

Eligibility Application

Prepared for the
Council on Naturopathic Education
By University of Western States
Submitted September 16, 2022





September 15, 2022

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Executive Director
Council on Naturopathic Medical Education
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Dear Council on Naturopathic Medical Education:

On behalf of the University of Western States (UWS), I am writing to formally submit an eligibility application for the development of a Doctor of Naturopathic Medicine degree program and accreditation with the Council on Naturopathic Medical Education (CNME).

UWS is a degree granting, independent, nonprofit institution of higher education that has been in continuous operation in Portland, Oregon since 1904. The university is institutionally accredited by, and in good standing with, the Northwest Commission on Colleges and Universities (NWCCU).

UWS offers world-class, integrated health care education and provides an evidence-informed approach to health and wellness. Our graduates deliver high-quality health care based on science, the professional's skill and knowledge, and the preferences and experiences of the patient or client. As a leader in health sciences education, UWS provides integrated, evidence-informed curricula grounded in our dedication to current research and clinical practices.

Currently, UWS offers masters and doctoral level graduate education degree programs in the following fields: chiropractic medicine; human nutrition and functional medicine; sport and performance psychology; clinical mental health counseling; and, sports medicine.

Over the years, UWS faculty and alumni have built strong, collaborative relationships with doctors of naturopathic medicine and in our early years as an institution had a program focused on naturopathic medicine. We strongly believe that a Doctor of Naturopathic Medicine degree program will provide unique and valuable opportunities for interprofessional education and collaboration, and will serve as an exceptional complement to our current degree program offerings. It will also be a strong fit with our student population.

We look forward to offering a Doctor of Naturopathic Medicine degree program in the future. We appreciate the opportunity to work with CNME in creating a program that meets the accreditation expectations and requirements.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Joseph Brimhall".

Joseph Brimhall, DC
President and CEO
503-251-5712 | JBrimhall@uws.edu

A handwritten signature in black ink that reads "Jennifer Forbes".

Jennifer Forbes, DC
Chair, UWS Board of Trustees

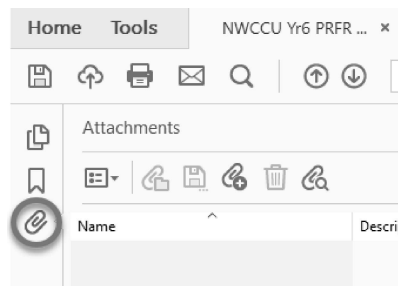
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CONTENTS

Introduction	1
Eligibility Requirements.....	1
ER 1	1
ER 2	2
ER 3	3
ER 4	3
ER 5	5
ER 6	5
ER 7	6
ER 8	7
ER 9	8
ER 10	10
ER 11	11
ER 12	14
ER 13	16
ER 14	19
ER 15	21
ER 16	23
ER 17	24
ER 18	24

INTRODUCTION

The doctor of naturopathic medicine (NMD) program at University of Western States (UWS) will prepare students to apply the principles of naturopathic medicine, taking a holistic and individualized approach to health and healing. The program integrates the principles of functional medicine throughout the course work. Graduates consider the whole person including the patient's diet, lifestyle, environment, genetics, physical, mental and emotional health, as well as other factors that influence health and well-being.

The integration of functional medicine principles in the UWS naturopathic program distinguishes it from other naturopathic programs. Naturopathic medicine and functional medicine are science-based, patient-centered approaches to achieve and maintain health by addressing the root cause. Functional medicine focuses on unique biochemical and genetic traits, employing and applying individualized diet and nutrition recommendations. This philosophy seamlessly integrates with the full range of assessments and treatment modalities of naturopathic medicine.

The 14-quarter doctoral program can be completed in three-and-a-half years and is delivered on the UWS campus in Portland, Oregon. The NMD program provides a community of learning through in-person experiences, synchronous, and asynchronous online delivery, with knowledge, skills, and community reinforced through in-person labs.

This eligibility application addresses the 18 CNME eligibility requirements and provides exhibits below each section to support the narrative.

ELIGIBILITY REQUIREMENTS

ER 1: The program is located in a legally incorporated institution that has authorization from the appropriate state or provincial agency to grant the Doctor of Naturopathic Medicine degree or designation.

University of Western States, founded in Portland, Oregon in 1904, is a nonprofit institution of higher education incorporated in the State of Oregon, and is classified by the U.S. Internal Revenue Service (IRS) as a 501(c)(3) entity. UWS has maintained accreditation from Northwest Commission on Colleges and Universities (NWCCU) since 1986 and, as such, is authorized to grant doctoral-level degrees by the state of Oregon Higher Education Coordinating Commission (HECC).

ER 1 Required Documentation

- 01.A – Articles of Incorporation
- 01.B – Degree-granting License

ER 2: The program is located at an institution with a qualified governing board that exercises ultimate authority over the institution free of undue outside influence and that observes an appropriate conflict of interest policy.

The university is governed by a Board of Trustees that exercises governance authority over the institution. The board operates in accordance with established bylaws and policies that describe its responsibility to govern the institution based on a commitment to promote the university mission in the best interests of the institution and the public good. The board is responsible for establishing the university mission; hiring, supporting, and annually evaluating the president; adopting policies consistent with the mission; approving the allocation of resources in ways consistent with those policies; and ensuring that financial resources are adequate and sufficiently stable to provide educationally and fiscally sound academic programs. The board meets at least twice per year, with special meetings as necessary to address emergent matters. The board facilitates its work through five committees:

1. Academic Affairs Committee
2. Audit Committee
3. Executive Committee
4. Finance Committee
5. Governance Committee

In accordance with the bylaws, the board must have no fewer than nine (9) and no more than twenty-one (21) trustees. Trustees may serve up to four three-year terms. The board operates free of undue outside influence and trustees adhere to the university conflict of interest policy. Trustees are prohibited from having contractual, employment relationships, or personal financial interests with the institution. The UWS president reports to the board and is the chief executive officer for the institution.

ER 2 Required Documentation

- 02.A – Board of Trustee Membership
- 02.B – Policy 1005B Conflict of Interest

ER 3: The program is located at an institution that has an appropriately qualified chief executive officer (e.g., president) whose full-time or major responsibility is to the institution.

Dr. Joseph Brimhall has been full-time president and chief executive officer of UWS since 2003. Under UWS bylaws article VI, the Board of Trustees appoints and evaluates the president/chief executive officer. The president's qualifications are outlined in his curriculum vitae and accompanying biographical sketch.

ER3 Required Documentation

- 03.A – University of Western States Bylaws (Article VI)
- 03.B – Curriculum Vitae - Dr. Joseph Brimhall
- 03.C – Biographical Sketch - Dr. Joseph Brimhall

ER 4: The program has an appropriately qualified chief academic/administrative officer (e.g., dean)—or an appropriate academic leadership team—whose full-time or major responsibility is to the program. There are mechanisms in place to allow all appropriate constituencies within the program—including faculty, administrative staff and students—to communicate their needs and provide input to the program's leadership team.

Chief Academic Officer

The NMD program is under the direction of the Dean of the College of Naturopathic Medicine, Dr. Marcia Prenguber, who reports to the university's chief academic officer and whose full-time responsibility is to the program. Dr. Prenguber is a licensed doctor of naturopathic medicine with extensive experience in higher education program leadership and accreditation.

Communication and Input

UWS is committed to a shared governance structure that provides students, faculty members, staff members, administrators, and trustees an opportunity to participate in university planning and decision-making. UWS defines shared governance as a structure and process by which university constituents engage in their respective roles related to participatory decision-making by providing input and information into policies and procedures. The university maintains an active committee structure. Students, faculty members, and staff members are included on committees in which they have a direct and pertinent interest. Each college within the university has a curriculum committee and an assessment committee. As a new program to the university, an NMD program planning committee will assist in program development.

All university faculty members are constituents of the Faculty Senate. The Faculty Senate is comprised of all full-time and part-time faculty members holding the rank of professor, associate professor, assistant professor, instructor, adjunct faculty, or librarian. Faculty Senate meets at least quarterly. The Faculty Senate considers and makes recommendations regarding matters pertaining to the formulation of academic policies and related academic standards, and other matters of faculty concern. The Faculty Senate makes recommendations on policy matters it considers relevant. Those recommendations go through the established process of policy review.

All university students are members of the Associated Student Body (ASB) and may run for office in the ASB. The ASB supports the UWS mission and core values and the educational, professional, social, and cultural development of its members. This is achieved through representation of and advocacy for ASB member interests and organization of programming and activities to support student well-being and professional development.

The ASB includes an executive committee and college council. The college council includes two representatives from each college to provide a voice for the students in their academic program or cohort. Students must be a member of the population they are seeking to represent to be eligible for the position of college council representative.

College council representatives bring forward concerns or ideas from the students they represent to college council meetings. Representatives may suggest agenda items to the college officer for inclusion in ASB executive committee meetings or general assembly meetings. College council representatives provide communication back to the population they represent and perform such duties as defined by ASB bylaws or affirmative vote of the ASB executive committee.

Faculty members, administrative staff members, and students provide feedback to the program and university through the annual student feedback survey and the biennial employee feedback survey. Each program conducts an exit survey and an alumni survey to provide opportunities for feedback. Students complete course evaluation surveys for each course. All feedback is analyzed and provided to program leadership to be utilized for program and university improvement.

ER4 Required Documentation

- 04.A – Curriculum Vitae - Dr. Marcia Prenguber
- 04.B – Faculty Senate Bylaws
- 04.C – ASB Bylaws
- 04.D – Sample Feedback Surveys

ER 5: The program has a clear, concise and realistic mission statement that identifies what it intends to accomplish, and encompasses the educational preparation of naturopathic physicians/doctors. The mission is accompanied by a set of program outcomes, which are consistent with the mission statement and guide the program in establishing specific student achievement/learning goals and objectives and other relevant outcomes of the program.

The mission of the College of Naturopathic Medicine is: *To prepare ethical, skilled, and caring naturopathic physicians as life-long learners, trained to serve their communities by providing evidence-informed, whole person, individualized health care, in partnership with other healthcare professionals, for the betterment of patients and society.* The university mission is: *To advance the science and art of integrated health care through excellence in education and patient care.* As designed, the mission of the College of Naturopathic Medicine is consistent with the mission of the University and reflects the principles and practices of the naturopathic profession.

The program outcomes reflect the institutional and program missions in alignment with the work of the Association of Accredited Naturopathic Medical Colleges in the areas of competence for the naturopathic medical graduate. Institutional and program outcomes guide the development of the learning objectives for each course, which are identified in each course syllabus. Assessment tools are aligned with the institutional and program outcomes and learning objectives in the syllabus for each course.

ER 5 Required Documentation

- 05.A – College of Naturopathic Mission Statement
- 05.B – Institutional and Program Learning Outcomes

ER 6: The program has an appropriately qualified and stable administrative staff sufficient in size to meet the needs of the program and achieve the program's mission.

The program administrative staff currently includes the full-time program dean. The dean is supported by the Academic Affairs Coordinator/IRB Administrator and Academic Affairs Assistant/Scheduler (see program administrative staff summary). The expansion of administrative support staff, in both scope and number, will occur prior to the program start date. The program organizational chart reflects planned future hires.

ER 6 Required Documentation

- 06.A – UWS Organizational Chart
- 06.B – Program Organizational Chart
- 06.C – Program Administrative Staff Summary

ER 7: The program has adopted an academic freedom policy that ensures academic freedom in teaching, scholarship and research.

The UWS naturopathic medicine program adheres to the university academic freedom policy (1002), developed in collaboration with and approved by the Faculty Senate. The university supports and encourages an atmosphere of free inquiry and discussion, and provides, protects, and promotes an environment in which university employees, students, and constituents are afforded academic freedom in their educational pursuits. The policy is published on the policy webpage and addresses academic freedom and responsibility in teaching and learning, in representation of the university, in research and publication, and in public expression.

The university defines and promotes an environment that supports independent thought in the pursuit and dissemination of knowledge, within the context of its mission and values, and consistent with Policy 1002 - Academic Freedom. Faculty members are entitled to full freedom in the pursuit of their academic functions, which include: the advancement of human knowledge, insight and understanding; the education of students, and the presentation to students of various divergent views and opinions which are intellectually within the content of the course being offered; and the responsibility to serve the community by lending intellectual abilities to the solution of current problems.

In the academic freedom policy, the university affirms the freedom of faculty members, staff members, administrators, and students to share their scholarship and reasoned conclusions with others. The university defines scholarship as the creative product of inquiry that creates new knowledge and understanding or contributes new and unique insights through synthesis, integration, or interpretation of existing knowledge. Through research and Policy 8004 – Development of Research Activities, the university seeks to advance theory and practice in health professions, foster student inquiry that challenges untested presumptions, encourage faculty to become successful researchers in specialized areas of interest, provide students with an opportunity to work with successful professionals in their selected fields of study, and to produce

graduates who are educated, creative, professional, and committed to the advancement of health care through knowledge.

The university and individuals within the institution may hold to a particular personal, social, or religious philosophy, and are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth, in accordance with the Academic Freedom Policy (1002), the Scholarship Defined Policy (1241), and the Development of Research Activities Policy (8004). UWS employees, students, constituents, and guests are free to examine all pertinent data, to question received ideas, and to be guided by evidence, experience, and personal observation. UWS employees, students, constituents, and guests are encouraged to be curious, to analyze, to question, to challenge subject matter information, and to engage in meaningful discussions. Alternative and opposing points of view are respected, and when appropriate, are incorporated in the synthesis of new approaches.

ER 7 Required Documentation

- 07.A – Policy 1002 Academic Freedom
- 07.B – Policy 1241 Scholarship Defined
- 07.C – Policy 8004 Development of Research Activities

ER 8: Faculty members for didactic and clinical courses have appropriate education and experience for their teaching positions/responsibilities in the program, including appropriate advanced or professional degrees—usually terminal degrees in their field—and any other qualifications required to provide instruction in their assigned areas at the doctoral level. The number of full- and part-time members of the faculty is sufficient to effectively meet program needs.

As an accredited graduate-level institution of higher education, UWS recruits and employs faculty members with doctoral or other terminal degrees in the content area appropriate to the program. Currently, of the 41 full-time university faculty members, 100% hold doctoral or other terminal degrees. All adjunct teaching faculty members hold a master's degree or higher. As the doctor of naturopathic medicine program adds faculty members, the program will adhere to these same standards. To illustrate the university commitment to sufficient faculty member numbers, the following table represents student-to-instructor ratios by program in Fall 2021.

Program Name	Ratio (student-to-instructor)
MS – Clinical Mental Health Counseling	7:1
MS – Human Nutrition and Functional Medicine	11:1
MS – Sport and Performance Psychology	12:1
MS – Sports Medicine	7:1
EdD – Sport and Performance Psychology	7:1
Doctor of Chiropractic (DC)	8:1
Doctor of Clinical Nutrition (DCN)	3:1

Basic science courses that are part of the doctor of chiropractic program will be included in the curriculum of the doctor of naturopathic medicine program. Basic science faculty members have participated in the revision of basic science courses to address specific needs related to naturopathic medicine. Faculty members who teach the basic science courses have terminal degrees and extensive expertise in the designated areas of basic science.

ER 8 Required Documentation

- 08.A – Faculty Biographies
- 08.B – Faculty Member Job Description

ER 9: The program is residential, consists of a minimum of four academic years, and requires a minimum of 4,100 clock hours, including a minimum of 1,200 hours devoted to clinical training. The curriculum covers the subject areas specified in the CNME Accreditation Standards.

The program is a 14-quarter doctoral program designed to be completed in three and one-half years of continuous enrollment (no summers off), equivalent to a four academic year course of study. Most courses are taught on campus, with a smaller number of courses taught online or in hybrid format. The program consists of 4,299 clock hours, including academic and clinical experiences. Curricular areas cover the subject areas as specified by CNME accreditation standards and are consistent with the program mission and outcomes. See the program of study for more detailed information on program hours and courses.

The program is designed with a minimum of 1,214 hours devoted to clinical training. The clinical training consists of 1,089 hours in Secondary and Primary clinical rotations. These experiences are residential and include training and experiences in telemedicine. Precepting opportunities cover the remaining 125 hours.

The program addresses the CNME standards in a progressive nature, building on knowledge, skills, and behaviors learned in the pre-clinical and clinical settings. Students participate in clinical experiences early in the program, observing experienced naturopathic and chiropractic clinicians, as they apply the medical and professional skills, attitudes, and behaviors learned in the classroom. As each student progresses through the program, the expectations of their skills and abilities increase, to build on their ability to manage complex patient cases. Primary clinical rotations outnumber the Secondary clinical rotations, to provide opportunities to enhance medical reasoning and application of clinical skills.

Students are required to identify and discuss the naturopathic principles that apply to each patient case, in the assessment and treatment of cases presented in the classroom and in the clinical setting.

A curriculum and assessment committee, consisting of faculty, administration, and an instructional designer, will review and evaluate course content, instructional methods, and assessment methods to maximize student learning opportunities.

As seen in the program of study schedule and catalog course descriptions, the courses are sequenced to enhance the depth of understanding of assessment, diagnosis, and treatment, using critical thinking and medical reasoning skills.

The program includes a focus on research – evaluating research in the first three quarters of the program, applying research in academic and clinical experiences, and developing research through the creation of case studies based on clinical experiences throughout the remainder of the program.

Practice management is integrated through courses in the last two quarters of the program, in clinical rotations, and in precepting experiences.

ER 9 Required Documentation

- 09.A – Program of Study
- 09.B – Clinical Requirements
- 09.C – Clinical Training Sites

ER 10: The program has sufficient physical and learning resources—including instructional, library, clinical, office, research facilities, equipment and supplies—to achieve its mission and objectives, provide for the effective functioning of the program, and accommodate the needs of the faculty, staff and student body.

The campus houses all educational, administrative, and clinical functions in a single 150,000 square foot building. Constructed in 2006, the building is a modern space featuring an advanced technology infrastructure to support innovation in the delivery of education. The university leases a 4,000 square foot Anatomy Lab from Portland-based Linfield College on the former UWS campus. The university has an 8,400 square foot space that is being configured into four new classroom spaces designed specifically for the naturopathic medicine program. The university has ample office space and clinic space available to meet the needs of the program and will add equipment and supplies to the current inventory to support the program in fulfilling its mission and objectives.

Physical Resources

The campus features an advanced technology infrastructure to support innovation for teaching, learning, and clinical training. The campus currently houses four lecture-style classrooms with four additional spaces currently under construction, four adjusting technique classrooms, three multi-purpose classrooms to support lecture or hands-on teaching, and two specialty lab classrooms (science lab and x-ray technique and physics lab). The assessment center includes sixteen individual rooms for utilizing standardized patients and is equipped with state-of-the-art audio and video capture technology.

The lecture classrooms are equipped with functional, moveable furniture to support the teaching style of various faculty members and to easily accommodate active learning activities. The lab and multi-purpose classrooms are outfitted with the necessary equipment and furniture to fit the needs of the courses to be taught in each space (i.e., rehabilitation equipment, exam tables, science tables with microscopes, x-ray simulation equipment, etc.).

In addition to the classrooms listed above, the campus includes a fitness center, student commons, a campus store, mindful eating space, dedicated meditation room, and quiet study areas. Quiet study rooms currently include four designated conference rooms, two library study rooms, and four private cubbies within designated quiet areas. In response to student feedback survey data, the university is exploring strategies to increase access to private study areas over the next year. The facility allocates private office and shared work areas for employees.

The outpatient clinic is roughly 15,750 square feet. In addition to 35 treatment rooms, the clinical space includes a reception area, radiology suite, lab, rehabilitation room, physical therapy room, multiple conference rooms and offices spaces. Student interns have a designated space in which to complete clinical paperwork while on shift.

Learning Resources

The library space provides natural lighting and a variety of types of seating and study areas to accommodate different learning styles and preferences. There are two study rooms dedicated for student use and six desktop computers along a standing bar. See ER 10 for additional information regarding on-campus library resources.

The Office of Student Success houses an accommodated testing center. The university offers peer-to-peer tutoring services and academic coaching. Students may request and schedule tutoring sessions with peer tutors directly through an online scheduling portal, with no limit on the number of sessions. Individual academic coaching sessions are available through student service staff to discuss topics such as study skills, time management, test preparation, test-taking, and stress reduction.

ER 10 Required Documentation

- 10.A – Campus Map
- 10.B – Connected Whole Health Campus Clinic Map
- 10.C – Classroom Space Details
- 10.D – Tutoring and Academic Coaching Resources

ER 11: The library provides a reasonably comprehensive set of learning and information resources that support learning outcomes and research, and the staffing of the library is sufficient to support facilities, resources, services and programs, as well as the volume of students, faculty and other patrons.

The library provides a reasonably comprehensive set of learning and information resources to support students toward learning outcomes and research in the doctor of naturopathic medicine program. The library has sufficient staffing, and the library staff provide services in person, and via phone, email, chat, and Zoom or Teams. The UWS Library is open Monday through Thursday, 7 a.m. to 7 p.m.; Friday, 7 a.m. to 5 p.m.; Sunday, 12-8 p.m. (online services only via email and chat).

Library Collection

The university library has online offerings of over 24,000 unique electronic journal titles. Policy 1601 Library Collection and Scope governs library collection development. Collection development is focusing on the migration from print to electronic full text.

Resources that directly support the NMD program include:

1. Journals. The library's subscriptions primarily pertain to health and medicine and include titles relevant to complementary/integrative medicine, nutrition, and functional medicine, among other healthcare fields.
2. Databases.
 - Main databases relevant to NMD: AccessMedicine; AltHealth Watch; Allied and Complementary Medicine Database (AMED); CINAHL; Consumer Lab; DynaMed; HerbalGram; Medline Complete; Natural Medicines; Nutrition Care Manual titles; Probiotic Advisor; PubMed (with UWS subscriptions linked)
 - Broad/related databases: Academic Search Premier; Cochrane Databases; JAMA Network
 - Freely available resources linked in the library: About Herbs; Dr. Duke's Phytochemical and Ethnobotanical databases; Herbs and Supplements (MedlinePlus); Merck Manual (Professional Version)

The library's online public access catalog and other electronic resources are accessible 24/7 from any electronic device through the library's home page. Links for electronic resources are embedded within the bibliographic records. The library home page features a federated search bar that supports discovery of subscription article resources. Twenty-three (23) subscription resources are currently searched simultaneously through the federated search engine. Buttons on the home page link to the database selection page, journals and e-books list, and library-created guides and tutorials.

Copies of all required and recommended textbooks for each program are available in the reserves collection located behind the circulation desk. When possible, the library acquires these texts in e-book format, to better serve students who are not on campus. As program faculty members are selecting or revising texts for courses, the university librarian provides information about the availability of electronic access to texts to encourage faculty members, as appropriate, to choose materials that are readily accessible.

The library's collection includes anatomical models, bone models, anatomical charts, and flashcards to support student learning. Students have access to auxiliary materials to support their academic success and whole-person health, such as white boards and markers, electronic white boards, full-spectrum lights, foam rollers, iPads, laptops, headphones, and chargers.

Library staff create and maintain LibGuides relevant to the whole-person development of community members. Staff members develop these guides in partnership with other campus stakeholders. Currently, 35 LibGuides are active and updated regularly. Guides specific to the NMD program and course needs will be developed in collaboration with the dean and program faculty members. General guides that are useful to NMD faculty and students include: About the Library, Accessibility Resources, Course Reserves, Diversity and Inclusion Library Resources, Self-Care and Mental Health Resources, and Wellness Resources.

Interlibrary Loan Services and Resource Sharing

The UWS library provides full borrowing, lending, and document delivery services through the interlibrary loan department. Students, faculty members, administrators, and staff members can request any material not currently in the UWS library collection through interlibrary loan to be obtained on loan (or as a copy, in the case of journal articles) from domestic libraries. The UWS library has resource sharing agreements with local partner organizations, including Oregon Health & Science University, National University of Natural Medicine, and Oregon College of Oriental Medicine. These partnerships increase the breadth of materials available to the UWS community.

Reference and Instructional Services

Librarian-led classroom instruction is available in support of information retrieval activities and assignments. Librarians prepare training for faculty members upon request. The library develops and delivers faculty presentations covering a variety of topics, including the use of electronic books and copyright regulation for the classroom, along with other pertinent topics. For university students, robust use of reference services is driven by faculty members referring students to librarians, either as a required assignment or as a point-of-need referral when students require additional reference assistance.

The library offers services to faculty members and instructional designers for creating persistent linking to articles, copyright review, and developing library instructional materials to support assignments, and to facilitate student success.

Library Personnel

The library is staffed with five full-time, experienced library professionals. Additional part-time staff include hourly student workers and two part-time library assistants to support daily operations and interlibrary loan(s). Library staff support academic and research needs with group library instruction (both in-person and online), individual instruction with reference assistance and research consultations, development of learning objects, and creation and maintenance of [LibGuides](#) to meet course and program needs. Current staffing patterns are sufficient to support the mission, goals, and strategic plans of the NMD program.

ER 11 Required Documentation

- 11.A – Summary of NMD Library Resources

ER 12: The program has in place—or is in the process of developing—plans and processes for (i) evaluating each student’s academic and clinical performance and achievement in relation to the program’s mission and educational requirements, and (ii) assessing overall program outcomes and effectiveness in relation to the program’s mission and programmatic objectives.

Evaluating Each Student’s Academic and Clinical Performance

The student learning assessment plan is detailed in a curriculum map. Each student will be assessed throughout the program by successful completion of didactic coursework with a satisfactory performance on key course concepts and skills. Prior to entering the clinic, students must display mastery of course concepts with a passing score on the clinic entrance exam. Clinical skills will be assessed with the use of a detailed rubric with faculty members trained in use and calibration of the tool.

The NMD program will utilize multiple measures of assessment to monitor students’ performance at various stages of programmatic progression. The assessment of student learning includes collection of data from the seven stages in the program. The stages represent the progression of students based on key assessments associated with each stage.

The Student Learning Assessment Plan indicates the specified outcomes for each student, the tool or data that will be used to assess the outcomes, the points in the program at which each outcome will be assessed, and who is responsible to collect and review the data. Using this plan, individual student performance will be assessed in relation to the program’s mission and educational requirements at identified checkpoints throughout the program. As designed, the

program has in place a plan and process for evaluating each student's academic and clinical performance and achievement in relation to the program's mission and educational requirements.

Assessing Overall Program Outcomes and Effectiveness

The Program Assessment Plan and process indicates assessment points for overall program outcomes and effectiveness in relation to the program's mission and programmatic objectives. The program learning outcomes (PLOs) relate to the program mission, and specify what each student should know, value, or be able to do upon completion of the program. In addition, each UWS program assesses four institutional learning outcomes (ILOs). Both measures (PLOs and ILOs) are used to assess overall program effectiveness.

Program leadership and faculty members review overall data on student learning outcomes yearly, collect and analyze data, share results with relevant stakeholders, and develop and implement strategies for using data. For each program and institutional learning outcome, data are typically reported for at least two quarters. During each cycle, the program assesses two ILOs and roughly half of their PLOs. This strategy ensures adequate time for data analysis and implementation of any follow-up actions before another data collection cycle.

All program and institutional learning outcomes are assessed by two direct methods, which may include the collective performance on identified written assignments, exams, and/or projects. Program and institutional assessment data also includes indirect measures of student learning such as exit surveys. At the end of the fiscal year, program leadership and faculty members compile and report data via the learning outcome assessment report. Faculty members indicate how the data will be used and with action planning, there is follow-up during the next cycle to assess the impact of the change. All assessment reports are evaluated by the Director of Academic Assessment using the program assessment review rubric in conjunction with provided feedback.

The College of Naturopathic Medicine includes a Curriculum and Assessment Committee to serve the following functions:

- Review of program learning outcomes and student feedback on issues related to program curricula.
- Identify opportunities to improve assessment plans and data collection processes.
- Utilize assessment data to identify potential program areas for improvement and develop and implement strategies to address any areas that need strengthening.

In addition to the yearly review of data, the university schedules regular Academic Program Reviews (APRs) on a five-year rolling schedule for each program. This process provides an opportunity for academic program faculty and staff members to engage in self-reflective and continuous improvement processes. Each program participates in this process at least once every five years, or more frequently, as necessary. See Exhibit 12.A for the corresponding template. Programs with specialized accreditation, such as the CNME, participate in a modified process to align with self-study timelines. Once finalized, the program utilizes the recommendations from the APR to develop a multi-year plan. Each year, programs report on progress made towards the plan in the Annual University Appraisal (AUA) report.

ER 12 Required Documentation

- 12.A – Student Learning Assessment Plan
- 12.B – Program Assessment Plan
- 12.C – Academic Program Review Template

ER 13: The program publishes and adheres to a student admission policy that clearly specifies the educational prerequisites, personal characteristics and minimum qualifications of applicants that the program considers necessary for academic and professional success.

Educational Prerequisites

In accordance with Policy 2001 (Admission Requirements), acceptance to university programs is offered to students who are considered desirable applicants and meet program entrance requirements as published on the website and in the university catalog. The following table outlines the entrance requirements for the UWS Doctor of Naturopathic Medicine degree program.

Minimum Education	135 quarter credits / 90 semester credits of undergraduate coursework from an institution accredited by an agency recognized by the U.S. Department of Education or equivalent international credentials.
Pre-Requisite Coursework Must Include:	
Biology	At least two semester courses (three quarter courses) of science-major or equivalent level, not survey courses (general biology, microbiology, histology, molecular biology, embryology, genetics, immunology, cellular biology, human physiology, human anatomy)
Chemistry	At least two semester courses (three quarter courses) of science-major or equivalent level, not survey courses (general chemistry, organic chemistry, biochemistry)

Physics	At least one course (physics or biophysics)
Psychology	At least one course (general psychology, developmental psychology, human development, other psychology courses may be substituted with approval from the dean of the college of naturopathic medicine)

Prerequisite basic science courses must be completed with a “C” grade or higher and must be completed within the last seven years. A cumulative undergraduate GPA of 3.0 or higher is required. A cumulative prerequisite basic science course GPA of 2.75 or higher is required.

A bachelor’s degree is not required for program entry. The university offers a bachelor’s completion program option. The Bachelor of Science in human biology degree combines undergraduate credits completed prior to enrolling at UWS (minimum 135 quarter credits), with coursework from dually attributed basic science and evidence-informed practice courses in the NMD program. NMD students may apply to the bachelor’s program at any time and their degree will be conferred when all requirements are met, generally at the end of quarter five of the NMD program.

Personal Characteristics and Minimum Qualifications

In addition to meeting minimum educational prerequisite entrance requirements, prospective students must complete the application requirements listed below and published on the [website](#) within specified deadlines. The letters of recommendation, personal essay, and interview are designed to assess personal characteristics related to program and professional success.

Application Requirement	Notes
Transcripts	Official transcripts from all prior college and universities.
Current Resume or Curriculum Vitae	Optional
Letters of Recommendation (2)	Applicants are encouraged to use professional or academic references who are most familiar with their former studies, academic interests and work. At least one letter must be from a health care professional.
Interview	A personal interview is required of all applicants.
Personal Essay	Includes discussion of extracurricular/volunteer activities.
Other	<ul style="list-style-type: none"> • \$50 application fee • Completion of a background check

UWS admits students most likely to succeed in its educational programs, pass certification examinations, and achieve jurisdictional licensure, where applicable. The application process affords the opportunity for prospective students to present a comprehensive academic history and resume. Qualification for program admission is based on an assessment of all available information including the applicant's academic record.

An admissions committee (including the program dean or designee) evaluates applicants through a review of credentials and transcripts, and a personal interview. The committee confirms receipt of a completed background check with a verification report (see section entitled Background Checks).

UWS encourages international students to apply for admission. UWS submits applications from individuals educated in foreign countries to a National Association of Credential Evaluation Services (NACES) affiliated international education evaluation service for advisory assistance. Prospective students for whom English is not their native language must provide proof of adequate English language skills. UWS requires a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL iBT). A paper-based version of the test is available in areas where TOEFL iBT testing is not possible.

The College of Naturopathic Medicine includes faculty representation in admissions policy development and in the student selection process.

ER 13 Required Documentation

- 13.A – Policy 2001 Admission Requirements
- 13.B – Compilation of Program Information on UWS Website
- 13.C – [NMD Admissions Information](#)
- 13.D – Program Viewbook
- 13.E – Open House Presentation
- 13.F – Draft 2023-2024 University Catalog pages 8-10 and pages 40-42

ER 14: The program has a current catalog or academic calendar and other official publications available to students and the public—in print or electronic form—that accurately set forth:

Required Element	Location
Current mission and programmatic objectives	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Page 40 • https://www.uws.edu/doctor-of-naturopathic-medicine/
Admissions requirements and procedures	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Pages 40- 42 • https://www.uws.edu/doctor-of-naturopathic-medicine/admissions-information/
Transfer credit and advanced standing policies, including the criteria for accepting transfer credit	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 14 and Page 16 • Policy 2007 Transfer Credit
Tuition, fees and refund policies	<ul style="list-style-type: none"> • 2022-2023 University Catalog Pages 10 – 11 • Policy 3021 Tuition and Fee Refunds • Policy 3025 Student Financial Responsibility
Opportunities and requirements for financial aid (if applicable)	<ul style="list-style-type: none"> • 2022-2023 University Catalog Pages 11 – 14 • Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility
Academic performance requirements	<ul style="list-style-type: none"> • 2022-2023 University Catalog Pages 15 – 16 • Policy 1218 Academic Standing
Policies and procedures related to satisfactory academic progress	<ul style="list-style-type: none"> • Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility
Rules for student conduct	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 16 (Academic Integrity) and Page 88 (Student Conduct) • Policy 1230 Academic Integrity • Policy 9001 Student Conduct
Student disciplinary procedures	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 88 • Policy 9001 Student Conduct
Student grievance procedures	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 88 • Policy 1211 Grade Appeal • Policy 9009 Student Appeal of a University Decision

Required Element	Location
Grading and attendance policies	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 15 (academic standing), 16 (attendance), 17 (grading system) • Policy 1204 Attendance, Tardiness and Course Participation • Policy 1207 Grading System • Policy 1218 Academic Standing
Program completion requirements	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Page 40 (graduation requirements)
Members of the administration, including their positions	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Page 109
Professional education and qualifications of full- and part-time faculty	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 94 • DRAFT 2023-2024 University Catalog Page 112
Members of the governing board	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 93 • DRAFT 2023-2024 University Catalog Page 111 • https://www.uws.edu/uws-board-trustees/
Non-discrimination policy	<ul style="list-style-type: none"> • Policy 1004 Nondiscrimination and Anti-Harassment
Academic calendar	<ul style="list-style-type: none"> • 2022-2023 University Catalog Pages 99 – 100 • https://www.uws.edu/academic-calendar-catalog/
Program of Study	<ul style="list-style-type: none"> • Sample NMD Curriculum (accessible to prospective students from the NMD Curriculum Web Page)
Description of each major component of the academic program, including the curriculum and course descriptions for each course	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Pages 44 - 55
Description of the learning and other physical resources	<ul style="list-style-type: none"> • 2022-2023 University Catalog Page 85 (Student Affairs), Pages 91 – 92 (Library) • Campus Overview – Virtual Tour • https://www.uws.edu/community/student-affairs/
Sources of information on the legal requirements for licensure and entry into the profession.	<ul style="list-style-type: none"> • DRAFT 2023-2024 University Catalog Pages 43 – 44 • Professional Associations & Licensure LibGuide

ER 14 Required Documentation

- 14.A – 2022-2023 University Catalog
- 14.B – Draft 2023-2024 University Catalog
- 14.C – NMD Student Handbook DRAFT
- 14.D – Policy 1004 Nondiscrimination and Anti-Harassment
- 14.E – Policy 1204 Attendance, Tardiness and Course Participation
- 14.F – Policy 1207 Grading System
- 14.G – Policy 1211 Grade Appeal
- 14.H – Policy 1218 Academic Standing
- 14.I – Policy 1230 Academic Integrity
- 14.J – Policy 2007 Transfer Credit
- 14.K – Policy 3021 Tuition and Fee Refunds
- 14.L – Policy 3025 Student Financial Responsibility
- 14.M – Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility
- 14.N – Policy 9001 Student Conduct
- 14.O – Policy 9009 Student Appeal of a University Decision

ER 15: The institution in which the program is located must be financially sound, and provide resources to the program sufficient to carry out the program's mission and educational objectives in the current, short and long term. Adequate resources must be available to meet debt-service requirements of short- and long-term indebtedness without adversely impacting the quality of the program.

Financial State of the Institution

The university is financially sound and has allocated sufficient funds to provide resources to the program to carry out the program's mission and educational objectives. The Board of Trustees and the UWS executive leadership team continually assess the short-term and long-term financial health of the institution.

The university's cash and cash equivalents increased by \$6.3 million, and 37.3% as of June 30, 2021, from June 30, 2020 (UWS fiscal year (FY) – July 1-June 30). Investments grew by \$1.4 million or 24.5% over that same period. Unrestricted cash and investment balances exceeded \$30.0 million as of June 30, 2021, compared to \$22.2 million on June 30, 2020. The university's total assets increased by \$5.8 million or 13.4% from June 30, 2020, to June 30, 2021 (\$43.4M to

\$49.2M). On June 30, 2021, the university's long-term debt position was reduced to zero, which contributed to a total liability decrease of \$2.8 million or a reduction of 22.0% from June 30, 2020. In FY21 the university experienced a significant change in net assets—an increase of \$8.7 million or 28.4% relative to FY20. The Statement of Financial Position from 2017 to 2021 is included below.

Statement of Financial Position 2017 to 2021					
ASSETS	2017	2018	2019	2020	2021
Cash and Cash Equivalents	\$6,834,351	\$10,642,563	\$20,224,987	\$16,969,759	\$23,301,268
Investments	4,751,305	5,254,910	5,587,472	5,824,978	7,250,809
Property and Equipment, Net	11,048,150	10,678,476	6,078,699	16,618,756	15,550,150
Other Inventory, Receivables, and Prepaid Assets	5,543,776	5,185,017	9,344,941	4,021,325	3,176,346
Total Assets	\$28,177,582	\$31,760,966	\$41,236,099	\$43,434,818	\$49,278,573
LIABILITIES AND NET ASSETS					
Accounts Payable and Accrued Liabilities	\$2,324,875	\$2,443,099	\$4,393,207	\$2,427,822	\$2,718,628
Long Term Debt	7,023,310	6,812,019	517,908	2,932,620	0
Other Liabilities	3,704,397	3,272,124	7,361,757	7,547,299	7,348,379
Total Liabilities	\$13,052,582	\$12,527,242	\$12,272,872	\$12,907,741	\$10,067,007
NET ASSETS					
Total Net Assets	\$15,125,000	\$19,233,724	\$28,963,227	\$30,527,077	\$39,211,566
Total Liabilities and Net Assets	\$28,177,582	\$31,760,966	\$41,236,099	\$43,434,818	\$49,278,573

The Statement of Activities from 2017 to 2021 is captioned below. Total revenue increased \$6.3 million or 21.7% above FY20, while expenses decreased during that same period by \$786 thousand or 2.8%. Overall, the change in net assets on June 30, 2021, was \$7.1 million or 455.3% ahead of June 30, 2020.

Statement of Activities 2017 to 2020					
OPERATING ACTIVITIES	2017	2018	2019	2020	2021
Revenues, gains and support					
Tuition and fees, net of tuition allowances	\$22,101,045	\$24,363,483	\$25,801,222	\$26,654,307	\$29,059,489
Clinics, net	826,563	903,301	783,420	254,215	230,376
Sales of auxiliary enterprise services	630,898	550,175	549,970	449,781	374,153
Other support and revenue	1,471,626	1,431,886	802,895	1,122,907	2,620,194
Total revenue, gains, and support	\$25,030,132	\$27,248,845	\$27,937,507	\$28,481,210	\$32,284,212
Total Expenses	\$22,504,999	\$23,509,100	\$25,659,385	\$27,562,375	\$26,776,266
Change in Net Assets from Operating Activities	\$2,525,133	\$3,739,745	\$2,278,122	\$918,835	\$5,507,946
Change in Net Assets from Non-Operating Activities	556,123	368,979	7,451,381	645,015	3,176,543
Total Change in Net Assets	\$3,081,256	\$4,108,724	\$9,729,503	\$1,563,850	\$8,684,489
Net Assets, Beginning of Year	\$12,043,744	\$15,125,000	\$19,233,724	\$28,963,227	\$30,527,077
Net Assets, End of Year	\$15,125,000	\$19,233,724	\$28,963,227	\$30,527,077	\$39,211,566

The assets in the university's 403(b) Retirement Plan grew 12.0% or \$3.6 million from December 31, 2019, to December 31, 2020. The plan was audited by an independent auditor for the calendar year 2020, and the audit was free of any nonconforming findings, misstatements, or errors.

Resources Allocated to the Program

UWS developed a budget for the NMD program via a thorough feasibility study process. The university allocated funding in a separate program development budget for FY21 with the designated program budget slated for FY22. UWS delayed the program start until FY24 and adjusted allocations from the original feasibility study projections into the relevant fiscal years (see summary table below). Capital expenses for the naturopathic medicine program are included in the university capital budget.

Projected Budget	FY23 (Start-up)	FY24	FY25	FY26	FY27	FY28
REVENUE						
Tuition & Fees	\$0	\$310,650	\$869,820	\$1,615,380	\$2,424,106	\$3,105,465
Clinic	0	0	5,000	10,000	15,000	20,000
Total Revenues	\$0	\$310,650	\$874,820	\$1,625,380	\$2,439,106	\$3,125,465
PROGRAM EXPENSES						
Faculty, Staff & Hourly Personnel Costs	\$189,100	\$269,350	\$570,885	\$902,419	\$1,189,481	\$1,256,764
Operating Expenses	94,840	227,143	263,018	284,181	268,088	299,502
Total Program Expenses	\$283,940	\$496,493	\$833,903	\$1,186,601	\$1,457,569	\$1,556,266
ESTIMATED - Net Gain/(Loss)	(\$283,940)	(\$185,843)	\$40,917	\$438,779	\$981,537	\$1,569,199

ER 15 Required Documentation

- Included in narrative above

ER 16: The institution in which the program is located must provide for an institutional financial audit to be conducted annually by an outside independent certified or chartered public accountant. The audit must include an opinion/management letter, a balance sheet statement, a statement of revenue and expenditures, and a report on the change in fund balance and/or financial position.

The Board of Trustees oversees the annual (fiscal year) independent audits of financial statements and the annual (calendar year) 403(b) Retirement Plan audit. The Board engages an independent accounting firm to audit the university's financial statements in accordance with generally accepted auditing standards. The auditor performs the audit to obtain reasonable assurance that the financial statements are free from material misstatement, and the auditor

expresses an opinion on financial reporting. For the past several years, UWS consistently receives unmodified audit opinions. The annual audit includes an opinion/management letter, a balance sheet statement, a statement of revenue and expenditures, and a report on the change in fund balance/financial position. In FY21, the auditor's communication included zero federal findings or questioned costs as well as zero material weaknesses or significant deficiencies over internal controls. The FY22 audit will be finalized in December of 2022.

ER 16 Required Documentation

- 16.A – FY21 Audit Letter
- 16.B – FY21 Audited Financial Statement

ER 17: The program discloses to the Council all information required by the Council to carry out its evaluation and accrediting functions.

Consistent with established policies and practices related to the accreditation process, UWS will fully disclose to the Council, in a timely manner, all information required to assure the Council has sufficient data to carry out its evaluation and accrediting functions.

ER 17 Required Documentation

- None required

ER 18: The program understands and agrees that the Council may, at its discretion and in accordance with its policies, make known to any agency or members of the public who may request such information the nature of any action, positive or adverse, regarding its status with the Council.

UWS understands and agrees that the Council may, at its discretion and in accordance with its policies, make known to any agency or members of the public who may request such information, the nature of any action, positive or adverse, regarding the UWS program status with the Council.

ER 18 Required Documentation

- None required



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