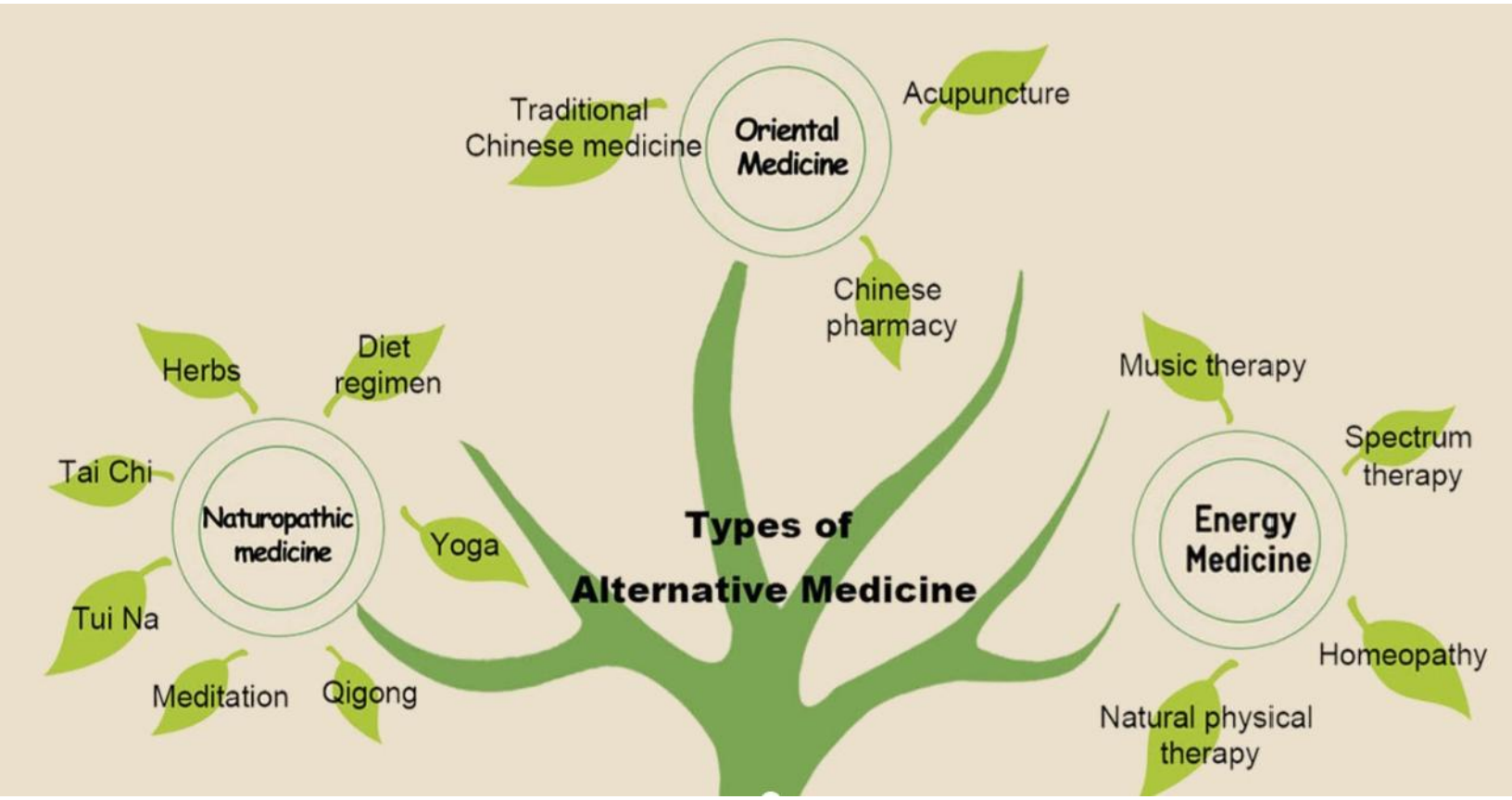


GRADUATE CATALOG

International University of Life Sciences

Catalog Period:

06.01.2026 – 06.01.2027

Email: support@lifesci.education

Administrative and Main Campus Address: 600 N Mountain Ave, Suite A106, Upland, CA 91786
Phone number: 1(909) 6068279; 1(909)5398260 Website: https://lifesci.education/

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A Letter from the President

International University of Life Sciences' 2026-27 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, IULS 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 post-secondary 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.

CEO / President

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Start Here. Go Anywhere!

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

Mission Statement and Vision

The mission of International University of Life Sciences is to elevate life to its fullest potential through integral and holistic scientific approaches and to provide accessible, career-focused graduate education that equips students with the knowledge, applied competencies, technological capabilities, and professional skills required for employment and career advancement in integrative health, wellness, health education, aging and eldercare services, care coordination, and technology-enabled healthcare environments.

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 at a meager cost and have the opportunity to work in medical-related jobs in the United States or Canada.

IULS 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.

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Governance

The Board of Trustees is responsible for the governance of 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

CEO / President . . . . .Yuhsun E. Shih, Ph.D.

Chief operating officer . . . . Xiao P. Wang, Ph.D.

Chief academic officer . . . . Amy Freigruber, Ph.D.

Class Session Locations

The main campus address for IULS is: 600 N Mountain Ave, Suite A106, Upland, CA 91786. This address serves as the institution's registered primary location for administrative operations in the state of California.

All instruction for IULS educational programs is delivered online through the institution's official Moodle Learning Management System at: https://class.lifesci.education/. IULS is a distance education institution. Students are not required to attend in-person class sessions.

Facilities

While IULS does not maintain traditional on-site classroom facilities, students have access to a comprehensive online infrastructure that includes:

- **Learning Management System** (LMS): IULS uses the Moodle platform to deliver course content, assignments, quizzes, and exams. This system supports asynchronous learning, enabling students to study at their own pace.
- **Virtual Classrooms** (BigBlueButton): Faculty use the BigBlueButton activity, accessed through Moodle, to record lecture videos that are posted in each course for asynchronous viewing, and to host optional live office hours and Q&A sessions. Attendance at live sessions is voluntary; all sessions are recorded and posted in the LMS, and they are not counted toward required instructional hours.

Equipment and Materials

To ensure the highest quality of online education, IULS provides students with access to the following equipment and materials:

Multimedia Learning Tools: Interactive videos, presentations, and digital simulations are integrated into the learning platform to enhance the educational experience.

Library Resources: Students have access to digital libraries, which include e-books, research databases, and academic journals necessary for completing coursework and research projects.

1. Library and Learning Resources

International University of Life Sciences provides students and faculty with access to library and learning resources through its Online Library, accessible within the institution's Moodle learning management system. Because the institution is a fully online institution that depends primarily on external collections and resources, it provides access to a curated collection of reputable, peer-reviewed open-access and open educational resources appropriate to the Master of Science in Complementary and Integrative Health.

The Online Library is organized into the following categories:

Ø **Library Collections and Open Educational Resources**, including the National Library of Medicine digital collections, the Open Textbook Library, LibreTexts, OpenStax, OER Commons, and MERLOT;

Ø **Academic Databases and Open-Access Journal Repositories**, including PubMed and PubMed Central, the Cochrane Library, the Directory of Open Access Journals (DOAJ), BioMed Central, CORE, and Google Scholar; and

Ø **Reference Resources**, including reputable encyclopedic and subject-specific reference materials relevant to complementary and integrative health.

These resources are accessible to all enrolled students and faculty and do not require individual registration. Before beginning coursework, students receive orientation on how to locate, access, and evaluate these resources, and faculty provide research guidance within their courses. Students may also obtain assistance through the institution's Helpdesk and support email. IULS periodically reviews and updates its library resources to ensure they remain lawful, authoritative, current, and relevant to the program.

2. Research and Information-Retrieval Support

To support the research and information-literacy needs of students and faculty, IULS faculty actively guide students in locating, accessing, and evaluating scholarly

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resources within their courses, including the use of academic databases and proper academic citation. Research guidance is available through the Moodle learning management system and institutional email. As enrollment grows, the institution intends to engage additional dedicated professional library support to provide regular research and information-retrieval services to students and faculty.

3. Access to External Learning Resources

The institution provides access to extensive external academic collections through its curated library of open-access and open educational resources described above, including the collections of the National Library of Medicine, PubMed Central, the Cochrane Library, and other established academic repositories. IULS faculty direct students to appropriate open educational resources and health-science archives as needed to complete course assignments and research activities.

4. Monitoring and Evaluation of Library Use

IULS monitors library access and student utilization through its learning management system. Faculty and administration periodically review the effectiveness of library services and make necessary updates to ensure alignment with the program's learning objectives. Documentation of resource use, feedback, and updates is maintained by the Office of Academic Affairs.

5. Student Support

Technical support is available to students through the institution's Helpdesk and an AI-based support assistant to address issues with accessing course materials or navigating the platform. The AI-based support assistant does not provide instruction, grade work, or give medical, diagnostic, or treatment advice; all academic questions are answered by faculty.

For any on-site administrative services, inquiries, or correspondence, the physical address of the institution is:
International University of Life Sciences
International University of Life Sciences is a fictitious business name (DBA) of International Holistic Life Sciences Institute, Inc., a California corporation.
Administrative and Main Campus Address: 600 N Mountain Ave, Suite A106, Upland, CA 91786
phone number: 1(909)5398260

Approval to Operate & Accreditation

International University of Life Sciences is a private non-profit institution, approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to

operate signifies that the institution is in compliance with the minimum state standards established by the California Education Code (CEC) and 5, California Code of Regulations (CCR).

It is important to note that this approval does not imply endorsement by the Bureau of the institution's programs, nor does it signify that the institution exceeds the minimum standards required by the state.

International University of Life Sciences (IULS) is **not accredited** by an accrediting agency recognized by the United States Department of Education. As such, all degree programs offered by the institution, including the **Master of Science in Complementary and Integrative Health** is **unaccredited**.

Limitations of the Degree Program

Students enrolled in or graduating from unaccredited programs should be aware of the following limitations:

Licensure Eligibility:

Graduates of IULS's degree programs may **not be eligible** to sit for licensure exams in California or other states, as many licensing boards require degrees from accredited institutions.

Employment Limitations:

A degree from an unaccredited program or institution **may not be recognized** for certain employment positions, including, but not limited to, positions with the **State of California** and other governmental bodies that require accredited credentials.

Federal Financial Aid Ineligibility:

Students enrolled in unaccredited institutions or programs are **not eligible** for federal financial aid, including grants, loans, or work-study programs under Title IV of the Higher Education Act.

Prospective students are advised to consider these factors when enrolling in IULS's programs and to carefully evaluate the implications of pursuing a degree from an unaccredited institution.

Financial Standing Statement

As of the date of this catalog's publication, **International University of Life Sciences**:

- Does **not** have a pending petition in bankruptcy.
- Is **not** operating as a debtor in possession.
- Has **not** filed a petition for bankruptcy within the preceding five years.
- Has **not** had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Student Acknowledgment and Review

"As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement."

These documents contain vital information about the institution's programs, policies, and performance, which will help you make an informed decision about your educational journey.

By signing the enrollment agreement, you acknowledge that you have had the opportunity to review both the catalog and the School Performance Fact Sheet. These documents are available online and can also be provided in print upon request.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834.

Website: www.bppe.ca.gov;

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by fax (916) 263-1897

State of California Formal Complaint Procedure

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

Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating

available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

Transfer of Credit and Credentials

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION: The transferability of credits you earn at International University of Life Sciences is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in Master of Science in Complementary and Integrative Health is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending International University of Life Sciences to determine if your degree will transfer.

Placement Services

IULS provides career-development and employment-support services to students and graduates. These services may include career advising, résumé development, interview preparation, occupational research, employer networking, and access to employment opportunities. IULS does not guarantee employment, salary, promotion, or placement.

Award of Credit for Prior Experiential Learning

International University of Life Sciences. (IULS) recognizes that valuable learning occurs outside traditional academic settings. Accordingly, IULS permits students to earn credit for prior experiential learning that meets the standards outlined in 5 CCR §71770(c).

Eligibility Criteria for Credit

Credit for prior experiential learning may be awarded only when:

- The learning is equivalent to a college or university level of learning.
- There is a demonstrable balance between theoretical understanding and practical application.
- The experience directly relates to the student's degree program and satisfies specific course or program outcomes.

Documentation Requirements

Each student must submit a written portfolio that includes:

- A detailed account of the experiential learning aligned to course outcomes.
- Supporting documents such as work samples, certifications, publications, or other verifiable evidence.

Evaluation Process

- Each experience is reviewed by a faculty evaluator qualified in the subject area of credit requested.
- The evaluator determines the academic level and number of credits that may be awarded.
- A written report is issued, documenting the materials reviewed, rationale for equivalence, and assigned credits.

Administrative Oversight

IULS assigns an academic administrator to review all experiential learning assessments. This review ensures compliance with institutional policies and regulatory standards. The administrator conducts periodic evaluations of faculty decisions for consistency and quality assurance.

Credit Limits

For graduate programs at IULS, the maximum allowable credit for experiential learning is:

- Up to 6 semester credits for the first 30 semester credits of the graduate program.
- Up to 3 semester credits for the second 30 semester credits (i.e., 31 to 60).
- No credit may be awarded after 60 semester credits are earned in the program.

Fees and Charges

- Assessment Fee: $200 per course.
- Additional charges may apply if expert external evaluators are needed.
- Fees are not tied to the amount of credit awarded.

Appeals Process

Students who wish to appeal the outcome of the evaluation may submit a written appeal to the Dean of Academic Affairs within 30 days. A decision will be rendered within 30 days of receipt.

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International Student Applicants

IULS welcomes students from around the world to apply to its fully online programs. However, as a distance education institution, IULS does not provide visa services, does not vouch for student status, and does not issue Form I-20s or any documentation for F-1 or M-1 visa applications.

All programs are delivered 100% online and do not require physical attendance in the United States. Therefore, international students can study from their home country without the need for a student visa.

Associated Charges:

There are no additional charges specific to international students. All fees and tuition are uniformly applied regardless of the student's country of residence.

Financial Aid and Loans

International University of Life Sciences does not participate in any federal or state or other forms of financial aid. However, if a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Cancellation, Withdrawal and Refund Policies

Students are entitled to a refund of tuition and fees in accordance with the California Education Code §94920 and California Code of Regulations 5 CCR §71750. IULS, as a fully online institution, provides the following refund rights and processes:

STUDENT'S RIGHT TO CANCEL:

Students have the right to cancel this Enrollment Agreement and obtain a full refund of all amounts paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred fifty dollars ($250), if notice of cancellation is made through attendance at the first class session or the seventh calendar day after enrollment, whichever is later.

HOW TO CANCEL:

To cancel this agreement, IULS advises each student to provide a signed and dated written notice of cancellation to: IULS Student Services, Email: support@lifesci.education. Cancellation may also be effectuated by a student's conduct,

including, but not necessarily limited to, lack of attendance. The effective date is the date IULS receives the cancellation notice or the last date of attendance.

REFUND FOR DISTANCE EDUCATION:

For IULS's distance educational programs that are not delivered in real time, the student has the right to cancel this enrollment agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice is sent. If IULS has sent the first lesson and materials before the notice is received, a refund will be issued within 45 days after the student's return of the materials.

REFUND AFTER CANCELLATION PERIOD (PRO RATA POLICY):

IULS delivers its educational programs fully online, asynchronously, and in a self-paced format. After the cancellation period, if a student withdraws from the program having completed less than 60% of it, IULS will calculate a pro rata refund in compliance with 5 CCR §71750(c). The refund calculation is based on actual student progress and participation, as follows:

Calculation Method

- Step 1: Determine the daily charge for the program:

Daily Charge = Total Institutional Charge/Total Number of Days or Hours in the Program

- Step 2: Compute the amount owed by the student based on the actual number of days or hours the student has attended or was scheduled to attend:

Amount Owed=Daily Charge×Number of days (or hours) attended or scheduled prior to withdrawal

- Step 3: Calculate the refund amount by subtracting the amount owed from the total amount paid by the student:

Refund Amount=Total Amount Paid by Student−Amount Owed

Example:

- If the total institutional charge for a program is $4,000, and the program duration is scheduled for 100 days, the daily charge is $40/day ($4,000 ÷ 100 days).
- If a student withdraws after attending or being scheduled for 30 days, the amount owed is $1,200 ($40 × 30 days).
- If the student paid $4,000 upfront, the refund amount is $2,800 ($4,000 − $1,200).

WITHDRAWAL:

Withdrawal may occur via written notice or based on conduct (such as failure to participate). If a student withdraws, they are eligible for a refund as outlined above, depending on their progress in the program.

No Refund After 60%:

If more than 60% of the courses have been completed, no refund is due.

Non-Refundable Charges:

- Application Fee: $60

- STRF (Student Tuition Recovery Fund): Non-refundable

- Graduation and transcript fees are non-refundable once assessed

Timeframe for Refunds:

All refunds due will be paid within 45 days of the institution receiving the student's written notice of cancellation or withdrawal.

Distance Education-Specific Disclosure:

IULS's programs are delivered fully online via Moodle LMS. Access to content and completion tracking is used to determine the percent of program completion. Refunds for distance education are calculated based on actual course progress, not calendar time.

Student Rights

All students at IULS are entitled to the following rights:

- **Right to Equal Treatment**: Students have the right to learn in an environment free from discrimination, harassment, or any other form of unfair treatment based on race, color, religion, national origin, gender, disability, age, or any other protected characteristic.
- **Right to Academic Freedom**: Students have the right to express their thoughts, opinions, and beliefs in an open and respectful academic environment.
- **Right to Access Educational Resources**: Students have the right to access all resources provided by IULS, including digital libraries, course materials, academic advising, and student support services.
- **Right to Privacy**: Students' personal information and academic records will be kept confidential in accordance with federal and state laws, including the **Family Educational Rights and Privacy Act (FERPA)**.
- **Right to Appeal Academic Decisions**: Students may appeal academic decisions, including grades and disciplinary actions, through a formal process as outlined in IULS's academic policies.

Grievance Procedures

IULS encourages open communication between students and faculty or administration. If a student feels that their rights have been violated or they have encountered an issue that requires resolution, the following grievance procedure should be followed:

Informal Resolution:

1. The student should first attempt to resolve the issue directly with the individual(s) involved (e.g., instructor, advisor).
2. If the issue is not resolved to the student's satisfaction, they may proceed to the formal grievance process.

Formal Grievance Process:

1. **Step 1**: The student must submit a **written grievance** to the **Office of Student Affairs** within **30 days** of the incident. The grievance should include a description of the issue, relevant details, and the steps already taken to resolve it informally.
2. **Step 2**: The Office of Student Affairs will review the grievance and may request additional information or conduct interviews with the parties involved.
3. **Step 3**: A formal decision will be made by the **Grievance Committee** within **15 business days** of receiving the grievance. The student will be notified of the outcome in writing.

Appeals:

1. If the student is not satisfied with the Grievance Committee's decision, they may appeal in writing to the **Dean of Academic Affairs** within **10 business days** of the decision.
2. The Dean will review the appeal and make a final decision within **10 business days**. The Dean's decision is final and binding.

Probation and Dismissal Policies

At **International University of Life Sciences (IULS)**, maintaining satisfactory academic progress is critical for student success in the online learning environment. IULS offers academic support and flexible resources, but students are responsible for meeting academic performance standards.

Academic Probation

A student will be placed on **academic probation** under the following circumstances:

Minimum GPA Requirement:

Students must maintain a cumulative GPA of **2.0** for undergraduate programs and **3.0** for graduate programs. Failure to meet these GPA standards by the end of a term will result in placement on academic probation.

Duration of Probation:

Academic probation lasts for **one academic term**. During this time, students must raise their cumulative GPA to meet the required threshold.

Support for Probationary Students:

Students placed on probation will receive additional guidance from their **Academic Advisor**. IULS provides access to online tutoring, academic workshops, and counseling to help students regain academic standing.

Removal from Probation:

If the student meets or exceeds the minimum GPA requirements by the end of the probationary term, they will be removed from probation and restored to good academic standing.

Continued Probation and Dismissal

Continued Probation:

If a student fails to raise their cumulative GPA to the minimum requirement but demonstrates improvement by achieving a **term GPA of 2.0** or higher (for undergraduate programs) or **3.0** or higher (for graduate programs), they may be placed on **continued probation** for an additional term.

Academic Dismissal:

A student may be dismissed from IULS if they:

- Fail to meet the minimum cumulative GPA requirement after a term of probation or continued probation.
- Do not meet the minimum **term GPA** requirement (2.0 for undergraduate, 3.0 for graduate) during continued probation.
- Engage in serious violations of the **Academic Integrity Policy**, including but not limited to plagiarism and cheating.

Notification and Appeals Process:

Students who face dismissal will receive a formal notification via email. They have the right to appeal within **30 days** by submitting an appeal letter to the **Dean of Academic Affairs**, outlining any extenuating circumstances or plans for improvement. The Dean's decision on appeals is final.

Leave of Absence

As an online institution, **International University of Life Sciences (IULS)** offers students the flexibility to manage their learning schedules. However, students may need to request a **Leave of Absence (LOA)** for personal, medical, or family reasons that interrupt their studies. The LOA allows students to pause their academic progress and resume their studies later without academic penalty.

Eligibility and Duration:

- Students must have completed at least **one semester** and be in good academic standing to request a Leave of Absence.
- The LOA can be requested for a **minimum of one semester** (four months) and up to a **maximum of two consecutive semesters** (eight months).
- Since IULS operates fully online, the **LOA request must be submitted electronically** through the student portal at least **one week before** the start of the upcoming term. Exceptions can be made for emergencies.

Application Process:

1. Students must complete the **Leave of Absence Request Form** and submit any relevant supporting documentation (e.g., medical certificates, personal statements) via the **IULS online student portal**.
2. The request will be reviewed, and students will be notified of the decision via email within **seven business days**.

Impact on Academic Progress:

- Students on an approved LOA will have their studies and course progress placed on hold.
- Upon their return, students will resume their studies from where they left off without losing any academic progress.

Financial and Technical Considerations:

- While on LOA, students are considered **inactive** and, therefore, are **not eligible** for federal financial aid or institutional scholarships.
- Since IULS is online, students will retain access to the digital library and limited student resources during their LOA, but they will not be able to participate in active courses.

Returning from LOA:

- To return from an LOA, students must notify the **Registrar's Office** via the online student portal at least **four weeks before** the beginning of the semester in which they plan to resume their studies.
- If a student fails to return after the approved LOA period without requesting an extension, they may be administratively withdrawn from the program and required to reapply for admission.

Extending an LOA:

- Students who need additional time beyond the approved LOA period must submit a request for an extension at least **two weeks before** the end of the current LOA.
- Extensions are subject to approval based on the circumstances provided by the student.

Master's Program

IULS provides one Master's degree program that is 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 IULS 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 IULS consists of ten courses, totaling 40 semester units of credit. Consistent with 5 CCR § 71810, one semester unit of credit represents the learning outcomes ordinarily attained through 15 hours of lecture/instruction (academic engagement) and 30 hours of outside preparation — 45 hours of student work per semester unit. IULS does not use quarter units. The 40 semester units comprise 1,800 hours of student work in total: 600 hours of instruction/academic engagement and 1,200 hours of outside preparation. The number of weeks in a term is immaterial to these unit calculations; unit values depend solely on the learning outcomes and total student work associated with each course.

For example, a 4-unit course requires 180 hours of student work (60 hours of academic engagement and 120 hours of outside preparation). Because the program is delivered asynchronously at an individualized pace, the required hours of academic engagement and preparation for each course remain fixed regardless of how quickly or slowly a student completes it. (For reference, one quarter unit would equal 10 hours of instruction and 20 hours of preparation; IULS does not use quarter units.)

The degree program is currently in the pilot phase.

Prerequisite Courses

The Master degree program at IULS 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 (non-credit, no tuition charge) in their first term of study.

- Online Learning Strategy
- Academic Writing & Research Ethics

Admissions Policies

General Admission Requirements:

Applicants seeking admission to the **International University of Life Sciences (IULS)** must meet the following criteria:

- Submission of a completed application form.

- A bachelor's degree or equivalent from an accredited institution for admission to master's programs.
- A minimum GPA of 2.5 for undergraduate studies (or as specified for certain programs).
- Official transcripts from all previously attended institutions.

Acceptance of Credits from Other Institutions:

IULS may accept transfer credits from other accredited institutions under the following conditions:

- Credits must be from a recognized, accredited institution.
- The credits must be relevant to the degree program for which the student is applying.
- A minimum grade of "C" (or equivalent) must have been achieved in the course(s) to be considered for transfer.
- The maximum number of transferable credits is limited to 20% of the total credits required for the degree program.

Ability-to-Benefit (ATB) Students:

IULS does not admit Ability-to-Benefit (ATB) students at this time. All applicants must possess a recognized University diploma or equivalent to be considered for admission.

Transfer or Articulation Agreements

IULS does not currently have any articulation or transfer agreements with other colleges or universities that allow for the automatic transfer of credits earned in its programs. Prospective students should be aware that transfer of credits is at the discretion of the receiving institution, and there is no guarantee that credits earned at IULS will be accepted by other institutions.

Master of Science in Complementary and Integrative Health

The Master of Science in Complementary and Integrative Health is a career-focused, non-licensure graduate program preparing students for employment and career advancement in non-clinical and non-licensed professional roles involving health and wellness education, integrative health program coordination, care navigation, community health programming, aging and eldercare program management, and technology-enabled health services.

The curriculum combines evidence-informed health sciences with applied communication, program planning, health technology, artificial intelligence, aging-services concepts, ethical decision-making, and professional project development. Students demonstrate occupational competencies through case-based assignments, simulations, workplace-oriented projects, presentations, and a culminating capstone project.

10 courses (total 40 credit units):
CIH 510 Theories and Foundations of Complementary and Integrative Health (4 units)

CIH 520 Advanced Molecular Cell Biology Principles and Techniques (4 units)
CIH 530 Theory of Acupuncture and Asian Bodywork, and Their Modalities (4 units)
CIH 540 Theory and Applications of Homeopathy (4 units)
CIH 550 Integrative Herbal Therapeutics: Strategies and Materia Medica (4 units)
CIH 560 Nutritional Therapeutics: Oriental Medicine Nutrition & Food Therapy (4 units)
CIH 610 Healing Energy Medicine: Mind-Body Interventions (4 units)
CIH 620 Artificial Intelligence Applications in Complementary and Integrative Health (4 units)
CIH 630 Clinical Psychology (4 units)
CIH 640 AI-Enabled Cross-Cultural Healthcare Communication, Connected Health, and Capstone (4 units, including the Capstone Project)
(% Master's Project, incorporated into the capstone course)

Mode of Delivery: Fully Online, Asynchronous (via Moodle LMS)

Instructional Format: Courses are conducted entirely online through weekly modules featuring faculty feedback, interactive forums, and case-based assignments.

Internships/Externships: This program does not require any internship, externship, or final examination. Student evaluation is based on assignments, projects, and modular assessments. A Capstone Project is required as the final integrative component.

Final Examinations: There are no cumulative or comprehensive final examinations for graduation. Assessment is conducted course-by-course through assignments, projects, peer interaction, and module-based evaluations.

Capstone Requirement: As a culminating academic experience, students must complete a Capstone Project that demonstrates integrative knowledge and practical application within the field of complementary and holistic health.

Regulatory Disclosure: “A student enrolled in this educational program shall not be required to pass a final examination or complete an internship or externship to receive a degree.”

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

- Faculty-developed curriculum, supplemented by curated open educational resources to reduce student costs

- 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

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

This institution is provisionally approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

* Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.

* Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by (date two years from date of provisional approval), and full accreditation by (date five years from date of provisional approval).

If this institution stops pursuing accreditation, it must:

* Stop all enrollment in its degree programs, and

* Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

Institutional Representative Initials:_____	Student Initials:_____
Date: _____	Date: _____

Notice Regarding Licensure Requirements

The Master of Science in Complementary and Integrative Health program at the International University of Life Sciences. (IULS) is designed to enhance students' academic and professional understanding of complementary and integrative health sciences. This program does not lead to licensure for any specific profession, occupation, trade, or career field requiring licensure in the State of California or any other jurisdiction.

Graduates of this program may pursue further education, research, or roles in wellness, education, or integrative health promotion; however, completion of this program alone does not meet the educational or experiential requirements for licensure as a medical doctor, acupuncturist, registered nurse, psychotherapist, or any other licensed healthcare provider.

IULS makes no representation that completion of this degree program will, by itself, qualify a student for licensure in California or any other state. Students interested in professional licensure should consult with the applicable state licensing board to verify licensing requirements.

There are no state licensure requirements tied to the CIH program. All courses are academic in nature and intended to provide theoretical knowledge and interdisciplinary skill-building only.

English Proficiency Qualification

The online degree programs at IULS are taught in English only. As a result, non-native English speakers must demonstrate a high level of English proficiency before beginning their studies toward a degree program at IULS. 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

International University of Life Sciences does not offer instruction in languages other than English, and no instruction will occur in languages other than English. International University of Life Sciences does not offer translator services, however we do offer a free English writing lab to help students learn.

The IULS English Writing Lab is an online self-guided resource course hosted on the IULS Moodle Learning Management System. This lab is designed to support students—especially those who speak English as a second language or who may need help with academic writing in a graduate-level setting.

Purpose and Scope:

- To assist students in improving their academic writing, grammar, structure, and citation style (APA format).
- To provide a self-paced, accessible platform where students can practice and enhance their written communication skills relevant to course assignments and capstone projects.

Key Features:

- Video tutorials and reading guides covering sentence structure, grammar, paragraph development, and academic tone.
- Downloadable writing templates and APA citation guides.
- Discussion forum and peer Q&A for students to ask questions and receive feedback from faculty moderators.
- Access to sample papers and writing checklist tools.

Access and Availability:

- All currently enrolled students are automatically enrolled in the English Writing Lab via Moodle.
- This course is non-credit-bearing and does not incur additional tuition or fees.
- Participation is optional but highly encouraged.

Support:

- Faculty mentors and instructional assistants monitor the platform and respond to questions.
- Writing feedback is available on a limited basis by request.

Faculty and Qualifications

Faculty Name	Highest Degree & Institution	Qualifications Summary
Dr. Xiaoping Wang	Postdoctoral Fellowship, Biotech Centre, NJ; Ph.D., Rutgers University	Over 30 years of experience in microbiology and traditional Chinese medicine (TCM) instruction. Former Microbiology Director for NYC Water Supply System. Has authored 26 scientific articles in peer-reviewed journals and taught courses in Immunology, Biochemistry, Acupuncture Theory, and Diagnosis in Oriental Medicine.
Dr. Yuhsun (Edward) Shih	Ph.D., Instructional Design for Online Learning, Capella University	Over 15 years of experience in instructional design and online curriculum development. Former Instructional Technologist at University of the West. Certified in Quality Matters, OER design, and online instructional effectiveness. Brings expertise in integrating technology into health science education.
Dr. Amy Freigruber	Ph.D., Educational Leadership and E-Learning, Trident University International	Extensive teaching experience in psychology, including abnormal psychology, research methods, and capstone supervision. Worked across multiple colleges and universities. Provides strong academic oversight, course development, and student evaluation experience.
Ms. Yueqiao Han	M.S. in Education, Johns Hopkins University; B.S. in Nutrition, University of Connecticut	Experience in curriculum development and instructional delivery in integrative health and nutrition. Developed international learning programs and interactive instructional materials. Brings interdisciplinary strength in both health sciences and education.
Dr. Ai-Gen Huang	Doctor Of Traditional Chinese Medicine, Five Branches University	California Licensed Acupuncturist experienced in integrative healthcare. Currently practising at Concentra Urgent Care and Up Clinics. Certified in Clean Needle Technique and Basic Life Support, specialising in acupuncture, cupping, and holistic patient care.

2026–2027 Academic Calendar

No.	Term	Start Date	End Date
1st course	Term 1	September 22, 2026	November 21, 2026
2nd course	Term 2	November 22, 2026	January 21, 2027
3rd course	Term 3	January 22, 2027	March 21, 2027
4th course	Term 4	March 22, 2027	May 21, 2027
5th course	Term 5	May 22, 2027	July 21, 2027
6th course	Term 6	July 22, 2027	September 21, 2027

No.	Term	Start Date	End Date
7th course	Term 7	September 22, 2027	November 21, 2027
8th course	Term 8	November 22, 2027	January 21, 2028
9th course	Term 9	January 22, 2028	March 21, 2028
10th course	Term 10	March 22, 2028	May 21, 2028
Additional Program Information			
Prior Notice	Students will be notified one week before the start of the Term.		
Weekly Schedule	Day 1: Tuesday; Day 2: Wednesday; Day 3: Thursday; Day 4: Friday; Day 5: Saturday; Day 6: Sunday; Day 7: Monday.		
Term Structure	Each term lasts two months and conducts one course.		
Program Duration	The MS in Complementary and Integrative Health is a 20-month program requiring the completion of 10 courses. Students who successfully complete all 10 courses will be awarded their Master's degree from IULS.		
DEAC Application	Begin the DEAC accreditation application at the 12-month point, around completion of the 6th course.		

Note: The above events' exact dates are subject to change.

Response Time for Distance Education Submissions

At **International University of Life Sciences (IULS)**, we understand the importance of timely feedback for student success in an online learning environment. The following outlines the expected timeframes within which students will receive feedback or evaluations on their submissions:

Assignments and Projects:

Instructors will review and provide feedback or grades on assignments and projects within **7 business days** of submission.

Examinations and Quizzes:

Feedback for quizzes and exams will be provided within **5 business days** of submission.

Peer-Reviewed Assignments:

For assignments that include a peer-assessment component, students will receive peer feedback within **7 days** of submitting their work. Final grades will be issued after the peer review process has been completed.

Dissertations and Capstone Projects:

Due to the comprehensive nature of these submissions, students can expect evaluations and feedback within **14 business days** of submission.

Discussion Boards:

Instructors will actively participate in and monitor discussion forums, responding to student posts within **2 business days** to encourage engagement and provide clarification when necessary.

These time frames ensure that students remain on track in their studies and have the necessary support to progress through their programs. Should there be any delays beyond these periods, students will be notified of the adjusted timeline for feedback.

Fees and Course Credit

TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE

International University of Life Sciences. charges an institutional, course-based assessment fee for each individual course in which a student enrolls.

Itemized Institutional Charges are as follows:

- ✧ Application Fee: $60 (non-refundable, one-time)
- ✧ Assessment Fee: $200 per course (**Collection of Assessment Fee:** course assessment fees must be received two (2) days prior to the beginning of the course to be eligible to study.)
- ✧ Graduation Application Fee: $180 (non-refundable, one-time)
- ✧ Transcript Fee: $40 per copy (upon request, non-refundable)
- ✧ Student Tuition Recovery Fund Fee: Currently assessed at $0.00 per $1,000 of institutional charges (non-refundable, subject to change by the Bureau)

Total Charges for the Entire Educational Program: Students are required to successfully complete ten (10) courses. Therefore, the minimum total institutional charges required for completing the program are calculated as follows:

- ✧ Application Fee: $60
- ✧ Course Assessment Fees (10 courses × $200): $2,000
- ✧ Graduation Application Fee: $180

Estimated Total Charges: $2,240

If a student does not successfully complete a course and must retake it, the student will again pay the $200 course assessment fee at the beginning of the retake enrollment.

ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM: $2240

THE TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT: $60

SCHEDULE OF TOTAL CHARGES AND NONREFUNDABLE FEES:

In compliance with California Education Code § 94911(b), the following is the schedule of total charges and a clear identification of all nonrefundable fees for the Master of Science in Complementary and Integrative Health program at IULS:

Total Charges Summary:

Fee Type	**Amount**
Application Fee (nonrefundable)	$60
Assessment Fee ($200 per course x 10 courses)	$2,000
Graduation Application Fee (nonrefundable)	$180
Transcript Fee (nonrefundable, per request)	$40
STRF Fee (Student Tuition Recovery Fund, nonrefundable)	$0.00

Student Tuition Recovery Fund Disclosures:

(a) "The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

(b) "It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

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

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

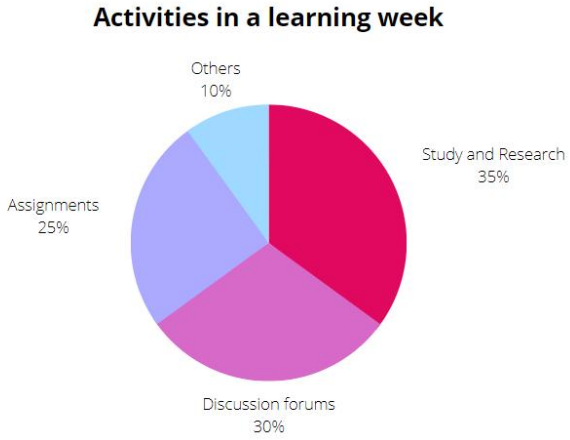
A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Unit values are determined solely by the learning outcomes and total student work associated with each course, and are independent of the length of any session or term. The number of weeks in a term is immaterial to unit calculations. Each semester unit requires 45 hours of student work (15 hours of academic engagement and 30 hours of outside preparation). For example, a 4-unit course requires 180 hours of student work (60 hours of academic engagement and 120 hours of preparation), regardless of how many weeks a student takes to complete it. Courses are organized into instructional modules as a recommended pacing guide only; this structure does not affect unit values.

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 IULS should be according to Pacific Time Zone.

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 support@lifesci.education. 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 University of Life Sciences 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 University of Life Sciences (IULS) maintains all student records in compliance with the California Education Code § 94900 and California Code of Regulations 5 CCR § 71920 and § 71930.

Permanent Records:

IULS permanently retains the following transcript-related records for each student:

- The student's name and address at the time of enrollment.
- The program of study the student was enrolled in.
- The number of credit units and grades earned.
- The certificate or degree awarded and the date of award.
- A transcript of the student's academic progress, including all courses attempted and completed with the final grades earned.

Five-Year Retention Records:

In accordance with 5 CCR § 71930(b)(1), IULS shall maintain the following additional student records for at least five (5) years from the student's date of completion or withdrawal:

- Admissions records
- Enrollment agreements
- Financial records including fee and payment information
- Academic engagement and participation documentation for asynchronous online coursework

- Official communications and notices related to academic standing, withdrawal, or leave of absence

Access and Storage:

Student records are maintained electronically and securely on IULS's encrypted cloud-based systems. Access is limited to authorized administrative personnel. Students may request access to their records or transcripts by submitting a written request to support@lifesci.education.

Transcript Requests:

IULS provides official transcripts upon student request. A $40 per-copy transcript fee applies. Transcripts are provided within 10 business days of receiving a valid request.

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. IULS develops, owns, and controls its own curriculum. Where appropriate, faculty supplement their own instructional materials with open educational resources (OER) — openly licensed or public-domain materials — that the faculty review, approve, and cite in the course syllabus, in order to reduce textbook costs for students. OER are used only as supplemental materials and do not replace faculty-developed instruction.

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 University of Life Sciences, 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 IULS courses and programs must ensure that the student who registers for a course participates in the course on their own. IULS 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, IULS will inform students of any fees linked with the verification of student identity.

All users of IULS's Learning Management System and IULS Portal are responsible for maintaining the security of their usernames, passwords, and any other given access credentials, in addition to periodically changing their passwords. IULS 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

IULS 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, IULS 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 IULS 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@lifesci.education, who will provide guidance on filing a grievance with IULS.

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.

IULS 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

IULS 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

At International University of Life Sciences (IULS), 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:

IULS 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:

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

3.> Guidelines for Academic Conduct:

IULS 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 IULS

• 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:

IULS 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 IULS, depending on the nature and severity of the violation.

To summarize, IULS 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

IULS is a fully online institution. All programs are delivered asynchronously through the Moodle LMS, with faculty guidance provided through recorded lectures, graded discussion forums, written assignment feedback, and optional live office hours. Because instruction is delivered entirely asynchronously, attendance is measured by academic engagement rather than presence at scheduled class sessions. Academic engagement includes logging in to the LMS, submitting assignments, posting in graded discussion forums, completing quizzes or assessments, and substantive communication with the instructor regarding coursework.

General Expectations

- All students must log in regularly to IULS's Moodle platform and demonstrate weekly academic engagement by completing coursework, participating in discussion forums, and meeting the assignment deadlines and academic milestones outlined in each course syllabus.
- All students follow an individualized study plan and are expected to show meaningful weekly progress toward course completion.
- There are no required synchronous (live) sessions. Faculty hold optional live office hours via BigBlueButton; attendance is voluntary, and all sessions are recorded and posted in the LMS. No instructional hours are based on synchronous activity.

Absence and Engagement Policy

- A student is considered absent if they record no academic engagement (as defined above) for 7 consecutive calendar days without prior communication with the instructor.
- Inactivity for more than 14 consecutive calendar days without submission of coursework, communication, or documented progress will result in a written warning and may trigger

academic review, which can lead to administrative withdrawal in accordance with the institution's withdrawal and refund policies.

- A student is considered tardy if they submit an assignment or required coursework after its stated deadline without prior notice to, or approval from, the instructor.

Excused Absences

Excused absences or delays may be granted when justified and documented, including:

- Illness, injury, or medical emergencies
- Family emergency or bereavement
- Required military or civic duty
- Temporary internet outages or technology access issues (with documentation)
- Any other reason approved by IULS faculty or administration in advance

Students must notify the instructor or IULS Student Services in writing within 48 hours of the incident to request consideration for an excused absence.

Unexcused Absences

- Failure to submit work, respond to instructor communication, or log in for required activities without prior notice will be marked as an unexcused absence.
- Multiple unexcused absences (e.g., two or more within a session) may result in an academic warning, probation, or temporary withdrawal from the course or program.

Monitoring and Evaluation of Attendance

IULS monitors student engagement using the following indicators:

- Log-in frequency and platform activity
- Submission of assignments and quizzes
- Completion of modules or course checkpoints
- Participation in discussion forums (if required)
- Instructor communication and progress reports

Additional Notes

- Extension requests must be submitted at least one week before the end of the course for instructor review.
- Instructors and administrators reserve the right to update course calendars or progress expectations with prior notice.

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.

AI policy - Responsible Artificial Intelligence Use

Think first. Challenge assumptions. Verify evidence. Disclose meaningful AI assistance. Protect confidential information. Keep humans responsible. At IULS, AI should challenge and extend human intelligence - not replace it.

1. Purpose

The International University of Life Sciences recognizes artificial intelligence as an important and rapidly evolving technology that can enhance teaching, learning, research, communication, creativity, accessibility, and institutional operations.

IULS encourages the thoughtful and responsible use of artificial intelligence while preserving the essential role of human judgment, academic integrity, intellectual development, privacy, professional responsibility, and meaningful faculty-student interaction.

The central principle of AI use at IULS is:

Use AI to extend and challenge human thinking - not to replace it.

Students, faculty, and staff should approach AI as an assistant, critic, tutor, research aid, brainstorming partner, or intellectual sparring partner. Users should remain capable of questioning, verifying, revising, or rejecting an AI-generated response.

A useful IULS practice is:

Ask AI to challenge your thinking before asking it to help improve your work. AI may identify weaknesses, propose alternatives, ask difficult questions, simulate opposing arguments, or help users investigate a problem. The final judgment and responsibility remain human.

2. Core Principles

All members of the IULS community must follow the following principles when using artificial intelligence.

Human Responsibility

Individuals remain responsible for work they create, submit, approve, publish, teach, grade, communicate, or use in decision-making, regardless of whether AI contributed to that work. Saying that an error was generated by an AI system does not remove human responsibility.

Human Judgment

AI may assist human judgment but must not replace responsible human decision-making in academic, administrative, professional, or other consequential matters.

Accuracy and Verification

AI systems can generate incorrect information, fabricated references, outdated information, misleading conclusions, biased content, or plausible-sounding statements unsupported by evidence. Users must verify important facts, calculations, quotations, references, research findings, and claims using appropriate authoritative sources.

Transparency

Substantive use of AI in academic work should be disclosed when required by the instructor, assignment, research protocol, publication standard, or this policy. AI-generated work must not be misrepresented as entirely human-created work when AI materially contributed to its development.

Privacy and Confidentiality

Confidential, restricted, personally identifiable, proprietary, educational, personnel, health-related, or other protected information must not be entered into public or unapproved AI systems.

This includes, where applicable:

- student educational records and personally identifiable information;
- confidential faculty or personnel information;
- passwords, API keys, credentials, or security information;
- unpublished institutional documents;
- confidential research information;
- personally identifiable health information; and
- information belonging to another person or organization that the user is not authorized to disclose.

When sensitive information is involved, members of the IULS community must use an institutionally approved environment or remove identifying information before using AI.

Intellectual Property and Copyright

AI does not eliminate copyright, licensing, attribution, or intellectual-property responsibilities. Faculty, staff, and students must respect copyrights, licenses, Creative Commons requirements, proprietary materials, authorship rights, and applicable terms governing data and content.

Equity and Accessibility

AI should be used in ways that support equitable and accessible education. Faculty should consider whether an AI requirement places students at a disadvantage because of cost, accessibility, language, disability, geographic location, or technological availability.

3. Student Use of Artificial Intelligence

IULS expects students to become proficient in responsible AI use while continuing to develop independent analytical, research, communication, and problem-solving abilities. AI should help students learn, not merely help students finish. Students remain responsible for understanding and being able to explain work submitted under their names.

Students May Appropriately Use AI To

When permitted by the instructor or assignment, appropriate uses may include:

- brainstorming questions or possible approaches;
- asking AI to challenge an argument;
- identifying possible weaknesses in reasoning;
- generating counterarguments;
- receiving explanations of difficult concepts;
- practicing questions and answers;
- creating study aids;
- comparing alternative viewpoints;
- improving grammar or clarity;
- receiving feedback on a student-created draft;
- assisting with coding or debugging;
- exploring datasets or simulations;
- translating or clarifying language;
- identifying topics requiring further research; and
- developing preliminary outlines that the student subsequently evaluates and substantially develops.

Students are encouraged to ask questions such as:
What assumptions am I making?
What are the strongest arguments against my conclusion?

Identify three weaknesses in my reasoning.
What evidence would change my conclusion?
Ask me questions that will help me solve this problem myself instead of giving me the answer.
This approach reflects the IULS philosophy of using AI as an intellectual challenger rather than a substitute for learning.

4. The IULS AI Traffic-Light Framework

Faculty will identify the permitted level of AI assistance for major graded assignments whenever practical.

RED — AI Use Prohibited

The student must perform the assessed intellectual work independently.

Examples may include:

- examinations;
- quizzes assessing individual mastery;
- designated foundational exercises;
- personal reflections;
- oral defenses;
- competency demonstrations; or
- assignments specifically designed to assess unaided student ability.

Students may not use generative AI unless the instructor explicitly authorizes a particular accommodation or use.

YELLOW — Limited or Conditional AI Use

AI may be used for specified supporting activities, but the student remains responsible for the substantive academic work.

Permitted activities may include:

- brainstorming;
- feedback;
- outlining;
- language editing;
- translation;
- debugging;
- generating questions;
- identifying counterarguments; or
- preliminary exploration.

Substantive AI assistance must be disclosed according to the instructor's requirements.

GREEN — AI-Integrated Learning

AI use is intentionally incorporated into the learning activity.

Examples may include:

- AI-assisted simulations;
- comparing outputs from different models;
- challenging an AI-generated argument;
- AI-supported data analysis;
- prompt-design exercises;
- evaluating AI hallucinations or bias;
- AI-human collaborative projects; or
- developing applications using AI systems.

Green does not mean that anything generated by AI may automatically be submitted without review. Students remain responsible for accuracy, reasoning, evidence, conclusions, and compliance with assignment requirements.

When No AI Level Is Stated

Students should ask the instructor when they are uncertain. Unless otherwise authorized, students should not use generative AI to substantially complete graded work that is intended to demonstrate the student's own knowledge or skills.

5. AI Disclosure by Students

When AI materially contributes to submitted academic work, students should provide an AI Use Disclosure unless the instructor has stated that disclosure is unnecessary for that assignment.

A disclosure may be brief. For example:

AI Use Disclosure: I used ChatGPT to identify counterarguments to my original thesis and to suggest improvements in organization. I independently verified the sources and wrote and revised the final paper myself.

Depending on the assignment, instructors may additionally require:

- the name of the AI system;
- the date used;
- a description of its purpose;
- selected prompts;
- relevant output;
- conversation history; or
- a reflection explaining how the student evaluated and changed the AI-generated material.

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Phone number: 1(909) 6068279; 1(909)5398260 Website: https://lifesci.education/

Routine use of conventional spell-checking, formatting, citation-management, or other incidental tools normally does not require disclosure unless an instructor specifies otherwise.

6. Prohibited Student Uses

Unless specifically authorized as part of an educational activity, students may not:

- submit substantially AI-generated work as their own independent work;
- use AI during an examination or other assessment for which AI is prohibited;
- ask AI to complete an assignment that is intended to demonstrate the student's own reasoning or mastery;
- fabricate or falsify references, quotations, evidence, data, laboratory findings, research results, or clinical information;
- use AI to impersonate another person;
- use AI to circumvent academic-integrity requirements;
- upload examination questions, confidential course materials, student information, or restricted materials into unauthorized AI systems;
- use AI to engage in harassment, deception, fraud, or other misconduct; or
- falsely represent AI-generated analysis as personal professional or academic judgment.

Unauthorized AI assistance may constitute academic misconduct.

7. Faculty Responsibilities

Faculty members have both academic freedom and responsibility in determining how AI supports the learning objectives of their courses.

Faculty should clearly communicate AI expectations in the syllabus and, when appropriate, within individual assignment instructions.

Faculty should:

- identify whether AI use is prohibited, limited, or intentionally incorporated;
- explain the educational reason for important restrictions;
- design assessments that measure authentic student learning;
- emphasize analysis, application, reflection, discussion, presentation, and problem solving rather than tasks easily completed through automated generation;
- model responsible AI use;
- verify AI-generated educational material before presenting it to students;
- protect student privacy;
- comply with copyright and licensing requirements; and
- maintain meaningful human academic interaction with students.

AI systems may supplement instruction but do not replace the faculty member's academic responsibility.

Faculty remain responsible for:

- instructional quality;
- interpretation of course content;
- assessment design;
- evaluation of student learning;
- substantive academic feedback;
- final grades; and
- academic judgments affecting students.

This is especially important within IULS's asynchronous educational model: AI teaching assistants may provide additional availability and support, but they are supplementary to—not substitutes for—qualified faculty presence.

8. Faculty Use of AI for Grading and Feedback

AI may assist faculty with tasks such as developing rubrics, identifying patterns, drafting feedback, or performing preliminary analysis when privacy and security requirements are satisfied.

However:

A faculty member remains responsible for the final evaluation and grade. AI should not independently make final academic judgments about a student. When AI is used substantially to generate individualized grading or feedback, faculty should exercise meaningful human review and should be transparent about such use when it could materially affect the student's learning or evaluation.

9. AI Detection and Suspected Misconduct

IULS recognizes that automated AI-detection systems may produce inaccurate or misleading results. An AI detector score alone is not sufficient evidence of academic misconduct.

Faculty who reasonably suspect unauthorized AI use should evaluate the circumstances and may use measures such as:

- discussing the work with the student;
- asking the student to explain the argument or methodology;
- reviewing drafts or version history;
- examining source materials;
- requesting relevant AI-use documentation; or
- conducting an oral defense or follow-up assessment.

Students should have an opportunity to explain their work before an academic-integrity determination is made.

This approach is consistent with the human-in-the-loop principle already established in IULS faculty guidance. (Faculty Instruction & Responsible Artificial Intelligence Guidelines.pdf)

10. Staff and Administrative Use of AI

IULS encourages responsible use of AI to improve institutional efficiency and reduce unnecessary administrative workload.

Staff may use approved AI systems for purposes such as:

- drafting routine communications;
- organizing information;
- summarizing non-confidential documents;
- workflow automation;
- research assistance;
- coding;
- data analysis;
- marketing-content development;
- process improvement; and
- other appropriate administrative functions.

However, institutional personnel remain responsible for reviewing AI-generated work before official use or publication.

AI must not independently make final consequential decisions involving matters such as:

- admission;
- student discipline;
- academic standing;
- employee hiring or termination;
- financial decisions affecting individuals;
- complaints or grievances; or
- other decisions materially affecting a person's rights or status.

A responsible human decision-maker must retain authority and accountability.

11. AI, Health Information, and Professional Boundaries

Because IULS provides education in complementary and integrative health, special caution is required when AI outputs concern health and healthcare. AI-generated information may be used for educational activities when permitted, but it must not be represented as a substitute for individualized professional medical diagnosis, treatment, prescription, psychotherapy, or other services requiring professional licensure.

Students and faculty must distinguish clearly among:

- academic analysis;
- educational simulation;
- general health information; and
- professional clinical advice.

IULS educational AI systems do not independently establish diagnoses, prescribe treatment, or replace appropriately licensed healthcare professionals.

12. Research and Scholarly Work

AI use in research must comply with applicable:

- research-integrity standards;
- privacy requirements;
- intellectual-property requirements;
- publication policies;
- human-subject protections when applicable; and
- disclosure requirements of journals, conferences, sponsors, or other relevant organizations.

Researchers are responsible for verifying AI-assisted analysis and ensuring that AI-generated information does not introduce fabricated evidence, citations, or results. AI systems ordinarily should not be identified as human authors because responsibility for scholarly work must remain with accountable human authors, subject to the rules of the relevant publisher or professional organization.

13. AI-Generated Sources and Citations

Students, faculty, and staff should not assume that references produced by AI actually exist. Whenever an AI system suggests a scholarly source, the user should locate and examine the original source before relying on or citing it. AI-generated summaries should not replace review of original sources when the assignment or professional task requires engagement with the underlying evidence.

14. Institutional AI Systems and AI Teachers

IULS may incorporate AI teaching assistants, AI teachers, multi-agent learning systems, simulations, conversational assistants, and other AI-enabled technologies into its educational environment.

These systems may provide:

- explanations;
- practice activities;
- interactive questions;
- formative feedback;
- simulations;
- multilingual assistance;
- learning support; and
- extended access to educational resources.

Their purpose is to augment the learning environment rather than replace qualified faculty. Where appropriate, students should understand when they are interacting with an AI system rather than a human being. Important academic decisions remain under human authority.

15. Responsible AI Use by IULS

IULS itself will apply the same standards it expects from its community. The University seeks to use AI to automate processes where appropriate while preserving human accountability where judgment matters.

Institutional adoption of AI should consider:

- educational value;
- accuracy;
- privacy and security;
- accessibility;
- bias and fairness;
- human oversight;
- financial sustainability;
- intellectual property; and
- the effect of automation on student learning and institutional responsibility.

Efficiency alone is not sufficient justification for replacing meaningful human judgment.

16. Academic Integrity and Enforcement

AI-related misconduct is governed by the same fundamental expectations of honesty and integrity that apply to other forms of academic misconduct.

The relevant question is not simply:
Did the student use AI?
The appropriate questions include:
Was the use permitted?
Was it disclosed when required?
Did the student remain responsible for the intellectual work being assessed?
Was the work represented honestly?
Can the student demonstrate understanding of what was submitted?

Failure to comply with this policy may be addressed through IULS academic-integrity, student-conduct, employment, information-security, or other applicable procedures.

17. When in Doubt, Ask

Because AI technology changes rapidly, no policy can anticipate every tool or situation. Students should ask their instructors when they are uncertain about whether AI use is permitted. Faculty and staff should seek institutional guidance before using AI with sensitive

information or for activities that could materially affect another person. Good-faith questions about appropriate AI use are encouraged.

18. Policy Review

Artificial intelligence will continue to evolve rapidly. IULS will periodically review this policy as technologies, educational practices, legal requirements, security risks, and professional standards change. Supplemental courses, program, technical, privacy, research, or administrative guidance may be issued when necessary.

Standards for Student Achievement Grading System

A	100	(4.0)
A-	92-90	(3.7)
B+	89-87	(3.3)
B	86-84	(3.0)
B-	83-80	(2.7)
C+	79-77	(2.3)
C	76-74	(2.0)
C-	73-70	(1.7)
D+	69-67	(1.3)
D	66-60	(1.0)
F	59>	(0.0)
W	Withdrawal	
TR	Transfer Credit	

All students must maintain a 3.0 GPA in order to continue in the program. While most courses use the AF grading system described above, a few courses in the credentialing programs are Pass or Fail courses. To earn a Pass in such courses, students must complete all course assignments. For a Pass, credit is awarded, but units are not entered into the GPA computation. A Fail grade will be computed as a grade of F.

Withdrawal and Transfer credits will not be calculated into students' GPA.

Graduation Requirements

To be awarded the Master of Science in Complementary and Integrative Health, a student must:

- Successfully complete all 10 required courses in the program (totaling 40 semester credit units), including the integrated Capstone project.
- Earn a minimum cumulative GPA of 3.0 (B average) throughout the program.
- Demonstrate satisfactory academic progress, including:
  - Completion of at least 67% of attempted coursework.
  - No more than one repeated course per subject.
- Fulfill all financial obligations to the institution, including tuition and applicable fees.
- Complete the program within a maximum of three (3) academic years from the date of initial enrollment.

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@lifesci.education. 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 University of Life Sciences 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@lifesci.education.

Course Description and Objectives

Theories and Foundations of Complementary and Integrative Health

Course Description

This course offers an in-depth exploration of Complementary and Alternative Medicine (CAM), emphasizing its theoretical foundations and practical applications. Designed specifically for graduate students in medical fields, it aims to broaden their understanding and integration of CAM into conventional medical practice. As a student interested in Complementary and Alternative Medicine (CAM), you will acquire a solid understanding of CAM's basic concepts, principles, and practical methods through reading and comprehending course materials. The course covers an overview of CAM's origins and development, its theoretical foundations (including the holistic approach of integrative medicine and the principles of natural therapies), understanding of the normal body and health (including body energy, natural healing, and mental well-being), as well as the recognition of diseases and various treatment methods. Through this course, you will develop a comprehensive CAM mindset, strengthen your knowledge foundation.

Course Objectives

1.Discuss the historical background and cultural origins of CAM.

2.Compare and contrast CAM practices with conventional Western medicine,

exploring their similarities and differences.

3.Analyze the role and significance of CAM in modern healthcare.

4. Utilize evidence-based research to apply CAM therapies in health-related contexts.

5.Evaluate the effectiveness of CAM interventions through case studies.

6.Discuss interdisciplinary collaboration in CAM treatment and develop strategies for health education and communication about CAM.

7.Describe the fundamental concepts of Traditional Chinese Medicine (TCM).

8. Differentiate between Chinese medicine and Western medicine, including their approaches to assessment and care in theory.

9.Explore the theory of meridians and acupuncture in TCM, and the theoretical applications and evidence base of acupuncture.

10. Identify key herbs used in TCM and understand their medicinal properties.

11. Describe the principles of diet and nutrition in TCM and CAM.

12. Explore the integration of herbal and dietary therapy in promoting holistic health.

13.Analyze the principles and techniques of meditation in health and wellness, and evaluate its effectiveness and scope in health and wellness contexts.

14.Explore the role and therapeutic benefits of music therapy in CAM, and understand different forms of energy medicine and their applications.

15.Discuss the integration of various techniques of CAM in integrative health contexts.

16.Analyze the role of holistic thinking and innovative technologies in CAM practice.

Theory and Applications of Homeopathy

Course Description

In this course, students will comprehensively understand homeopathy and its practical applications in healthcare, prevention, and alternative treatment. Homeopathy is based on the principle that "like cures like," where natural substances producing symptoms similar to those being treated by the drug are used in minimal doses to reduce toxicity and promote healing without causing harm to the body. The benefits of this approach include shorter treatment times, high safety, and low recurrence rates.

Problem-based learning is used to make this course with a final research paper at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the paper in the last week (the end of course module).

Course Objectives

1. Recall what homeopathy is and its history.

2. Distinguish the differences between homeopathy and allopathy.

3. Describe the categories of conditions for which homeopathy has traditionally been used.

4. Dissect the homeopathic remedy kit and its purpose.

5. Categorize common types of homeopathy.

6. Describe the theoretical case-taking framework used in homeopathy.

7. Describe the chronic conditions traditionally associated with homeopathic use.

8. Describe the acute conditions traditionally associated with homeopathic use.

9. Examine the theoretical considerations discussed in the literature regarding homeopathy across different populations.

10. Explain the theoretical principles for selecting homeopathic preparations described for acute conditions.

11. Explain the theoretical principles described for chronic conditions.

12. Analyze the theoretical and safety considerations discussed in the literature regarding homeopathy in vulnerable populations.

13. Analyze documented case studies to understand homeopathic theory.

14. Criticize several clinical cases of overuse of allopathic medicine.

15. Evaluate the evidence base and theoretical claims of homeopathy.

Nutritional Therapeutics: Oriental Medicine Nutrition & Food Therapy

Course Description

Grounded in the theoretical underpinnings of classical Chinese medicine and dietetics, the course incorporates modern nutrition principles to foster a holistic understanding of nutritional health. You will expand your nutrition knowledge while delving into the practical applications of oriental medicinal dietary therapeutics. By merging traditional food properties and functions with contemporary research and Western medical perspectives on disease, you will examine tailored dietary principles based on the unique characteristics of each condition. This engaging and scientifically robust course skillfully intertwines Chinese medicine and dietetics with contemporary nutrition, highlighting the dynamic interplay between theory and practice. This course is theoretical and academic; it does not include clinical practice and does not train students to diagnose, treat, or prescribe dietary therapy for any person, including themselves. Course content addressing the dietary management of conditions is presented for theoretical understanding of TCM dietary theory only, and does not constitute medical or nutritional advice. Problem-based learning is used to make this course with a final group project at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the project in the last week (the end of course module).

Course Objectives

1.Dissect the relationship between traditional medicine and Chinese nutrition.

2.Describe the basic dietary recommendations of the Chinese Nutrition Council.

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.Describe the dietary approaches traditionally associated with internal conditions in TCM theory.

10.Describe the dietary approaches traditionally associated with pediatric conditions in TCM theory.

11.Describe the dietary approaches traditionally associated with oral conditions in TCM theory.

12.Describe the dietary approaches traditionally discussed in TCM literature in relation to serious illness.

13.Summarize the Chinese medicinal food sects.

14.Describe the theoretical applications of medicinal dietary therapy in general wellness contexts.

15.Describe the processing techniques of medicinal food.

16. Analyze how medicinal food principles are theoretically applied to match food properties with TCM patterns.

Integrative Herbal Therapeutics: Strategies and Materia Medica

Course Description

This course examines, at a theoretical level, common medicinal herbs—including their identification, historical background, harvesting methods, active constituents, and traditional uses. Students will develop an understanding of the active constituents associated with the traditional uses of herbs, with particular emphasis on safety, contraindications, herb-drug interactions, and the precautions necessary to understand potential adverse reactions.

Throughout the course, learners study the medicinal properties traditionally attributed to common herbs and examine, at a conceptual level, the methods by which plant material is processed into herbal preparations. Students critically evaluate the scientific evidence regarding the uses and safety of medicinal herbs.

By the end of this course, participants will have developed a foundational, academic understanding of herbal medicine and the ability to critically assess information about herbs in a responsible and evidence-informed manner.

This course is theoretical and academic. It does not include hands-on preparation of herbal products, clinical practice, or supervised training, and it does not train students to diagnose, treat, or prescribe herbs for any person, including themselves.

Problem-based learning is used to make this course with a final group project at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly

so that they can compile what they've done each week to finish the project in the last week (the end of course module).

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.Describe the theoretical processes of preparing Chinese herbal medicine.

4.Describe the methods used to prepare herbal preparations.

5.Identify the significant active constituents and their therapeutic actions of medicinal plants.

6.Evaluate the research evidence regarding the antimicrobial properties studied in certain medicinal plants.

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.Analyze documented folk herbal traditions as described in the literature.

10.Discover and assess current research on therapeutic uses of medicinal herbs.

11.Describe the historical uses of the herbs.

12.Describe how herbal formulations are theoretically constructed.

13.Compile an annotated reference collection of medicinal herbs.

14.Compile a materia medica reference.

15.Analyze how herbs are theoretically associated with common conditions in the literature.

Theory of Acupuncture and Asian Bodywork, and Their Modalities

Course Description

Needling and moxibustion are both referred to as acupuncture in traditional Chinese medicine. This course introduces the concepts of meridians, acupuncture points, acupuncture, and moxibustion in daily practice. It also illustrates the fundamental operations of acupuncture and Tui Na, as well as the treatment of fundamental diseases. Tui Na, which literally means "pinch and pull," refers to a wide range of Traditional Chinese Medicine therapeutic massage and bodywork. Acupuncture and Tui Na are similar in that both can be used to unblock meridians and treat diseases by stimulating specific acupuncture points. This course introduces, at a theoretical level, the concepts of meridians, acupuncture points, acupuncture, moxibustion, and

Tui Na. It examines the theoretical foundations and traditional applications of these modalities and their evidence base in the research literature. This course is theoretical and academic; it does not include hands-on clinical practice and does not train students to diagnose or treat any person.

Problem-based learning is used to make this course with a final research paper at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the paper in the last week (the end of course module).

Course Objectives

1.Describe the terms acupuncture, moxibustion, and Tui Na.

2. Explain the theoretical functions and locations of meridian points.

3. Analyze the scientific evidence base regarding acupuncture, moxibustion, and Tui Na.

4. Categorize the major acupuncture points on the six hand meridians, including their names, locations, functions, and symptoms.

5. Categorize the important acupoints on the six-foot meridians, including their names, locations, functions, and symptoms.

6. Identify and categorize the various types of bodywork techniques for adults.

7.Describe the theoretical principles underlying Tui Na techniques used for pain management.

8. Explain the theoretical basis and classification of Tui Na techniques as applied to different body regions.

9. Analyze the theoretical rationale for Tui Na approaches to musculoskeletal (orthopedic) conditions.

10. Examine the theoretical frameworks describing the traditional applications of Tui Na across categories of conditions (internal medicine, surgical, gynecological, and ophthalmic).

11. Describe the theoretical principles of combining herbal and acupuncture modalities for common conditions.

12.Analyze how herbal and acupuncture modalities are theoretically integrated in traditional practice.

13.Evaluate the evidence base regarding the integration of herbal and acupuncture modalities.

14. Describe the acupuncture points traditionally associated with various conditions in TCM theory.

15. Evaluate the evidence base for acupuncture as described in the research literature.

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AI-Enabled Cross-Cultural Healthcare Communication, Connected Health, and Capstone

Course Description

AI-Enabled Cross-Cultural Healthcare Communication, Connected Health, and Capstone is the culminating graduate course in the Master of Science in Complementary and Integrative Health program.

The course integrates knowledge and competencies developed throughout the MS curriculum and applies them to contemporary healthcare communication, culturally responsive care support, artificial intelligence, telehealth, connected-health technologies, health education, and complementary and integrative health.

Students examine how cultural values, language, family structures, spirituality, health literacy, socioeconomic circumstances, technology access, traditional health beliefs, and individual preferences may influence communication and engagement with healthcare systems. Particular emphasis is placed on cultural humility, empathy, recognition of implicit bias, interpretation of nonverbal communication, appropriate use of professional interpreters, and avoidance of stereotyping based on race, ethnicity, nationality, religion, appearance, or language.

Students learn and apply structured communication approaches including the LEARN framework — Listen, Explain, Acknowledge, Recommend, and Negotiate — and explanatory-model interviewing to explore patients' beliefs, concerns, expectations, and use of complementary or traditional health practices.

The course also examines the responsible use of artificial intelligence in healthcare communication. Students evaluate how generative AI, natural-language processing, multilingual tools, conversational agents, summarization systems, and connected-health technologies can support health education and communication while recognizing limitations involving bias, hallucination, cultural context, privacy, accessibility, safety, and overreliance on automation.

The culminating Master's Capstone Project requires each student to design, implement, evaluate, document, and present a functional AI-Enabled Connected Health Web Application. The application must integrate culturally responsive communication, responsible AI use, complementary and integrative health concepts, connected-health functionality, health literacy, accessibility, and human oversight.

The capstone is an educational and applied graduate project. Students are not trained or authorized to diagnose disease, prescribe treatment, independently recommend clinical treatment, provide emergency triage, or replace licensed healthcare professionals.

Course Objectives

2. Analyze how culture, language, identity, family, spirituality, socioeconomic conditions, and health beliefs influence healthcare communication and engagement.

3. Demonstrate cultural humility and identify personal, professional, institutional, and AI-related biases that may affect healthcare communication.

4. Apply open-ended interviewing and individualized cultural-assessment methods without stereotyping patients based on race, ethnicity, nationality, religion, or language.

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5. Interpret nonverbal communication, including proximity, touch, eye contact, silence, gesture, privacy, modesty, family involvement, and gender preferences.

6. Apply explanatory-model questions to understand an individual’s beliefs concerning health, illness, healing, treatment expectations, fears, and complementary-health practices.

7. Apply the LEARN model to culturally complex healthcare communication and conflict-resolution scenarios.

8. Evaluate appropriate and inappropriate uses of AI translation, generative AI, conversational systems, and health communication technologies.

9. Explain risks involving AI bias, hallucination, privacy, misinformation, automation bias, accessibility, and cultural misinterpretation.

10. Design health information that is understandable, culturally responsive, accessible, evidence-informed, and suitable for multilingual populations.

11. Integrate complementary and integrative health information into health education without making unsupported clinical claims.

12. Design and evaluate an AI-enabled connected-health workflow supporting education, communication, self-management, or simulated care interaction.

13. Develop and present a functional Connected Health Web Application demonstrating graduate-level integration of the MS curriculum.

Artificial Intelligence Applications in Complementary and Integrative Health

Course Description

This course delves into applied artificial intelligence methodologies tailored to complementary and integrative health, including Traditional Chinese Medicine (TCM). Students explore machine learning, deep learning, and NLP applied to diagnostics, personalized treatment, and patient monitoring—e.g., tongue and pulse analysis, radiomics, predictive herbal efficacy, and AI-driven psychotherapy. The curriculum integrates multimodal medical data (imaging, text, time-series), encompassing technical foundations and implementation strategies.

Ethical, legal, and policy frameworks—including fairness, transparency, interpretability, and patient safety—are interwoven throughout. Practical components cover clinical deployment, compliance, workflow integration, and quality assurance. Through real-world case studies (e.g., MIT J- Clinic antibiotic detection, Mirai/Sybil breast and lung cancer AI tools), students evaluate AI efficacy and risk. By the end, learners are equipped to critically assess, ethically deploy, and manage AI solutions in integrative healthcare while advancing patient outcomes and systemic efficiency.

This course is theoretical and analytical. Students study and critically evaluate AI applications in health care at a conceptual and ethical level; the course does not train students to deploy AI systems to diagnose or treat any person, nor to provide clinical care.

Course Objectives

1.Analyze fundamental AI approaches—machine learning, deep learning, NLP—in integrative health.

2.Explain multimodal data processing (imaging, clinical text, TCM tongue/pulse) in AI-driven diagnostics.

3.Evaluate AI applications for disease detection—cancer, cardiovascular, neurological—across conventional and complementary modalities.

4.Assess interpretability, fairness, and transparency in AI healthcare systems.

5.Apply predictive analytics to herbal medicine efficacy and treatment response modeling.

6.Integrate AI for remote and continuous patient monitoring via wearable and sensor-driven systems.

7.Critique AI-based mental health tools—including CBT and predictive analytics—for therapeutic efficacy.

8.Appraise AI's role in operational efficiency and workflow optimization in clinical settings.

9.Identify regulatory, legal, and ethical standards governing AI in healthcare, including data privacy and accountability.

10.Design strategies for safe AI system implementation ensuring compliance and patient safety.

11.Investigate bias, error, and risk management in AI-driven complementary health interventions.

12.Synthesize cross-disciplinary frameworks combining AI, TCM diagnostic methods, and integrative therapeutic practices.

13.Examine case studies from MIT J- Clinic and Stanford on AI in diagnostics and drug discovery.

14.Develop criteria for evaluating AI technologies fit for integration into TCM and integrative health settings.

15.Forecast emerging AI trends and their impact on integrative health policies and practices.

16.Formulate sustainable, ethical implementation plans for AI tools within clinical and integrative health workflows.

17.Construct evaluation metrics (e.g., accuracy, safety, patient satisfaction) for AI-enabled complementary care.

18. Demonstrate capacity to lead multi- stakeholder discourse (clinicians, ethicists, engineers) on AI adoption in integrative health.

Healing Energy Medicine: Mind-Body Interventions

Course Description

This course examines, at a theoretical and academic level, a range of mind-body and energy-based practices — including music and sound, meditation, therapeutic/healing touch, Reiki, reflexology, craniosacral therapy, qigong, and acupuncture — and the concepts associated with them, such as the biofield and chakras. For each modality, students study its theoretical claims, historical and cultural context, and critically evaluate the current scientific evidence regarding its proposed effects. The course distinguishes between practices with an emerging evidence base (e.g., meditation, music therapy) and those whose claims remain scientifically unverified. This course is theoretical and academic; it does not include clinical practice and does not train students to diagnose, treat, or perform any healing technique on any person, including themselves.

Upon completing this course, learners will be equipped to describe the fundamental principles of energy medicine, encompassing topics such as the biofield (human energy field), chakras, the impact of music and sound, meditation practices, etc. qigong, and acupuncture. So embark on this enlightening journey to harness the power of energy medicine and transform your understanding of holistic healing.

Problem-based learning is used to make this course with a final research paper at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the paper in the last week (the end of course module).

Course Objectives

1.Describe energy medicine and its characteristics.

2.Describe the concepts of the biofield and chakras as claimed within energy-medicine traditions.

3.Examine the evidence base for therapeutic uses of music.

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.Describe the guidelines described in the literature for meditation practice.

8.Describe the theoretical concepts of therapeutic touch and critically evaluate the evidence regarding its claimed effects.

9.Describe and classify various energy-medicine modalities and examine the evidence regarding their claimed benefits.

10.Explain the practices of qigong.

11.Examine the evidence regarding the claimed health effects of qigong.

12.Describe the concept of "disharmony" within TCM theory.

13.Describe types of acupuncture.

14.Examine the evidence base regarding acupuncture.

15.Describe the components of energy-routine practices as described in the literature.

16. Evaluate the theoretical claims and evidence base of energy-healing practices.

Clinical Psychology

Course Description
This course provides a thorough examination of modern clinical psychology, with a focus on how it might be used to relieve psychological discomfort in a variety of clinical settings. It encompasses the entire life span and emphasizes the relationship to medical specialties, particularly psychiatry. Students will investigate psychotherapy and evaluation methods, integrating the most recent findings and technological developments, such as the application of artificial intelligence to therapy. The course also explores research approaches that are crucial to the advancement of the discipline. Upon completion, students will possess a thorough comprehension of the services rendered by clinical psychologists and will be equipped to make valuable contributions to the changing field of mental health care. This course is theoretical and academic; it provides an academic overview of the field of clinical psychology. It does not include clinical practice, supervised training, or psychotherapy training, and does not train or authorize students to diagnose, assess, or treat any person's mental or psychological condition.

Problem-based learning is used to make this course with a final group project at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the project in the last week (the end of course module).

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. Describe and compare different psychotherapy approaches.

8. Explain psychological disorders and the biopsychosocial approach.

9. Determine the relationship between health and stress and the coping strategies described in the literature.

10. Describe the methods of clinical interviews and assessments used in the field.

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. Master AI fundamentals in mental health therapy.

16. Discuss the ethical and responsible use of AI in clinical psychology.

17. Identify the concept and research method of psychology and develop critical thinking skills to inform clinical and research work.

18. 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.

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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.

Advanced Molecular Cell Biology Principles and Techniques

Course Description

This graduate course thoroughly covers the fundamental concepts and sophisticated methods of molecular cell biology. Nucleic acid structure, molecular genetics, the biochemistry of transcription, protein synthesis, and important facets of cell structure, function, and biosynthesis, such as the function of cellular membranes and organelles, cell growth, oncogenic transformation, and mechanisms of transport, receptors, and cell signaling, are just a few of the topics covered in the curriculum.

The course also examines how genes affect traits and development and the molecular mechanisms underlying gene expression. The curriculum also examines how toxins work and how the environment affects molecular biology.

This course is theoretical and conceptual. Laboratory techniques are studied at the level of principles, experimental design, and data interpretation; the course does not include hands-on laboratory work.

Problem-based learning is used to make this course with a final research paper at the end. Each week a written assignment is assigned to guide students step by step in approaching it weekly so that they can compile what they've done each week to finish the paper in the last week (the end of course module).

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. Relate molecular cell biology concepts to health-related contexts.

Job Classifications

Graduates of the degree programs offered by **International University of Life Sciences (IULS)** are prepared for a variety of careers within the healthcare and integrative health industries. Each program equips students with the skills needed to enter specific professions, as identified by the **United States Department of Labor's Standard Occupational Classification (SOC) codes** at the detailed occupation (six-digit) level.

Master of Science in Complementary and Integrative Health

This program prepares graduates for careers in holistic health and wellness, focusing on natural therapies and integrative health practices.

Health Educators – SOC Code: **21-1091**

- Provide and manage health education programs that help individuals, families, and communities maintain healthy lifestyles.

Healthcare Practitioners and Technical Occupations, All Other – SOC Code: **29-9099**

- Includes healthcare practitioners and technical occupations that do not fit within standard healthcare categories, such as holistic health practitioners.

Target occupational areas

- Integrative Health Program Coordinator
- Wellness Program Coordinator
- Community Health Program Coordinator
- Health Education Specialist
- Patient Navigation / Care Navigation Support
- Aging Services Program Coordinator
- Eldercare Program Coordinator
- Healthcare Technology Implementation Specialist
- Digital Health Training Specialist
- Wellness Education / Coaching roles where no professional license is required

Housing Information

As a fully online institution, IULS does not provide on-campus dormitory facilities. IULS is designed to accommodate students from all over the world, allowing them to complete their coursework entirely online. Therefore, the institution has no physical facilities that would require nearby student housing.

(A) Dormitory Facilities: IULS does not have dormitory facilities under its control.

(B) Housing Availability Near Institution:

The IULS administrative office is located in Upland, California (600 N Mountain Ave, Suite A106, Upland, CA 91786), in San Bernardino County.

- Housing in this area is available and reasonably accessible, including:
- Shared apartments or rooms: approximately $800 – $1,200/month
- One-bedroom apartments: approximately $1,400 – $2,000/month
- Hotel/motel accommodations (short-term): approximately $90 – $150 per night
- Rental homes or condos: approximately $2,000 – $3,000/month, depending on size and location

Students are advised to explore platforms such as Zillow, Apartments.com, or Airbnb for updated listings and rates.

(C) Assistance with Housing: IULS does not have any responsibility to assist students in finding housing. Students are fully responsible for arranging their own living accommodations.

Student Services and Support

International University of Life Sciences 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.

Academic Advisor	**Extracurricular Activity/Residency Program Coordinator**	
Ms. Nancy Jiang	Ms. Yueqiao Han	
nancy.jiang@lifesci.education	yueqiao.han@lifesci.education	
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Mr. George Shih	Mr. Roger Wang	Mr. Eric Lee
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IULS has an online AI chatbot available 24/7.