a private practice as a nutrition educator or consultant;
- Assist in the promotion of health and the control of disease;
- Lecturing for professional groups, lay audiences, or schools;
- Teaching nutrition and/or health curriculum at various levels including college;
- Working in a managerial capacity at supplement or health product manufacturers, or health food stores;
- Serving as a health maintenance program group leader;
- Conducting nutritional research;
- Writing or editing for health-oriented publications;
- Working in a supervisory capacity at nutrition centers, spas, or retreat centers, and with sports teams.

## DSC Scholastic & Graduation Requirements

Students need to submit assignments and complete a course in fifteen (15) weeks for the four (4) credit courses. If a student completes and submits assignments for each course in less than the minimum requirements, he or she may complete the program in less time. DSC Students are expected to complete the program in sixty-seven (67) months for a 100% completion time rate and no more than one hundred one (101) months to meet the 150% completion rate. Student conferences must be completed as written in the individual syllabi.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the DSC program is defined as successful completion of the program within sixty-seven (67) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their DSC program within one hundred and one (101) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review leave of the absence policy or petition for a program extension in this catalog or the student handbook.

A doctoral dissertation must be approved by the instructor advisor and the dissertation committee 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. Hawthorn University has a cumulative final examination at the completion of all course work followed by a dissertation and an oral defense.

## DSC Curriculum \*

Requirements .....	Credits
DSC 830 Global Nutrition Politics and Policies .....	4
DSC 831 Research and Bioethics .....	4
DSC 832 Environmental Nutrition: Health Implications.....	4
DSC 833 Gastrointestinal Processes in Health and Disease .....	4
DSC 834 Detoxification: Theory to Practice.....	4
DSC 835 Inflammation, Immunity, and Nutrition .....	4
<b>Midterm Examination</b>	
DSC 836 Nutrition, Metabolic Syndrome, and Cardiovascular Disease .....	4
DSC 837 Hormones and Nutrition.....	4
DSC 838 Neuroscience and Nutrition .....	4
DSC 839 Health Promotion and Behavior Change .....	4
DSC 840 Biostatistics in Health .....	4
DSC 841 Directed Study.....	4
<b>Final Examination</b>	
DSC 900 Dissertation Seminar .....	4
DSC 901 Doctoral Dissertation I.....	4
DSC 902 Doctoral Dissertation II.....	4
<b>Total Credits.....</b>	<b>60</b>

\* All courses in the DSC program include a proctored conference.

## Doctor of Science in Holistic Nutrition Course Descriptions

### **DSC 830: Global Nutrition Politics and Policies**

#### **4 Semester Credits**

Public policy directly affects our food choices and our understanding of nutrition. This course is designed to provide students with an overview of the history, legal, political, and social events that shape our food supply. Students will gain an understanding of how national, corporate, and global policies affect food distribution, quality, and safety. Information about sustainability, food and farming policies, food transportation, food distribution, food fortification, food security, food sovereignty, and international food policies are covered. Students gain an understanding of how the FDA and American policies and laws impact food safety issues, and about the impact of global food harmonization policies. This course also examines the real costs of food policies and how corporations affect world food supply and quality.

### **DSC 831: Research and Bioethics**

#### **4 Semester Credits**

Students explore critical thinking processes to understand and evaluate research studies, discern the quality and accuracy of published information and recognize the advantages and limitations of experimental designs and outcomes. This course provides the structure for students to conduct theoretical and empirical research projects in their doctoral studies and prepare for their dissertation project. Students review case studies as related to bioethical issues and focus on Institutional Review Board policies and the nutrition professional's scope of practice and code of ethics. Prerequisite: DSC 830.

### **DSC 832: Environmental Nutrition – Health Implications**

#### **4 Semester Credits**

This course explores the web-like interplay between nutrition, our food supply, and the environment demonstrating a complex interlinking between our environment and the food we eat. Students gain an understanding about sustainable food supplies and the effect of environmental issues on nutritional status and overall health. This course includes information on the pros and cons of genetically engineered foods (GMOs), and presents 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. Resource materials focus on the environmental and nutritional issues surrounding childhood health and development. The course also covers the nutritional differences between organically and commercially raised meats, dairy, and agricultural products. Prerequisite: DSC 831.

### **DSC 833: Gastrointestinal Processes in Health and Disease**

#### **4 Semester Credits**

Nutrition begins in the digestive tract. We can eat an excellent diet, but if we cannot get nutrients and calories to individual cells, all the best food will not nourish us. Understanding digestion is essential to the work of nutrition professionals. In this course, students will 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. Students examine the digestive system's pivotal role in the immune system, which includes the role of gut microbiome, probiotics, prebiotics, gut permeability, and the digestive system's role in immune function and inflammation. Prerequisite: DSC 832.

### **DSC 834: Detoxification – From Theory to Practice**

#### **4 Semester Credits**

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. This course reviews the biochemistry of biotransformation and detoxification and explores how to increase mobilization and excretion of toxins through food and supplements. Students learn to identify and assess people who may have impaired detoxification and increased toxic exposure. This course explores how food can be used to enhance biotransformation to decrease risk to breast and other hormone dependent cancers, autoimmune disease, and other chronic illnesses. Prerequisite: DSC 833.

### **DSC 835: Inflammation, Immunity and Nutrition**

#### **4 Semester Credit**

This course provides an overview of the human immune system and inflammation metabolism and specifically its relationship to diet. Students will be made aware of how the immunological system has blossomed over the last two decades. Also presented is the current belief that inflammatory processes underlie chronic health issues such as cardiac and vascular disease. The standard Western diet is inflammatory, Mediterranean and other whole foods diets can reduce inflammation. Natural foods and substances can modulate pain and inflammation. Polyphenols, bioflavonoids, probiotics, omega 3 fatty acids, and other food components modulate inflammation. 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. Prerequisite: DSC 834.

### **DSC 836: Nutrition, Metabolic Syndrome and Cardiovascular Disease**

#### **4 Semester Credits**

This course will focus on current theories in cardiovascular nutrition and metabolic syndrome, and their relationship to lifestyle and dietary modification. Topics covered will include 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, metabolic syndrome, hypertension and hyperlipidemia. Controversies in the field, such as salt restriction and lowering of serum cholesterol, will also be explored. Management of micronutrients, such as ribose, CoQ10, B-complex vitamins, magnesium, calcium, and carnitine, will also be covered. Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 837: Hormones and Nutrition**

#### **4 Semester Credits**

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 on 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. Students will examine common imbalances and diseases of the endocrine system and how to approach them from a nutrition and lifestyle viewpoint. Health promotion topics focus on designing

strategies to support environmental change and evaluation of nutrition education programs.  
Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 838: Nutrition and Neuroscience**

#### **4 Semester Credits**

Students 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, and Orthomolecular Medicine. Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 839: Health Promotion and Behavior Change**

#### **4 Semester Credits**

This course will explore innovative health promotion strategies to enhance positive health behaviors. Current global health issues and their relevance to health promotion and the field of public health are examined through analysis and application of best practice principles including assessment for effectiveness. Topics will include community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Students focus on social determinants and a multi-faceted approach to promoting health through research, practice, policy, and advocacy. Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 840: Biostatistics in Health**

#### **4 Semester Credits**

Statistical methods and principles necessary for understanding and interpreting data used in health related studies, policy evaluation, and formation will be studied. Topics include descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, linear regression, and one-way ANOVA. Students will learn via critical reading of published research and computer analysis of data. Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 841: Directed Study**

#### **4 Semester Credits**

This course permits students to explore an avenue of study focusing on a specific holistic nutrition topic of interest. Students identify, research, and gain greater knowledge in their chosen subject. Students will submit a proposal to the director of doctoral studies prior to registering for this course to confirm that the project will constitute a semester's work and is of sufficient content and depth to be awarded four credits. Prerequisites: Successful completion of foundation courses and Midterm Examination.

### **DSC 900: Dissertation Seminar**

#### **4 Semester Credits**

This course is designed to assist students in the process and development of their final dissertation and to provide them with the necessary skills to write an acceptable research proposal. It is the first of three courses leading to the completion of a dissertation. Students will write a preliminary draft



of their dissertation proposal using the knowledge and skills gained in prior coursework. Upon approval of the student's initial proposal, the student will advance to candidacy. Prerequisites: Successful completion of all coursework and comprehensive oral examination.

**DSC 901: Doctoral Dissertation**

**4 Semester Credits**

In this course students refine and expand their dissertation proposal and begin writing their doctoral dissertation. Guided by their instructor, students will work on their methodology and begin collecting and analyzing data in preparation for submitting a comprehensive and scientific research study ready for defense at the conclusion of DSC 902. Prerequisite: DSC 900.

**DSC 902: Doctoral Dissertation II**

**4 Semester Credits**

This course is the last in the twelve (12) credit series of dissertation courses. In this course students will work to complete their dissertation and defend it to their dissertation committee. Prerequisite: DSC 901.

**DSC 903: Doctoral Dissertation Continuation**

Students who have not completed their doctoral dissertation must register for Doctoral Dissertation Continuation courses in each subsequent term until the dissertation is completed. Doctoral Dissertation Continuation courses do not carry semester hours of credit. However, students who register are considered to be enrolled and progressing toward a degree. The Doctoral Dissertation Continuation fee is ½ the total price of DSC 901.

## Master of Science in Health and Nutrition Education Degree Description (MHNE)

This 37-credit Master of Science in Health and Nutrition Education 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 instructor-led, non-clinical program focusing on current holistic and scientific nutrition information.

MHNE students gain from the expertise of multiple instructors as they proceed through the program. In addition to being instructed by faculty who have background and knowledge in the course content, students will be exposed to a variety of perspectives to increase their knowledge and add to their understanding of the program topics.

Graduates of the MHNE program are eligible to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (HNCB). For additional information visit the HNCB website at <https://www.nanp.org/board-certification>.

MHNE students may 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 use 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 textbook readings, listening to the audio lectures, experiencing the practical activities, and submitting written assignments to an instructor, students take an online exam before progressing to the next course. Exams are proctored in designated courses in this program. Students are informed when assignments have been received by the instructor, usually within forty-eight (48) hours of submission. Assignments are then graded and returned to the student's website with written feedback within seven (7) days.

Students have the option to meet at University 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 can email their instructors at any time or call them during scheduled office hours.

### **MHNE Outcomes**

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

- Provide and manage health education programs that help individuals, families, and their communities;
- Maximize and maintain healthy lifestyles;
- Collect and analyze data to identify community needs prior to planning, implementing; monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments;
- Serve as resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs;

- Develop and present health education and promotion programs, such as training workshops, conferences, and school or community presentations;
- Develop and maintain cooperative working relationships with agencies and organizations interested in public health care;
- Develop educational materials and programs for community agencies, local government, and state government;
- Prepare and distribute health education materials, such as reports, bulletins, and visual aids, to address public health concerns;
- Supervise professional and technical staff in implementing health programs, objectives, and goals;
- Plan programs to address community health issues;
- Present social services program information to the public;
- Develop working relationships with others to facilitate program activities;
- Provide educational materials to community members.
- Follow the “Scope of Practice” and “Code of Ethics” for nutritionists as described by the National Association of Nutrition Professionals.

### **MHNE Career Opportunities**

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

- Child Development Educator;
- Instructor;
- Community Health Education Coordinator;
- Education Coordinator;
- Health Educator;
- Health Promotion Specialist;
- Public Health Educator

### **MHNE Scholastic & Graduation Requirements**

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses and ninety (90) days or less for the four (4) credit thesis course. Each course has an online examination that must be taken prior to the end date of the course in order to fulfill the requirements for completion. Proctored online examinations are required in designated courses in this program. A total of thirty-seven (37) credits are needed to graduate.

Most Hawthorn University students take only one course at a time. Students can complete this program in thirteen (13) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the MHNE program is defined as the successful completion of the program within thirty-two (32) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their MHNE program within forty-eight (48) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

To graduate, students must complete all courses and examinations and achieve an average grade of B or better. Students may have the opportunity to resubmit assignments 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. No cumulative final test or examination is required to complete the MHNE program.

### MHNE Curriculum

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

\* Proctored exam required.

## Master of Science in Health and Nutrition Education Course Descriptions

### MHNE 601: Nutrition and the Environment

#### 3 Semester Credits

The concepts of whole foods and biochemical individuality are foundational principles to the study and promotion of holistic health and nutrition. The value and necessity of quality whole foods and their relationship to health and wellness is studied. The basics of human nutritional requirements and a variety of dietary systems are reviewed. The benefits of fresh, whole, chemical-free, plant-based, traditional, transitional diets, and lifestyle improvements are explored in relationship to the concept of biochemical individuality. Environmental influences and consequences on health are discussed as related to environmental toxins, farming and soil technology, and water.

### MHNE 602: Strategies for Health & Nutrition Educators

#### 3 Semester Credits

This course aligns the foundations of research, theory, and practice using a stepwise procedure for designing and delivering health and nutrition education. Holistic health concepts are investigated as students identify specific lifestyle factors that support or diminish health while effective goal setting is taught and practiced. Identification of common obstacles and overcoming resistance to change is explored. Additionally, because stress is a significant component of all health issues, students identify specific stressors, the body's physical response to stress, and effects on health status. The course culminates with stress management skills being introduced and practiced and transitioning individuals toward improved behavior. Prerequisite: MHNE 601

### **MHNE 603.10: Human Physiology and Anatomy**

#### **3 Semester Credits**

The human body systems and their functions are reviewed. This course describes how human systems work separately while simultaneously functioning cooperatively with other parts of the body to maintain health. Organs, glands and chemical messengers involved in the process of digestion and absorption are evaluated to learn the intricate mechanics involved in human metabolism. The applications of integrative nutritional strategies are introduced, including assessments of foods, herbs, lifestyle factors, and nutritional supplements that promote health.

Prerequisite: MHNE 602

### **MHNE 604: Understanding Macronutrients**

#### **3 Semester Credits**

The macronutrients, carbohydrates, proteins and lipids are studied in the context of structure, function, and metabolism in health and disease. Nutrient density, as related to the effects of whole versus refined foods in human metabolism, is explored. Students learn to determine individual dietary macronutrient requirements as well as the therapeutic value and use of specific carbohydrates, fatty, and amino acids. Blood sugar regulation and its effects on health are studied.

The whole-food perspective of nutrients, as compared to reductionist nutrition perspectives, is analyzed. Prerequisite: MHNE 603.10

### **MHNE 603: Research Methods in Health Education**

#### **3 Semester Credits**

Students research Internet sites, library systems, nutrition, and health journals in order to be aware of recently published research findings in the continuously evolving field of nutrition and health.

Students develop critical thinking processes to understand and evaluate research studies, discern the quality, accuracy, and validity of published materials, and recognize the advantages and limitations of experimental designs and outcomes. This course provides the structure for students to conduct research projects using the scientific method and utilize effective writing skills throughout their master's course of studies including the MHNE 650: Research Project and Thesis course.

Prerequisite: MHNE 604

### **MHNE 605: Understanding Micronutrients**

#### **3 Semester Credits**

Micronutrients and their impact on human growth, metabolism, cellular integrity, and repair are studied. Students identify the individual micronutrients in foods, their interactive biochemical roles in human metabolism, and the health effects of their deficiencies and excesses. The importance and function of water and water balance is also covered. Selection and preparation of foods to maximize nutrient content are discussed as well as the nutrient values from food sources and supplements. Biochemical individuality as a key factor in restoration of homeostasis is analyzed.

Prerequisite: MHNE 603

### **MHNE 606: Health Supportive Food Guidelines**

#### **3 Semester Credits**

This course provides information to assist the health and nutrition educator in determining nutrient needs and evaluating the nutritional content of a diet. Students analyze diets in order to evaluate and recommend areas for improvement. Emphasis is placed on distinguishing high quality, nutrient dense foods from poor quality, nutrient depleted food-like products. Various dietary systems and

approaches to support health concerns and goals are presented. The process of transitioning individuals and groups towards 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.

Prerequisite: Foundation Level Exam

### **MHNE 607: Holistic Health Coaching**

#### **3 Semester Credits**

Coaching skills are employed as students apply the principles and practice the art of listening, building rapport, and giving positive feedback and direction to clients as individuals and in groups. Nutritional assessment techniques are used to determine health status and develop health and wellness plans to support health recovery and maintenance. Client forms and questionnaires are utilized to discern body systems that may be contributing to an individual's health concerns. Students identify specific stressors, the body's physical response to stress, as well as the effects of stress on health status. Stress management tools and techniques are practiced. Students develop audio-visual aids for the presentation of health-related materials to individuals and groups.

Prerequisite: MHNE Foundation Level Exam

### **MHNE 608: Healthy Life Cycles**

#### **3 Semester Credits**

The nutrient and lifestyle requirements for sustaining good health for each stage of human growth and development are studied. Students examine diet and lifestyle concerns in different phases of the life stages and practice educating others regarding their impacts. Students review case scenarios and assessments while practicing the intake, planning, and educational phases of health and nutrition educating. Students formulate healthy guidelines and recommendations for specific population groups. Strategies for healthy aging processes are explored as students develop a comprehensive review on a specific life cycle. Prerequisite: MHNE Foundation Level Exam

### **MHNE 609: Balancing Energy and Weight**

#### **3 Semester Credits**

This course covers the conditions of and consequences associated with underweight, overweight, and obesity. The conversion of nutrients to usable energy or storage in the body and the associated impact on weight gain or loss is examined. Heredity, conditioning, metabolism, dieting, the effects of hormonal influences, and environmental toxins on weight balance are presented. Healthy long-term weight reduction/gain/management plans are presented. Students explore holistic diet and behavior patterns for achieving optimal weight and develop personalized lifestyle and behavioral suggestions that are effective in maintaining healthy weight. Prerequisite: MHNE Foundation Level Exam

### **MHNE 611: The Business of Health and Nutrition Educators**

#### **3 Semester Credits**

Students integrate and apply the information presented in this program to prepare for their career as nutrition and health educators. Detailed instruction is presented to support developing a successful career or establishing and growing a successful business. Organization, networking, marketing, planning, and record keeping are studied. The importance of educating policymakers regarding nutrition and food policies and participating in professional nutrition associations and community networks are evaluated. Ethical aspects relating to nutrition and health educators are

explored as students are taught to work within the legal and professional scope of practice.

Prerequisite: MHNE Foundation Level Exam

### **MHNE 650: Research Project and Thesis**

#### **4 Semester Credits**

In this course, students integrate and assimilate the theoretical and practical knowledge learned in the MHNE program to develop a research project in nutrition. The goal of the project is to expand knowledge in the field of holistic nutrition. Through a comprehensive literature review, a solid rationale for the research and appropriate methodology is identified to form a conclusion from the project. The final thesis, based upon the project, is written and supported by scientific research. Students work in close association with their instructor (thesis advisor) throughout the entire process. Prerequisite: Advanced Level Exam

### **MHNE 651 – Research Project and Thesis Continuation**

Students who have not completed their Research Project and Thesis must register for Research Project Continuation courses in each subsequent term until the project is completed. These Continuation courses do not carry semester hours of credit; however, students who register are considered to be enrolled and matriculating for a degree. The Research Project Continuation fee is ½ the total fee for MHNE 650.

## Master of Science in Holistic Nutrition (MSHN) Program Description

This 60-credit clinical program provides students with 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. 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, forums, hands on activities, and community-based assignments.

Graduates of the MSHN program are eligible to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (HNCB). For additional information visit the HNCB website at <https://www.nanp.org/board-certification>.

Students purchase books and use 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 exam before progressing to the next course. Students are informed when assignments have been received by their instructor usually within forty-eight (48) hours of submission. Assignments are graded and returned to the student's website with written feedback within seven (7) days. Each course includes a graded oral conference with the course instructor and may result in communication charges depending on the student's individual phone or Internet connection. Student conferences are proctored via Skype in MSHN program courses.

### MSHN Program Outcomes

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

- Plan and conduct food service or nutritional programs to assist in the promotion of health and control of disease;
- May supervise activities of a department providing quantity food service;
- Counsel individuals;
- Conduct nutritional research;
- Monitor food service operations to ensure conformance to nutritional, safety, sanitation and quality standards;
- Assess nutritional needs, diet restrictions and current health plans to develop and implement dietary care plans and provide nutritional counseling;
- Advise patients and their families on nutritional principles, dietary plans and diet modifications, and food selection and preparation;
- Counsel individuals and groups on basic rules of good nutrition, healthy eating habits, and nutritional monitoring to improve their quality of life;  
Consult with physicians and health care personnel to determine nutritional needs and diet restrictions of patients and clients.
- Follow the "Scope of Practice" and "Code of Ethics" for nutritionists as described by the National Association of Nutrition Professionals.



### **MSHN Career Opportunities**

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

- Dietary Manager,
- Food Service Supervisor;
- Nutritionist;
- Holistic Nutritionist;
- Nutrition Consultant
- Nutrition Coach

As well as:

- Maintaining a clinical private practice;
- Lecturing before professional groups, lay audiences, or schools;
- Working for supplement or health product manufacturers, or health food stores;
- Serving as health maintenance program group leader;
- Teaching at schools, colleges and other institutions;
- Conducting research;
- Writing for health-oriented publications;
- Working with nutrition centers, spas, retreat centers, and sports teams.

### **MSHN Scholastic & Graduation Requirements**

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses and ninety (90) days or less for the four (4) credit thesis courses. Courses with an online examination or examinations must be taken prior to the end date of the course. Conferences must be scheduled and completed as indicated in the syllabus.

Most Hawthorn University students take only one course at a time. Students can complete this program in twenty-four (24) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the MSHN program is defined as the successful completion of the program within sixty (60) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their MSHN program within ninety (90) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

A total of sixty (60) credits are needed to graduate from the MSHN program. To graduate, students must complete all courses and examinations, as well as the thesis courses, and achieve an average grade of B or better. Students must resubmit assignments 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.

Hawthorn University does not have a cumulative test or examination required for the completion of the MSHN program.

## MSHN Curriculum

Requirements .....	Credits
MSHN 501 Holistic Health and Nutrition Fundamentals.....	3
MSHN 510 Macronutrients: Energy and Structure .....	3
MSHN 515 Micronutrients: Homeostatic Regulators.....	3*
MSHN 505 Research Skills and Methods.....	3*
MSHN 520 Digestion, Absorption, and Metabolism .....	3
MSHN 525 Nutritional Assessment and Diet Planning .....	3*
MSHN 530 Health and Nutrition Consulting.....	3
<b>Midterm Examination</b>	
MSHN 535 Advanced Health and Nutrition Consulting .....	3*
MSHN 540 Energy Balance and Weight Management .....	3
MSHN 545 Clinical Nutrition for the Digestive System .....	3*
MSHN 550 Detoxification and Filtering Systems .....	3
MSHN 555 Clinical Nutrition for the Endocrine System .....	3*
MSHN 560 Clinical Nutrition for the Musculoskeletal System .....	3
MSHN 565 Clinical Nutrition for the Cardiovascular System.....	3*
MSHN 570 Clinical Nutrition for the Immune and Lymphatic Systems.....	3
MSHN 575 Clinical Nutrition and Mental Health.....	3*
MSHN 580 Life Cycle Nutrition .....	3
MSHN 585 Business and Marketing Practices .....	3*
<b>Final Examination</b>	
MSHN 590 Thesis Preparation .....	2
MSHN 595 Research Thesis .....	4*
<b>Total Credits.....</b>	<b>60</b>

\* Proctored conference required

## Master of Science in Holistic Nutrition Course Descriptions

### MSHN 501: Holistic Health and Nutrition Fundamentals

#### 3 Semester Credits

The concept of whole foods is central to the study of 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, traditional, plant-based foods, transitional diets, and lifestyle improvements are explored.

### MSHN 510: Macronutrients: Energy and Structure

#### 3 Semester Credits

Macronutrients, the components of whole foods that provide calories for human energy and structural precursors are examined. The biochemical nature and classification of carbohydrates, lipids, and proteins are presented, differentiating between the effects of whole versus refined foods in human metabolism. Students learn to determine individual dietary macronutrient requirements as well as the therapeutic value and use of specific fatty and amino acids while comparing whole-food and reductionist nutrition perspectives. Prerequisite: MSHN 501

### **MSHN 515: Micronutrients: Homeostatic Regulators**

#### **3 Semester Credits**

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 on product quality. Prerequisite: MSHN 501

### **MSHN 505: Research Skills and Methods**

#### **3 Semester Credits**

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 critical thinking processes to understand and evaluate research studies, discern the quality, accuracy, and validity of published materials, and recognize 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 begin to identify a possible topic for the MSHN 590: Thesis Preparation course. Prerequisite: MSHN 501

### **MSHN 520: Digestion, Absorption, and Metabolism**

#### **3 Semester Credits**

Organs, glands, chemical messengers, and digestive secretions involved in the process of digestion, absorption, and metabolism are reviewed as the alimentary canal and its associated structures are studied to learn the intricate mechanics involved in human metabolism. The applications of integrative nutritional tools are introduced, including assessments, foods, herbs, lifestyle factors, and nutritional supplements that enhance digestion and utilization of food. Prerequisite: MSHN 505

### **MSHN 525: Nutritional Assessment and Diet Planning**

#### **3 Semester Credits**

Students learn to interpret nutrition labels, use food/nutrient tables and utilize computer programs to evaluate the nutritional value of a particular food, recipe, or diet, including the total caloric intake and individual macronutrient and micronutrient breakdown. Students learn to distinguish acids from bases and how the body maintains pH balance in various tissues. Students gain practice determining an individual's nutrient needs and distinguishing high quality, nutrient dense foods that support health from poor quality nutrient depleted food-like products that contribute to poor health and disease patterns. Appropriate dietary methods to support a client's health concerns and goals with suggestions for guiding individuals toward a path to wholeness and well-being are taught and practiced. Prerequisite: MSHN 510

### **MSHN 530: Health and Nutrition Consulting**

#### **3 Semester Credits**

Effective communication is explored as 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.  
Prerequisite: MSHN 510

### **MSHN 535: Advanced Health and Nutrition Consulting**

#### **3 Semester Credits**

Communication skills are employed as students apply the principles and practice the art of listening, building rapport, and giving positive feedback and direction to clients. Developing a relationship of understanding and trust between practitioner and client is emphasized. Nutritional tools used to assess health status and specific protocols to support health recovery and maintenance are implemented. Specific client forms and questionnaires are utilized to explore patterns within body systems that may be contributing to an individual's current health concerns. Students review case studies, the appropriate use of nutritional supplements and a variety of self-administered and laboratory assessments while practicing the intake, planning and educational phases of nutritional consultation and develop an individualized health protocol. Prerequisite: Midterm

### **MSHN 540: Energy Balance and Weight Management**

#### **3 Semester Credits**

The conditions of underweight, overweight, obesity and the associated consequences to health are examined. Excess intake and underutilization of food, how calories are converted to usable energy or stored in the body, and the associated impact on weight loss or gain is explored. Heredity, conditioning, metabolism, dieting, the effects of hormonal influences and environmental toxins are presented. Addressing sustainable long-term weight reduction as well as increasing weight in a healthy manner is explained. Students evaluate and develop holistic diet and lifestyle protocols for achieving and maintaining healthy weight. Prerequisite: MSHN 535

### **MSHN 545: Clinical Nutrition for the Digestive System**

#### **3 Semester Credits**

An advanced study 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. The complex interaction between the gastrointestinal tract and the microbiome is explored, focusing on restoring beneficial flora to improve health. Gastrointestinal dysfunction and etiology caused by the disruption of these processes, and various assessments and laboratory procedures to evaluate digestive function are discussed. Health supportive nutritional protocols for gastrointestinal conditions are developed. Prerequisite: MSHN 540

### **MSHN 550: Detoxification and Filtering Systems**

#### **3 Semester Credits**

The anatomy, physiology, and nutrient requirements of the major organs of detoxification; liver, kidneys, lungs, and integumentary system are studied in depth. Current research investigating environmental toxins and their impact on health is discussed. Functional assessments and related laboratory tests are presented as students examine holistic, systematic cleansing and detoxification support methods and develop a detoxification program. Prerequisite: MSHN 545

### **MSHN 555: Clinical Nutrition for the Endocrine System**

#### **3 Semester Credits**

The endocrine system, including the hormones and secretions produced and their impact on health is examined. Students explore the intricate interrelationship between the endocrine glands, nervous system, and various substances in the blood, which govern the secretion of hormones. The

effects of stress management, diet, and nutrient support for health are discussed, while conditions resulting from or associated with endocrine dysfunction are presented. Functional assessments and laboratory test results are presented and specific health protocols are developed.

Prerequisite: MSHN 545

### **MSHN 560: Clinical Nutrition for the Musculoskeletal System**

#### **3 Semester Credits**

The muscular and skeletal systems are explored, providing insight and strategies to maintain a strong and fit structural body. Diet and exercise for various metabolic needs and activity levels are introduced. Health issues such as injury, chronic pain, the inflammatory process, arthritis and osteoporosis are discussed. A number of complementary healing modalities are presented as part of a supportive wellness protocol for individuals seeking to maintain or reclaim the health of the muscular and skeletal systems. Functional assessments and laboratory test results are presented and specific health protocols are developed. Prerequisite: MSHN 545

### **MSHN 565: Clinical Nutrition for the Cardiovascular System**

#### **3 Semester Credits**

The dynamics of the circulatory system, composed of the heart, blood and vessels are studied. Research is presented to demonstrate the impact of genetics and various diets and activity levels on the health of the cardiovascular system. Functional assessments and laboratory test results are presented. Students examine health supportive dietary, lifestyle, herbal, and supplement recommendations and develop protocols to support healing and prevent common conditions of the cardiovascular system. Prerequisite: MSHN 545

### **MSHN 570: Clinical Nutrition for the Immune and Lymphatic Systems**

#### **3 Semester Credits**

A thorough review of the immune and lymphatic systems is presented addressing factors that enhance or inhibit normal function, including the impact of body systems, diet, lifestyle, chemical exposures, stress, and mental attitude. Students explore the intricacies of immunity as common conditions of the lymphatic and immune systems are studied to enhance function. The use of functional assessments and laboratory tests to identify health status and practical applications of appropriate diet, lifestyle, herbal, and supplement protocols are implemented.

Prerequisite: MSHN 545

### **MSHN 575: Clinical Nutrition and Mental Health**

#### **3 Semester Credits**

Students explore the body's nervous system, the vast network of nerve cells including the brain and spinal cord. A discussion of the intricacies of the central and peripheral nervous systems distinguishes between somatic and autonomic nerve function. The roles of the sympathetic and parasympathetic nervous systems and their influences on health are presented. Etiologies of common nervous system conditions and the impact nutrition can have on the prevention and healing are explored. The use of functional assessments and laboratory tests to identify health status and practical applications of appropriate diet, lifestyle, herbal, and supplement protocols are implemented. Prerequisite: 545.

### **MSHN 580: Life Cycle Nutrition**

#### **3 Semester Credits**

The nutrient requirements to support physiological changes of each stage of human growth and development are studied, including pregnancy and lactation, infancy, adolescence, adulthood, and geriatrics. Students review case studies and employ nutritional tools to assess health status for common health conditions. Strategies for healthy aging processes are explored as students develop a presentation on a specific life cycle topic. Prerequisite: MSHN 545.

### **MSHN 585: Business and Marketing Practices**

#### **3 Semester Credits**

Students have integrated and applied the information presented throughout the program and now prepare to go into business. Instruction is presented to support growing a successful business with organization, networking, marketing, planning, and record keeping the focus of the course. Ethical aspects relating to nutritional professionals are explored as students are taught to work within the legal and professional scope of practice for health and nutrition consultants. Prerequisite: Midterm.

### **MSHN 590: Thesis Preparation**

#### **2 Semester Credits**

This research-based course offers students the opportunity to demonstrate the theoretical and practical knowledge acquired in their program. The course is designed to assist students in the development of a scholarly thesis proposal and guide them through the thesis process. Students choose a relevant topic of interest in nutrition, develop a thesis statement, a solid rationale for the research, and produce a comprehensive bibliography to submit a thesis proposal for approval to their thesis advisor. Upon successful completion of this course, students become a master's degree candidate. Prerequisite: Final.

### **MSHN 595: Research Thesis**

#### **4 Semester Credits**

In this course students complete their scholarly thesis as candidates for a master's degree then present and defend their work to their thesis advisor during the course conference. Students work closely with their thesis advisor during this process, receiving feedback and guidance. Prerequisite: MSHN 590.

### **MSHN 599 – Research Thesis Continuation**

Students who have not completed their Research Thesis must register for Research Thesis Continuation courses in each subsequent term until the thesis is completed. These Continuation courses do not carry semester hours of credit; however, students who register are considered to be enrolled and progressing toward a degree. The Research Thesis Continuation fee is ½ the total price of MSHN 595.

## Master of Science in Traditional Nutrition (MSTN) Program Description

This 36-credit program provides students with the opportunity to learn about whole foods and traditional diets by incorporating the principles and philosophy of Weston A. Price. Membership in the Weston A. Price Foundation is required. Students will be challenged to increase their critical thinking skills and be able to apply what they learn to their everyday life and to the lives of others. Students will develop personal and professional skills in holistic health, wellness promotion, and nutrition education as well as the teachings of the Weston A. Price Foundation (WAPF). Students develop professional materials and work on practical activities that will enhance their understanding of the science of holistic nutrition and the principles of the WAPF. Students are taught effective communication techniques to educate others in their communities or in their chapter groups as team leaders.

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, DVDs, conference proceedings, and materials exclusive to WAPF members. Hawthorn materials, adjunct to the courses, are easily downloaded from the student portal. Students take online exams as well as a midterm and final. Exams are proctored intermittently throughout the program. Students will be informed that their assignment has been received by their instructor usually within forty-eight (48) hours of submission. Assignments are graded and returned to the student's website with written feedback within seven (7) days.

### **MSTN Outcomes**

Upon successful completion of the MSTN 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.

### **MSTN Career Opportunities**

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

- Working in private practice as nutrition educators;
- Working as team leaders in the WAPF groups in their communities;
- Writing for health-oriented publications;
- Leading groups in health-oriented programs;
- Lecturing for professional groups, lay audiences, or schools;
- Working for supplement or health product manufacturers or health food stores;
- Working with nutrition centers, spas, retreat centers, and sports teams.

### **MSTN Scholastic & Graduation Requirements**

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses. Online examinations are required in some courses. These examinations must be

taken prior to the end date of the course. Students will be advised if their online exam is proctored in the course syllabus.

Most Hawthorn University students take only one course at a time. Students can complete this program in thirteen (13) months if enrolled in multiple courses at the same time. Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the MSTN program is defined as the successful completion of the program within thirty (30) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their MSTN program within forty-five (45) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

A total of thirty-six (36) credits are needed to graduate. To graduate, students must complete all courses and examinations and achieve an average grade of B or better. Students may have the opportunity to resubmit assignments 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. Graduates not seeking certification but who are interested in going into their own private business are encouraged to take the MHNE 611 business course. The successful completion of this course will be indicated on the student’s transcript as an extra credit elective. Hawthorn University does not have a cumulative final test or examination required for the completion of the MHNE program.

Graduates of the MSTN program are eligible to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (HNCB) if they complete two additional courses, MHNE 611 (The Business of Health and Nutrition Educators) and HRB 1 (Herbal Cooking: Using Food as Medicine). For additional information visit the HNCB website at <https://www.nanp.org/board-certification>.

### **MSTN Curriculum**

<b>Requirements .....</b>	<b>Credits</b>
<b>MSTN 600 Introduction to the Principles of Healthy Traditional Diets .....</b>	<b>3</b>
<b>MSTN 601 Nutrition and the Environment.....</b>	<b>3</b>
<b>MSTN 602 Strategies for Health &amp; Nutrition Educators.....</b>	<b>3 *</b>
<b>MSTN 603 Research Methods in Health Education .....</b>	<b>3</b>
<b>MSTN 631 Human Physiology and Anatomy .....</b>	<b>3 *</b>
<b>MSTN 702 Fats, Oils, Cholesterol, and Fat Soluble Vitamins .....</b>	<b>3</b>
<b>Midterm Examination</b>	
<b>MSTN 703 Myths and Truths About Vegetarian Diets .....</b>	<b>3</b>
<b>MSTN 704 Dirty Little Secrets About the Food Processing Industry.....</b>	<b>3</b>
<b>MSTN 705 The History, Science, and Politics of Real Milk .....</b>	<b>3</b>
<b>MSTN 706 Holistic Health Coaching .....</b>	<b>3 *</b>
<b>MSTN 806 Traditional Nutrition for Fertility, Pregnancy &amp; Early Childhood ...</b>	<b>3</b>
<b>MSTN 809 Balancing Energy and Weight .....</b>	<b>3 *</b>
<b>Final Examination</b>	
<b>Total Credits.....</b>	<b>36</b>

\* Proctored exam required



## Master of Science in Traditional Nutrition (MSTN) Course Descriptions

### **MSTN 600 - Introduction to the Principles of Healthy Traditional Diets**

#### **3 Semester Credits**

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 1930s 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 learn key differences between traditional and modern diets, the dangers of processed, packaged, and fast foods, and the reason traditional peoples have always valued diets high in fat and cholesterol. They will learn 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 will 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.

### **MSTN 601 - Nutrition and the Environment**

#### **3 Semester Credits**

The concepts of whole foods and biochemical individuality are foundational principles to the study and promotion of holistic health and nutrition. The value and necessity of quality whole foods and their relationship to health and wellness is studied. The basics of human nutritional requirements and a variety of dietary systems are reviewed. The benefits of fresh, whole, chemical-free, plant-based, traditional, transitional diets, and lifestyle improvements are explored in relationship to the concept of biochemical individuality. Environmental influences and consequences on health are discussed as related to environmental toxins, farming and soil technology, and water.

### **MSTN 602 - Strategies for Health & Nutrition Educators**

#### **3 Semester Credits**

This course aligns the foundations of research, theory, and practice using a stepwise procedure for designing and delivering health and nutrition education. Holistic health concepts are investigated as students identify specific lifestyle factors that support or diminish health while effective goal setting is taught and practiced. Identification of common obstacles and overcoming resistance to change is explored. Additionally, because stress is a significant component of all health issues, students identify specific stressors, the body’s physical response to stress, and effects on health status. The course culminates with stress management skills being introduced and practiced and transitioning individuals toward improved behavior. Prerequisite: MHNE 601

### **MSTN 603 - Research Methods in Health Education**

#### **3 Semester Credits**

Students research Internet sites, library systems, nutrition, and health journals in order to be aware of recently published research findings in the continuously evolving field of nutrition and health. Students develop critical thinking processes to understand and evaluate research studies, discern the quality, accuracy, and validity of published materials, and recognize the advantages and limitations of experimental designs and outcomes. This course provides the structure for students to conduct research projects using the scientific method and utilize effective writing skills throughout their master's courses of study.

## **MSTN 631 - Human Physiology and Anatomy**

### **3 Semester Credits**

The human body systems and their functions are reviewed. This course describes how human systems work separately while simultaneously functioning cooperatively with other parts of the body to maintain health. Organs, glands and chemical messengers involved in the process of digestion and absorption are evaluated to learn the intricate mechanics involved in human metabolism. The applications of integrative nutritional strategies are introduced, including assessments of foods, herbs, lifestyle factors, and nutritional supplements that promote health.

Prerequisite: MHNE 602

## **MSTN 702 - Fats, Oils, Cholesterol, and Fat Soluble Vitamins**

### **3 Semester Credits**

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 will learn 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 learn 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, E 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.

## **MSTN 703 - Myths and Truths About Vegetarian Diets**

### **3 Semester Credits**

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 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.

## **MSTN 704 - Dirty Little Secrets About the Food Processing Industry**

### **3 Semester Credits**

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 the ways that 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.

## **MSTN 705 - The History, Science and Politics of Real Milk**

### **3 Semester Credits**

This course covers the history, science, and politics of “real milk “(i.e., raw, whole, unpasteurized, and un-homogenized milk) from pastured cows. Students will learn about the nutritional quality of real milk, its health benefits and curative properties, built in resistance to pathogens, long-standing safety record, and the fundamental differences between real and factory-farmed milk. Issues of lactose intolerance, milk allergies, the A1/A2 milk controversy, and milk substitutes will also be considered. Most importantly, students will learn how raw milk has become a lightning rod for food freedom and stands at the center of a larger battle between the industrial food system and the local food movement.

## **MSTN 706 - Holistic Health Coaching**

### **3 Semester Credits**

Coaching skills are employed as students apply the principles and practice the art of listening, building rapport, and giving positive feedback and direction to clients as individuals and in groups. Nutritional assessment techniques are used to determine health status and develop health and wellness plans to support health recovery and maintenance. Client forms and questionnaires are utilized to discern body systems that may be contributing to an individual’s health concerns. Students identify specific stressors, the body’s physical response to stress, as well as the effects of stress on health status. Stress management tools and techniques are practiced. Students develop audio-visual aids for the presentation of health-related materials to individuals and groups.

## **MSTN 806 - Traditional Nutrition for Fertility, Pregnancy & Early Childhood**

### **3 Semester Credits**

This course provides an in-depth look at traditional nutrition for conception, pregnancy, infancy, and childhood. It exposes the fallacies of low-fat, low-cholesterol, and plant-based diets, and reveals the many reasons why such diets have led to an epidemic of infertility, high-risk pregnancies, breastfeeding difficulties, and chronically unhealthy babies and children. Students will learn not only the solid science backing ancestral wisdom and the findings of Dr. Weston A. Price, but ways to make those principles practical for modern parents. They will furthermore gain a holistic perspective on childrearing with a special emphasis on the work of Rudolf Steiner

## **MSTN 809 - Balancing Energy and Weight**

### **3 Semester Credits**

This course covers the conditions of and consequences associated with underweight, overweight, and obesity. The conversion of nutrients to usable energy or storage in the body and the associated impact on weight gain or loss is examined. Heredity, conditioning, metabolism, dieting, the effects of hormonal influences, and environmental toxins on weight balance are presented. Healthy long-term weight reduction/gain/management plans are presented. Students explore holistic diet and behavior patterns for achieving optimal weight and develop personalized lifestyle and behavioral suggestions that are effective in maintaining healthy weight.

## Certificate Program Descriptions

Course syllabi in Hawthorn certificate programs list the course description, course learning objectives, required textbooks and online readings, assignments, grading criteria, and course specific information. Students are responsible to submit assignments at specific intervals. Instructors acknowledge the assignments within 48 hours and return graded assignments to students online with appropriate feedback within seven (7) days of receipt.

### Nutrition Consultant (NC) Program Description

This 48-credit comprehensive program is designed for people without a bachelor's degree who want to work with individuals to support health and wellness. This program trains individuals who are motivated to work in the dynamic field of holistic nutrition and natural health as nutrition consultants.

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 includes a phone conference with the instructor. The oral conference is a proctored examination in specific courses in this program. This program includes an **optional** final research project and presentation for those students who wish to study a particular concept in greater detail.

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. For those interested in working with clients, the entire program is required and leads to the Nutrition Consultant certificate and the eligibility to sit for the board certification exam in Holistic Nutrition from the U.S. Holistic Nutrition Credentialing Board (HNCB). For additional information visit the HNCB website at <https://www.nanp.org/board-certification>. Whether students go into business or accept a position working with others, they should be competent professionals when they graduate!

#### NC Outcomes

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:

- Working in clinical private practice as a nutrition consultant;
- Writing for health-oriented publications;
- Leading groups in health-oriented programs;

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

### NC Scholastic & Graduation Requirements

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses. Online examinations must be taken prior to the end date of the course. Conferences must be completed by the date indicated in the course syllabus. Proctored conferences via Skype are required in certain courses in this program. Most Hawthorn University students take only one course at a time. Students can complete this forty-eight (48) credit program in twenty-four (24) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the NC program is defined as the successful completion of the program within forty-eight (48) months or fifty-one (51) months for the 52-credit program. Hawthorn also reports 150% graduation statistic. Students who complete their NC program within seventy-two (72) months are considered 150% completers and those that complete in seventy-seven (77) months for the 52-credit program are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

To graduate, students must complete all assignments and achieve an average grade of C or better. Students must resubmit assignments 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. Hawthorn University does not have a cumulative final test or examination required for the completion of the NC program.

### NC Curriculum

<b>Requirements .....</b>	<b>Credits</b>
<b>NC 1 Whole Foods Nutrition .....</b>	<b>3</b>
<b>NC 3 Digestive Physiology &amp; Anatomy .....</b>	<b>3</b>
<b>NC 4 Macronutrients .....</b>	<b>3 *</b>
<b>NC 2 Research Skills .....</b>	<b>3 *</b>
<b>NC 5 Micronutrients .....</b>	<b>3</b>
<b>NC 6 Diet Evaluation &amp; Planning.....</b>	<b>3 *</b>
<b>NC 7 Structuring the Holistic Client Interview .....</b>	<b>3</b>
<b>NC 8 Life Stages &amp; Clinical Nutrition .....</b>	<b>3 *</b>
<b>Midterm Examination</b>	
<b>NC 9 Gastrointestinal Health .....</b>	<b>3</b>
<b>NC 10 Detoxification Systems at Work .....</b>	<b>3 *</b>
<b>NC 11 Endocrine Balance .....</b>	<b>3</b>
<b>NC 12 Musculoskeletal Fitness .....</b>	<b>3 *</b>
<b>NC 13 Cardiovascular Strength .....</b>	<b>3</b>
<b>NC 14 Intelligent Immunity .....</b>	<b>3 *</b>

<b>NC 15 Neurological Welfare .....</b>	<b>3</b>
<b>NC 16 Putting It All Together &amp; Going into Business .....</b>	<b>3 *</b>
<b>Final Examination</b>	
<b>Total Credits.....</b>	<b>48</b>
<b>NC 17 Research Project and Presentation (** Optional course) .....</b>	<b>4</b>
* Proctored conference required	
<b>** Total Credits with optional course .....</b>	<b>52</b>

## **Nutrition Consultant Course Descriptions**

### **NC 1 - Whole Foods Nutrition**

#### **3 Semester Credits**

The concept of whole foods is central to Hawthorn’s program of studies. 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; benefits of fresh, whole, plant-based foods; and a chemical-free, transitional diet as well as lifestyle improvement options are explored.

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

#### **3 Semester Credits**

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. Holistic nutrition tools are introduced and practiced. Prerequisite: NC 1

### **NC 4 - Macronutrients: Life’s Energy Sources**

#### **3 Semester Credits**

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. Prerequisite: NC 3

### **NC 2 - Research Skills: Hunting & Gathering**

#### **3 Semester Credits**

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. Prerequisite: NC 4

### **NC 5 - Micronutrients: Subtle Regulators**

#### **3 Semester Credits**

The course presents the nutritional value of micronutrients--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 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 companies selling professional product lines.

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

#### **3 Semester Credits**

This course provides information and tools that 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 the 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 that 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.

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

#### **3 Semester Credits**

This course presents tools and skills needed to build relationship, understanding and trust between practitioner and client. Students receive instruction in 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.

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

#### **3 Semester Credits**

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.

## **NC 9 - Gastrointestinal Health: The Long & Winding Road**

### **3 Semester Credits**

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 also discussed. Prerequisite: FLE

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

### **3 Semester Credits**

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. Prerequisite: FLE

## **NC 11 - Endocrine Balance: Hormones, Organs & Glands**

### **3 Semester Credits**

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 that 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 that contribute to good health are developed. Prerequisite: FLE

## **NC 12 - Musculoskeletal Fitness: Strong & Steady**

### **3 Semester Credits**

As we explore the musculoskeletal system in this course, students will have the opportunity to see the importance of, and ways 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 complementary healing modalities are presented as part of a supportive wellness protocol for individuals seeking to maintain or reclaim health of the musculoskeletal system. Prerequisite: FLE

## **NC 13 - Cardiovascular Health: The Heart of the Matter**

### **3 Semester Credits**

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 on 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. Prerequisite: FLE



### **NC 14 - Intelligent Immunity: Nutrients or Toxins?**

#### **3 Semester Credits**

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, ways 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. Prerequisite: FLE

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

#### **3 Semester Credits**

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 on the prevention as well as the return to health that is possible when applying fundamental nutrition principles. Prerequisite: FLE

### **NC 16 - Putting It All Together & Going into Business**

#### **3 Semester Credits**

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. Prerequisite: FLE

### **NC 17 - Research Project & Presentation (OPTIONAL)**

#### **4 Semester Credits**

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. Prerequisite: ALE

## Scientific Foundations of Holistic Nutrition (SFHN) Program Description

Individuals interested in learning more about the benefits of whole foods and nutrition or adding nutrition information into an existing health-related practice can benefit from this certificate program. Graduates of this 24-credit program are eligible to enter into the advanced level of the Nutrition Consultant program, which focuses on working with clients. A high school diploma or GED is prerequisite for entry into this program.

Students are guided by an instructor and given information that is engaging and accessible. Courses feature audio lectures and webinars available for download from a personal student portal. Practical application of the reading material is deepened through written assignments, practice exercises, and other community projects. Some courses include a Skype conference with the course instructor. Students must pass a midterm examination prior to receiving their certificate.

### **SFHN Outcomes**

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

- Disseminate nutrition information;
- Conduct classes or seminars or give a speech related to nutrition;
- Understand the importance of whole foods;
- Discuss the benefits of macro and micronutrients;
- Engage in the explanation of the uses of food, food materials, or dietary supplements or their preparation;
- Work as an assistant in a nutrition-related setting, e.g., spa, health food store, etc.
- Continue on and complete an NC certificate program.

### **SFHN Career Opportunities**

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

- Seeking employment in health-related businesses;
- Adding holistic health information to their existing practice;
- Educating others on the benefits of whole foods for their health;
- Working with others as a researcher;
- Writing for community publications.

### **SFHN Scholastic & Graduation Requirements**

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses. Students must take the online examinations in each course prior to the end date of the course. Conferences must be completed as indicated in the course syllabus.

Students will be informed that their assignment has been received by their instructor within forty-eight (48) hours of submission. Assignments are graded and returned to the student's website with written feedback within seven (7) days. Proctored Skype conferences are held in designated courses in this program.

Most Hawthorn University students take only one course at a time. Students can complete this twenty-four (24) credit program in twelve (12) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the SFHN program is defined as the successful completion of the program within twenty-four (24) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their SFHN program within thirty-six (36) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

To graduate, students must complete all assignments and achieve an average grade of C or better. Students must resubmit assignments 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. Hawthorn University does not have a cumulative final test or examination required for the completion of the SFHN program.

### SFHN Curriculum

See Nutrition Consultant program for course descriptions

<b>Requirements .....</b>	<b>Credits</b>
<b>NC 1 Whole Foods Nutrition .....</b>	<b>3</b>
<b>NC 3 Digestive Physiology &amp; Anatomy .....</b>	<b>3</b>
<b>NC 4 Macronutrients .....</b>	<b>3 *</b>
<b>NC 2 Research Skills .....</b>	<b>3 *</b>
<b>NC 5 Micronutrients .....</b>	<b>3</b>
<b>NC 6 Diet Evaluation &amp; Planning .....</b>	<b>3 *</b>
<b>NC 7 Structuring the Holistic Client Interview .....</b>	<b>3</b>
<b>NC 8 Life Stages &amp; Clinical Nutrition .....</b>	<b>3 *</b>
<b>Midterm Examination</b>	
<b>Total .....</b>	<b>24</b>

\* Proctored conference required

**See Nutrition Consultant program course descriptions.**

### WISE Traditions Nutrition Certificate Program (WTNC) Program Description

Members of the Weston A. Price Foundation will have already received reading materials relating to the principles and research of Dr. Price. For students who want to learn more, either for professional development or personal enrichment, we encourage enrollment in the eighteen (18) credit Wise Traditions Nutrition Certificate program. This program is composed of six (6) courses supporting the mission of the Foundation and introduces research that contributes to the health and well-being of humanity.

Students will study the principles of nourishing traditional diets in a formal and orderly educational context. They will develop the critical thinking skills necessary in making appropriate decisions; improve their health and the health of others. They will learn from the best professionals in the alternative health field and add a line (or two) to their professional resume. Students interested in

one or some of the WISE courses may sign up for each of these courses individually as non-matriculated students.

### **WTNC Outcomes**

Upon successful completion of the WTNC program, graduates should know:

- The key differences between traditional and modern diets;
- How Dr. Price's research applies to a modern scientific understanding of fats, oils, cholesterol, and fat-soluble vitamins;
- How eggs, organ meats, shellfish, cultured foods, and raw dairy products promote optimal health, fertility, and longevity;
- How politics, marketing, and money have altered public perception of fat, cholesterol, and animal products and promote low-fat, high-carbohydrate, and plant-based diet plans;
- The nutritional outcomes that can result from low-fat, high-soy, plant-based, and vegetarian diets;
- The health benefits of soaking, fermenting, and other traditional preparations of grains, beans, and seeds;
- How to articulate science-based arguments supporting the power of clean, raw whole milk from pastured cows;
- How omnivorism and locavorism are sustainable keys to human health, animal rights, and environmental protection.

### **WTNC Career Opportunities**

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

- Working for the Weston A. Price Foundation;
- Expanding an existing practice to include Weston A. Price nutrition principles;
- Developing community programs to educate others on health-related topics;
- Creating and distributing health-related posters, pamphlets, and other educational materials;
- Helping people find health services or information;
- Seeking employment as an advocate to lobby for improved health resources and policies.

### **WTNC Scholastic & Graduation Requirements**

Students must submit assignments and complete a course in sixty (60) days or less for three (3) credit courses. To graduate, students must complete all assignments and achieve an average grade of C or better. Students must resubmit assignments 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.

Most Hawthorn University students take only one course at a time. Students can complete this eighteen (18) credit program in twelve (12) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the WTNC program is defined as the successful completion of the program within fifteen (15) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their WTNC program within twenty-three (23) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook. Hawthorn

University does not have a cumulative final test or examination required for the completion of the WTNC program.

### WTNC Curriculum

Requirements .....	Credits
<b>WISE 101: Introduction to the Principles of Healthy Traditional Diets.....</b>	<b>3</b>
<b>WISE 102: Fats, Oils, Cholesterol &amp; Fat Soluble Vitamins .....</b>	<b>3 *</b>
<b>WISE 103: Myths and Truths About Vegetarian Diets .....</b>	<b>3</b>
<b>WISE 104: Dirty Little Secrets About the Food Processing Industry .....</b>	<b>3 *</b>
<b>WISE 105: The History, Science &amp; Politics of Real Milk.....</b>	<b>3</b>
<b>WISE 106: Traditional Nutrition for Fertility, Pregnancy &amp; Early Childhood....</b>	<b>3 *</b>
<b>Total Credits.....</b>	<b>18</b>

\* Proctored examination required

### WISE Certificate Course Descriptions

#### WISE 101 - Introduction to the Principles of Healthy Traditional Diets

##### 3 Semester Credits

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 1930s 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 the reasons that traditional peoples have always valued diets high in fat and cholesterol. They will learn 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 will 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

##### 3 Semester Credits

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 will learn 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 learn 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, E, 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**

#### **3 Semester Credits**

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 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**

#### **3 Semester Credits**

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 the ways that 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**

#### **3 Semester Credits**

This course covers the history, science, and politics of "real milk" (i.e., raw, whole, unpasteurized, and un-homogenized) milk from pastured cows. Students will learn about the nutritional quality of real milk, its health benefits and curative properties, built in resistance to pathogens, and long-standing safety record, and the fundamental differences between real and factory-farmed milk. Issues of lactose intolerance, milk allergies, the A1/A2 milk controversy, and milk substitutes will also be considered. Most importantly, students will learn how raw milk has become a lightning rod for food freedom, and stands at the center of a larger battle between the industrial food system and the local food movement.

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

#### **3 Semester Credits**

This course provides an in-depth look at traditional nutrition for conception, pregnancy, infancy, and childhood. It exposes the fallacies of low-fat, low-cholesterol, and plant-based diets, and reveals the many reasons why such diets have led to an epidemic of infertility, high-risk pregnancies, breastfeeding difficulties, and chronically unhealthy babies and children. Students will not only learn the solid science backing ancestral wisdom and the findings of Dr. Weston A. Price, but how to make those principles practical for modern parents. They will furthermore gain a holistic perspective on childrearing with a special emphasis on the work of Rudolf Steiner.

### **Holistic Health Certificate (HH) Program Description**

This exciting twelve (12) credit program introduces students to the basic concepts of health by examining wellness from a holistic perspective. Students are taught how to live healthy lives, manage stress, and understand the benefits of physical activity in addition to learning about

complementary and alternative medicine and fitness. Students looking for a short and informative program that will enhance personal life or professional practice, will enjoy taking a course in this program as a non-matriculating student or completing the entire program to earn a certificate.

### **HH Outcomes**

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

- Identify ways to create balance between work and life;
- Learn how to identify your health habits and the features of an ideal health profile.
- Identify ways to incorporate stress management techniques into a daily routine;
- Understand the basic concepts of complementary and alternative medicine;
- Define health, wellness and fitness and discuss ways to achieve them.

### **HH Career Opportunities**

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

- Working for non-profit and social advocacy organizations;
- Working in integrative medicine doctors' offices;
- Working in private businesses and schools;
- Working on community projects or programs;
- Developing and distributing health-related educational materials;
- Lecturing on holistic health.

### **HH Scholastic & Graduation Requirements**

Students must submit assignments and complete a course every ten (10) weeks or less. To graduate, students must complete all assignments and achieve an average grade of C or better in this twelve (12) credit program. Students must resubmit assignments 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.

Most Hawthorn University students take only one course at a time. Students can complete this program in six (6) months if enrolled in multiple courses at the same time.

Hawthorn reports graduation statistics as defined by the CA BPPE in the School Performance Fact Sheet (SPFS). A 100% completion rate for the HH program is defined as the successful completion of the program within eleven (11) months. Hawthorn also calculates the 150% graduation statistics. Students who complete their HH program within seventeen (17) months are defined as 150% completers.

Some students have extraordinary life circumstances that take them over published completion rates. Students are encouraged to complete coursework in a timely manner and proceed to graduation! Students experiencing extraordinary circumstances can review the leave of absence policy or petition for a program extension in this catalog or the student handbook.

Hawthorn University does not have a cumulative final test or examination required for the completion of the HH program.

### **Holistic Health Curriculum**

<b>Requirements .....</b>	<b>Credits</b>
<b>HH 101: Living Healthfully: Body, Mind, and Spirit.....</b>	<b>3</b>
<b>HH 102: Stress and Wellness .....</b>	<b>3</b>
<b>HH 103: Complementary and Alternative Medicine.....</b>	<b>3</b>

<b>HH 104: Health and Fitness .....</b>	<b>3</b>
<b>Total Credits.....</b>	<b>12</b>

## **Holistic Health Certificate Course Descriptions**

### **HH 101 - Living Healthfully: Body, Mind, and Spirit**

#### **3 Semester Credits**

Optimal health results from healthy living. To be healthy, we need to live healthfully every day. Healthful living includes: developing a positive attitude towards life; eating fresh, whole, natural foods; regular exercise; getting plenty of rest and sleep; getting fresh air and sunshine; handling stress, and avoiding negative influences in life. In this course, we will look at health and well-being from a holistic perspective that involves balance and harmony of the mind, body, and spirit. Holistic health is a philosophy of care that involves a wide range of approaches to establish and maintain balance within an individual. This course will offer guidance in your journey to living a balanced life through holistic health.

### **HH 102 - Stress and Wellness**

#### **3 Semester Credits**

Stress is an inevitable part of our daily lives. Stress and the ways that we deal with the stressors of everyday life can affect the body in a multitude of ways. Stress, whether positive or negative, can have a cumulative effect on the body. The “stress response” triggers a hormonal cascade of events in the body that gives us the extra energy to deal with a stressful situation. This course will focus on ways to identify stressors (internal and external), identify what triggers a stress response, ways to minimize exposure to stressors and, lastly, ways to effectively manage our response to stress from a holistic perspective.

### **HH 103 - Complementary and Alternative Medicine**

#### **3 Semester Credits**

Across the world, people are interested in natural approaches to health, healing, and disease prevention. Many do not want to reject conventional treatments, but want a blended approach that integrates the best therapies from conventional medicine and complementary and alternative interventions. There are many choices when it comes to medicine and healthcare, but ultimately healing is up to you. The best medicine is going to be the one that works for you, and becoming informed is the first step in the healing process. This course provides information about complementary and alternative medicine (CAM) with descriptions about many CAM modalities, including the history, characteristics, uses, and modern applications of each modality.

### **HH 104 - Health and Fitness**

#### **3 Semester Credits**

The saying goes, “Use it or lose it.” Movement is the most basic expression of energy output. Research has shown that physical deterioration and lack of function is due to a sedentary lifestyle. Lack of physical movement leads to an increased incidence of degenerative disease, such as cancer, heart disease, stroke, diabetes, arthritis, osteoporosis, and obesity. Regular physical activity and physical fitness are necessary to promote health, well-being, and maintenance of a healthy body weight that allows us to live a longer, more active life. In this course, we will explore the physical and psychological benefits of physical activity, identify the components of fitness, determine how much exercise we need, identify types of exercise, and discuss obstacles to exercise and ways to create healthy movement for a lifetime of health and vitality.



## **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 American Psychological Association (APA) Guidelines required for their program.

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 chief academic officer. Penalties for academic dishonesty may range from a simple warning, through repeating the course, up to and including suspension and/or expulsion.

### **Access to University Materials**

Students may access any and all Hawthorn University materials for the duration of their enrollment. 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).

### **Attendance Policy**

Students are required to actively and regularly participate in all instructional activities including readings, forums, submission of written assignments, and participation in the webinars when able. Online courses differ from campus-based instruction, and attendance is defined as active participation in the course as indicated above and in the course syllabus. Hawthorn can track online attendance through the submission and completion of assignments and communications with the instructor. When active participation is met with obstacles, students must communicate with the registrar or their instructor for guidance.

### **Assignment Due Dates**

Assignment due dates are clearly indicated in the syllabus for each course. As a courtesy, a reminder email is sent to students a few days prior to their final assignment due date. Students should take their course exams prior to the end date of the course. Faculty is expected to acknowledge each submitted assignment within 48 hours of its receipt. Students should expect to receive each assignment graded with written comments and suggestions within seven (7) days of receipt. Students in the clinical programs should refer to their course syllabus for the due date to complete their faculty/student conference. Should a student miss a scheduled conference, one (1) point may be deducted for reserving and not using the faculty's time.

Students who need a little extra time for an individual assignment should consult their instructor or the registrar. Students who are unable to complete the course by the final due date may take advantage of the Extension Policy. For additional information on extensions, refer to the Extension Policy below. Information on extensions for the final thesis or dissertation course can be found in the information regarding maintaining enrollment.

### **Credit Hours**

Hawthorn awards students credit for classes on the basis of the Carnegie unit. This defines a unit of credit as equal to a minimum of three hours of work per week for a term. A unit of credit equates to three hours of student work per week (1 hour of instructor interaction and a minimum of 2 hours of homework)

### **Extension Policy**

Students may request a one-time extension for fourteen (14) days in any course (except orientation (O101) if circumstances prevent them from completing and submitting their final assignment by the due date. An extension must be requested on or before the actual due date for the course. Students who request an extension will be given an "I" (Incomplete) grade which will be changed to the earned letter grade upon submission of their work. If assignments are not received on or before the extension due date, a second extension of fourteen (14) days may be requested and an extension fee of \$60 will apply. If, at the end of the last approved extension, students have not completed the course, they will receive the appropriate grade for the number of assignments completed. Students who require more time than the total number of extensions allowed may wish to consider taking a leave of absence. *(See Addendum A02020-02) updated 3/23/20.*

An extension is not granted for an individual assignment. Students who are unable to submit an individual assignment due to emergencies or unavoidable life factors must contact their instructor or the registrar to receive permission for extra time. Keeping open lines of communication with an instructor is important and supportive in an online environment. Course midterms and final examinations do not qualify for an extension.

### **Thesis/Dissertation Course**

Completion of a thesis or dissertation is a requirement in the MSHN, MHNE, and DSC programs. In the event that students are unable to complete their thesis or complete and defend their dissertation at the conclusion of the course, they must register for Thesis Continuation or Dissertation Continuation courses up to the time they have completed their thesis or dissertation. A grade of PR (In Progress) will appear on the students' transcript for Thesis Continuation and Dissertation Continuation courses but will not be calculated in the final GPA. Upon completion and approval, the final earned grade will be recorded on the students' transcript.

### **Maintaining Enrolled Status during Thesis or Dissertation Course**

Students are required to maintain an active enrolled status until they have successfully completed all the requirements of their program. Enrollment must be continuous, as a candidate for a degree must be enrolled during the term in which the degree is conferred. Students who are not able to complete their thesis or dissertation requirement in the allotted time must register for a continuation course to maintain enrollment. The tuition for each continuation course will be one-half (1/2) the cost of the course. Additional information is provided in the Thesis or Dissertation course specific to each program.

## Grading Policies

Graduate letter grades are determined by the following scale:

Grade.....	Percentage Score.....	Description
A.....	94-100%.....	Exemplary
A-.....	90-93%.....	Excellent
B+.....	87-89%.....	Very Good
B.....	84-86%.....	Good
B-.....	80-83%.....	Satisfactory
C+.....	77-79%.....	Fair
C.....	73-76%.....	Acceptable
C-.....	70-72%.....	Marginally Acceptable
D+.....	67-69%.....	Poor
D.....	63-66%.....	Pass
D-.....	60-62%.....	Minimal Pass
F.....	below 60%.....	Fail

### 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

Incomplete grades are not calculated in the GPA. Receiving an "I" grade will NOT prevent the student from selecting additional courses and working on all enrolled courses simultaneously.

### Grade Challenge

There are only two circumstances when a grade may be changed: a) an instructor discovers a calculation error; or b) a student challenges a grade and presents significant evidence to substantiate his/her claim of an error or discrepancy. If a student feels that he/she has received an incorrect grade, the student may submit a Grade Challenge form to his/her instructor. If approved, the instructor will forward the form to the registrar who will file the form and change the grade. All requests for grade changes must be filed within thirty (30) calendar days of the posting of the grade. The form needed to challenge a grade is located on the student portal.

If a student is not satisfied with the outcome, the student has the right to petition the education director, who will review the protest. Should the decision result in a change of grade, the education director will notify the concerned parties of the decision. If the outcome is not acceptable to the student, all documentation will be forwarded to the chief academic officer, who will make the final decision.

## Internal Grievance Procedure

(Does not apply to issues related to student grades)

If the complaint or issue stems from an internal matter, such as problems with the database, or retrieval of information, etc., students are encouraged to file the complaint through the help desk on their portal. Help desk issues are checked daily, and students will receive a resolution within 24 business hours.

A student with a complaint or grievance with Hawthorn University has the right to seek a satisfactory resolution by following the procedure below: Many student complaints can be resolved through discussion with the appropriate instructor or member of Hawthorn's administration. Students have the right to pursue the matter if the resolution or conclusion is not acceptable as provided in the Enrollment Agreement. However, all efforts should be made to resolve the issue through this grievance procedure.

Step 1 – Any grievances or complaints involving an instructor or member of the staff should be discussed first with the individual. Grievances involving a University policy should be directed to the president of the institution.

Step 2 – If the matter is not resolved to the student's satisfaction in Step 1, the student should submit a written, dated, and signed statement listing the grievance or complaint to Hawthorn's executive vice president or another member of executive administration. This written statement should include a detailed description of the events that led to this complaint and any actions that have already taken place.

Step 3 – If the matter is not resolved to the student's satisfaction in Step 2, the student should submit a written, dated, and signed statement to the president. Within ten (10) days of the president's receipt of the written statement, the president will arrange to preliminarily meet with the student to discuss the grievance. After the president has all the information, an investigation will be conducted that allows the student to present any evidence deemed relevant to the issue. The president will submit, in writing, her decision within ten (10) business days at the conclusion of the investigation. The decision of the president will be final. All documents pertaining to the complaint will become a permanent part of the files for all involved parties.

Students may file complaints with the following entities:

Distance Education Accrediting Commission  
1101 17th Street, N.W., Suite 808  
Washington, D.C. 20036  
(202) 234-5100

California Bureau for Private Postsecondary Education  
1747 North Market, Suite 225, Sacramento, CA 95833  
Mailing address: P.O. Box 980818, W. Sacramento, CA 95798-0808  
Phone: (916) 574-8900 or (888) 370-7589 (toll free)  
Fax: (916) 263-1897

Online complaint forms are accessible at [www.bppe.ca.gov](http://www.bppe.ca.gov).

## Leave of Absence (LOA) Policy

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 may not be on a leave for more than 180 days in a calendar year.

There are two types of LOAs

- Personal Leave of Absence (LOA)
- Medical Leave of Absence (MLOA)

A personal leave may include travel, increased work responsibilities, jury duty for a sustained period, a family crisis, or a need to redirect oneself towards desired goals. Students may request a three (3) month personal leave of absence. No more than three personal LOAs may be requested in a program.

A medical leave may include surgery, pregnancy, illness, rehabilitation, and other health-related issues. Documentation for an MLOA must be submitted with the application when the leave is requested. A Medical Leave of Absence may be considered for a six (6) month period.

Students who require a leave from the University should attempt to complete their current course to avoid having to repeat it and pay additional tuition. Once the course is completed, students should fill out and submit the appropriate Leave of Absence form, located on the student website, and send it to the registrar.

If a second leave is required, students must check in prior to the expiration date of the LOA to ensure that their absence from the University does not exceed 180 days. 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 \$100 will be charged. Students are expected to request and pay for their next course as soon as possible.

Should it be necessary for a student to take an LOA at any time prior to the completion of their course, the student must withdraw from the course prior to requesting an LOA or MLOA. If applicable, a refund will be mailed to the student. When the student is ready to return, a request for reinstatement must be made on the student portal. The fee for reinstatement is \$100. Failure to return from an approved leave will result in the student's dismissal from the University.

The University reserves the right to limit access to any and all of its proprietary materials to students on an official leave of absence.

## Probation – Satisfactory Academic Progress

All students must maintain satisfactory progress towards the completion of their program.

Satisfactory Academic Progress (SAP) is reviewed quarterly.

To maintain satisfactory academic progress, all students must meet the following requirements:

*(See Addendum A2020-04) updated 6/2/20.*

- Certificate students must maintain a minimum cumulative grade point average (GPA) of 2.0 or higher.
- Graduate students must maintain a minimum cumulative GPA of 3.0 or higher.

- All students must achieve progress toward graduation and complete a certificate or degree program within the maximum time frame allowed for the program.
- Student's attempted hours may not exceed 150% of the published length of the program.

Programs are divided up into evaluation periods. An evaluation period is the period between two consecutive evaluation points. To be considered as making satisfactory academic progress students must complete a minimum number of credits hours and achieve a minimum GPA at the end of each evaluation period according to the following requirements:

DSC Degree Program Evaluation Points	25% 16.8 months	50% 33.5 months	75% 50 months	100% 67 months
Minimum GPA	2.7	2.8	2.9	3.0
Minimum Credits Completed	0 – 15	16 – 30	31 – 45	46 – 60

MSHN Degree Program Evaluation Points	25% 15 months	50% 30 months	75% 45 months	100% 60 months
Minimum GPA	2.7	2.8	2.9	3.0
Minimum Credits Completed	0 – 15	16 – 30	31 – 45	46 – 60

MHNE Degree Program Evaluation Points	25% 8 months	50% 16 months	75% 24 months	100% 32 months
Minimum GPA	2.7	2.8	2.9	3.0
Minimum Credits Completed	0 – 9	10 – 18	19 – 27	28 – 36

MSTN Degree Program Evaluation Points	25% 7.5 months	50% 15 months	75% 22.5 months	100% 30 months
Minimum GPA	2.7	2.8	2.9	3.0
Minimum Credits Completed	0 – 9	10 – 18	19 – 27	28 – 37

NC Certificate Programs Evaluation Points	25% 12 months	50% 24 months	75% 36 months	100% 48 months
Minimum GPA	1.7	1.8	1.9	2.0
Minimum Credits Completed	0 – 12	13 – 24	25 – 36	37 – 48

SFHN Certificate Programs Evaluation Points	25% 6 months	50% 12 months	75% 18 months	100% 24 months
Minimum GPA	1.7	1.8	1.9	2.0
Minimum Credits Completed	0 – 6	7 – 12	13 – 18	19 – 24

WTNC Certificate Programs Evaluation Points	25% 3.75 months	50% 7.5 months	75% 11.25 months	100% 15 months
Minimum GPA	1.7	1.8	1.9	2.0
Minimum Credits Completed	0 – 4.5	4.6 – 9	10 – 13.5	13.6 – 18

HH Certificate Programs Evaluation Points	25% 2.75 months	50% 5.5 months	75% 8.25 months	100% 11 months
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Minimum GPA	1.7	1.8	1.9	2.0
Minimum Credits Completed	0 – 3	4 – 6	7 – 9	10 – 12

Students placed on probation due to insufficient academic progress will be allowed to continue in the University for an additional six (6) months. Students on probation will receive a warning letter with detailed plans on how to proceed in order to be removed from probation and continue at the University.

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. Should a student be dismissed as a result of not maintaining SAP, he/she may petition the University to return after a period of one year has passed and must demonstrate their ability to succeed upon reinstatement. A Probation Reinstatement Fee of \$100 will be incurred.

Any student that is on Academic Probation will not be permitted to transfer to another program. Once a student is no longer on probation, then a program transfer will be allowed. Students are also not permitted to take elective courses while on probation.

All courses attempted, including any repeated, incomplete courses or withdrawals recorded on the University academic record at the time progress is checked, are considered in determining if the student has completed the required percentage attempted credit hours and/or if the student exceeded the maximum number of credit hours for degree completion. Transfer credits from another institution that are accepted toward the student's educational program count as both attempted and completed hours.

**The following grades indicate a successful completion of a course:** A, A-, B, B+, B-, C, C+, C-, D, D+, P, and TC. Students who receive PR grades are considered to be making progress for that course.

### Proctored Exam Policy

Hawthorn University requires that students verify their identity by displaying their driver's license or other form of photo ID to their online proctor. The head shot, required with the application is also used by the proctor to confirm identity. Students' login and password are also intended to provide the student with secure access to course materials. Some Hawthorn courses also require the use of a proctor for exams. If a proctored exam is required, it will be clearly indicated on the course syllabus. This requirement provides a second level of student identity verification. Additionally, an instructor who uses web conferencing technology may require students to use Skype and a webcam during conferencing exams as another means of student identity verification through voice, visual, and ID recognition.

Students meet with their instructor or designated individual in administration via a Skype video conference call for the required examination. Proctoring information can be found in the "Proctoring Exam Guide" on the student portal.

### 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.

### **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.

### **Retaking an Exam with a Failing Grade**

If students experience extraordinary circumstances such as a loss of power or computer malfunction during the time they are taking their online course examination, the exam will be reset. Answers that were saved cannot be changed as the reset exam picks up from the time of the malfunction.

### **Stop Out Policy - Break between Courses**

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 break between courses policy: *(See Addendum A2020-02 updated 5/05/20)*.

- A Hawthorn student will be allowed a break for a period of ten (10) days between courses. The break between courses begins on the day the student receives his/her final grade in the course. Students do not have to wait for the course to be finalized to request their next course.
- Students who do not request and pay for the subsequent course within 10 days of receiving their final grade and who wish to register for their next course after the allowed break will be subject to a \$35 late registration fee for an additional 10 days. If more time is needed, each additional 10 days will add \$35 to the total cost incurred for late registration.
- Students who do not register for a subsequent course within a maximum of thirty (30) days may wish to consider a leave of absence or face dismissal;
- Failure to communicate intentions to a member of Hawthorn's administration may result in the student being withdrawn from the University.

### **Webinars**

All Hawthorn students and graduates are invited to prescheduled webinars where a variety of professionals in the field discuss current nutritional topics. Webinars are archived for later use by students and alumni unable to attend the live session. 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 is also available for viewing on the Hawthorn website by the general public.



## University Policies

### Privacy Policy

Hawthorn University values the privacy of all its constituents, including faculty, staff, and students by maintaining a trusted user environment. We are dedicated to protecting the confidentiality and personally identifiable information and privacy of our community and have established applicable professional codes of ethics. We adhere to the Family Educational Rights and Privacy Act (FERPA) which is a federal law for the protection and privacy of student education records.

Personal information is collected and stored on the Hawthorn University portal in a computing environment secured by firewalls and password protection to prevent unauthorized access. All files are backed up on a daily basis. The information provided by an applicant to the University includes, but is not limited to, name, address, email addresses, phone numbers, place of employment, and previous education history. Any other required documentation for acceptance is listed in the Admission section of the University's website. It is our policy not to distribute any personal information submitted during the enrollment process to any third parties. We may promote relevant organizations and career events in newsletters and in other social venues, but we do not provide outside companies or individuals with the personal information of our students. Personal information is shared only with the student's consent or if we are required by law, to protect the interests of the University or in the discharge of public duty. For additional information, students may refer to the General Data Protection Regulation (GDPR) in the Student Handbook.

Credit cards are accepted for tuition and fees. Credit card numbers are not stored on our server. Credit card information is only available to Hawthorn staff with security access to our payment processing center.

Email accounts are given to enrolled students. Once a student is enrolled, all announcements, including scholastic and administrative communications from members of administration or the faculty, must be sent to a Hawthorn University email account. These announcements include information about webinars, updates, and opportunities; and may include occasional advertisements from vendors who may benefit students' personal growth and professional development. Should students suspect any unauthorized use of their email or personal information, they must notify the chief information officer immediately. All email received from students or other members of Hawthorn who are no longer associated with the institution may be deleted, and non-user accounts may be disabled.

Links to other websites may appear in course syllabi or in faculty-to-student email that we believe might offer students useful educational information. However, those sites may not follow the same privacy policies as Hawthorn and are not intended to be an endorsement of the site. Therefore, we are not responsible for the privacy policies or the actions of any third parties. Students must abide by all copyright notices contained in the websites and in the course materials. Hawthorn's websites are not intended for children and we do not knowingly collect data relating to children. Downloading any content from a website or portal is solely for the student's educational and non-commercial use. Hawthorn reserves the right to change this Privacy Policy at any time; notice of changes will be published.

## Retention of Student Records

Hawthorn University maintains both hard copy and electronic files for each enrolled student that contains:

- Transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission;
- Personal information regarding a student's age, and gender, if that information has been voluntarily supplied by the student;
- Copies of all documents signed by the student, including enrollment agreements and the School Performance Fact Sheet;
- Dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation;
- Official transcript, including courses or programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal; credits transferred from other institutions;
- The thesis or dissertation;
- A record of the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
- Copies of any official advisory notices or warnings regarding the student's progress; and
- Complaints received from the student.

In addition to permanently retaining the student's transcript Hawthorn shall maintain the pertinent student records described above for a period of five (5) years from the student's last date of attendance.

## Family Education Rights & Privacy Act (FERPA)

Under the provisions of the federal law known as the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students, or where applicable, the parents of the students, are afforded certain rights pertaining to University records and personally identifiable information on file with the institution. An eligible student is defined as any person who is currently enrolled or has been enrolled in the institution's programs. It is the policy of the institution to treat all student information, both personal and academic, as strictly confidential. Student information will only be released after appropriate written permission has been obtained.

The purpose of the Federal Educational Rights and Privacy Act of 1974 is to protect the privacy of information concerning individual students by placing restrictions on the disclosure of information contained in a student's University records. In order for Hawthorn University to honor a verbal or written request for non-directory information by anyone other than an individual student, a signed authorization must be on file.

Hawthorn University has defined directory information as any or all of the following:

- Name;
- Address;
- Phone number and email address;
- Dates of attendance;
- Degree(s) awarded;
- Enrollment status;
- Major field of study;
- Title of thesis.

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@hawthorn.edu 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 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 Use Doctrine of the United States Copyright Law (Title 17, USC).

### **Affiliate Policy**

Hawthorn may, from time to time, introduce students to an outside vendor whose course offerings may add to the educational experience received at Hawthorn. Hawthorn enters into a relationship with another person or organization after careful review. Hawthorn does not share personal information with affiliates and discloses affiliate relationships.

### **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**

Hawthorn University is committed to providing equal opportunity for persons with disabilities in full compliance with the American with Disabilities act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 which 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.

## **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 that is revealed as a result of or arising out of any discussions by instructors, advisers, and/or other counselors should be considered confidential, and is 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 chief academic officer 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 acknowledgments by all interested parties.

## **Student Services**

### **Academic Advising**

Students are encouraged to take each course in their program in the order that it is listed on their portal. However, should students wish to take courses out of order or take several courses at a time, they should speak to the chief academic officer or the education director for guidance. Students who want to incorporate a course or courses from other programs should also speak to the chief academic officer or education director for advisement.

Students who require an additional day or two to submit an individual assignment should contact their instructor or the registrar to have the due date changed on the portal. Final course due dates may not be changed without an approved extension.

### **Change of Personal Information**

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

### **Change of Programs**

Students who wish to change programs should speak to the education director or the chief academic officer for guidance prior to making a decision. For additional information about the procedure to change a program, see the section "Transfer to Another Program - Internal. Students who change degree programs will be subject to the catalog in effect at the time of the declaration or change. A fee of \$100 will apply for changing programs.

### **Code of Conduct**

The primary function of this institution is to disseminate knowledge. To fulfill this function a free interchange of ideas is necessary. Members of this institution 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 Forums**

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 forums are intended to provide an area for discussions related to the posted topics. Course specific forums are provided primarily for students and faculty actively engaged in the course, but posts from others are welcome, 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.

### **Courtesy Email Reminders**

Courtesy emails are sent to students with assignment due dates, conference due dates, overdue and missed conference schedules, etc. This service is extended to all students to assist them in reaching academic goals. If a student does not wish to receive reminder emails, they may contact the registrar and opt out of this service.

### **Library and Learning Resources**

Hawthorn subscribes to an online library database. Hawthorn's authorized personnel and enrolled students can retrieve the database by entering the Library through their portal dashboard. We have provided a "Library" link in the dashboard. When this link is clicked, a screen appears indicating that enrolled students will be automatically logged in when they click "Login LIRN." This easy to access library resource offers hundreds of full-text research and many thousands of e-books, e-journals, and more. LIRN also provides point-of-care decision support tools for healthcare professionals and organizational learning resources for training and development professionals. All users are able to contact an online librarian with specific questions or advice.

In addition to the online library, Hawthorn provides a "Resources" page on the student portal that includes other online sources such as Google Scholar, which provides a search feature for scholarly literature across many disciplines and sources, including theses, books, abstracts, and articles. The "Resources" page also provides information on "How to Study," the use of Adobe Acrobat Pro and other online tools such as CutePDF Writer, PDFTK Builder, OpenOffice, Windows Media Player, and VLC Media Player, and useful tips for Mac users.

### **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. No extensions will be allowed for this course. Orientation instructions are also available online. All students will receive email instruction and information from the registrar concerning orientation. In addition to a video/lecture that is provided to students, information on how to collate and submit assignments in one document is provided as is information about the use of Skype and diet analysis software.

### **Placement Services**

Hawthorn does not offer placement services.

### **Student ID Cards**

Students who are enrolled in Hawthorn University may request an ID card by contacting tech support via the help desk or by emailing jamesb@hawthorn.edu. There is no charge for the initial card. Requests for replacement cards will incur a fee of \$10.00.

## **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, forums, online databases, electronic mail, and online courses) based on the above list

## **Student Housing**

Hawthorn University is an online, distance learning educational institution. On-site classroom attendance is not required. The University does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Whitethorn, CA no rental properties are available. There are no campus run classes or activities. Visitors can be accommodated in a neighboring town in apartments starting at approximately \$70 per night-or at the Best-Western Inn in Garberville for approximately \$150 per night.

## Administration

**Dorothy M. Germano, Ph.D.** is the President and Chief Academic Officer of Hawthorn University. She received a Master of Arts 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.

**Joe Pedreira, B.B.A.** is the Chief Operating Officer and Bursar. He earned his degree in accounting at Baruch College and has 20 years experience as a manager and controller. As COO and bursar, Mr. Pedreira oversees the University's financial matters including accounts receivable and payable.

**Allen B. Zilbert, Ed.D.** is the Chief Information Officer at Hawthorn University. He earned master's degrees in Business and in Education, 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.

**Janet Ludwig, Ph.D.** was awarded her Ph.D. and Master of Science degree in Biochemistry and Nutrition from the University of Arizona. Dr. Ludwig serves as the education director and directs the Doctoral Studies program. At the University of Texas Health Science Center, Dr. Ludwig held a postdoctoral position as a fellow in cardiovascular disease training. Her research and curriculum development expertise and experience as a dean of sciences at a nurse anesthesia school as well as her passion for health and wellness makes her a strong leader and asset to the University. In addition to Dr. Ludwig's interim administrative role, she is an exemplary teacher who continues to instruct students at Hawthorn. Her academic interests lie in determining the molecular and cellular mechanisms of inflammatory diseases such as arthritis, allergies and damage resulting from ischemic heart conditions. She is the author of peer-reviewed articles and book chapters and has presented her findings at national symposia.

**Paula Bartholomy, M.S., C.H.N., N.C.** is the Director of Online Events and Registrar. She earned her MS and BS degrees from Clayton College of Natural Health and holds certifications as a diet counselor, nutrition Educator, and nutritional consultant from the Institute for Educational Therapies. In addition, Ms. Bartholomy belongs to a number of professional organizations and



writes, and presents holistic nutrition information at conferences and seminars, her knowledge of the holistic nutrition field and her many connections makes her the perfect facilitator for the Hawthorn webinar series.

## Administrative Support

**James Bernardinelli, B.F.A.** is the Web Services Manager. He received his Bachelor of Fine Arts degree in Interrelated Media from the Massachusetts College of Art and Design and has mainly worked in higher education capacities in his professional career, including the Massachusetts Institute of Technology and Harvard School of Public Health. James maintains and updates the public website, online portal, and assists Hawthorn constituents with technical issues.

**Lizette Picasso, M.S., B.F.A.** is the Admissions Representative. She received her Master of Science in Health and Nutrition Education from Hawthorn University and her Bachelor of Fine Arts from the California College of the Arts. She worked as a Holistic Nutrition Educator and designed and taught a cooking program as well as created branding, logos, and print ads for marketing materials.

**Ginger Dawn, C.N.C.** is an Admission Representative. Her holistic nutrition background enabled her to grow a nutrition department in a local supermarket and become a national manager for a holistic supplement company. More recently Ginger was a vice president of sales at several startup companies and sales director for Gaia Herbs.

## Faculty

### **Dengler, Melissa, N.D.**

N.D., Naturopathic Medicine, Southwest College of Naturopathic Medicine, Tempe, AZ  
Residency in family medicine (homeopathy, environmental medicine, and clinical nutrition)

B.S., Biology (Pre-Medical), Gannon University, Erie, PA

Over 8 years teaching experience in Hawthorn's MSHN, NC, and HH programs.

Dr. Dengler's 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.

### **Huff, Katheryn (Katie), N.D.**

N.D., Doctor of Naturopathic Medicine. Southwest College of Naturopathic Medicine, Tempe AZ.

B.S., Biology, Chemistry minor, State University of New York at Geneseo, NY.

Over 7 years experience teaching Fundamentals of Nutrition, Introduction to Integrative Health Sciences, Alternative Diagnostic procedures. Miasms and Constitutional Treatment, Introduction to Homeopathy, The Meaning of Health, Antioxidants, Naturopathy, Herbal Medicine Chest, Botanical Medicine, Clinical Ethics, Clinical Decision Making, and Capstone courses. Additionally, she teaches for a clinical program at Blue Ridge School of Herbal Medicine. Dr. Huff practiced in Arizona and has done consulting work in both Florida and North Carolina.

### **Laverdure, Kirsten, Ph.D.**

Ph.D., Molecular Biology, University of Virginia, Charlottesville, VA

M.S., Biological and Physical Sciences, University of Virginia, Charlottesville, VA

B.A., Biology, University of Virginia, Charlottesville, VA.

Over 8 years experience teaching Human Nutrition, International Nutrition, Nutritional Basis of Disease, and 3 years teaching clinical courses and courses in the DSC program at Hawthorn. Dr. Laverdure worked in breast cancer research on how to make cancer cells more susceptible to standard agents using the body's own pathways. Thus, her area of expertise is in cancer signal transduction and determining why cancer cells become resistant to treatment. Currently she is a research fellow at the UCLA Department of Neurology working on brain cancer. Her research is focused on the role that free radicals play in promoting tumor growth, particularly in response to traditional chemotherapy and radiation. She is also focused on the role that antioxidants play in preventing cancer cell death and the metabolic changes that a cancer cell undergoes to promote cell growth. She has lectured extensively and presented her findings in this area at national and international symposia and has authored peer-reviewed articles. She has taught courses in human nutrition and performance, nutritionally based diseases, and the global food crisis.

**Logan, Heather, D.C.**

D.C., Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY.  
M.S., Applied Clinical Nutrition, New York Chiropractic College, Seneca Falls, NY.  
M.S., Public Health, A.T. Still University, Kirksville, MO.  
B.S., Biology/Chemistry, Youngstown State University, Youngstown, OH.

Over 6 years experience teaching Biology, Lifestyle Nutrition, Nutritional Assessment, Herbal Therapy, Alternative Healing, and other holistic nutrition-related courses. She also holds a C.A.C.C.P from the International Chiropractic Pediatric Association and a Dipl. Ac from the International Academy of Medical Acupuncture and is a Certified Nutrition Specialist. Dr. Logan practices in Findlay, OH in a multidisciplinary practice that encompasses orthopedic surgery, physical therapy, occupational therapy, podiatry, pain management, family practice, radiology and urgent care. Besides chiropractic care, Dr. Logan provides nutritional care to a wide-range of patient presentations and many with comorbidities including cancer, ADHD, diabetes and fibr2omyalgia. Nutritional support and intervention ranges from supplementation to diet and lifestyle modification, as well as homeopathic support, and eastern medicinal herbs.

**Lyke, Karen, D.Sc.**

DSc., Holistic Nutrition, Hawthorn University, Whitethorn, CA  
M.S., Human Nutrition, University of Bridgeport, Bridgeport, CT  
Over two decades of experience teaching Nutrition, Functional Anatomy, Fundamentals of Physiology, Carbohydrate Metabolism, Macrobiotic Cooking and courses in MSHN, MHNE, NC, and WTNC. Dr. Lyke is a board certified clinical nutritionist, and a diplomat in advanced nutritional laboratory assessment. Karen is a former board member of CAMA (the Complementary & Alternative Medical Association) and has extensive experience with food-based wellness programs.

**Pavka, Elizabeth, Ph.D.**

Ph.D., Social Systems Design, Saybrook Graduate School, Oakland, CA  
M.S., Nutritional Science and Education, Cornell University, NY  
B.S., Biology, Chemistry, and Education, Cornell University, NY  
Over 8 years teaching experience in Hawthorn's MHNE program, Dr. Pavka is also an RD and L.D. /N and the director and owner of Contemporary Nutrition Services where she is a holistic nutritionist. 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.

**Pryce, Andrea, N.D.**

N.D., Naturopathic Medicine, Southwest College of Naturopathic Medicine, Tempe, AZ

B.S., Psychology and Exercise Physiology, University of Alaska, Fairbanks, AK

Over five years experience teaching holistic health and alternative medicine courses. Dr. Pryce has a strong background in biomedical research with significant experience in both bench top and field research. She has worked as a bench top research associate performing genetic oncology assays for a major biomedical research foundation. Additionally, she served as a project coordinator for a homeopathy study co-conducted by the Southwest College Research Institute and the University of Arizona's Arizona Center for Integrative Medicine. She maintains a research interest in epigenetics and nutrigenomics particularly as they relate to oncology.

**Rennie, Sharilyn, N.D.**

N.D., Naturopathic Medicine, National University of Health Sciences, Lombard, IL.

B.S., Biology-Emphasis Clinical Laboratory Scientist, University of Wisconsin, Stevens Point, WI.

Over five years experience teaching anatomy, physiology, and biomedical terminology, environmental medicine, and medical toxicology. Dr. Rennie has extensive experience, including emergency medicine, medical and cardiac critical care, and cardiac catheterization lab. She is an eleven-year veteran of the United States Air Force in which she served as a critical care medic with solid military leadership in career mentoring and training of USAF Airmen. She established ancillary education and training programs in settings such as telemetry, cardiac cath lab and critical care/EMS, practices evidence-based, systems-based functional & integrative internal medicine and has teaching experience in both technical college and graduate medical education.

**Wood, Eric, N.D.**

N.D., Naturopathic Medicine, Canadian College of Naturopathic Medicine, Ontario, Canada

M.A., Ethnomusicology, Composition and Voice, York University and Royal Conservatory of Music, Toronto, ON Canada

Over 5 years experience teaching Naturopathic Oncology, Mind Body Medicine, and courses in all programs at Hawthorn University. Dr. Wood specializes in adrenal fatigue, anti-aging and weight loss, integrative oncology, infectious disease and biotoxin illnesses (i.e., mold and tick-borne illnesses), Dr. Wood completed specialty fellowships and training in tick-borne illnesses, bio-toxin illness, and oncology respectively through ILADs, Dr. Ritchie Shoemaker, and notable cancer centers such as CTCA, Issels, and Medcor. He also completed specialized training at Harvard University's Benson Henry Institute for Mind Body Medicine, HIV/AIDS care through the Sherbourne Health Center /The Canadian College of Naturopathic Medicine, and through Georgetown University's Food as Medicine program. Early on in his career, Dr. Wood worked as a specialty physician with two of North America's leading supplement outfits, Neuroscience Inc. and the Life Extension Foundation. Since that time, he has served as medical director for Beyond Biology clinic, and has transitioned into private practice, founding Visionary Health (see [www.drericwoodnd.com](http://www.drericwoodnd.com)). An internationally recognized lecturer, he has authored the book, *Scientific Weight Loss on the Paleolithic diet* and co-authored the book 'The Adrenal Fatigue Solution' with Canadian health coach Fawne Hansen (see: <http://adrenalfatiguesolution.com/fawne-hansen/>). As an emerging, nationally recognized integrative medical expert, he has made appearances on major television networks. Dr. Wood works with clients at the Physical Health Complex ([www.physicalhealthcomplex.com](http://www.physicalhealthcomplex.com)) from across the US and beyond.

## Adjunct Faculty

### **Koutoubi, Samer, Ph.D., M.D.**

Dr. Koutoubi earned his Ph.D. in Dietetics and Nutrition, Florida International University M.D. from Iuliu Haieganu University of Medicine and Pharmacy in Romania.

He has a broad understanding of basic and advanced nutritional biochemistry, food habits, and practices among different ethnic groups, and extensive teaching experience at both the undergraduate and graduate levels. Dr. Koutoubi's research is focused on coronary heart disease among tri-ethnic groups including African Americans, Caucasians, and Hispanics. His interest lies in cardiovascular disease and nutrition, homocysteine metabolism, prevention and wellness, lipoprotein metabolism, and cultural food and health. He has authored a number of articles in peer-reviewed journals and has written a book review. He served as the Editor-in-Chief for The Internet Journal of Alternative Medicine and reviewed manuscripts for The Journal of Alternative and Complementary Medicine, Ethnicity and Disease Journal, European Journal of Clinical Nutrition, and The Journal of The National Medical Association. Dr. Koutoubi has also been quoted in national magazines and newspapers including, Natural Health Magazine, Energy Time, Well Being Journal, Northwest Prime Time, and Natural Food Merchandiser.

## Advisory Council

### **Marjie C. Andrejciw, M.T., M.S., N.C.**

Ms. Andrejciw holds a Master of Science in Holistic Nutrition from Hawthorn University, a Bachelor of Science in Biological Sciences from Michigan Technological University, and a Certificate from the American Society of Clinical Pathologists. She has over ten (10) years experience in the clinical laboratory and is certified in two levels of Methylation and Clinical Nutrigenomics. Ms. Andrejciw works with people suffering from chronic illness by collecting a comprehensive health history using tools such as diet records, laboratory tests, and medication and/or supplement lists. She creates an individualized transitional step-by-step protocol for her clients to attain wellness. She is an honorably discharged United States Air Force veteran and owns and operates a retail store called *Marjie's Gluten Free Pantry and Food Co-op* located in Fenton, MI.

### **Mary Ellen S. Chalmers, D.M.D.**

Dr. Chalmers is a dentist in Santa Rosa, CA, practicing Integrative and Functional Dental Medicine, which incorporates Functional Medicine principles and practices with the art and science of Dentistry. Dr. Chalmers received her dental degree from Tufts University School of Dental Medicine and became Board Certified Naturopath (**BCNP**) by the American Naturopathic Medical Certification Board, with training from the American College of Integrative Medicine and Dentistry (**IBDM**). She has augmented her studies with extensive training in traditional dental modalities, as well as Functional Medicine. She has advanced trained in Oxygen and Ozone Therapy and its applications in dentistry as well as Applied Functional Medicine in Clinical Practice and Advanced Practice Modules through Institute for Functional Medicine. Dr. Chalmers has the distinction of being the first dentist certified as a Frequency Specific Microcurrent practitioner. She has been working since 2006 to develop the dental protocols and applications for this technology and holds the U.S. and International Patents. In 2010, she co-founded Functional Synergy Corporation, a company dedicated to research, teaching, and product development in the field of Oral Systemic Medicine.

**Dr. Sheila Dean, D.Sc., R.D.N., L.D.N., C.C.N., I.F.M.C. P**

Dr. Dean is a registered and licensed dietitian nutritionist, board certified, integrative and functional medicine certified practitioner, board certified clinical nutritionist, and exercise physiologist. She received her undergraduate training at Rutgers University, completed her internship and graduate training with the University of Medicine and Dentistry, New Jersey, and Hawthorn University. She has taught for 21 years as adjunct nutrition science professor at a variety of universities. She has served as doctoral research advisor and content expert on integrative and functional medicine and nutrition, conducted dozens of local and national public presentations, and has written continuing education credit functional medicine modules for both nutritionists and nurses as well as authoring numerous book reviews and articles. Dr. Dean is also the co-founder of the Integrative and Functional Nutrition Academy, an online clinical training and mentoring program for healthcare professionals.

**Karen Koffler, M.D.**

Dr. Koffler is the Medical Director for the Osher Center for Integrative Medicine at the University of Miami. Her practice philosophy is simple: humans have an intrinsic capacity to heal. Her job is to work with the patient to optimize the body's healing powers using the functional medicine model. Dr. Koffler received her medical degree at the University of Miami, completed her training in internal medicine in Chicago and at the University of Colorado, and was admitted to the first class of physicians to study directly with Dr. Andrew Weil at the University of Arizona. She was also one first physicians certified by the Institute for Functional Medicine.

**Rajesh Kumari, D.Sc., M.S., R.D.N.**

Rajesh Kumari is a Registered Dietitian Nutritionist (RDN) who has worked in the field of Nutrition of health care for the past twenty years. Rajesh is working at Atlantic Health System, where she has played various roles in managing nutrition in an acute care setting for over a decade. As an advocate of nutrition for healing and wellness, she has implemented several programs in which she developed a nutritional support delivery guideline for nursing and also participated in a multidisciplinary team for nutrition management of trauma and critical care patients. In addition, Rajesh has assisted in a research study conducted in critical care. she is also teaching as an adjunct professor in the Nutrition Science program at the College of Saint Elizabeth. She has taught courses in both Medical Nutrition Therapy and, a true passion of hers, complementary nutrition, where she discusses the importance of the whole food diet and the use of botanicals as supplements. Rajesh writes for the Nutrition Department's quarterly newsletter and her many efforts are well-recognized within the organization.

**Katherine Lambert, M.S., C.N.S., L.D.N.**

Ms. Lambert has a Master of Science in Nutrition and Integrative Health from the Maryland University of Integrative Medicine and a Bachelor of Science in Plant Science from the University of Arizona. She has a clinical nutrition practices in Maryland at Food Wisdom Nutrition, and with the Translational Medicine Group. Ms. Lambert is certified to practice in Maryland by the Certification Board of Nutrition Specialists. She is a certified Kundalini Yoga Instructor and Level 1 Reikki practitioner. Her dietetic practice areas of special interest and study include digestive health, digestive disorders and the microbiome, nutrigenomics and epigenetics, food sensitivities and allergies, and eating awareness.

**Janet Ludwig, Ph.D.**

Dr. Ludwig was awarded her Ph.D. in Biochemistry and Nutrition from the University of Arizona. Her research expertise involves determining how diseases can be improved or prevented by nutrition.

She is particularly interested in determining the molecular and cellular mechanisms of inflammatory diseases such as arthritis, allergies and damage resulting from ischemic heart conditions. She is author of peer-reviewed articles and book chapters and has presented her findings at National Symposia. She has been Dean of Sciences at a nurse anesthesia school and she is an Adjunct Professor at a regional university where she teaches onsite and online. Dr. Ludwig is the Director of Doctoral Studies and the Education Director at Hawthorn University.

**Cheryle McKee, M.S., C.N.S., L.D.N.**

Ms. McKee has a Master of Science, Nutrition and Integrative Health from the Maryland University of Integrative Health and a Bachelor of Science in Computer Information Systems from DeVry University, Columbus Ohio. She holds licensure & certifications as a dietetic nutritionist in the state of Maryland. She is an experienced nutritionist & wellness coach and the founder/president of Nourishing Abundance, LLC. Ms. McKee works with clients to support their unique nutritional needs through one-on-one consultations, including comprehensive assessment of health history, recommendations of nutritional and lifestyle interventions that support the client's goals, abilities, budget, and readiness to change. She also a public speaker on nutrition and wellness subjects including but not limited to: balancing blood sugar to maintain energy and vitality, eating healthy on the run, mindfulness-based stress reduction, and managing/preventing specific conditions such as diabetes, thyroid and autoimmune disease.

**Deanna Minich, Ph.D., F.A.C.N., C.N.S.**

Dr. Minich received her doctoral degree in Human Nutrition and Metabolism from the University of Groningen (Rijksuniversiteit Groningen), The Netherlands and a Master of Science degree in Human Nutrition and Dietetics from the University of Illinois at Chicago. She is a Certified Functional Medicine Practitioner (IFMCP), Fellow and Board Member of the American College of Nutrition (FACN), and a Certified Nutrition Specialist (CNS). She is an internationally-recognized lifestyle medicine expert, creative visionary and teacher, and author of five books. Her extensive background in nutrition, yoga, and personal growth led her to create a whole-self, colorful approach to health called Food & Spirit. She developed the Certified Food & Spirit Practitioner Program to provide health professionals with a practical way to apply the Food & Spirit framework with their patients and clients. She is author of *Whole Detox*, a book based on a whole-life, whole-systems, whole-foods approach to detoxification, as well as on her *Detox Summit*, the world's largest online event with 30 leaders in the detox field.

**Georgette Schwartz, M.S.**

Georgette Schwartz has been a nutrition and fitness educator and specialist focusing on complete mental and physical well-being for over 20 years. Georgette holds her Masters of Science in Holistic Nutrition from Hawthorn University and is Board Certified in Holistic Nutrition. Georgette is focused on preparing customized nutrition, exercise and supplement programs for individuals who want to optimize their health and energy as well as those challenged by health conditions including cardio metabolic syndrome, hormone imbalances, cancer, digestive issues, weight issues, diabetes, low energy and food allergies. She is the director of nutrition services at Integrative Acupuncture.

**Timothy Schwaiger, N.M.D., M.S.**

Dr. Schwaiger is Interim Chief Medical Officer at Bastyr University Clinic and is a clinical professor in the School of Naturopathic Medicine at Bastyr University California. He completed a 2-year residency program at SCNM and holds a doctor of Naturopathic Medicine degree from Southwest College of Naturopathic Medicine and a Master of Arts in Health Care Management. Dr. Schwaiger

has been in practice since 1999 and loves being a naturopathic physician. He has a strong belief in shared decision making, actively engaging the patient in the healing process. He focuses on personalized medicine noting the importance of tailoring the therapeutic program directly to the individual using evidence based medicine and therapies proven throughout his clinical years.

**Jeanne M. Wallace, Ph.D., C.N.C.**

Dr. Wallace is widely regarded as one of the nation’s most prominent experts in nutritional oncology. She is the founder and director of Nutritional Solutions which provides consulting to cancer patients throughout the U.S. and abroad about evidence-based dietary, nutritional and botanical support to complement conventional cancer care. She completed her undergrad studies magna cum laude at Boston University, earned her Nutrition Consulting degree at Bauman College in Santa Cruz, CA, and completed her Ph.D. in Nutrition through American State University.

## Faculty Advisors

**Glen Depke** holds degrees as a Traditional Naturopath, a Bachelor of Science in Natural Health, and a diploma in Professional Holistic Iridology. He has also been trained in the Kalish method of assessing the three main body systems, emotional freedom technique (EFT), Metabolic Typing, traditional Chinese assessment tools, and German drainage therapy. Glen has become known as a master in adrenal insufficiency, functional healing, customized nutrition, and gluten intolerance, and is often recognized as the “gluten guy.” He has worked alongside some of the most prominent healers of our time, most notably, Dr. Joseph Mercola and the staff at the Center for Natural Health; where he held the positions of chief nutritionist, primary EFT therapist, and wellness director. Glen developed the system of nutritional typing used by Dr. Mercola’s clinic. His intention is to empower individuals to reach their health and wellness goals by addressing their individual imbalances while releasing any blocks that hinder them from this goal—whether these blocks are physical, mental, emotional, or spiritual.

**Rebecca Katz, M.S.**, is a nationally-recognized culinary translator and expert on the role of food in supporting optimal health. Rebecca has a Master of Science degree in Health and Nutrition Education from Hawthorn University and received her culinary training from New York’s Natural Gourmet Institute for Health and Culinary Arts. As a consultant, speaker, teacher, and chef, Rebecca works closely with physicians, nurses, and wellness professionals to include the powerful tools of flavor and nutrition in their medical arsenal. Rebecca is the Executive Chef for The Center for Mind-Body Medicine’s renowned Food as Medicine professional training in medical nutrition therapy, and consults for Arizona Center for Integrative Medicine’s premiere nutrition conference for health professionals co-directed by Andrew Weil, M.D. She is the founder and director of the Healing Kitchens Institute at Commonweal, which trains healthcare professionals and interested cooks on how to translate nutritional science directly to the plate through taste and flavor. Rebecca is the author of *The Healthy Mind Cookbook: Big Flavor Recipes to Enhance Brain Function, Mood, Memory and Mental Clarity* (Ten Speed Press, 2015), *The Longevity Kitchen: Satisfying Big Flavor Recipes Featuring the Top-16 Age Busting Power Foods* (Ten Speed Press, 2013), along with the award-winning cookbook *The Cancer-Fighting Kitchen: Nourishing Big-Flavor Recipes for Cancer Treatment and Beyond* (Ten Speed Press, 2009), and *One Bite at a Time: Nourishing Recipes for Cancer Survivors and their Friends* (Ten Speed Press, 2008, Second Edition). A myriad of food-related experiences, including a sojourn to Italy, where she studied Mediterranean cuisine with 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. For more information and yummy recipes: [www.rebeccakatz.com](http://www.rebeccakatz.com).

**Jeffrey Moss, D.D.S., C.N.S., D.A.B.C.N.**, graduated from the University of Michigan Dental School and practiced dentistry in Grand Rapids, Michigan. Having employed clinical nutrition in his practice for six years, he decided to use this experience and enter the professional supplement industry. In 1992 he founded Moss Nutrition Products, Inc., which provides nutritional supplements to health care professionals. In addition, since 1987 he has written a monthly newsletter of review and commentary for professionals on many of the most controversial issues that face clinical nutrition practitioners today. He also co-authored the text, *Textbook of Nutritional Medicine* with Mel Werbach, M.D. Finally, Dr. Moss has been a member of the faculty of the University of Bridgeport master's program in Nutrition since 1999 and is currently teaching about vitamins, minerals, and assessment in his classes.

**Trudy Scott, C.N.**, is a food mood expert and a certified nutritionist on a mission to educate and empower women worldwide about the healing powers of food in order to find natural solutions for their anxiety, depression, emotional eating, and sugar cravings. Trudy works with clients one-on-one and in groups, serving as a catalyst in bringing about life enhancing mood transformations that start with eating real whole food and using some pretty amazing nutrients. Trudy uses a comprehensive 9 step approach with her clients to help them overcome their anxiety, depression, emotional eating, and sugar cravings. It is, of course, customized to their unique biochemistry. She is the author of *The Antianxiety Food Solution: How the Foods You Eat Can Help You Calm Your Anxious Mind, Improve Your Mood & End Cravings* (New Harbinger, 2011). Trudy also presents nationally to holistic health practitioners and mental health practitioners on food and mood, sharing all the recent research and how-to steps so they too can educate and empower their clients and patients. She has been featured on NPR, GaiamTV, morning shows such as Good Day Sacramento and Fox 40, and been quoted in AARP, Glamour, and Cosmopolitan magazines. Trudy publishes an electronic newsletter entitled *Food, Mood and Gal Stuff*, available at [www.everywomanover29.com](http://www.everywomanover29.com) and [www.antianxietyfoodsolution.com](http://www.antianxietyfoodsolution.com).



## **Board of Governors**

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## **Disclaimer and Caveat**

This catalog is published annually for a term of one full year. Any additional information or minor revisions that may be required are addressed as they occur and reported in addenda to this document.

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. Hawthorn reserves the right to update course materials as deemed scholastically advisable.

This catalog is subject to revision and change. The president and the executive vice president of Hawthorn University will use their 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.

ADDENDA

<b>Catalog Version to be Edited 01012020</b>	<b>Approved by Administration: 01142020</b>
<b>Created By: President/Chief Academic Officer</b>	<b>Effective Date: 011420202</b>
<b>Purposes:</b> 1. To update new address for the BPPE 2. To eliminate CE and HN elective courses 3. Discontinue open enrollment option.	
<b>Catalog Locations:</b> 1. Pgs. 7, 26, 69 2. Pgs. 10, 13, 22, 65 & 66 3. Pg. 14	<b>Addendum Number: A2020-01</b>
Note: This addendum is valid for the term of the above noted catalog.	

<b>Catalog Version to be Edited 01142020</b>	<b>Approved by Administration: 03232020</b>
<b>Created By: President/Chief Academic Officer</b>	<b>Effective Date: 03232020</b>
<b>Purpose:</b> Revision of Extension Policy during pandemic.	
<b>Catalog Locations:</b> Pg. 66	<b>Addendum Number: A2020-02</b>
Note: Hawthorn reserves the right to change this policy at any time.	

Hawthorn has temporarily increased the number of extensions for submission of coursework without charge. Students may now take two 14-day extensions at no cost. This will assist all students who may be first line responders or experiencing financial hardships during the pandemic.

<b>Catalog Version to be Edited 01142020</b>	<b>Approved by Administration: 05052020</b>
<b>Created By: President/Chief Academic Officer</b>	<b>Effective Date: 05052020</b>
<b>Purpose:</b> To revise Stop-Out policy for additional time during the pandemic	
<b>Catalog Locations:</b> Page 72	<b>Addendum Number: A2020-03</b>
Note: This addendum is valid for the term of the above noted catalog. Hawthorn reserves the right to change this policy at any time.	

Hawthorn's policy allowed a break of ten (10) days between courses. Due to the pandemic, students may now take two ten (10) day stop outs for a total of 20 days at no charge. If additional stop out time is needed, (after the 20 days) a late registration fee of \$35.00 will be required for each additional stop-out period of 10 days.

If more than 40 days is required, students should consider a Leave of Absence if eligible, to avoid being placed on probation or withdrawn from the University. Hawthorn values students and will assist students to find their path towards graduation. Communicate with the registrar as soon as possible to help you make the best decision on how to move forward.

<b>Catalog Version to be Edited 01142020</b>	<b>Approved by Administration: 06022020</b>
<b>Created By: President/Chief Academic Officer</b>	<b>Effective Date: 06022020</b>
<b>Purpose:</b> Revision of Probation Policy to include students who do not return from a stop out.	
<b>Catalog Location:</b> Pg. 69	<b>Addendum Number: A2020-04</b>
Note: This addendum is valid for the term of the above noted catalog. Hawthorn reserves the right to change this policy at any time.	

All enrolled students who do not meet academic or rate of progress standards or meet requirements for continuing enrollment (over 40 days on a stop out) may be placed on probation for six months. Students unable to return after 40 days will stop incurring fees and also be placed on probation. If they wish to return to an active status, they will incur a reinstatement fee of \$100 and submit a written document indicating their ability to return and be successful. If no contact is made by the student after six months, the student will be dismissed.

<b>Catalog Version to be Edited 06022020</b>	<b>Approved by Administration: 08012020</b>
<b>Created By: President/Chief Academic Officer</b>	<b>Effective Date: 08012020</b>
<b>Purpose:</b> To revise the admission's application. Eliminate letters of recommendations from all programs except DSC. Doctoral students must submit two professional letters of recommendation.	
<b>Catalog Location:</b> Pg. 13	<b>Addendum Number: A2020-05</b>
Note: This addendum is valid for the term of the above noted catalog. Hawthorn reserves the right to change this policy at any time.	

Beginning August 1, 2020, applicants to the Doctor of Science in Holistic Nutrition program do not have to submit three (3) letters of recommendation. Two professional letters will be accepted. Also, students in all other programs do not have to submit any letters as the Admission Interview substitutes for the recommendation.