

GRADUATE CATALOG

International Holistic Life Sciences Institute

08.2023 – 07.2024

www.lifesciences.institute

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Table Content



Start Here. Go Anywhere!	I
Mission Statement and Vision	I
Governance	II
Administrative Officers	II
A Letter from the President	III
Master’s Program	1
Program Length	2
Program Highlights	2
English Proficiency Qualification	2
Academic Calendar	3
Fees and Course Credit	4
Weekly Coursework	4
Grade Appeals	4
Privacy Policy	5
Student Records	5
Intellectual Property	6
Student Identity Verification Policy	7
Sexual Harassment policy	8
Students with Disabilities	9
Nondiscrimination Notice	9
Student Conduct	9
Academic Policies	9
Academic Waiver Policy	14
Technology Requirements	14
Student Contact Information and Login Credentials	15
Course Description and Objectives	15
Student Services and Support	35



Start Here. Go Anywhere!

With global vision and innovative curriculum, IHLSI is redefining the role of the life sciences institute. At IHLSI, you really can start here and go anywhere!

Mission Statement and Vision

At International Holistic Life Sciences Institute, our mission is to elevate life to its fullest potential through integral and holistic scientific approaches. Our vision is to enhance the public's health and make healthy living attainable for everyone, making better science available to all. Anyone who wants to study medicine, regardless of age, can have a channel to learn anytime, anywhere, and with very low tuition to enter this field. We also popularize the knowledge of fitness, health care, and self-healing for free and provide the public with lifelong learning and long-lasting benefit skills.

By improving the public's health awareness and self-healing ability, we hope to reduce the pressure of the collapse of medical resources in the community. In addition, this institute provides students from all over the world who can earn a Master's degree in Complementary and Alternative Medicine or Health Administration at a meager cost and have the opportunity to work in medical-related jobs in the United States or Canada.

IHLSI aims to introduce complementary, alternative healthcare by providing natural and herbal remedies, mind-body therapies, massage, exercise, and energy medicine. This knowledge and skills help people keep a healthy life. We also partner with other research institutes and universities in Asia to develop research projects and online courses in the following three main areas:

Oriental medicine:

- ◆ traditional Chinese medicine, Chinese pharmacy, acupuncture, etc.

Naturopathic medicine:

- ◆ meditation, Tai Chi, Qi Gong, Tui Na, Yoga, diet regimen, herbs, etc.

Energy medicine:

- ◆ music therapy, natural physical therapy, spectrum therapy, homeopathy, etc.



Governance

The Board of Trustees is responsible for the governance of International Holistic Life Sciences Institute (DBA: International University of Life Sciences). The strategic priorities of the Board include mission, organizational structure, academic integrity, operational responsibility, and planning. Trustees meet regularly to ensure accountability of the University to its students and constituencies. The Board of Trustees appoints a University President to provide overall leadership and to administer the day-to-day operations for the institute.

Administrative Officers

President Yuhsun E. Shih, Ph.D.
Provost and Vice President for Academic Affairs Xiao P. Wang, Ph.D.
Associate Vice President, Academic and International Programs Chia Chia Lin, Ph.D.
Director, Advising and Student Support Services Rebekah Sarmiento, M.A.



A Letter from the President

International Holistic Life Sciences Institute's 2022-23 graduate catalog is here for your browsing pleasure. Programs of study, degree requirements, courses, academic policies, and student services are all included in this section. In addition, fees and the academic calendar are all available. I strongly advise you to go over it again and again as the school year progresses.

Since its founding, IHLSI has advocated for universal access to higher education in health care areas. Programs leading to degrees have always been affordable and accessible at the Institute. Everyone should have the opportunity and equal access to postsecondary education, regardless of their family's financial condition, geographic region, gender, or political leanings.

It's not easy to study online; it requires effort, attention, and focus. We realize that each of our students is unique. We also recognize that you all need attention and support by assisting you in achieving your educational objectives and leading a thriving, healthy life. We'll keep growing and adding new services until we realize our goal.

As an individual and a member of our global community, you'll have the opportunity to learn alongside peers worldwide. You'll interact with a diverse group of students and be guided by Academic Advisors and Course Instructors. We are committed to helping you succeed in your academic endeavors and look forward to working with you in the future.

I wish you all the best of luck and success in the coming school year.

Sincerely,

Yuhsun Shih

Yuhsun E. Shih, Ph.D.

President





Master's Program

IHLSI provides two Master's degree programs that are created and offered to give a distinct level of education for students interested in working in the health care business, as well as to promote independent study and a comprehension of research methodologies relevant to the academic subject. Graduate courses at IHLSI are organized around prerequisites, learning objectives, and assessments, and students must complete them in the proper sequence to meet program outcomes.

The Master's degree program at IHLSI consists of ten courses, totaling 45 credit units or 45 quarter credit hours in US higher education. A credit hour is defined as the quantity of work represented by intended learning outcomes and confirmed by evidence of student achievement in academic activities.

For one quarter credit, credit-bearing distance education courses are evaluated based on the learning outcomes ordinarily attained through 30 hours of student work (10 hours of academic engagement and 20 hours of preparation) .

Prerequisite Courses

The Master degree program at IHLSI requires ten courses. Students must maintain a 2.75 or better overall GPA for the degree coursework. Additionally, all students are required to complete two prerequisite courses in their first term of study:

- Online Learning Strategy (1 unit)
- Academic Writing & Research Ethics (1 unit)

Master of Science in Complementary and Alternative Medicine

10 courses (total 43 credit units):

Foundations of Oriental Medicine and Theories (4 units)

Principles and Techniques of Molecular Cell Biology (4 units)

Diagnosis and Skills of Oriental Medicine (4 units)

Healing Energy Medicine (4 units)

Acupuncture and Asian Bodywork (4 units)

Nutrition & Food Therapy of Oriental Medicine (4 units)

Clinical Psychology (4 units)

Homeopathy Theory (4 units)

Herbal Treatment Strategy (4 units)

Herbal Materia Medica and Herbal Remedies Making (4 units + Capstone project 3 units)

(% Master's Project, incorporated into the capstone course)

Master of Science in Healthcare Administration

10 courses (total 43 credit units):

Healthcare Regulations and Compliance (4 units)



Healthcare Financial Management (4 units)
Healthcare Economics (4 units)
Survey of Social Psychology (4 units)
Healthcare Leadership (4 units)
Healthcare Cost Analysis and Decision Making (4 units)
Practice Ethics and Risk Management Considerations (4 units)
Healthcare System Design and Innovation (4 units)
Operations Management for Health Organizations (4 units)
Strategic Management and Marketing (4 units + Capstone project 3 units)
(% Master's Project, incorporated into the capstone course)

Program Length

The degree program length is flexible; however, the degree must be completed within three years.

Estimated completion time: 1 – 1.5 years

* Actual completion times will vary and may be higher, depending on full- or part-time course registration, units transferred, and time to complete other degree requirements.

* To be authorized to take the next course on a continuous basis, you must complete a course satisfactorily with a GPA of at least 2.75.

Program Highlights

- Open institution adopting open educational resources
- Fully online, asynchronous course delivery
- Hands-on opportunities for research and cross-cultural interaction
- Attainable skills to promote healthy living
- Transfer credits accepts
- No GRE/GMAT required

English Proficiency Qualification

The online degree programs at IHLSI are taught in English. As a result, non-native English speakers must demonstrate a high level of English proficiency before beginning their studies toward a degree program at IHLSI. This will allow students to successfully complete their English language studies.



English Proficiency Qualification	Minimum score required
Duolingo English Proficiency Test	100
Test of English as a Foreign Language (TOEFL*) Paper-based Test (PBT)	60
TOEFL* Internet-based Test (iBT)	71
International English Language Testing System (IELTS)	6.5
Pearson Test of English (PTE) Academic Test	50
Eiken English Proficiency Exam	Pre-1
Exams identified within the Common European Framework of Reference (CEFR)	B-2
4-Skill Michigan English Test (MET)	55
Michigan Examination for the Certificate of Competency in English (ECCE)	650
Michigan Examination for the Certificate of Proficiency in English (ECPE)	650

Academic Calendar

Academic Calendar 2023-2024	Term 1	Term 2	Term 3	Term 4	Term 5
Course registration opens	06/01/2023	09/19/2023	11/14/2023	01/09/2024	03/05/2024
Course registration closes	06/07/2023	09/25/2023	11/20/2023	01/15/2024	03/11/2024
First day of Term	06/08/2023	09/26/2023	11/21/2023	01/16/2024	03/12/2024
Last day - course drop	06/14/2023	10/02/2023	11/27/2023	01/22/2024	03/18/2024
Last day - course withdrawal	07/06/2023	10/24/2023	12/19/2023	02/13/2024	04/09/2024
Final exam period starts	07/13/2023	10/31/2023	12/26/2024	02/27/2024	04/16/2024



Final exam period ends	07/19/2023	11/06/2023	01/01/2024	03/04/2024	04/22/2024
Grades published	07/20/2023 - 07/26/2023	11/07/2023 - 11/13/2023	01/02/2024 - 01/08/2024	03/05/2024 - 03/11/2024	04/23/2024 - 04/29/2024
Last day of Term	7/26/2023	11/13/2023	01/08/2024	03/11/2024	04/29/2024

Fees and Course Credit

An enrollment fee of \$60.00 is required at the time of admission application. The current tuition for your program is free per credit hour. Admission after June 30, 2022, an assessment fee of \$200 per course is required for completing the course with the credit units. The tuition and the assessment fee are non-refundable and subject to change with 30 days of notice.

These online graduate courses are structured in six-week sessions rather than 14-week semesters. Therefore, a student should expect to spend six hours a week on coursework for every course credit for one session. For example, if a student is signed up for two courses during a session and each course is worth four credits, that student should plan to spend 48 hours a week on coursework.

* 2 courses X (4 credit units X 6 hours a week) = 48 hours a week

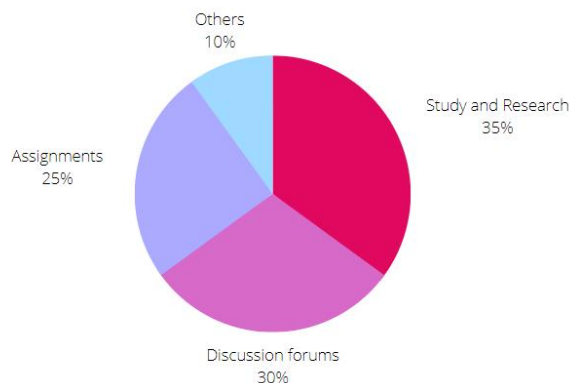
Students must be registered appropriately, complete the course successfully, and pay the course assessment fee to obtain credit.

Weekly Coursework

Most classes have six modules plus one Further Studies section in a course, and a module is basically for a week's study. Therefore, you will need to proceed with one module per week and finish Readings, Discussion forums, Assignments, and Journals in each module in the first five modules. At the end of the course module, you will review what you have learned in the class and submit your final course paper or present your course project to the instructor.

You'll need to finish all the required coursework week by week. For example, each Learning Week starts just after midnight on Wednesday, Day 1, at 0:00 AM and ends the following Tuesday, Day 7, at 11:59 PM. Therefore, all references to time during your studies at IHLSI should be according to Pacific Time Zone.

Activities in a learning week



Grade Appeals



Students who believe they have been unfairly graded can appeal for course grades. It is essential for students who are appealing a grade to keep in mind that the burden of proof lies with the student. A student's request for a grade adjustment can only be approved if they can demonstrate that their initially assigned grade was unfair or unreasonable.

Students who wish to appeal a grade must do so online within fourteen days after the end of the term. As a result, the Course Instructor can explain the rationale for the grade, and the student can also point out any mistakes or misjudgments in the grading process. Course Instructor and student discussions are often enough to get things back on track.

The Office of Academic Affairs must be notified whenever a course instructor decides to modify a student's grade. To address a Grade Appeal, the Course Instructor can raise, lower, or leave the student's final grade as-is at his or her own discretion. To reflect the new grades, the Office of Student Services will make the necessary adjustments to the student's academic record and overall grade point average.

A Grade Appeal Form can be requested from the student's Academic Advisor if the student and the Course Instructor cannot agree. Within 30 days after the term's end, the completed form must be submitted to the Academic Affairs Office at academic@lifesciences.institute. No appeals will be allowed after the deadline.

The Office of Academic Affairs and the Office of Student Services will review and process any grade appeals that have been submitted. Students are informed in writing of the decision of the Student Affairs Committee by the Office of Student Services. They have the last say, and the Committee's decisions are binding. As a result, the student's official academic record will include a record of the final judgment and any supporting documentation.

Privacy Policy

International Holistic Life Sciences Institute respects and protects the privacy of all of its students, applicants, and staff, as well as the confidentiality of its students' educational records. Except as required by law, its Privacy Policy, or other Institute regulations, the Institute will not publish or disclose to a third party the academic records or confidential information of a student, applicant, or member of its personnel team.

Student Records

International Holistic Life Sciences Institute maintains all student records, including personal contact information. Any student records are kept permanently at the Institute, including the degree or certificate awarded and the date of that award, the courses and units on which the certificate or degree was based, the grades achieved by the student in each of those courses, and all transcripts.



Intellectual Property

Online Courses

Open educational resources are teaching or learning materials either in the public domain or provided under a license, such as Creative Commons licenses that permit them to be freely used, altered, or shared with others. IHLSI is an OER school, and IHLSI tries its best to utilize OER materials that help save our students' costs.

Copyright

1. Faculty Creations.

- a. The faculty owns the intellectual property rights to their scholarly and creative publications. The Institute's equity stake is determined by the following conditions.
- b. If the Institute contributes exceptional resources to the development of copyrightable property, the faculty will control the copyright, but the Institute will be entitled to an equity interest in the income resulting from the commercialization of the intellectual property, under section A.1.d.
- c. If the Institute initiates a creative project, solicits faculty participation voluntarily, and provides funding for the project, possibly including compensation/release time for the faculty member, the Institute will own the intellectual property rights created through the project, unless the Institute agrees to share ownership.
- d. If the Institute and an external sponsor enter into an agreement to conduct research or other creative activity involving faculty, the faculty who participate in the project must comply with the agreement's conditions regarding ownership, protection, and licensing of intellectual property developed under the agreement, and may be required to sign a written agreement to do so.

2. Staff Inventions.

- a. The Institute shall co-own all intellectual property rights in works developed by Institute employees throughout the course of their employment.
- b. The Institute has no equity interest in any earnings obtained from intellectual property produced by workers without Institute resources and outside the scope of employment.
- c. The Institute may hire or engage persons under particular contractual conditions that apportion intellectual property rights between the parties in a manner different from that outlined in the preceding section.
- d. On occasion, Institute staff members may also serve as Institute professors. Prior to engaging in any research or creative work, formal agreements should be executed under these conditions to specify whether the person is functioning as staff or faculty.



3. Student Inventions.

Students enrolled at the Institute may generate a valuable intellectual property while completing course requirements, working for the Institute, or using Institute resources. The ownership rights in such intellectual property vary depending on the specific circumstances surrounding the creation. Therefore, students must be especially cautious to distinguish their original contributions from those of their lecturers and mentors. The accompanying conditions apply:

- a. The student is not compensated for the labor that resulted in the production, nor is the Institute's support of the work substantial. In such a case, the student is the owner of the creation's intellectual property rights. This is true even if the intellectual property was developed in fulfillment of course or other academic requirements.
- b. The invention comes within the scope of the student's job at the Institute. The Institute or the supervising faculty holds the intellectual property in certain instances.
- c. The student obtains exceptional Institute resources that facilitate the production or development of the intellectual property. Under these conditions, the student is the intellectual property owner, but the Institute maintains an equity stake.
- d. If the student is working on a sponsored project or under a specific intellectual property agreement, and the production falls within the scope of that activity, the student is obligated by the written arrangements controlling the transfer of intellectual property rights.
- e. The student is hired by a third party, and the invention comes within the scope of his or her job. Under these conditions, the student will often be bound by a contract with the external organization, which includes terms designed to safeguard and assign intellectual property rights, and the Institute will have no rights to the intellectual property created. Unless a formal intellectual property agreement is in place, institute resources may not be used.

Student Identity Verification Policy

The Student Identity Verification Policy applies to all courses and programs offered by International Holistic Life Sciences Institute, beginning with the submission of original or notarized documents during the application process and continuing through the student's graduation, transfer, or withdrawal from the institution.

All IHLSI courses and programs must ensure that the student who registers for a course participates in the course on their own. IHLSI may use a variety of techniques, including but not limited to those listed below, to verify the identification of students who participate in class or coursework.

1. A login and authentication method that is secure.
2. Other useful tools and approaches for validating student identification



Enrolled students are responsible for providing appropriate and secure access to courses and other Student Information Systems by providing valid identity verification information.

All means of authenticating student identify ensure the confidentiality of personally identifiable information in line with the Family Education Rights and Privacy Act (FERPA) and all other applicable laws and regulations. At the time of enrollment, registration, or other pertinent occasions, IHLSI will inform students of any fees linked with the verification of student identity.

All users of IHLSI's Learning Management System and IHLSI Portal are responsible for maintaining the security of their usernames, passwords, and any other given access credentials, in addition to periodically changing their passwords. IHLSI may, at its discretion, use personally identifiable information to verify the identification of a student.

The Office of the Provost is responsible for ensuring Institute-wide compliance with this policy.

Sexual Harassment policy

IHLSI is devoted to providing a sex-discrimination-free environment and offers a number of tools and services to assist students, faculty, and staff. Sexual violence, sexual harassment, stalking, and relationship violence have a substantial effect on academic, social, professional, and personal life, as well as on friends and family, other students, and institution community members.

To combat this complex social problem, IHLSI provides a variety of resources designed to prevent sexual violence and other forms of sexual misconduct, such as sexual harassment, provide information on what to do in the event of an incident, and raise awareness of campus and community resources for support and response.

Sexual harassment by any IHLSI community member violates policy, state and federal law, and will not be allowed.

Sexual harassment is described as unwelcome sexual advances, references, and overtures, as well as requests for sexual favors. This includes all in-person and online interactions, including email, social media, texting, and sexting. Sexual harassment can affect both men and women, and it can even occur amongst individuals of the same gender. Sexual harassment may occur when there is a power disparity, such as between Course Instructors and students, or between Institute members with equal standing.

Grievants who are aware of or have experienced sexual harassment must immediately report the occurrence to support@lifesciences.institute, who will provide guidance on filing a grievance with IHLSI.

During the course of the investigation into the complaint, the Institute will make every effort to maintain confidentiality for all parties, but cannot guarantee it. Sexual harassment offenders will be subject to disciplinary action, including but not limited to a disciplinary warning or expulsion



from the institution for students, or the termination of employment or other affiliation for staff and faculty, if the Institute's investigation and verification of the complaint confirms the allegation.

Grievants who knowingly file false complaints are subject to disciplinary action, including, but not limited to, a disciplinary warning, dismissal, and termination of employment.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

IHLSI complies with all laws and regulations regarding the access of disabled individuals to education and works to ensure that no qualified student with a disability is denied the benefits of, or is excluded from participation in, any school program or activity.

Nondiscrimination Notice

IHLSI will abide by all federal and state laws that forbid discrimination and related retribution on the basis of race, color, religion, sex, national origin, handicap, age, genetic information, or veteran status both in the classroom and in online courses. Additionally, a climate free from prejudice based on sexual orientation, gender identity, or gender expression will be upheld.

Student Conduct

All students enrolled at the Institute are required to adhere to the concepts of common decency and appropriate behavior, so as to foster a positive learning environment. The Student Guidebook has a thorough explanation of the Student Code of Conduct.

Netiquette

Students should also examine the Rules of Netiquette to learn more about how to engage with other students in an online discussion forum.

Academic Policies

Plagiarism and Academic Integrity



IHLSI

At the International Holistic Life Sciences Institute (IHLSI), honesty and integrity are core values that guide and inform both individuals and the larger community. Academic culture necessitates that each student be accountable for his or her own learning and for producing work that reflects their intellectual potential, inquiry, and ability. Students must represent themselves candidly, claim only their own work, acknowledge their use of others' words, research results, and ideas, employing the methods accepted by the relevant academic disciplines, and complete all academic assignments in an honest manner. Both students and faculty are responsible for maintaining the Institute's academic integrity. Academic misconduct will not be excused on the basis of a misunderstanding of appropriate academic behavior. If a student is uncertain about what constitutes appropriate academic conduct in a given situation, he or she should consult with the course instructor to avoid the serious charge of academic misconduct.

Plagiarism Policy:

Students must submit only their original work, without unauthorized collaboration or sharing with others, unless explicitly allowed by the instructor. All materials incorporated into the work that are not the student's own creations must be properly cited and referenced. Proper acknowledgement must be given for any images used. Failure to comply with this policy will result in consequences, such as receiving a zero for the assignment and being reported to the Program Director for the first offense. A second violation of plagiarism or cheating will lead to the student's removal from the course by the instructor and notification to the Registrar.

Academic Integrity Policy:

1.> Definition of Academic Integrity:

IHLSI embraces academic integrity as a core value, which guides all facets of academic work. It encompasses honesty, trustworthiness, responsibility, and respect for intellectual property.

2.> Promoting Awareness:

IHLSI actively promotes the importance of academic integrity through educational programs, workshops, and seminars.

3.> Guidelines for Academic Conduct:

IHLSI provides guidance on academic conduct, including citation and referencing standards, plagiarism, data fabrication, and collaboration rules.

- Cheating: Cheating encompasses any form of unauthorized assistance on an assignment or exam. Examples include using electronic devices during an exam, copying answers from another student's exam, and acquiring answers before an exam.



- **Plagiarism:** Plagiarism occurs when someone presents another person's work or ideas as their own. Instances of plagiarism include copying text from an online source without proper citation, inadequately paraphrasing someone else's work, and submitting work completed by someone else.
- **Fabrication of Data:** Data fabrication involves the falsification or invention of data or results. Examples include creating data for a lab report or study that was never conducted, or manipulating data to achieve desired outcomes.
- **Unauthorized Collaboration:** Unauthorized collaboration entails working with others on an assignment or exam without permission. Examples include sharing answers during an exam, contributing minimally to a group project, or collaborating with someone outside of the course or program.

4.> Reporting and Investigation Process:

- Any individual who witnesses or suspects an academic integrity violation should report it to the appropriate authority, such as the instructor, program director, or academic affairs office.
- The report should detail the violation, provide supporting evidence, and identify the student(s) involved.
- The appropriate authority will launch a confidential investigation into the alleged violation, which may involve interviews and evidence review.
- The privacy of all parties involved will be respected throughout the investigation.

5.> Sanctions and Penalties:

- Depending on the violation's nature and severity, the appropriate authority may impose various sanctions and penalties, including but not limited to:

A warning or reprimand

Loss of credit or grade reduction for a specific assignment, exam, or paper

Failure of the course

Suspension or expulsion from IHLSI

- The authority will consider any mitigating or aggravating circumstances, such as prior academic misconduct or the level of intent or premeditation.

6.> Regular Review and Revision:



IHLSI will consistently review and update this policy to ensure its ongoing effectiveness in fostering academic integrity throughout the institution.

To support students in understanding and upholding the principles of academic integrity:

Resources for students, faculty, and staff:

- Educational programs, workshops, and seminars on academic integrity
- Access to plagiarism detection software or other tools to ensure proper citation and referencing in academic work
- Access to citation and referencing resources, such as style guides or manuals
- Guidance on appropriate source use, including when and how to cite and reference them
- Support for students who may need assistance in developing effective study or writing skills to avoid academic misconduct.

Guidelines for academic conduct:

- Proper citation and referencing standards, including information on citation styles and their application
- Policies on collaboration, outlining what is and is not allowed in terms of group work, and how to acknowledge the contributions of group members
- Guidance on avoiding plagiarism, including definitions, and examples of proper paraphrasing, summarizing, and quoting sources
- Policies on the use of electronic devices during exams and assessments, and guidelines for using online resources in academic work.

Consequences for violations:

- Warnings or reprimands for minor violations of academic integrity, such as improper citation or collaboration
- Loss of credit or grade reduction for a specific assignment, exam, or paper
- Failure of the course
- Suspension or expulsion from IHLSI, depending on the nature and severity of the violation.



To summarize, IHLSI provides resources, guidelines, and consequences to guarantee academic integrity. These policies will be reviewed and revised on a regular basis to ensure that they continue to be effective in promoting academic integrity throughout the institution.

Attendance

The most successful online students are self-motivated and possess solid time-management skills. Some students work well when determining their own deadlines and pace. IHLSI courses are conducted asynchronously with synchronous capability, allowing students to participate at any time of the day. However, at times students may be required to participate in course discussions. The time and date of these discussions are determined upon agreement by the instructor and the students. Full participation in every aspect of the course is not only required; it is essential to the online learning process.

All students are expected to complete all work assigned and to notify the instructor when emergencies arise that may affect regular participation in coursework. A course syllabus is provided in each course to assist students in planning effectively. Students should print a hard copy of the syllabus and use it to guide them in the completion of their coursework.

IHLSI offers flexible enrollment options for students. Planning adjustments may be made depending on individual course completion goals. The online graduate courses are structured in six-week sessions rather than 14-week semesters. As a baseline, a student should expect to spend six hours a week on coursework for every course credit for one session. For example, if a student is signed up for two courses during a session and each course is worth four credits, that student should plan to spend 48 hours a week on coursework. This time estimate includes planning for any required reading, research, participation in discussions and chats, quizzes/exams, and other course-related requirements occurring outside the classroom.

Students not demonstrating regular participation in coursework risk jeopardizing their chances of success and may be temporarily withdrawn from the course due to non-participation.

IHLSI assesses attendance using a performance-based system which includes monitoring of the following elements:

- ◆ Frequent and regular submission of classroom assignments
- ◆ Frequent and active participation in discussion forums
- ◆ Participation in online chats as required
- ◆ Performance on all required homework assignments, projects, quizzes, and exams
- ◆ The frequency and amount of time a student spends in the course

** If the student has difficulties and needs to ask for a more than one-week extension, s/he has to submit the request to the instructor one week before the end of class for approval.

**The instructor reserves the right to change the course calendar with prior notice given to the student.



Communication Policy

To remain on track for successful course completion, students are expected to submit work in each course weekly. Students can learn at their own pace; however, "any pace" still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with their course instructors or Academic Advisor.

Academic Waiver Policy

When there are exceptional circumstances or experiences, students may appeal for a waiver of an academic policy. Petitions must be submitted 45 days prior to the beginning of the term for which they are intended. Students must submit a written petition to the Student Affairs Committee, which must include a detailed statement of the petition's grounds and any supporting documentation or mitigating circumstances.

All petitions must be submitted to the student's Academic Advisor, who will forward it to support@lifesciences.institute. Students will receive a confirmation email from the Office of Student Services within one week and a final decision regarding their appeal within six weeks after submitting their petition. The Committee's decisions are definitive and binding. Upon approval of the petition, the Office of Student Services will take the required action.

Technology Requirements

Virtual Campus and Networking Requirements

International Holistic Life Sciences Institute uses Moodle as the online teaching and learning management system and may restrict access to learning resources for anybody other than students, graduates, teachers, and staff.

The Institute virtual campus can be accessed using the latest versions of Internet Explorer, Safari, Opera, and Chrome. Still, the Institute prefers that students use Google Chrome or the Mozilla Firefox browser. An Internet-connected computer and dependable Internet access are essential for all course requirements. Furthermore, students must be able to save papers and files. Consequently, students must have the ability to open and save files in various formats, such as Docx, PDF, etc.

Students and instructors should not anticipate privacy when conversing in this virtual learning environment. Students should also be aware that Moodle and Class Forums are not private or secret, even if they are not accessible to the general public. The Institute may access and watch conversations conducted in this virtual learning environment for regulatory, accrediting, research, and other administrative objectives.



Computer Requirements

Students are required to have access to a computer with a reliable Internet connection in order to complete all requirements for a course. You can purchase Microsoft Office 365 Education with the academic pricing at Microsoft, <https://www.microsoft.com/en-us/education/products/office>. You may also use one of the following free options if you do not currently have or are unable to obtain a copy of Microsoft Office (Word, PowerPoint, and Excel).

LibreOffice, a free and open-source office suite mainly compatible with Microsoft Office, may be downloaded and installed here: <http://www.libreoffice.org>. Please save your documents in MS Office or PDF format, not the default Libre Office format, when you are done with them.

In addition, you can edit basic Word, PowerPoint, and Excel files using Google Apps from Google. Please visit www.gmail.com to register for a Google Apps account. All files shared with Course Instructors and classmates must be stored in either Microsoft-compatible formats or PDF formats, whichever system students choose to use.

Other Software: Note that specific courses, for example, computer science courses, may require the installation and use of other specialized software. This information will be listed in the relevant course syllabus.

Student Contact Information and Login Credentials

E-mail is the major mode of communication used by the Institute. Students should note that the email address they used to apply to the Institute is the one kept by the Office of Student Services unless they have subsequently submitted a request to change it. Students are required to maintain active e-mail addresses and are responsible for keeping their contact information accurate and current.

Each student is given a unique login and password to access the online learning platform (Moodle LMS) and courses. In order to protect the work of students, usernames and passwords are essential. The student is completely responsible for any and all actions taken under their username. Please keep your password private and do not share it with anybody. Students who have trouble logging into Moodle system should contact the technical support at support@lifesciences.institute.

Course Description and Objectives

Master of Science in Complementary and Alternative Medicine

Traditional Chinese Medicine Foundations and Theories



Course Description

Students taking this course should be interested in the knowledge of Chinese medicine. Through careful reading of selected texts, students are required to be able to understand and memorize the basic concepts, fundamental theories, and basic thinking methods of Chinese medicine, including an overview of the formation and development of Chinese medicine, the philosophical basis of Chinese medicine (the doctrines of essence, yin and yang, and the five elements), the understanding of the normal human body in Chinese medicine (Zangfu, essence, blood, fluid, and spirit, meridians, and constitution), the understanding of diseases and the principles of health maintenance and treatment. This course aims to enable learners to establish a fundamental way of thinking about Chinese medicine, solidify the knowledge base, and cultivate the thinking of Chinese medicine for future study of various Chinese medicine disciplines.

Course Objectives

1. Discuss the establishment of traditional Chinese medicine.
2. Dissect the essential characteristics of Chinese medicine.
3. Apply the general theory of Chinese medicine.
4. Explain the basic concepts of the essence, qi, blood, and body fluid.
5. Distinguish the functions of the internal organs (Zangfu).
6. Summarize the relationship between Zang-Fu organs and the concept of Qi.
7. Explain the causes of disease.
8. Examine the basic Chinese diagnostic methods.
9. Outline the principles of pathogenesis in Chinese medicine.
10. Identify patterns and symptoms in Chinese medicine.
11. Identify the location of Acupuncture points.
12. Classify the functions of the Acupuncture points.
13. Apply the principles of treatments.
14. Analyze Chinese herbal medicine and its properties.
15. Conclude the basic concept of health preservation in Chinese medicine.
16. Predict the direction and mode of modernization of Chinese medicine.

Homeopathy Theory

Course Description

This course will introduce what homeopathy is and how it can be used for health care, prevention, and alternative treatment. The basic principle of homeopathy is that "the same can cure." It is characterized by searching for a natural substance that produces pathological symptoms similar to those treated by the drug. Then, it uses minimal doses of the drug to treat



the disease through a process of toxicity reduction without causing severe damage to the body, with the advantages of a short course of treatment, high safety, and low recurrence rate.

Course Objectives

1. Recall what homeopathy is and its history.
2. Distinguish the differences between homeopathy and allopathy.
3. List what conditions can be treated with homeopathy.
4. Dissect the homeopathic remedy kit and its purpose.
5. Categorize common types of homeopathy.
6. Analyze how to diagnose a patient that is suitable for homeopathy.
7. Identify common chronic diseases that can be treated with homeopathy.
8. Conclude acute diseases that homeopathic medicines can treat.
9. Analyze alternative therapies that children and pregnant women can use.
10. Carry out the appropriate homeopathic medicines in acute disease situations.
11. Choose the appropriate homeopathic medicines in chronic disease situations.
12. Choose the appropriate homeopathic medicines for diseases of children and pregnant women.
13. Appraise clinical cases for the use of appropriate homeopathic remedies.
14. Criticize several clinical cases of overuse of allopathic medicine.
15. Formulate a homeopathic program for yourself and your family members.

Nutrition & Food Therapy of Oriental Medicine

Course Description

This course is guided by the theory of classical Chinese medicine and dietetics concerning modern nutrition to spread the concept of nutritional health and to teach practical and effective medical nutrition and dietetic methods. This course will allow learners to increase their knowledge of nutrition and to understand oriental medicinal dietary therapeutics. We will combine the common food properties and functions with modern research and Western medical disease name-based illnesses. And according to the characteristics of each disease, we will talk about the dietary principles and identify the evidence of meal preparation. So that you can learn interesting, informative and scientific knowledge of nutrition and dietetics, combining food with Chinese medicine and dietetics, combining theory and practice, so that you can learn to apply and benefit for life.

Course Objectives

1. Dissect the relationship between traditional medicine and Chinese nutrition.
2. Assess the basic recommendations for the diet of the Chinese Nutrition Council.



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3. Assemble the general indications of Chinese nutrition.
4. Identify the concept of medicinal dietetics.
5. Dissect the origin of medicinal dietary therapeutics.
6. Classify the Chinese medicinal dietary therapies.
7. Analyze the characteristics of medicinal food therapy.
8. Categorize the application of medicinal food and food therapy.
9. Assemble some diets for the treatment of internal diseases.
10. Choose some diets for the treatment of pediatric diseases.
11. Discover some diets for treating oral diseases.
12. Choose some diets for oncological diseases.
13. Summarize the Chinese medicinal food sects.
14. Discover the application of some medicinal dietary therapy in health care.
15. List the processing techniques of medicinal food.
16. Create a suitable medicinal food for yourself.

Herbal Materia Medica and Herbal Remedies Making

Course Description

This course will look at the common herbs found in our lives, including recognizing them, the methods used to harvest them, and understanding their history. While each herb works through the active ingredients to treat disease, some herbs can also have adverse effects and contraindications, and we will also discuss precautions to prevent adverse reactions to herbs. In this class, we will learn about the medicinal forms of common herbs in our lives and some of how living plant bodies can be turned into edible, beneficial medicines, and we can make and study herbs of interest.

Course Objectives

1. Discuss how to study a plant and how to find resources to support your studies.
2. Analyze a plant's name, habitat, harvesting guidelines, active constituents, action, taste, and energetics.
3. Analyze what the processes involved in preparing a Chinese herbal medicine are.
4. Analyze how to make herbal preparations.
5. Identify the significant active constituents and their therapeutic actions of medicinal plants.
6. Evaluate natural antibiotics and antivirals.
7. Judge the medicinal plant's safety and herb-drug interactions.
8. Evaluate indications based on constituents, contraindications, precautions, potential adverse effects, and toxicology.
9. Collect and organize effective folk herbal remedies.



10. Discover and assess current research on therapeutic uses of medicinal herbs.
11. Describe the historical uses of the herbs.
12. Formulate herbal recipes to promote vibrant health and radiant beauty.
13. Create a herbal collection book by yourself.
14. Create an herbal materia medica.
15. Apply herbs to treat common diseases in life.

Acupuncture Theory

Course Description

Acupuncture is a general term for both acupuncture and moxibustion. In this course, we will introduce the concepts of meridians, acupoints, acupuncture, and moxibustion. In addition, the basic operations of acupuncture and the treatment of basic diseases will be demonstrated. Acupuncture has the functions of dredging the meridians, regulating Qi and blood, strengthening the body, and eliminating pathogens. It has been used to treat a large number of diseases in the world. It has the advantages of simplicity, convenience, good curative effect, and low cost.

Course Objectives

1. Explain the definition of acupuncture, moxibustion, meridians, and acupoints.
2. Infer the functions and advantages of acupuncture.
3. Discover the naming principles of the twelve meridians.
4. Outline the basic movements and distribution of the twelve meridians of the human body.
5. Classify the important acupoints on the six meridians of the hand, including their names, positions, functions, and indications.
6. Categorize the important acupoints on the six meridians of the foot, including their names, positions, functions, and indications.
7. Dissect different angles and depths of acupuncture techniques.
8. Categorized different acupuncture techniques (before acupuncture, during acupuncture, and after acupuncture)
9. Summarize the types and usages of moxibustion.
10. Conclude different types of acupuncture such as ear acupuncture, eye-acupuncture, etc.
11. Choose appropriate meridian points and acupuncture methods to treat medical diseases.
12. Choose appropriate meridian points and acupuncture methods to treat surgical diseases.
13. Utilize appropriate meridian points and acupuncture methods to treat gynecological and pediatric diseases.
14. Compare the first aid effects of different acupoints.



15. Defend the correctness of treating certain diseases with meridian points and acupuncture.
16. Judge clinical cases for the use of acupuncture methods.

Diagnosis and Skills of Oriental Medicine

Course Description

TCM diagnostic is a discipline that studies the basic theories, basic knowledge and basic skills of diagnosing the condition of the disease, judging the type of disease, and distinguishing syndromes based on the theory of Chinese medicine. In this course, we will learn the four diagnostic methods of Chinese medicine in diagnosing diseases: inspection, auscultation and olfaction, inquiry, and pulse-taking and palpation. "inspection" is the doctor's use of vision to observe the patient's appearance, tongue, etc., in order to find abnormal manifestations and understand the diagnosis method of the condition. "auscultation and olfaction" is a diagnosis method that doctors use their sense of hearing and smell to understand the condition of the disease. "Inquiry" is a diagnosis method to ask the patient about the disease, so as to understand the patient's various morbid feelings, the occurrence and development of the disease, and diagnosis and treatment. "pulse-taking and palpation" is a diagnosis method by which doctors touch the relevant ministries and commissions of the patient with their hands to understand the condition of the disease.

Course Objectives

1. Tell the development history of TCM diagnosis.
2. Recognize the characteristics and principles of TCM diagnosis.
3. Compare the eight groups of concepts in TCM diagnosis.
4. Analyze observation to judge the patient's abnormality.
5. Analyze tongue examination to judge the patient's disease.
6. Choose auscultation to diagnose.
7. Select olfaction to judge the patient's abnormality.
8. Utilize inquiry to make a diagnosis.
9. Distinguish different symptoms by palpation.
10. Choose a pulse diagnosis to make a diagnosis.
11. Conclude the common symptoms and signs.
12. Classify common syndrome types.
13. Identify the syndrome of Visceral Viscera.
14. Dissect how to carry out syndrome differentiation.
15. Distinguish and treat different syndrome types.



Herbal Treatment Strategy

Course Description

Herbal therapy is an ancient system in Chinese and foreign medicine, including the use of plants for healing or the extraction of substances from plants for treatment. This course introduces the basic theory of herbalism (including the origin and development of herbal medicine in China and the West) and knowledge of the properties, efficacy, preparation, home application (e.g., home first aid), and clinical application of each specific herb. The course gives the corresponding therapeutic herbs according to human systems, reflecting the characteristics of "integration of medicine." It provides learners with substantial knowledge of safe, effective, and rational use of medicine and laying the foundation for the general pharmacological learning of herbal enthusiasts. It also provides a foundation for herbal enthusiasts to popularize their understanding of pharmacology. It cultivates students' ability to think about the safe use of medicine and to relate theory to practice and comprehensive analysis.

Course Objectives

1. Dissect the development of the origin of Western herbalism.
2. Outline the origins and development of herbal medicine.
3. Discover the history of application from plants to pills.
4. Explain how to collect and make dried herbs.
5. Conclude the method of making essential herbal medicine.
6. Choose the appropriate method to make advanced herbal tinctures.
7. Dissect how to use herbs for first aid.
8. Analyze the close relationship between herbal medicine and diet.
9. Categorize some herbs for the digestive system.
10. Categorize some herbs for the reproductive system.
11. Explain how to use herbs for immunotherapy.
12. Choose herbs that are suitable for children.
13. Assemble some medicinal herbs that are beneficial to longevity.
14. Analyze how Chinese tonics work.
15. Assemble the standard western herbal nerve tonic.

Healing Energy Medicine

Course Description

Scientific data is increasingly demonstrating that humans are made up of an energy system that is deeply interwoven with the physical body, emotions, and spirit. We'll discover what energy medicine is and what it can accomplish for us. Energy medicine can be used to treat a wide range of ailments. When therapeutic energy healing techniques are combined with current



healthcare treatments, favorable client outcomes are achieved. Many people can benefit from music, sound healing, meditation, therapeutic touch, healing touch, Reiki, reflexology, craniosacral therapy, Qigong, and acupuncture. The learner will be able to describe the fundamentals of energy medicine, such as the biofield (human energy field), chakras, music and sound, meditation, Qigong, and acupuncture, as a result of this course.

Course Objectives

1. Describe energy medicine and its characteristics.
2. Discuss the human energy field and chakras.
3. Examine the principles of music therapy.
4. List examples of therapeutic uses and benefits of music.
5. Summarize the effects of meditation.
6. Differentiate the psychological and physiological effects of meditation.
7. Identify guidelines for practicing meditation.
8. Apply therapeutic touch to heal the body.
9. Classify various types, methods, and health benefits of energy medicine therapies.
10. Explain the practices of Qigong.
11. Analyze the health benefits of Qigong.
12. Discuss causes of disharmony.
13. Describe types of acupuncture.
14. Identify the health benefits of acupuncture.
15. Build daily energy routine exercise.

Clinical Psychology

Course Description

This course is intended to provide students with an overview of contemporary clinical psychology, which is the application of psychology in clinical settings, such as hospitals, clinics, and other locations where individuals exhibit psychological discomfort. It applies to all stages of life, from newborns to the extraordinarily elderly and dying, and works closely with medicine, especially psychiatry. Students will be introduced to the various assessment and psychotherapeutic strategies used by clinical psychologists in their daily practice. In addition, research methodologies in psychology will be presented to collect information for the scientific study of any region of clinical psychology. By the end of the course, students will have an in-depth understanding of the range of assessment and psychotherapeutic services that clinical psychologists provide to patients of all ages across multiple settings.

Course Objectives



1. Define the professional of clinical psychology and distinguish it from other mental health care professions.
2. Determine the sub-specialty health psychology of clinical psychology.
3. Discuss the various subfields of clinical psychology, including clinical neuropsychology, clinical forensic psychology, and clinical health psychology.
4. Describe the types of activities clinical psychologists perform and the guiding principles used in practice.
5. Describe the current diagnostic system and common concerns raised about this system's limitations.
6. Discuss general issues in psychotherapy.
7. Implement different psychotherapy approaches.
8. Explain psychological disorders and the biopsychosocial approach.
9. Determine the relationship between health and stress and how to cope with stress.
10. Conduct clinical interviews and assessments.
11. Analyze clinical child and adolescent psychology.
12. Describe the principles of psychotherapeutic interventions and specific evidence-based interventions for children and adults.
13. Discuss the importance of using evidence-based for the provision of mental health services.
14. Summarize the purpose of psychological assessment and describe the strengths and weaknesses of various strategies clinical psychologists may employ.
15. Identify the concept and research method of psychology and develop critical thinking skills to inform clinical and research work.
16. Apply knowledge of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct to case scenarios.

Research Design and Methodology

Course Description

In this course, the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. In addition, this course focuses on research on educational technology issues and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods.

Course Objectives

1. Analyze and discuss the role and importance of research in the life sciences.
2. Identify a general definition of research design.
3. Assess a literature review for a scholarly educational study
4. Discover the issues and concepts salient to the research process.
5. Criticize the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
6. Recognize the limitations of research methods



7. Distinguish among various methods of research.
8. Classify the meaning of a variable, and be able to identify independent, dependent, and mediating variables.
9. Develop a plan for research that contains the necessary elements of the process.
10. Estimate the methods of gathering and evaluating data.
11. Interpret the skills in qualitative and quantitative data analysis and presentation.
12. Inspect the limitations of research methods
13. Analyze mixed methods research
14. Appraise the concepts and procedures of sampling, data collection, analysis, and reporting.
15. Build advanced critical thinking skills.
16. Combine the previous knowledge to create the final paper.

Principles and Techniques of Molecular Cell Biology

Course Description

The course will focus on both the fundamental principles and techniques of molecular cell biology. Students will understand the basic molecular principles that allow organisms to live, grow, and adapt to their environment. The course help students gain an in-depth knowledge of nucleic acid structure, molecular genetics, and the biochemistry of transcription and protein synthesis. Topics include cell structure, function, and biosynthesis of cellular membranes and organelles; cell growth and oncogenic transformation; transport, receptors, and cell signaling. Students will also explore the flow of genetic information; how genes influence our traits through molecular processes, including transcription and translation; and mechanisms of toxicity.

Course Objectives

1. Explain the chemistry of living organisms.
2. Explain the molecular basis of various cellular processes.
3. Describe the structure of cells, the process of cell metabolism, and cell reproduction.
4. Identify cellular respiration and cellular communication.
5. Identify DNA structure and replication, transcription, translation, and gene expression.
6. Demonstrate chromatin structure and RNA synthesis.
7. Illustrate protein synthesis, mutations, and genetic analysis.
8. Describe gene regulation and genetic engineering for fighting cancer and many hereditary diseases.
9. Discuss Mendelian genetics and chromosomes.
10. Examine nucleic acid/protein interactions in the context of mechanisms of replication, repair, and recombination.
11. Recognize the concept of pathophysiology and related changes in cells.
12. Analyze cellular changes in cytotoxicology and mechanisms of toxicity.
13. Appraise ethical issues involved with the study of biotechnology and medicine.



14. Predict modern biotechnological techniques and their impacts on society.
15. Apply knowledge of basic cell biology to clinically relevant problems.

Master of Science in Healthcare Administration

Healthcare Financial Management

Course Description

The fundamentals of strategic financial management, such as financial accounting, investments, and corporate finance, are covered in this course. You will establish an integrated framework for value-based financial management and individual financial decision-making and learn to evaluate important strategic corporate and investment decisions, and understand capital markets and institutions from a financial viewpoint.

Course Objectives

1. Overview of Financial Reporting, Financial Statement Analysis, and Valuation
2. Explain the purpose, underlying concepts, and format of the balance sheet, income statement, and statement of cash flows and the importance of accounting quality.
3. Analyze the Asset and Liability Valuation and Income Recognition
4. Identify the purpose of the statement of cash flows and the importance of understanding a firm's cash flows.
5. Examine additional uses of cash flow information.
6. Interpret risk and return trading fundamentals, portfolio optimization, and securities pricing.
7. Examine and employ risk-return models.
8. Assess market multiples and discounted cash flow analysis to integrate investment finance and corporate finance.
9. Apply essential financial principles to comprehend and assess business success and discover and drive actual value creation.
10. Use accounting data to calculate key financial ratios to assess a company's financial health and manage its short- and long-term liquidity requirements.
11. Build effective business investment and acquisition decisions by employing valuation techniques.
12. Assess and manage credit risk and how to handle financial difficulties.
13. Employ derivatives and liquidity management to mitigate specific types of financial risk.
14. Corporations fund mergers and acquisitions and leveraged buyouts.

Health Economics



Course Description

The objective of this course is twofold. First, to enable you to understand different economic viewpoints linked to important traditions in economic thought and basic economic concepts belonging to these theoretical perspectives. Second, to allow you to do some basic economic calculations that are important in economic life, such as calculating an inflation rate, and in economic policies, such as estimating the rough gains from trade for both trading partners, and in economic arguments, such as in calculating utility maximization with given prices and budgets.

Course Objectives

1. Identify and define the fundamental economic problem.
2. Define and estimate the concepts of utility and consumer behavior.
3. Demonstrate an understanding of the concepts of scarcity and opportunity cost and the use of marginal analysis to evaluate trade-offs and make decisions.
4. Interpret how mutually beneficial voluntary exchange is and demonstrate how specialization and trade based on comparative advantage can increase social welfare.
5. Analyze division of labor and specialization.
6. Assess the determinants of supply and demand and how changes in these determinants affect equilibrium price and output.
7. Consider the impact of government policies, such as price floors and ceilings, excise taxes, tariffs, and quotas on the free-market price and quantity exchanged.
8. Assess the concepts of consumer surplus, and producer surplus should also be introduced.
9. Contrast between total utility and marginal utility.
10. Discuss why marginal utility initially rises but ultimately tends to decline as a person consumes more of a good or service.
11. Develops the law of demand based on the utility, or satisfaction, derived from consumption.
12. Estimated market structures and how sellers within the market compete both perfectly and imperfectly.
13. Criticize the relationship between different market structures and how they compare and contrast.
14. Analyze the relationship between inputs used in production and the resulting outputs and costs.

Healthcare Regulations and Compliance

Course Description

This course examines how statutes, regulations, common law, and market factors contribute to or obstruct policymakers' pursuit of three key goals: expanding access, lowering costs, and



enhancing quality. We will analyze the Supreme Court's opinions on the Affordable Care Act (ACA) and other legal issues of contemporary health care reform. Successful students will be able to describe the laws, regulations, common law, and market forces that shape our health care system. They also identify areas in need of ideas and innovation; explain the malpractice system and how it affects medical practice, and analyze legal aspects of the Affordable Care Act.

Course Objectives

1. Compare and contrast the differences between the various sources of law in the Anglo-American legal system, including federal and state constitutions, statutes, administrative law - including Medicare and Medicaid, and federal and state judicial decisions.
2. Effectively apply the steps involved in the healthcare litigation process, including filing the complaint, the defendant's answer, discovery, trial, appeal, and collection.
3. Develop healthcare contracts and define the nature of the physician-patient relationship within those contracts.
4. Use the elements involving negligence and medical malpractice to interpret and apply cases and use the common defenses involved in such suits.
5. Compare and contrast the role of the board in a healthcare organization and the legal responsibilities of management.
6. Apply the significant theories of liability of healthcare organizations, including respondent superior, independent contractor status, apparent agency, and corporate liability.
7. Apply the various legal issues involved with the admission and discharge of patients.
8. Compare due process and equal protection as vital legal considerations related to medical staff appointments and privileges.
9. Apply the critical legal issues related to exclusive contracts with physicians and economic credentialing.
10. Distinguish the types of consent needed from patients and recommend procedures for attaining informed consent and compliance with risk management norms.
11. Apply the principles involved with charitable status and maintain said status in federal and state tax requirements.
12. Compare and contrast the main antitrust issues that exist in healthcare today and the compliance and risk management factors to be considered to avoid antitrust problems.

Information Systems Management and Security

Course Description



This course explores various information systems to help students understand, design, and control the information processing activities of an organization. Examine Electronic Medical Records, Electronic Health Record, Entity Relationship Diagram, Data Flow Diagram, and database management systems with SQL skills. Students will focus on information systems rather than information technology, including information systems assets and risks management, data mining, and business intelligence to support decision-making for sustainable businesses.

Course Objectives

1. Define fundamental information systems concepts and terminology.
2. Identify the basic types of business information systems and explain how to select them.
3. Define the roles, functions, and careers available in information systems.
4. Explain current trends and future challenges in adopting health information systems.
5. Distinguish the differences, uses, and advantages between EMR and HER.
6. Apply confidentiality, privacy and security measures, policies, and procedures to protect electronic health information.
7. Distinguish data from information and describe the characteristics used to evaluate the data value.
8. Analyze the risks in using information systems.
9. Identify critical information assets in businesses and how to protect them.
10. Compare & contrast the responsibilities, obligations, and expectations of various data roles.
11. Use SQL in performing the data analytics to discover valuable insights.
12. Describe the role of Database Management System in Information Systems.
13. Describe the database, decision-making, and business intelligence tools.
14. Utilize business intelligence to support enterprise-wide decision support for strategic planning.
15. Summarize the best information systems practices and principles.

Healthcare Leadership

Course Description

This course will teach you the fundamentals of effectively leading people, teams, and organizations and developing tools to analyze healthcare business situations. In addition to building a conceptual framework for leadership, students will develop and practice strategies for immediate impact. The specialization covers the strategic, human resource, and organizational foundations for creating and capturing value for sustainable competitive advantage within a single business and across a portfolio of businesses.

Course Objectives



1. Articulate why and how leadership skills are so critical to organizational success.
2. Build leadership skills to work more effectively with others and organize teams to work more effectively together.
3. Distinguish the different theories on leadership.
4. Classify the various leadership styles and their shortcoming.
5. Negotiate effectively and influence others through effective leadership.
6. Analyze organizations from multiple perspectives to better understand business challenges.
7. Strategically plan for effective organizational governance.
8. Interpret implications of the external environment on business and strategically respond to these factors.
9. Analyze common managerial challenges and develop solutions to these challenges.
10. Use power effectively and strategically to implement organizational change.
11. Assess the foundations of organizational culture and decision-making.
12. Discover how managers coordinate different functional areas, resources, and systems inside a company and align them with the external environment to enhance overall performance.
13. Recognize strategic management tools and frameworks and apply them to real business contexts.
14. Process diverse business and industry information to diagnose strategic issues, evaluate strategic alternatives, and formulate a coherent and actionable strategic plan.
15. Create and maintain an efficient, effective, and motivated team.
16. Maximize your team performance by understanding human behavior and focusing on the needs of the individual and the team.

Operations Management for Health Organizations

Course Description

The Operations Management course is designed to equip students with a critical understanding of the scope and strategic importance of operations management, the role of operations managers, and an appreciation for how operations interact with the organization, its employees, and customers. In addition, you will develop a critical knowledge of the nature and importance of operations management, not just in your organization but also in those of other global competitors.

Course Objectives

1. Develop an understanding of and appreciate any organization's production and operations management function.
2. Interpret the importance of productivity and competitiveness to organizations and nations.
3. Illustrate the importance of an effective production and operations strategy to an organization.



4. Classify the various production and operations design decisions and how they relate to the overall strategies of organizations.
5. Analyze the importance of product and service design decisions and their impact on other design decisions and operations.
6. Obtain an understanding of quality management practice in organizations and how total quality management and six-sigma facilitate organizational effectiveness.
7. Demonstrate the relationship of the various planning practices of capacity planning, aggregate planning, project planning, and scheduling.
8. Discover the roles of inventories and the basics of managing inventories in various demand settings.
9. Estimate contemporary operations and manufacturing organizational approaches and the supply-chain management activities, and the renewed importance of this aspect of organizational strategy.
10. Assess the linkages between process and operations design, business strategy, and globalization.
11. Distinguish the different elements of operations and how to analyze an operational environment in terms of these elements.
12. Appreciate the tools and techniques applicable in the context of operations in dynamic global organizations.
13. Criticize the operations manager's challenges to exploit innovative practices (e.g., lean, new technologies, and the growing social agendas, such as CSR).
14. Effectively identify practical soft management skills applicable to operations management.

Strategic Management and Marketing

Course Description

Strategic thinking is vital in today's global, high-tech business world if your organization is to survive – and expand – into the future. You may hone your strategic thinking abilities by dissecting corporate strategy and value creation into their component parts. Additionally, you will learn how to increase your organization's competitiveness through structured learning activities such as video lectures, quizzes, discussion prompts, and written evaluations. This course teaches you how to use the essential principles underlying contemporary thinking in value co-creation, strategy, and marketing. By developing the ability to continuously plan, monitor, analyze, and review all of the activities required for an organization to achieve its goals and objectives, you will be better prepared to steer your firm in a successful strategic direction.

Course Objectives

1. Identify the key question addressed by strategic management.
2. Illustrate why it is valuable to consider different definitions of strategy.



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3. Compare different stakeholder groups and their likely influence on strategy making.
4. Discover the political, social, and cognitive constraints on the process of strategy making.
5. Interpret strategic thinking, strategic management, and strategic planning.
6. Define vision and mission and distinguish between them.
7. Analyze the features of Porter's five forces industry analysis.
8. Estimate how PESTEL analysis is helpful to organizations.
9. Build the concept of the value chain.
10. Discuss the source of competitive advantage.
11. Assess the nature of focused cost leadership and focused differentiation.
12. Criticize the nature of competitive positioning about the three main factors that underlie the choice of a successful business-level strategy.
13. Differentiate between the principal kinds of generic business-level strategies.
14. Appreciate the competitive positioning issues involved in fragmented, growing, mature, and declining industry environments.
15. Integrate and apply knowledge gained in introductory courses to formulate and implement strategy from holistic and multi-functional perspectives.
16. Analyze and evaluate critically real-life company situations and develop creative solutions using a strategic management perspective.

Research Design and Methodology

Course Description

In this course, the student accesses sources of educational information, evaluates research evidence, studies various types of educational resources, and applies research to the instructional setting. In addition, this course focuses on research on educational technology issues and the use of technology tools for making data-driven decisions using both quantitative and qualitative methods.

Course Objectives

1. Analyze and discuss the role and importance of research in the life sciences.
2. Identify a general definition of research design.
3. Assess a literature review for a scholarly educational study
4. Discover the issues and concepts salient to the research process.
5. Criticize the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
6. Recognize the limitations of research methods
7. Distinguish among various methods of research.



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8. Classify the meaning of a variable, and be able to identify independent, dependent, and mediating variables.
9. Develop a plan for research that contains the necessary elements of the process.
10. Estimate the methods of gathering and evaluating data.
11. Interpret the skills in qualitative and quantitative data analysis and presentation.
12. Inspect the limitations of research methods
13. Analyze mixed methods research
14. Appraise the concepts and procedures of sampling, data collection, analysis, and reporting.
15. Build advanced critical thinking skills.
16. Combine the previous knowledge to create the final paper.

Practice Ethics and Risk Management Considerations

Course Description

Good corporate governance, the observation of business ethics and the implementation of risk management, and strong internal controls are the elements that lead to self-regulation of good corporate citizenship. Through case studies, lectures, and reflections, the course focuses on business ethics, good governance, risk management, and internal control assessment and reviews decision-making methods. In addition, it covers the relevant principles advocated by different frameworks and ethical practices within and outside legal provisions. As a result, learners will be able to apply and integrate concepts and theories and develop sensitivity to the values involved in business decision-making. Likewise, learners should employ ethical decision-making processes and assess and review internal controls when addressing real-world cases.

Course Objectives

1. Resolve business issues and problems with a global and strategic perspective.
2. Develop critical reading and critical analysis skills.
3. Describe the fundamental ethical principles necessary to evaluate and analyze contemporary issues in business ethics.
4. Encourage the synthesis of this new understanding with your moral perspective in considering contemporary business ethics issues.
5. Develop skills necessary to discuss and defend your ideas and the ideas of others in both verbal and written forms while being sensitive to and tolerant of the diversity of opinions on these issues.
6. Understand the difference between risk and uncertainty.
7. Summarize the principal types of financial risk – market risk and capital adequacy, credit risk, liquidity risk, operational, legal, and compliance risks, and reputational risk.
8. Examine the notion that risk management should become part of an organization's culture.



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9. Explain the methodological principles of Value at Risk (VaR).
10. Explain the need for an integrated or holistic approach to risk management – increasing recognition that market risk, credit risk, and liquidity risk are all interdependent.
11. Overall understanding of the role risk plays in managing corporate performance.
12. Identify and analyze risks faced by an entity and dissect real business cases requiring the use of corporate governance and operational and reputational risk management techniques.
13. Analyze the business environment for strategic direction.
14. Application of Risk Frameworks to an organization.

Healthcare Cost Analysis and Decision Making

Course Description

In this course, you will learn how to use information from cost accounting to improve managerial decision-making. Explore costing models, profit planning, and decision-making techniques. We discuss business decisions and suggest how cost information can support them best. Learn how to take an ethical approach to cost management. Use multiple sources of information to construct a robust budget.

Course Objectives

1. Demonstrate the conventions and doctrines of managerial and cost accounting.
2. Classify the major contemporary issues in strategic cost management.
3. Contrast the meanings of marginal cost and marginal costing.
4. Distinguish between marginal costing and absorption costing.
5. Ascertain income under both marginal costing and absorption costing.
6. Summarize the concept of different costs analyzed for other purposes.
7. Analyze product costs for planning and decision-making.
8. Illustrate the arm's length principle, comparability, and transfer pricing methods in the OECD Transfer Pricing Guidelines.
9. Develop the overall purpose of the course to provide an understanding of the process of managing quality and managing services.
10. Employ Six Sigma skills to lead a successful process improvement project and deliver meaningful results to the organization.
11. Interpret the term decision making, which means selecting a course of action from various alternatives.
12. Assess the decision-making process, which comprises six key steps.
13. Estimate rationality about decision-making refers to a perfectly logical and objective process.
14. Build greater insight into decision-making processes.
15. Create better equipped to understand and influence the decision-making processes of other individuals and groups.



Survey of Social Psychology

Course Description

This course will explore the major theories, research, and applications of social psychology. It helps students realize how social impacts on people's thoughts and actions. It examines multicultural and cross-cultural differences in social cognition and behavior, interpersonal interactions and attraction, attitudes and conduct, prejudice, group dynamics, and the interaction between personality and social influences on behavior. Topics covered include: examining fundamental theories, research findings, and practical applications with the goal of enhancing interpersonal relationships. Students will evaluate and use the methods of science to understand people's behavior in their broader social contexts.

Course Objectives

1. List how to describe what is social psychology and its development history and trends.
2. Outline the influence of the contemporary social background on psychology.
3. Describe the major concepts, theories, empirical findings, and historical trends within social psychology.
4. Discuss the major approaches used to understand social psychological processes (social cognition, emotion, self, attitudes, etc.).
5. Analyze the root cause and nature of social psychological problems.
6. Assess the relationship between social psychology and attitudes.
7. List the variables that lead us to perceive someone as physically attractive, and explain why physical attractiveness is so important in liking.
8. Identify how heuristics and other mental short-cuts influence persuasion.
9. Illustrate some of the errors that are common in human memory.
10. Articulate how social psychological research is conducted and how it informs our understanding of human behavior.
11. Read and critically evaluate social psychological theories and research.
12. Illustrate a number of the ethical guidelines that psychologists follow.
13. Identify the importance of friendships and social support on our overall health and well-being.
14. Describe several ways that psychological science has improved the world.
15. Apply the social psychological theories and concepts learned in class to real world.



Student Services and Support

International Holistic Life Sciences Institute strongly recommends that all approved students as well as prospective students get in touch with the appropriate institute office in order to receive any assistance and receive clarification regarding the school policies and processes.

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