



# **2014-2015 DAOM Student Handbook and Catalog**

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Updated: April 1, 2014  
Effective: January 1, 2014 to  
December 31, 2015

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## **Mission**

The mission of Dongguk University Los Angeles is to provide and promote excellence in education and training in Oriental Medicine with respect to disease prevention and life-long health and wellness by using the body's natural healing mechanisms in both Eastern and Western medical paradigms in an environment that is supportive, nurturing, and conducive to attaining an advanced level of academic achievement.

## **DAOM Purpose and Educational Objectives**

The purpose of the Doctorate in Acupuncture and Oriental Medicine (DAOM) at Dongguk University Los Angeles (DULA) is to create leading scholars and doctors of Oriental Medicine through an advanced specialized academic and clinical program that will produce the following competencies:

- Competently apply the advanced diagnosis and treatment skills of the program's core Oriental Medicine curriculum and clinical specialties;
- Exhibit deepened understanding of the foundational texts and traditions of Oriental Medicine in order to produce respected scholarship;
- Demonstrate sufficient competency in integrative medical practices to advance Oriental Medicine and effectively collaborate on patient care within the current US healthcare system;
- Develop and engage "best practices" in patient centered clinical management;
- Critically evaluate and creatively contribute to clinical research in Oriental Medicine and integrative medicine; and
- Engage practices of life-long learning through scholarship and advanced clinical practice.

## President's Welcome

It is my great pleasure to welcome you to Dongguk University Los Angeles (DULA). The rich history of this extraordinary institution is marked by academic excellence and innovation, a remarkable record of meeting the evolving needs of the Acupuncture and Oriental Medicine profession within the United States and globally, and a demonstrated dedication to sharing educational resources with a diversity of stakeholders on our Los Angeles campus and beyond.

Ours is a dynamic, intellectual community with more than 1,800 alumni worldwide and with many proud traditions. Chief among these is a commitment to excellence in teaching and learning that fosters the success of all students - including working adults and lifelong learners of all kinds. DULA offers a strong foundation of academics and the intimacy of a small college.

With an outstanding academic program and faculty members on the leading edge of their fields, students from around the globe turn to DULA for a world-class education in Acupuncture and Oriental Medicine, thereby making the school a truly multicultural community.

Dongguk University Los Angeles combines internationally recognized academic and scientific excellence with unparalleled real-world clinical experiences. This is accomplished through our unique Exchange Program developed with [Dongguk University Oriental Medicine College](#) in Seoul, Korea and Guangzhou University in Guangzhou, China. These exceptional exchange programs facilitate the provision of a diverse and integrated Oriental Medical degree program with a student-customized curriculum, ensuring that graduates are prepared to their full potential for entry into an integrated and collaborative healthcare model which we believe to be the future of healthcare delivery.

A degree in Oriental Medicine from Dongguk University Los Angeles will provide you with the educational knowledge and clinical experience that you need to advance your personal and professional success. I invite you to visit our campus and health center to see for yourself how much our University community has to offer.

Sincerely,

Min Sub Hwang, L.Ac., Ph.D.

President

Winter	2014	2015
Registration (for current quarter)	Nov. 25-Dec. 15	Nov. 24-Dec. 14
Payment	Nov. 25-Jan. 13	Nov. 24-Jan. 14
Classes Begin	Jan. 6	Jan. 5
Add/Drop Period	Jan. 6-Jan. 13	Jan. 5-Jan. 12
Martin Luther King Jr. Day (no class)**	Jan. 20	Jan. 19
Last Day of Class	Mar. 16	Mar. 14
Quarter Break	Mar. 24-Apr. 6	Mar. 23-Apr. 5

Spring	2014	2015
Registration (for current quarter)	Feb 24-Mar 16	Feb 23-Mar 15
Payment	Feb 24-Apr 14	Feb 23-Apr 13
Classes Begin	Apr 7	Apr 6
Add/Drop Period	Apr 7-Apr 14	Apr 6-Apr 13
Memorial Day (no class)**	May 26	May 25
Graduation Ceremony	May 24* (Sat)	May 16*
Last Day of Class	June 15	June 13
Quarter Break	June 23-July 6	June 22-July 5
Independence Day (no class)**	July 4	July 4

Summer	2014	2015
Registration (for current quarter)	May 27-June 15	May 25-June 14
Payment	May 27-July 14	May 25-July 13
Classes Begin	July 7	July 6

Add/Drop Period	July 7-14	July 6-13
Labor Day (no class)**	Sep 1	Sep 7
Last Day of Class	Sep 14	Sep 12
Quarter Break	Sep 22-Oct 5	Sep 21-Oct 4

Fall	2014	2015
Registration (for current quarter)	Aug 25-Sept 14	Aug 24-Sept 13
Payment	Aug 25-Oct 13	Aug 24-Oct 12
Classes Begin	Oct. 6	Oct. 5
Add/Drop Period	Oct. 6-13	Oct. 5-12
Veterans Day (no class)**	Nov 11	Nov 11
Thanksgiving (no class)**	Nov 27-30	Nov 6-29
Last Day of Class	Dec 14	Dec 12
Quarter Break	Dec 22-Jan 4	Dec 21-Jan 3

## History

The roots of Dongguk University Los Angeles reach back to 1976, when Dr. Harvart R. Hongo began teaching the fundamentals of acupuncture and Oriental Medicine at his Sei Shin Acupuncture Clinic. Encouraged by his patients who wished to learn more about this healing art, Dr. Hongo took the initial steps toward his goal of combining research and educational pursuits, with the provision of charitable health services to the surrounding community. Dr. Hongo's goal materialized in 1979 with the founding of Royal University of America, consisting of three faculty and 11 students.

In January of 1997, Dongguk (translation: East Country) University, one of South Korea's oldest and most prestigious institutions of higher learning, known for its outstanding College of Oriental Medicine, affiliated with Royal University of America. On March 5, 2009, Dongguk Royal University was rededicated as Dongguk University Los Angeles during its 30th anniversary celebration. During the Rededication and 30th Anniversary ceremony, a mutual exchange agreement was signed with [Dongguk University Korea](#) detailing the collaborative benefits for each University.

The Dongguk University Los Angeles Board of Directors shares some common members with Dongguk University, Korea. Collectively, these two institutions on either side of the Pacific have been educating students for over a century.

## Accreditation and Approvals

### National

Dongguk University Los Angeles is institutionally accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Oriental Medicine that offer such programs. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 301/313-0912.

***DULA has received approval by the ACAOM to offer the post-graduate doctoral program titled "Doctor of Acupuncture and Oriental Medicine" pursuant to ACAOM's substantive change procedures. This approval is only the first step in the process toward accreditation of the program and does not reflect any official status with ACAOM. No assurance is made by granting approval to commence a DAOM program that the program will eventually be granted either ACAOM candidacy or accreditation status.***

The English, Chinese and Korean Masters programs in Oriental Medicine at Dongguk University Los Angeles are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 301/313-0912.

### California

#### Bureau for Private Postsecondary Education

Dongguk University Los Angeles is a private institution and approved to operate by the Bureau for Private Postsecondary Education (BPPE).

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.

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:



- 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
- P.O. Box 980818, West Sacramento, CA 95798-0818
- [www.bppe.ca.gov](http://www.bppe.ca.gov)
- (888) 370-7589 (T), (916) 431-6959 (T), (916) 263-1897 (F)

DULA is approved by the California Department of Education under the U. S. Code for Veterans' education.

## **Campus**

DULA proudly boasts one of the finest and most modern Oriental medical facilities in the United States. The spacious four-story building - 51,000 square feet in all - houses 35 classrooms, a library, numerous study areas, conference rooms, a meditation room and even plentiful on-site parking.

### **Location**

DULA is centrally located in Los Angeles where the bustling international communities of Downtown, Koreatown, Silver Lake, Mid-Wilshire, Westlake, Little Tokyo, and Chinatown all come together. The diversity of the University's immediate geographic community fosters an enriching learning and living experience for all students. There are beaches close by to enjoy during the summer; mountains for weekend skiing and snowboarding getaways during the winter; as well as internationally renowned music, film, theater and other cultural venues in close proximity. Easy access to freeways, a 5 minute walk from the red and purple Metro lines, and reliable surface public transportation make our locale attractive to both our students and clinic patients.

### **Library**

With more than 10,000 volumes of books, 5,000 journals, and 250 videos relating primarily to Oriental medicine, our library offers a wealth of research resources to students and faculty. Through our aggressive acquisitions program and donations from benefactors, our library continues to grow as a major asset to the Los Angeles area Oriental medical community. Our stacks also include numerous Western medical texts, audio-visual materials and other study aids. The library has several computers hooked up to the internet and equipped for foreign language usage. DULA is a wireless-capable campus with numerous hotspots. Additionally, our library currently houses a student bookstore, open during regular library hours to better serve the campus community.

### **University Auditorium**

This large 6,300 square foot multi-purpose space offers a venue for examinations, commencement exercises, academic conferences, and continuing education seminars.

### **Zen Meditation Center**

Our mediation center is a quiet space reserved for reflection and therapeutic exercise. Located on the 4th floor, it also features one of the best views from the campus of midtown Los Angeles.

### **On-Campus Parking Facilities**

Available every day to all students on a daily or quarterly fee basis, our ample off-street, secured parking areas easily accommodate the parking needs of students and patients alike. The Facilities Department conducts regular rounds of the campus, including all parking areas, throughout the day and evening to ensure student safety.

### **Clinic Facilities**

The Oriental Medical Center includes 12 spacious treatment rooms with 1-2 beds per room, 4 consultation

rooms, a full service herbal dispensary, a large intern lounge which frequently doubles as seminar room for in-service trainings, and a conference room with computers available for internet research. The herbal dispensary maintains a stock of over 400 different herbs in raw, powdered, and processed form including herbal extracts, pills and capsules. Two decoction and two packaging machines are managed by the dispensary staff to prepare convenient custom formulations for patients.

### **Housing**

While on-campus housing is not available, there is an abundance of housing options immediately adjacent to and surrounding the campus. The Office of Admissions is available to assist both new domestic and international students with finding housing.

## The Doctorate in Acupuncture and Oriental Medicine

The DAOM program is a competency based, student-centered clinical program. As a clinically focused professional graduate program, it provides advanced didactic studies and clinical experiences in core and specialty areas. It requires continuous development of a capstone Professional Portfolio, which includes a group clinical research project. The DAOM program purpose and educational objectives are based on the doctoral standards established by the Accreditation Commission for Acupuncture and Oriental Medicine. The program was heavily informed by the standards of the Accreditation Commission for Graduate Medical Education (ACGME) and developed with consideration of the December 2008 California Acupuncture Board Occupational Analysis.

DAOM students will complete 640 total hours of didactic training, including 300 hours of the core curriculum training. Core courses serve as a foundation to prepare students to cope with the rigors and focus of the DAOM. Important competencies, such as case study and presentation preparation, methods of consultation and collaboration, skills of clinical supervision, professional development, clinical evaluation, leadership, and research, are introduced and discussed in detail. Skills and competencies in advanced patient assessment, diagnosis and advanced clinical intervention are taught and applied.

Students progress through the program in a modular cycle of coursework. Progression in the doctoral program distributes academic and clinical coursework uniformly over two years. The program allocates adequate time to complete the requirements of the program while supporting the purpose and educational objectives of the program. Biomedical and TCM experts will lecture in specialty training courses, providing DAOM students advanced knowledge and skill in assessment and disease etiology. DAOM students are expected to gain consultation and collaboration skills and to build professional relationships with physicians and other healthcare professionals.

The program involves rigorous teaching in specialization fields, particularly Integrative Pain Management. Course construction is designed to optimize learning specific to the specialty and concentrates on depth of experience. DAOM students will demonstrate a standard of competency in their area of specialization at each evaluation period. The specialization study will encompass a minimum of 350 hours of clinical practice in the area of specialization in residency.

The DULA DAOM is a two-year program divided into eight quarters. Each quarter corresponds to Master's Program quarters. The program totals 1290 hours, of which 640 hours are didactic and 660 hours are clinical. Of the 640 didactic hours of coursework, 300 hours are devoted to the core curriculum and 300 hours focus on the integrative pain management specialty. Future specialties will be programmed within this 300 hour specialty structure. The 650 clinical hours are completed in three clinical Experiences: Clinical Residency, Preceptorship, and Mentorship.

Graduates of the doctoral program receive a Doctor of Acupuncture and Oriental Medicine degree. The requirements for graduation are:

- Attendance of 80 % of all class meetings
- Completion of all coursework and clinical requirements with a grade of "P"
- Completion of a group doctoral research project appropriate for submission to a peer-reviewed journal
- Completion of all clinical requirements
- Payment of all financial obligations to DULA
- Presentation and defense of the student's portfolio.

Upon successful completion of the above, students are recommended for graduation by the Doctoral Program Faculty and the Doctoral Director.

Doctoral Program of Study	Hours
<b>Didactic</b>	
Core Curriculum	320
Integrative Pain Management Specialty	320
<b>Total Didactic Hours:</b>	<b>640</b>
<b>Clinical Experiences</b>	
Clinical Residency	250
Preceptorship	200
Mentorship	200
<b>Total Clinical Hours:</b>	<b>650</b>
<b>Total Required Hours:</b>	<b>1290</b>

### Core Curriculum

The core curriculum within the didactic component of the program study consists of ten courses. These ten courses are the foundation of the program and designed to ensure that our graduates meet our program objectives and the competencies required within the accreditation standards.

The DAOM is constructed in modular cycles; course work may be completed in a flexible manner. However, all first year class work must be completed before advancing to second year course work. Promotion to the second year of the doctoral program is based on a student's satisfactory completion of the first year.

**Core Curriculum**

**First Year Cycle**

- Advanced Analysis of TCM Foundations
- Empirical Theories of Acupuncture
- AOM Research Principles and Processes
- Advanced Korean Traditional Medicine
- Professional Portfolio: Formative

### Second Year Cycle

- Contemporary US Health Systems
- Advanced AOM Treatments and Techniques
- AOM Research: Group Applications
- Integrative Case Management: Best Practices
- Research and Portfolio Development: Summative

### First Year Cycle

#### **Advanced Analysis of TCM Foundations**

(3 unit/30 hours)

This course studies classical Chinese medical theory and texts, their application in clinical practice, and the verification of classical references in integrative medical practice. Students learn the historic and cultural foundations of Oriental medicine and develop a deep scholarly knowledge base by reading and understanding important TCM classics such as the Huang Di Nei Jing, the Shang Han Lun, Jin Gui Yao Lue, and Wen Bing Tiao Bian. They also learn to interpret the classic texts for application toward contemporary clinical practice.

#### **Empirical Theories of Acupuncture**

(3 unit/30 hours)

This course examines current scientific evidence about the neurophysiological and biochemical processes associated with acupuncture. The role of endorphins and monoamine neurotransmitters in acupuncture analgesia is explored in detail. This course supports our graduates' ability to collaborate and interact with other biomedical healthcare personnel, based on the knowledge of current neurophysiological and biochemical theories of the effects of acupuncture. This course introduces the most recent anatomical and physiological research findings on acupuncture. It lays the neurological foundations of acupuncture and discusses the different hypotheses and theories on meridians and points to give insight into how the insertion and stimulation of acupuncture needles affect the human body.

#### **AOM Research Principles and Practices**

(3 unit/30 hours)

This course is designed to teach students knowledge and skills in clinical research and design through providing an understanding of currently accepted research standards, methodology, and current scientific literature in the field. This sequence is designed to fulfill our objective 'to critically evaluate research literature, design, carry out and report a study in Oriental medicine.' The course covers the basics of biostatistical analysis and common statistical tests that are used to conduct biomedical research. It examines

concepts such as probability theory, population sampling, descriptive statistics, inferential statistics, confidence intervals, statistical significance, hypothesis testing, and comparison of paired and unpaired groups. It provides the basis for the conceptual development of the research project through subsequent courses. In addition, it teaches the ability to critically analyze the quantitative portion of research from a consumer's perspective. The course examines the research methodology utilized in contemporary biomedical sciences for the assessment of clinical efficacy and physiological mechanisms related to Oriental medicine.

Upon completion of this module, DAOM students will be able to discuss design, qualities, and challenges in various types of clinical research projects in TCM. IRB processes and historical issues will be understood. DAOM students will be able to access database retrieval programs and produce a research proposal by the end of the class. Students will be able to scientifically assess the value of TCM researches and learn how to appropriately evaluate evidence based research in TCM. They are expected to be able to access these tools when evaluating the use of new treatment techniques, understanding how to carefully evaluate the viability of the TCM research. DAOM students will be able to design, direct, and implement rudimentary clinical research projects in TCM.

### **Advanced Korean Traditional Medicine**

(3 unit/30 hours)

This course explores history, important medical texts, and the basic concepts of Korean Traditional Medicine (KTM). Discussions comparing KTM with other Traditional East Asian medical classics comprise an important component of this course. In addition, this course discusses basic treatment modes in KTM, such as Sasang (Korean constitutional medicine) medicine, Saam (Korean four-needle technique), and Korean pharmacopeia and formulas.

Advanced Korean Traditional Medicine also includes an in-depth study of KTM texts, such as DongEui BoGam and DongEui SuSe BoWon. Infectious diseases and other pathogenic factors in KTM are discussed in relation to present day treatment modalities using KTM. Practical applications of KTM (including using Korean formulas, herbs, and point prescriptions) and case studies are elucidated. Finally, the KTM applications are integrated with western medicine. In particular, an understanding of diseases from a western medicine point of view and an understanding of how to differentiate and integrate Western Internal Medicine with KTM on theory, diagnosis, and treatment will be discussed. The class may opt to focus different subjects on specific pathogens and relevant treatments.

### **Professional Portfolio Development I: Formative (4 unit/40 hours)**

Professional Portfolio Development I and II serve as the backbone of the program, spanning the 2 year curriculum. The portfolio serves as an assessment system, enhancing and supporting learning, while also measuring performance. A student-centered learning portfolio is an authentic, performance-based assessment system that encourages learners to take responsibility for their own learning and guides students to accumulate evidence of learning, while incorporating measurable outcomes. Portfolios facilitate assessment of integrated and complex abilities and support the important principle of 'Learning Through Assessment.'

The use of portfolio artifacts for increased professional profile and development is a key value for graduates. Portfolios allow graduates to develop materials for presentation at professional meetings, publication in journals, and teaching at other TCM colleges. Successful creation of a portfolio of professional artifacts is the first step toward doctoral graduates leading the field toward continued advancements, by creating an opportunity for students to develop materials for presentation in public forums and developing a pattern of advancing medical knowledge. These artifacts reveal synthesis, integration, and discoveries that communicate to peers and the public the power and imaginative depth of Chinese medicine. It both assesses and embeds habits of life-long learning that mark doctoral graduates.

### **Second Year Cycle**

### **Contemporary US Health Systems (3 unit/30 hours)**

This course introduces students to the modern health care delivery system. The scope of systems-based practice includes familiarity with financing structures, the organization and capacities of provider entities and delivery systems; tools and techniques for controlling costs and allocating resources; systems for improving the quality of care; and the roles and contributions of other professionals in caring for individual patients and populations. Among the outcomes of this course are that students are able; to engage in critical dialogue regarding the impact of professional practices, other health care professionals, the health care organization and society upon one's practice; to acknowledge and reflect upon how types of medical practice differ from one another; to investigate methods of controlling costs and allocating resources; and to advocate for patient care and assist patients in dealing with the complexities of our health care system. This course also provides essential support to the fulfillment the competency of consultative and collaborative knowledge and skills when interacting with biomedical health care personnel in case management.

### **Advanced AOM: Treatment and Techniques (3 unit/30 hours)**

As the foundation of advanced training in patient assessment and diagnosis, and clinical intervention and treatment, this course focus on the broadening and deepening of knowledge in a number of medical areas of particular relevance to AOM practice, including a introduction the pain management, orthopedics, neurology, immune and autoimmune disorders, metabolic disorders, endocrine disorders, and gastrointestinal disorders. Both herbal medicine and acupuncture theory and technique are addressed throughout these courses. A number of visiting instructors are brought in to lecture in these courses. These instructors are selected for their expertise and experience in a specialty area. The content and instructors in these two courses expose students to a variety of medical conditions, as well as different perspectives and practice styles.

### **AOM Research: Group Applications (3 unit/30 hours)**

The DAOM students will design and participate in groups of three and four in various types of clinically based research projects. The group proposal must include a description of the problem area, a specific research question, a review of relevant literature and identify research methods to examine the clinical question in a scholarly manner. Formal proposals must be submitted to faculty and IRB for approval prior to start of the project.

This course begins the process of designing data collection/implementation for the final research project and the final approval process. Content and format issues as well as recommendations for further research are highlighted. In this course students design, direct and implement their clinical research projects. They will meet with the research advisor to finalize and refine the research project, and continue working with their committees on their research project. They will be able to determine the different resources available to them to help them complete their written projects. Candidates will also learn the different methods and forms of acceptable research. They will be able to design, work on, and conclude an acceptable project and this course may be extended until the completion of the final written research report.

All DAOM students must satisfactorily complete and defend a research project before the DPC as a requirement for graduation. The project must incorporate the use of current literature and research in acupuncture and Oriental medicine. The DAOM Student must demonstrate the application of knowledge in the design and critique of approaches to systematic inquiry and to the use of qualitative and qualitative methods. The project must make a unique and meaningful contribution to acupuncture, herbal medicine or Oriental medicine and not merely a replication of an existing study. The project must meet academic form and style suitable for peer review professional publications.

Research project formats may include: Theoretical Analysis, Surveys & analysis of archival data, Outcomes Research, Systematic Qualitative Investigations, Public Policy Issues, Case Studies (outcomes must be unique and have significant impact), Evaluative research, Interpretive Translation Research and Educational

**Research.**

Approved research projects must be submitted on paper designated for formal documents. Four copies of the project suitable for binding must be submitted to the Doctoral Director's office before the degree will be granted.

**Integrative Case Management: Best Practices (3 unit/30 hours)**

Collaboration between providers of conventional care and complementary therapies has gained in popularity but there is a lack of documented best practices and models for delivering such care. The aim of this course is discover and develop best practices for the implementation integrative case management. The outcome is to develop an model that aimed for a patient-centered, interdisciplinary, non-hierarchical mix of conventional and complementary medical solutions to individual case management of patients. This model of case management should include standard clinical practice and active partnership between a gate-keeping general practitioner, collaborating with a team of providers in a consensus case conference model of care.

The idea is to develop an integrated case model includes informal dialogue among course leaders, students and lecturers. This dialogue is fuelled by some of the participants' international clinical experience of providing conventional care and oriental medical care, as well as evidence of increased utilization, and the documented desire for increased collaboration and research on the part of the patients.

**Research and Portfolio Development: Summative (4 unit/40 hours)**

Near the completion the required the academic course work, and when the student feels that they can sufficiently document achievement of the DAOM program's purpose and each of the six educational objectives, the student may submit their final summative portfolio.

The Committee member will review the portfolios on whether the evidence submitted sufficiently documents achievement of each educational objective. The committee will discusses each of educational outcomes, standard by standard for each competency, and votes on whether the student has met, not met, or provided insufficient evidence for them to make a judgment of achieving that standard. If the majority of the committee determines that insufficient evidence was provided for any of the six educational outcomes, they may request additional evidence from the student. Every student receives a letter that summarizes the outcome of the committee's deliberations and that notes specific strengths and future opportunities for improvement. This course along with AOM Research: Group Applications will also support the clinical research project.



### **Integrative Pain Management Specialty**

#### **First Year Cycle**

- Integrative Management for Chronic Pain
- Neuro-musculoskeletal Disorders: Brain and Neck
- Neuro-musculoskeletal Disorders: Upper Extremities
- Neuro-musculoskeletal Disorders: Lower Extremities

#### **Second Year Cycle**

- Adv. Acupuncture Pain Treatments and Techniques
- Pain Pharmaceutical Interactions
- Advanced Herbal Formulas for Pain
- Korean Traditional Medicine Pain Techniques

The pain management specialty includes 320 hours of didactic training. This portion of the program is designed to provide practitioners with the highest possible level of training for the multitude and diversity of patients with various pain syndromes. Advanced patient assessment, diagnosis, intervention and treatment are specifically addressed in this specialty portion of the program. The specialty curriculum emphasizes treatment methods in different styles, collaboration with and appropriate referral to other pain specialists for specific pain syndromes and pain disorders commonly seen in an acupuncturist's practice.

It will be devoted to evidence based medicine along with new approaches in the field of integrative medicine. The specialty focuses on integration and emphasize a collaborative approach to patient care, valuing both biomedicine and Oriental medicine perspectives and methodologies. Oriental medical faculty and DAOM students will offer their perspective in areas of diagnosis, assessment and treatment planning.

The clinical curriculum will promote cross disciplinary interaction and improved care through the collaboration. DAOM students will focus on gaining understanding of the physiological changes of pain and the different natural approaches to pain management of chronic medical conditions. Faculty will cover many perspectives of integration and collaboration between Oriental medicine and others in healthcare fields such as chiropractic, medical doctors, and mental health.

These courses are designed to be modularly connected provides specialty competencies in patient assessment and diagnosis and clinical intervention and treatment at a level qualitatively more advanced than is achieved at the Master's level. Advanced and deepened competence in assessment, diagnosis, intervention and treatment for pain management using TCM and modalities at is the leading edge of integrative approaches.

## **First Year Cycle**

### **Integrative Management for Chronic Pain**

(4 unit/40 hours)

This course covers particular conditions such as malignant tumors, fibromyalgia, chronic rheumatic disorders and autoimmune disorders from the perspective of Oriental Medicine. Neuropathic Pain and Visceral Pain Disorders examines the neurophysiological and clinical basis of neuropathic and visceral pain disorders and how clinical management of those conditions can be best achieved by the integration of Western and Oriental medicine procedures. It includes psychosocial factors in pain management examines the psychological, sociological, and cultural factors in great depth. Different psychotherapeutic approaches to chronic pain management including understanding cognitive-behavioral therapy, psychodynamic psychotherapy, and family systems therapy are examined. The course also introduces students to the basic concepts, history, and theories of addiction and substance abuse, and its clinical application for chronic pain patients and recreational drug users. The course gives an overview of addiction treatment approaches within the modern health care setting, and focuses on protocols utilizing acupuncture and herbal medicine for the management of substance abuse and alcoholism.

### **Neuro-musculoskeletal Disorders:**

**Brain and Neck** (4 unit/40 hours)

**Upper Extremities** (4 unit/40 hours)

**Lower Extremities** (4 unit/40 hours)

This is the foundational cycle of modules of our pain management specialty. These three courses progress through treatment of pain syndromes from different regions of the body. These courses move from head and oro-facial, to cervical and thoracic spine and upper extremities and finally to lumbar spine, pelvis and lower extremities. In each course, the structure and functions of each area is covered. Diagnostic procedures including orthopedic exam, neurological tests, radiological and other laboratory tests as discussed and taught as appropriate. Extensive discussion ensures that our graduates are able to make a correct Oriental Medical diagnosis and differentiation of the disorders. The major student outcome to be achieved in this series is to apply advanced integrative diagnostics as well as advanced applications of Oriental medical therapeutics.

## **Second Year Cycle**

### **Adv. Acupuncture Pain Treatments and Techniques**

(4 unit/40 hours)

This course covers advanced acupuncture pain treatments and techniques for the management of pain in particular conditions such as, fibromyalgia, chronic rheumatic disorders and autoimmune disorders. Course objectives include utilizing selected points and techniques drawn from Chinese Scalp Acupuncture, Japanese Scalp Acupuncture, Chinese Hand Acupuncture, and Ear Acupuncture, for treating painful conditions – Also increased ability in working with the main, tendino-muscular, and extraordinary meridians as well as applying effective empirical treatment protocols, for many pain presentations and diagnoses.

### **Pain Pharmaceutical Interactions**

(4 unit/40 hours)

Focuses on the use of pharmaceuticals for the management of pain. It also considers the emerging body of evidence around drug-herb interactions, which is a concern that affects the larger cultural domain in which this medicine is practiced and may have historic implications in the progress of this profession. The potential interactions between Chinese herbs/formulas and pharmaceutical drugs have increasingly been a topic of concern to many people today as a result of cooperation between Chinese and Western medical modalities. This course addresses the different aspects of herb/formula/Drug interactions, ranging from complementary to toxic. Upon completion of this module, DAOM students will understand the pharmacological nature of medicinal herbs/formulas and demonstrate knowledge of potential interactions between medicinal herbs and pharmaceutical Drugs.

### **Advanced Herbal Formulas for Pain**

(4 unit/40 hours)

This course provides advanced knowledge about herbal formulae and the theoretical framework for using Chinese herbal medicines for pain management including the properties, sources, therapeutic actions, potential adverse effects, modern basic scientific data, traditional usages as well as modern clinical studies. Also herbal ingredients, relative dosages, therapeutic rationale and the traditional and contemporary explanations of the healing mechanisms of many well-known herbal formulae for pain management will be explored. The classification of herbs according the meridian system and how such a concept may be extrapolated to understand pharmacological actions and side-effects of modern drugs will be discussed. Algorithms in designing therapeutic formulae such as how to select individual herbs according to their pharmacological properties and combine them effectively to achieve a specific therapeutic goal; and how to balance the formula with additional agents to reduce its potential side-effects and enhance its overall efficacy.

### **Korean Traditional Medicine Pain Techniques**

(4 unit/40 hours)

This course builds on Advanced Korean Traditional Medicine and further develops Sasang (Korean constitutional medicine) medicine, Saam (Korean four-needle technique), and Korean pharmacopeia for pain management. Korean formulas and herbs for pain management including practical applications and case studies will also be further refined Finally Korean Traditional Medicine applications are integrated with western medical pain management techniques with a particular understanding of pain from an integrated perspective.

The DAOM is constructed in modular cycles, course work may be completed in a flexible manner, however all first year class work must be completed before advancing to second year course work. Promotion to the second year of the doctoral program is based on a student's satisfactory completion of the first year

### **Clinical Experiences**

The structure and diversity of our clinical experiences allows for a balance between common consistent clinical instruction and individualized focus based on interest and professional relationships. The DAOM Clinical Experiences allows for a range of hours through mentorship and fellowships as students develop their interests and establish professional relationships.

Clinical instruction in the pain management specialty is integrated more explicitly in some settings and as a significant issue for the general patient population in other settings. Pain, in a variety of manifestations, is a primary condition for most patients seeking medical care. The on-campus college clinic has a devoted pain management focus but all sites have pain as natural focus within their patient population.

Clinical Training - DAOM students will complete 650 hours of clinical training including.

250 hours residency at the DULA clinic with doctoral faculty,

200 hours with a highly qualified program approved mentor and  
200 hours as preceptors overseeing Master's degree students.

The student will organize and schedule their personal clinical learning plan. Clinical Residency hours will be arranged in small groups and Mentorship and Preceptorship will be arranged on an individual basis. These core clinical experiences are under the direct supervision of DAOM Clinical faculty and DAOM Clinical Director. Each doctoral student must complete a minimum of 650 hours. Students build advanced skills and understanding in Oriental medicine and the specialty of pain management. They utilize assessment, diagnosis, intervention and treatment modalities of Oriental medicine with advanced and deepened competence; to integrate Western medical diagnostic techniques during care; to effectively collaborate with colleagues in multiple health care fields; and to be able to make evidence-based decisions.

**Clinical Residency**

**250 Hours**

DAOM students treat patient and receive input from DAOM supervisors to develop advanced skills of diagnosis and treatment along with refining skills of consultation and collaboration. Through this process candidates' will apply advanced clinical interventions in conjunction with biomedical assessment, physical assessment, interpret laboratory tests and practice narrative report writing. Experts in the fields of specialty will be available for students to confer, observe and assist in treatment and to receive direction in patient care. The Doctoral Clinic Director will assure clinic faculty is connecting classroom content to clinic rotations.

One goal of Clinical Residency is to maximize the opportunity for DAOM students to develop skill and apply knowledge learned through practice with patients. DAOM students will see patients as teams in small groups (two or three), to allow for discussion, collaboration and application of individual skill in the assessment and treatment of the patient. DAOM students will engage in ongoing treatment and chart review with the entire team between meeting components. The program seeks to maximize discussion of cases rather than the fast pace patient turnover in the Master's clinical environment. DAOM students will share knowledge and skill based on prior experience, as well as offering peer feedback.

DAOM students will take turns providing treatment including placement of needles, recommending herbal formulas and providing patient education in herbal formulas and nutrition. Clinical supervisors will be available for discussion including assistance with advanced diagnostic and acupuncture techniques as well as herbal formulas. Senior practitioners of Oriental medicine will also provide input into the development of deeper knowledge and sharpened skills applied to the use and dispensing of herbal medicine along with acupuncture, with particular concentration as applied to the integrative pain management specialty.

DAOM students will treat patients in areas of their core curriculum and in the integrative pain management specialty. Each group will see patients during their four hour block. Appointments will be staggered to allow the smooth flow of the clinic. DAOM students will participate in case discussion and designing of case management strategies. DAOM students will participate in assessment of patient progress and modification of treatment plans and incorporating integrated care as appropriate. DAOM students will assess patient progress and modify the treatment plan as needed. Careful selection of return patients will allow the fullest learning environment for DAOM students while providing continuity of care for patients.

In Core Clinical First Year, through the Residency Clinical Experience DAOM students will:

- Apply information and strategies from classical texts to patient diagnosis and treatment plan.
- Apply biomedical information to patient diagnosis, in development of a treatment plan and refer patients appropriately.
- Demonstrate ability to research information and use critical thinking skills to diagnosis and apply appropriate treatment.
- Apply physical assessment that integrates both knowledge and skill of Oriental medicine techniques with biomedicine as appropriate.
- Demonstrate an ability to take a in depth medical history and maintain patient charts in a standard SOAP format, understandable to any medical professional.
- Apply advanced methods of acupuncture appropriately to patient intervention

In Core Clinical Second Year, through the Residency Clinical Experience DAOM students will:

Demonstrate all competencies of Year One and in addition:

- Demonstrates ability to apply classical texts to case management.
- Demonstrate ability to combine resources including classic texts, biomedicine and research to diagnosis and in case management.
- Demonstrate advanced understanding and application of pulse and other diagnostic methods as taught in Advanced Acupuncture and Diagnosis to patient care.
- Demonstrates advanced skill in the application of acupuncture and other modalities of Oriental medicine.
- Demonstrate knowledge of herbs and herbal formula construction sufficient to create individualized formulas for patients and the ability to explain rationale for herbs used to the supervisor.
- Demonstrate knowledge to recommend Chinese nutrition appropriate to patients' condition.
- Demonstrate case management skills which include collaboration, referral and written correspondence.
- Demonstrate the ability to prepare and present oral and written case studies demonstrating synthesis of logical, systematic and analytical thinking.
- Demonstrate competence in the use of medical terminology when collaborating with biomedical practitioners.
- Demonstrate ability to interpret medical reports.
- Demonstrate ability to make appropriate medical referrals.
- Assist biomedical counterparts of potential Drug-herb interaction.
- Demonstrate ability to collaborate with professionals of other medical disciplines.
- Attain the goals in their individualized written contract.

In the Integrative Pain Management Specialization Clinical Experiences, DAOM students will:

- Deepen their knowledge and skill in the treatment in the area of specialization. Competencies listed in doctoral level one and two also apply to specialty training and are repeated specific to specialty training.
- Demonstrate ability to perform a comprehensive assessment as applied to Integrative Pain Management. Assessment skills will include the integration of Oriental medical diagnostic methods and biomedicine diagnostic techniques and information.

- Demonstrate ability to interpret laboratory results.
- Demonstrate ability to diagnosis and develop treatment plans for conditions.
- Demonstrate ability to write appropriate herbal formulas for treatment of disorders.
- Demonstrate ability to collaborate with peers and professionals in other areas of healthcare.

### **Preceptorship**

200 Hours

Clinical teaching experience is created in the form of a Preceptorship in the DULA Medical Clinic. The doctoral students function as supervisors or assistant supervisors depending on the years of clinical practice experience. Students who were not previously faculty are assigned as assistant supervisors for a maximum of 200 hours. The primary educational objective for this supervisory experience is for the doctoral student to demonstrate skills in the three roles of clinical teaching - professional role modeling, supervision of patient care (including quality assurance), and teaching (preparation, delivery and assessment/feedback).

The Clinical Director serves as the primary supervisor for all clinical preceptors and will ensure that each student meets all requirements for teaching, as well as provide periodic feedback on performance including on the doctoral students evaluation of Master's interns and any ratings of their teaching provided by interns.

DAOM students are also provided guidance in planning their teaching by the DAOM Director who guides them in incorporating the advanced teaching and leadership skills and knowledge from their faculty development course. Students may design a formal learning plan for themselves as assistant supervisors, particularly those who are more junior, which includes their own learning objectives and the activities they will engage in to enhance their teaching. Other students may design learning plans for their interns, or may engage their learners in self-reflection, peer teaching, peer evaluation or small group learning activities. For every 50 hours of precepting, the students will develop one portfolio entry encapsulating their own learning experience and demonstrating their progression as a supervisor

### **Mentorship**

200 Hours

Doctoral students fulfill 200 hours of direct interaction with a clinical mentor. The purpose of the clinical mentorship is to directly engage with a senior health care practitioner in a systematic and interactive approach to patient diagnosis and treatment in the clinical setting of the mentor. Learners achieve competency in advanced patient assessment and treatment as defined in their own objectives for the experience.

Through the Mentorship Clinical Experience DAOM students will:

- Identify and discuss the exceptional skills and knowledge of the mentor practitioner.
- Observe the clinical mentor in their practice.-
- Be observed by the mentor in patient assessment and treatment.
- Evaluate various methods of patient care of the mentor practitioner
- Understand and apply new methods of patient assessment techniques, diagnosis and herbal formulas.

Qualifications:

DULA approves clinical mentors according to the following guidelines:

- They must hold a doctoral degree in a Western health profession or in Oriental medicine or hold equivalent status from China such as a master's degree, state recognition from China for

advanced academic standing

- They must have been in practice for a minimum of ten years, or have identified expertise in an area of interest for the learner, and provide sufficient patient load for instruction at a doctoral level.
- They must have attained distinction in the field of integrative medicine. Distinction is qualified as either publications or presentations, or as specific focus, knowledge and experience in a particular area.
- Clinical mentors must provide a current license and curriculum vitae to DULA

DAOM students develop learning objectives and evaluations systems for an individualized learning experience with a Mentor. This is designed to further skills of advanced patient assessment and diagnosis as well as advanced clinical intervention and treatment. Students must submit this learning plan stating their objectives for a particular mentorship, a description of activities and a plan for assessing how well the objectives have been met. The clinical mentor must approve the proposed plan by their written signature on the plan or by separate letter. The learning plan must be approved by the DAOM Director or the Clinical Director.

The objectives articulated by the learner for the mentorship (agreed on by the mentor and approved by the Doctoral Director) are then used to create the best learning methods and evaluations for that rotation. In addition to the gain in clinical skills and knowledge, this process consolidates the teaching and learning skills of designing clinical learning experiences in a practical way and allows the learner to practice the skills of life-long learning through the development of personalized learning plans. The mentors evaluate the learner on the basis of the learning plan. Learners must create a Portfolio entry that highlights the learning experience. The minimum recommended time to be spent with each clinical mentor is 50 hours. The maximum time with one or more mentors is 200 hours.

Mentorship - Methods of Evaluation for Mentorship in Oriental Medical Clinic:

DAOM students will design a contract with the approval of the Doctoral Director outlining competencies and the process employed in attaining the competencies. In addition, the Mentorship must support the learning objective of the program. A written reflection must be submitted by the DAOM Student along with a standardized DAOM Student evaluation submitted by the mentor.

### **The Professional Portfolio**

Portfolios are also useful in assessment because they show students' critical thinking capabilities across a range of all courses in the program. Portfolio development is embedded throughout the two years of the program through Professional **Portfolio Development I: Formative (4 unit/40 hours) and Research and Portfolio Development: Summative (4 unit/40 hours)**. These courses are the constant that enables students to demonstrate how they integrate learning from courses in Empirical Theories of Acupuncture, AOM Research Principles and Processes, Advanced Korean Traditional Medicine, and *Integrative Case Management: Best Practices*. Encouraging these connections creates discoveries in the learner that may have not been foreseen or planned by the professor, thus creating additional educational benefit. Creation of artifacts requires learners to connect learning across and between courses and allows assessment of those connections in a way few other tools can.

The Portfolio provides structure for presentation and dialog regarding cases and supports the integration of knowledge and clinical application. The use of portfolio artifacts for increased professional profile and development is key value for you as graduates.

The portfolio is part of the program's system and methods for evaluating student performance relative to all elements and phases of the curriculum including didactic coursework, clinical training and all professional development and research activities. Assessment systems should enhance and support learning as well as

measure performance. A student centered learning portfolio is an authentic, performance-based assessment system which also encourages learners to take responsibility for their own learning and guides the learners to accumulate evidence of learning. They facilitate assessment of integrated and complex abilities and supports the important principle of 'Learning Through Assessment.' Portfolios utilize advances in adult learning theory to provide authentic assessment of holistic competencies for programmatic evaluation and accreditation.

### **Doctoral Research Project**

DAOM students will design and participate in groups of three and four in various types of clinically based research projects. The group proposal must include a description of the problem area, a specific research question, a review of relevant literature and identify research methods to examine the clinical question in a scholarly manner. Formal proposals must be submitted to faculty and IRB for approval prior to start of the project.

All relevant sections of the IRB application must be submitted to the Institutional Review Board (IRB), which will provide human subjects review and approval. The final project must be approved by the instructor for the Doctoral Research Project course before the DAOM Student presents the project to the Doctoral Project Committee (DPC) and to the cohort.

All DAOM students must satisfactorily complete and defend a research project as a requirement for graduation. The project must incorporate the use of current literature and research in acupuncture and Oriental medicine. The DAOM Student must demonstrate the application of knowledge in the design and critique of approaches to systematic inquiry and to the use of qualitative and quantitative methods. The project must make a unique and meaningful contribution to acupuncture, herbal medicine or Oriental medicine and not merely a replication of an existing study. The project must meet academic form and style suitable for peer review professional publications.

Research project formats may include: Theoretical Analysis, Surveys & analysis of archival data, Outcomes Research, Systematic Qualitative Investigations, Public Policy Issues, Case Studies (outcomes must be unique and have significant impact), Evaluative research, Interpretive Translation Research and Educational Research.

Approved research projects must be submitted on paper designated for formal documents. The Program Director will be responsible for oversight of all evaluation activities, working in close collaboration with the Doctoral Department.

## **Admissions**

DAOM applicants must have graduated from an accredited or candidate program in Oriental Medicine or equivalent

### **Admissions Process**

The Admissions Committee has the responsibility to determine if a prospective student will be capable of achieving the program's educational objectives. The official transcript of the applicant is reviewed to determine if the prospective student has the academic ability to be successful in the program. Under special circumstances, requirements may be modified or waived by approval of the DAOM Admissions Committee. "Special admissions learners will be less than 10% of each cohort.

Upon receipt and review of all required materials, selected applicants meeting DULA criteria for admission to the DAOM program will participate in an on campus interview with the DAOM Admissions Committee. The Admissions Committee will have members representing different aspects of the doctoral program, the Doctoral Director, the DAOM Clinical Director and a selection of faculty. Other members of the DULA community may be invited to serve as needed. The Admissions committee will meet after the interview to



review the documents and evaluate the applicant. The applicant will be assessed on the ability to meet requirements such as:

- Degree qualification
- Impressions of personal capacity to meet the rigors of the program
- Character and suitability of the applicant

Within one week of the panel interview the applicant will receive written notice of the committee's admission decision. The committee's decisions alternatives include, acceptance, rejection or conditional acceptance.

A waitlist will be developed if there are more than the maximum 20 desired qualified applicants. Applicants recommended for conditional acceptance will be provided with an assessment and required plan of preparation. Admissions will be accepted quarterly and applications must be completed and submitted to the University one month before the start of classes. The Admissions Committee will review each application. Once the applicant is accepted, a letter of acceptance will be issued inviting the accepted applicant to enroll. An enrollment appointment will be set for the prospective student to meet with the Doctoral Director to receive information and assignments for the first class meeting. In addition they will meet with the Registrar to go over financial arrangements for tuition.

### **Required Documentation**

Entrance in the Doctoral Program will be based on the following standards and requirements:

- Graduation for an accredited or candidate program in Oriental Medicine or equivalent (example: OM Bachelor's degree from China)
- A completed application
- A professional resume citing education where and when: work experience where and when, any research participation or publication and anything else of significance
- Proof of professional license and malpractice insurance
- Official educational transcript from each College or University attended
- Two letters of professional or academic recommendation.
- Results of Interview with DAOM Admissions Committee
- Application Fee

### **Establishing Admissions Policies**

The Doctoral Advisory Committee establishes criteria for admission. Admission policies are will be reviewed by the Doctoral Admissions Committee and changes made as necessary. Any change in policy will have a period of adoption and implementation and will be added to the DAOM Student Handbook and University Catalog. All admissions and transfer policies are clearly stated in the DULA Catalog/Student Handbook.

DULA has established admissions standards appropriate for entry to the Doctoral program. These standards were formulated by the Doctoral Advisory Committee as demonstrating an applicant's ability to manage the rigors of the program. Important to the success of applicants as a learner is the demonstration of a 3.0 GPA in prior postgraduate coursework.

Educational competency is to ensure that all those admitted to the program have a common base of knowledge and set of skills to serve as a foundation for the level of education in the clinical doctorate. This will minimize the need to provide remedial work once classes begin. The required essay, letters of recommendation, transcripts, resume and interview process will assist the admissions committee in assessing and applicant's motivations for pursuing a clinical doctorate and his or her commitment to completing the program.

### **Transfer Credit**

Course work taken at another accredited institution before admission to DULA may be presented for evaluation for transfer credit. Presentation is by petition, accompanied by the following fees: one course \$50, two courses \$100, and three or more courses \$135. Credit for courses within the DULA curriculum may be granted for equivalent courses taken at an ACAOM or regionally accredited institution. Courses must have been taken within 10 years prior to admission to DULA and must be equivalent in hours and content to the course offered at DULA. Concurrent enrollment may only be undertaken for transfer credit only after counseling and prior written approval of the Doctoral Director Program. Any DULA student who wishes to transfer a course completed more than 10 years prior to admission may petition to take a proficiency examination (which is equivalent to the final exam for the course) and if successfully passed with a score of 75% or higher, allowance will be made for transfer credit. Additional criteria for acceptance of transfer credit follows:

- Transfer credits cannot be a part of any Master degree program
- Transfer credits come from coursework at an accredited institution,
- Transfer credit cannot exceed 200 hours

The transferability of credits you earn at DULA is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits you earn in DAOM program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are 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 DULA to determine if your credits will transfer.

### **Admitting the Experienced Practitioner**

Experienced Long time licensed Acupuncture practitioners (LAc) who do not meet entrance standards may be “conditionally” admitted in to the DAOM program under the following circumstances:

- A graduate degree in Acupuncture or Oriental Medicine.
- A review of training and experience by the Doctoral Admissions Committee indicating a foundational base in Oriental Medicine strong enough to be a DAOM Student for admissions.
- Demonstration - 10 years full time clinical practice in Acupuncture or Oriental medicine with documentation of a minimum of 2000 patient treatments
- Willingness to take specific courses or challenge exams in areas of deficiency prior to beginning Doctoral courses.

### **Admitting Foreign Students**

Foreign applicants will be required to meet all admissions standards and in addition must demonstrate English language proficiency through writing samples and interviews. Those with English as a second language will be required to submit TOFEL score of 600 or TSE score of 50 or proof of completion of 2 years of undergraduate course work from an accredited college in the USA.

### **Admitting Non-Matriculated Students**

Non-matriculated learners must meet the same requirements for admission as other applicants. They may take a maximum of four courses, 16 units, as a non-matriculated learner. Courses that may not be taken are the clinical rotations, Leadership and research sequence. Enrollment in courses must be approved by the Doctoral Program Director. No non-matriculated person may take coursework beyond the limit of four without applying and being accepted as a regularly admitted, matriculated student.

### **Policy on Re-admission following Academic Dismissal**

- A student who has been academically dismissed and wants to be considered for readmission must complete all of the following:
- Show that all remedial procedures given at the mandatory counseling session have been completed
- Explain in writing the steps that have been taken to resolve any other circumstances that contributed to the students' dismissal
- Provide transcripts of any course work taken elsewhere to improve academic standing
- Pay the application fee of \$50 and Initial Registration fee of \$100 for the first trimester of re-enrollment.

Once the above steps have been accomplished, a committee consisting of the Doctoral Director, Clinic Director, one other administration member, and one faculty member will consider the request and notify the student in writing of the committee's decision.

### **International Student Visa Services**

DULA is approved by the U. S. Citizen and Immigration Service (USCIS) for attendance by non-immigrant foreign students. The University will evaluate the student's admissions application and, if the student meets all admissions criteria, DULA will issue the USCIS/SEVIS Form I-20.

In April 2002, the USCIS began the process of changing many of its rules relating to the average international applicant for admission. The most significant change that has gone into effect concerns the need to obtain USCIS approval before starting school. This requirement does not affect the student applying for student visas from other countries, as students in such situations have always had to obtain approval from a U.S. Consulate before coming to the United States, and such approval will continue to be sufficient in those situations. It does however affect people who enter the United States using tourist or other temporary visas, who then apply to the INS to switch to student status. Applicants must wait for a favorable INS decision before they may begin their studies. Also, such prospective students must make clear their intentions to change their visa status to a student visa immediately upon entry into the United States.

Additional admissions procedures are required for international students in need of an I-20 form. Such students are required to have valid passports for travel to, from and within the United States. They must also abide by all immigration laws and other U.S. Federal laws and California state laws. Foreign students must also submit:

1. Official transcript evaluations - foreign transcripts may need to be professionally translated and evaluated by a recognized evaluation service such as World Evaluation Service (WES) or Center of Applied Research and Education, Inc
2. Certificate of account balance - a bank account statement showing the current balance in U.S. dollars, or a completed Affidavit of Support (INS Form I-134) if sponsored by a third party
3. I-20 Form - if transferring from a U.S. institution as an F-1 student, a transfer release form from the institution must be submitted. International Student Advisor/SEVIS Compliance Officer in order for the student to be issued a new I-20 form

To better assist our international students, staff is always available for help with interpreting services and academic and non-academic counseling at no expense to the student.

### **Language Requirements for Foreign Students**

(a) English language competency is required of all students seeking admission to the program taught in English. This is satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam;

(b) for those who shall complete the program in another language, a TOEFL iBT score of at least 45 must be obtained with a minimum speaking exam score of 18 and a minimum listening exam score of 15, or the student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education or from an equivalent English language institution in another country.

Applicants who do not satisfy this requirement may be considered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

## Tuition and Fees

The Total Tuition for the Doctorate in Acupuncture and Oriental Medicine is \$19,300.

The Quarterly amount due is \$2,412.50 for each of the eight quarters.

All students are required to have their balances paid in full prior to the end of each quarter. Students who do not pay their tuition as agreed or who have an outstanding balance at the end of the quarter will not be allowed to register for classes for the upcoming quarter. Balances must be paid by the end of the quarter for which they are incurred.

### Tuition Installment Payment Plan

The tuition installment payment plan is for tuition only. All students must pay all other fees and charges, i.e. parking, insurance, etc. at the time they incur such fees or charges.

The plan allows students to pay their tuition in three (3) installments. The first payment must be forty percent (40%) of their total chargeable tuition, the second payment must be thirty percent (30%) of their chargeable tuition and the third and final payment must be thirty percent (30%) of their chargeable tuition.

There will be a grace period of four (4) days for the second and third payments. As indicated below, late payments will be assessed a fee of fifteen dollars (\$15) each time they are late.

### Standard Fees

• Application fee	\$100 (non-refundable)
• Portfolio Review Fee	\$100 (non-refundable)
• Graduation Fee	\$200 (non-refundable)
• International Student Processing	\$100
• I-20 Reissue	\$20
• Late Registration	\$15
• Certificate of Graduation	\$5
• Official Transcript	\$10
• Unofficial Transcript	\$10
• Student/Clinic I.D. Card	\$10
• Parking Quarterly	\$40
• Installment Payment	\$10.00 for each payment)
• Late Payment Fee	\$15 (for each expired deadline)
• Student Tuition Recovery Fund Fee	\$0.50 per \$1,000 of institutional charges

IN ADDITION, there will be other costs, such as textbooks, study aids and study supplies, transportation, and room & board for which the student will be responsible.

New students: New Students, upon initial enrollment, sign an Enrollment Agreement outlining the entire course of study, tuition and fees charged, and a statement that Dongguk University Los Angeles reserves the right to raise all fees and charges, including tuition, in any amount at any time.

\*\* Continuing Students and Returning Students: DULA reserves the right to raise all fees and charges for continuing students and returning students, including tuition, in any amount, at any time.

### Student Tuition Recovery Fund

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational program who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or the Division within 30-days before the school closed, or, if the material failure began earlier than 30-days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total Charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

### Tuition Refund Policy

Students will be held financially liable for all classes and clinic hours that appear on their registration printout. It is the student's responsibility to officially cancel their registration, drop, or withdraw from classes or clinic hours by notifying the Registrar and/or Clinic Administrative Intern Coordinator, in writing, as set forth in the DULA Student Enrollment Agreement. This includes but is not limited to classes and clinic hours the student registered for but never attended and/or completed. Informing the course Instructor, Program Director or Clinic Supervisor does not constitute a cancellation of registration, drop or withdrawal from class or clinic hours.

### Academic Tuition Refunds/Cancellation of Registration

A cancellation of registration cancels all classes a student has registered for. If notice of cancellation of registration is submitted prior to the end of business hours of the first day of instruction in which the student is enrolled (hereafter, first day of instruction), a full refund of tuition and fees (other than non-refundable fees) shall be granted to the student. Students who submit a cancellation of registration after the first day of instruction are eligible for partial refunds based on a prorated amount as follows:

Second Week:	20% charged, 80% refund
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Third Week:	30% charged, 70% refund
Fourth Week:	40% charged, 60% refund
Fifth Week:	50% charged, 50% refund
Sixth Week:	60% charged, 40% refund

This procedure applies to classes attended up through and including the end of the 6th week of instruction within any quarter. Students who have been enrolled past the end of the 6th week of instruction within any quarter will not receive a refund and will be charged 100% of the tuition and fees for that quarter.

**Dropping Classes**

Students who drop an individual class or classes during the established add/drop period (but remain enrolled in at least one class) will be granted a full refund for dropped classes. After the add/drop period students are eligible to receive partial refunds based on a prorated formula as follows:

Second Week:	20% charged, 80% refund
Third Week:	30% charged, 70% refund
Fourth Week:	40% charged, 60% refund
Fifth Week:	50% charged, 50% refund
Sixth Week:	60% charged, 40% refund

This procedure applies to classes attended up through and including the end of the 6th week of instruction within any quarter. Students who have been enrolled past the end of the 6th week of instruction within any quarter will not receive a refund and will be charged 100% of the tuition and fees for that quarter.

**Clinical Tuition Refunds/Cancellation of Registration**

Students that drop clinic hours prior to the end of add/drop period will receive a full refund, provided they notify the Intern Administrative Coordinator in writing of their intention to do so. Students who drop clinic hours after the Add/Drop period, but before the end of the 6th week will be charged for the clinic hours they have registered for and completed up until the time they dropped. Students who drop clinic hours after the end of the 6th week will be charged for the total amount of clinic hours they initially registered for.

2nd Week:	20% Charged, 80% Refund
3rd Week:	30% Charged, 70% Refund
4th Week:	40% Charged, 60% Refund
5th Week:	50% Charged, 50% Refund
6th Week:	60% Charged, 40% Refund

The refund schedule for clinical tuition is subject to revision, including retroactive revision during the academic year, without notice by the federal government and does not list information regarding didactic (classroom) instruction time frames.

**Tuition Refund Disbursement**

All tuition refunds will be disbursed through the Business Office, unless the refund recipient requests in writing that it be mailed. In such cases, the recipient must provide a written, signed and dated request including a current mailing address, or other address to which the refund should be sent.

It is the responsibility of the student to contact DULA about resolving any outstanding student accounts receivable. The student will not be allowed to register for subsequent quarters until all pending accounts receivable have been resolved.

### **Enrollment and Right to Cancel**

New students, as part of the initial enrollment process, sign an Enrollment Agreement outlining the entire course of study, tuition and fees charged, and a statement that Dongguk University Los Angeles reserves the right to increase tuition at any time. Students have the right to cancel the Enrollment Agreement up to and including the first day of instruction and receive a refund of all fees paid, less the applicable mandatory nonrefundable application fee. To cancel, a student must provide written notice to the Registrar by the end of business hours the day before the first day of instruction. Other forms of notice such as phone calls, verbal comments or failure to attend classes, do not constitute cancellation of the enrollment agreement. For further details, please see, Tuition Refund Policy, below. Also, please note that some of the material covered under this Academic Policies portion of the DULA Catalog is also addressed under the Admissions portion of the Catalog.

### **Full-Time Enrollment**

For academic and financial aid purposes, a student must enroll in a minimum of 12 units to be considered a full-time student.

### **Financial Aid**

The DAOM program is not currently accredited and students are therefore not eligible for federal financial aid.



## Staff and Board

### Board of Directors

Jung Nyun Kim, Chairman  
Hee-Ok Kim, Ph.D. (Hon.)  
Jae-Keun Park, Ph.D. (Hon.)  
Min-Sub Hwang, L.Ac., Ph.D. President  
Un Kil Kim, Buddhist Abbot  
Jay K. Kim, Ph.D. (Hon.)  
Christine Hyunsook Lee, Attorney

### DAOM Academic Administration

Min-Sub Hwang, L.Ac., Ph.D. President  
Meredith Chunyi Qian, MD (China), L.Ac, DAOM Director  
Jennifer Lee, L.Ac, DAOM Coordinator  
David Solin Lee, Ed.D. Academic Dean

### Administrative Staff

Albert Kim, Director of Administrative Affairs  
Min Jeong Park, Office Manager

### Oriental Medical Center Staff

Qiwei Zheng, MD (China), L.Ac, DAOM Clinical Director  
Kay Joo, L.Ac., Clinic Director  
Sun P. Sin, L.Ac., MSOM., Intern Administrative Coordinator

## Faculty

DAOM Faculty members have been carefully selected based on exceptional achievement, knowledge and clinical practice in their area of expertise and for their skill as instructors. Nearly all doctoral faculty members hold PhD, MD, or doctoral equivalent degrees. Faculty members who do not hold a doctoral degree are highly experienced and recognized experts in their field. Didactic and clinical faculty are required to meet the following minimum requirement of educational and professional experience:

- Possess expert clinical or academic foundations of at least 10 years of experience
- Doctoral degree from an accredited school or comparable evidence of eminent scholarship.
- Professionals who stay current with the advances and research in their field.
- Demonstrate understanding of students need for assistance and guidance to completion of the program, including collaboration with complex case issues and research.
- Posses interest and skill in promoting the field through advancing scholarship and ability in others.

The DAOM program faculty members have excellent multi-disciplinary experiences within the core

curriculum and the pain management specialty. Many have provided input to development of the program. All have doctoral degrees relevant to the competencies of the program. All have background and expertise in their area of instruction.

**Zheng, Qi Wei, MD.(China), DAOM.**

- Doctor of Acupuncture and Oriental Medicine at South Baylo University. 2007
- Post-Graduate Study: Master's Degree of Medicine at Institute of Acupuncture and Moxibustion Academy of Traditional Chinese Medicine, Beijing, China. 1981
- Specialist study of Western Neurology.1979 Advanced study of TCM, at Jiangxi College ofTCM, China. 1977
- Traditional Chinese Medicine at Jiangxi College of TCM, China. 1976

**Meredith Chunyi Qian, MD.(China), L.Ac.**

- Post-Graduate Study: Master's Degree of Medicine At Institute of Acupuncture and Moxibustion, Academy of Traditional Chinese Medicine, Beijing, China under mentorship of the world renowned physician Dr. XinNong Cheng M.D. (Author of CAM), and An international famous gastroenterologist Dr. RuShu Wei M.D. 1986

**Sun, Fei, Ph.D., OMD.**

- Ph.D., Beijing University of Chinese Medicine. 2007
- English and Western Philosophy, Pasadena City College. 2003
- MSOM., Royal Univ. in Los Angeles. (DULA) 1994
- B.A., TCM and Pharmacy College of Capital University of Medical Sciences. 1990

**Jin, Yu Ji (Kim, Ok Hee), Ph.D., OMD.**

- M.D., Yian Bian Medical University, China, 1992
- Ph.D., Beijing University, China, 1995
- M.S., Oriental Medicine, Royal University (DULA), CA 1990
- L.Ac., Licensed Acupuncturist, CA 1990

**Tae Cheong Choo, Ph.D., OMD.**

- Kyung Hee University Seoul, Korea. Ph. D. in Oriental Medicine. 1998
- Masters of Oriental Medicine - Acupuncture & Moxibustion specialty. 1992
- Interned in all departments of Oriental Medicine, Resident in Department of Acupuncture and Moxibustion, O.M.D. Oriental Medical Doctor. 1989

**Antuan Kiley, MD.**

- Diplomate Board of Internal Medicine MD.                      Medicine Residency, UCLA School of Medicine, Los Angeles, CA. 1996
- Neurology Residency, UCLA School of Medicine, Los Angeles, CA. 1994
- Medicine Internship, Kaiser/UCLA Medical Center, Los Angeles, CA. 1992

- University of Southern California--Graduated Magna Cum Laude, B.S. in Accounting and Biochemistry. 1992
- University of California – San Diego, School of Medicine, LA Jolla, CA. 1991

**Fan, John Jun Ph.D., MD. (China)**

- Fellowship Training in Division of neuroradiology, Radiology Department, School of Medicine USC. 1989
- Doctor of Radiology, Shanghai Medical University of Fudan University, China. 1985
- Graduate Study, Master degree of Radiology, Shanghai Medical University of danUniversity, China. 1981
- Undergraduate of Shanghai Medical University of Fudan University, China. 1970

**Gerald Coy, DC**

- Pettibon Biomechanics Institute. 1978
- Parker College of Professional Development. 1967
- Palmer College of Chiropractic, Degree: Doctor of Chiropractic. 1965

**Hongmei Li, MD.(China), L.Ac.**

- Doctor of Oriental Medicine.
- Bachelor of Medicine 2006-2008
- Master of Science in Oriental Medicine Dongguk Royal University. 2004-2005  
Tongji Medical University, Hubei, P.R.China. 1997-1999
- Bachelor of Health Management (equivalent to MBA). Tongji Medical University.Hubei, P.R.China 1979-1984

**Youping Ni, MD.(China), Ph.D.**

- Ph.D. in Biochemistry Katholic University of Leuven, Belgium, 2001
- MS. In Medicine and Pharmaceutical Research, Free University of Brussels, 1996;
- BM. In Medicine, Tianjin Medical University Tianjin, China 1985

## Services

### Student Healthcare Services

The Oriental Medical Center offers healthcare services to students for free and for their family members at substantially discounted treatment rates. Herbal prescriptions are discounted for students to encourage a personal level of engagement with the medicine.

### Student Advising

The DAOM Director is available to assist students with all aspects of life at DULA, including academic and nonacademic matters.

### International Student Advising

We provide special advising above and beyond that already provided by the Program coordinators to our international students. The International Student Advisor, using the Student and Exchange Visitor Information System (SEVIS) compliance system, electronically processes all student-related Immigration and Naturalization Service (INS) documents and other related transactions.

The International Student Advisor is available during normal business hours to assist international students with any administrative or non-administrative issues they may have.

### Student Associations

DULA has English, Korean and Chinese Language Program Student Associations. These Student Associations operate both autonomously of each other and cooperatively in planning campus wide events, coordinating their efforts to improve student life on campus. Their membership is open to all students who comply with their respective by-laws, which must be approved by the administration. The Student Associations are free to engender various sub and University-wide organizations on behalf of their constituencies.

### DULA Alumni Association

The Alumni Association was established to foster the professional interests of our graduates. Enrollment is voluntary, encouraging current and matriculated students alike to network and develop professional relationships with other licensed practitioners. Alumni Association members serve as mentors for recently graduated students, helping them with practice building or finding jobs.

## Academic Policies

### Grading Policy

DULA will employ a pass/fail grading system for courses. A point system will be utilized to evaluate the assigned course work. Points will then be translated into percentages and the following graders will be assigned:

- P (pass): Satisfactory completion of all required coursework. A percentage of 75% will be required.
- F (fail): Unsatisfactory completion of coursework. If a student fails a course, the student will be offered that opportunity to repeat the course with the next cohort. If the course is determined by the Doctoral Committee to be essential to the succeeding coursework then the student may be dismissed from the program. That student may apply for readmission one year later.
- W (withdraw): A student may withdraw from a class before final requirements for the course are due. The student must request and receive permission from the Program Director and course

instructor. A (W) will become a permanent part of the student's academic record. If the course is essential to the succeeding course work the student will be required to take a leave of absence and repeat the course with the following cohort.

- I (incomplete): A grade of incomplete indicates that further work in a course must be completed before a grade is given. A DAOM Student will have three months to complete any course work outstanding work and converted the grade to a Pass. After the three month period incomplete grade will remain on the record and the DAOM Student will be required to retake the class. If the course is essential to subsequent coursework the DAOM Student may be required to take a leave of absence until the course is offered.
- IP (In Progress): Due to the structure of some courses grades may not be assigned for more than a six months. In those cases a grade of (IP) indicating that the course is continuing and that a grade will be assigned when the course is complete.

### **Satisfactory Academic Progress**

Because the DAOM is constructed in modular cycles, course work may be completed in a flexible manner, however all first year class work must be completed before advancing to second year course work. Promotion to the second year of the doctoral program is based on a student's satisfactory completion of the first year.

Interruption of academic progress due to absence or failure of any course or exam has been described above and may result in dismissal from the program. If the DAOM Student fails to correct an incomplete or experiences excessive absences the DAOM Student must request a leave of absence and retake the course in question.

DAOM students are expected to complete the doctoral program in 24 months of continuous enrollment. If a student requests and granted a leave of absence from the program the student is expected to return within 24 months. A maximum of four years is allowed for program completion.

All students in attendance must maintain a minimum quarter to quarter and also cumulative GPA of 2.0. The maximum time frame a student has to complete this 4 academic years.

If a student's quarterly or cumulative GPA falls below a 2.0 in any specific quarter, the following quarter they will be placed on academic probation and required to attend mandatory academic advising and tutoring. During this time the student's Program Director will evaluate the student and analyze the reasons for poor performance. Students on academic probation must earn a quarterly GPA of at least 2.0 for each quarter that they are on probation.

In addition, if the student fails to bring his/her cumulative GPA up to a 2.0 within the quarter that they are on academic probation, their academic probation will continue for a 2nd consecutive quarter. These students will only be allowed to enroll in a maximum of 12 units which will include the mandatory repeating of any failed courses from quarter(s) prior.

If the student fails to bring their cumulative G.P.A. up to a 2.0 for a 3rd consecutive quarter, they will be dismissed from the University. Once a student is dismissed from the University they will not be allowed to re-enroll for two quarters.

If the student returns to the University they will only be allowed one quarter to achieve a quarterly G.P.A. of 2.0 or will again face academic dismissal. A second academic dismissal will be grounds for permanent non-reentry into the University. If the student formerly received financial aid they will not be allowed to apply for financial aid during their first quarter of re-entry.

### **Attendance Policy**

DAOM students will be required to attend 80% of academic class sessions. In all cases Students are responsible for making up the missed work. DAOM students are required to submit all assignments to the

appropriate faculty member regardless of attendance. DAOM students will have 6 weeks makeup of didactic coursework and 10 weeks to makeup in clinic. After which time the student may be placed on academic probation. If the work has not been completed within the time periods above the student may be dismissed from the program.

### **Leave of Absence and Withdrawal**

A student may apply for a formal leave of absence of one year (12 calendar months). There must be no financial or disciplinary issues pending for approval however the DAOM Student can have incompletes due to absences or outstanding coursework. The student may reenter after the twelve month period without reapplying. The Doctoral Director may require the completion of unfinished coursework or other additional work by the DAOM Student before permission is granted to reenter the program. DAOM students requesting a leave of absence must be aware that the program curriculum design, course content or faculty may change during the leave of absence. Upon resuming the program a DAOM Student is not guaranteed the same curriculum or faculty. Any DAOM Student leaving the program without formally applying for a leave of absence will be considered to have withdrawn from the program and will be required to reapply for admission.

### **Leave of Absence Policy for International Students**

Foreign students may apply for limited leaves of absence as long as all governmental and University requirements and regulations are complied with. Students must file a Leave of Absence Request and obtain approval from the Office of the Academic Dean (please see section on general leave of absence policies, set forth above). In addition, foreign students must matriculate as a full-time student for one academic year before they may apply, and the leave of absence may be no longer than 1 quarter during any calendar year.

### **Auditing Courses**

Students may audit courses for no credit upon payment of the Audit Fee. Courses to be audited may only be taken for credit if the change is made during the Add/Drop period, with payment of the applicable fees.

### **Student Code of Professional and Academic Conduct**

The University and its staff, faculty and administration rely on students to conduct themselves in a manner that upholds the University's Student Code of Professional and Academic Conduct, set forth in detail in the DULA Student Handbook. All students should understand that they are training to become medical professionals responsible for meeting a standard of care commensurate with that of other healthcare professionals in the community. Students who act in a manner that violates this code of conduct will be subject to disciplinary action(s). Under no circumstances will any of the following be tolerated or excused:

#### **Academic Dishonesty**

Academic dishonesty includes providing or receiving answers from other students during or after an examination, plagiarism, knowing use of illegally copied educational material in any format, using informational aids such as "crib sheets" or other types of notes during an examination (if not allowed), or anything else that might reasonably be construed as cheating. Students who are found to be academically dishonest will automatically receive an "F" in that particular course and are subject to dismissal or suspension for 1 quarter, and may be placed on administrative probation.

#### **Inappropriate Conduct**

All students are to conduct themselves in a manner that is not injurious to the University's smooth operation, name, reputation or property. Any act that disrupts or prevents the University staff, faculty or administration from performing their duties will be grounds for immediate disciplinary action. Violations of

rules and regulations include, but are not limited to, the following: violation of any local, state, and federal law; furnishing false and misleading information; unauthorized use of facilities; forgery, or misuse of University documents; disruption of classes or administration; theft or damage to University property; disorderly or offensive acts; any use or threat of force; sexual harassment; any use or possession of alcohol or narcotics, and/or misuse of prescription drugs, or being under the influence of any of the above mentioned substances while on campus.

### **Sexual Harassment**

It is the policy of DULA to provide an educational environment free of unwelcome sexual advances, including verbal communication or physical conduct constituting sexual harassment as defined and prohibited by state and federal laws and regulations. It is a violation of this policy for anyone who is authorized to take administrative or academic action affecting a student to engage in sexual harassment. For further details on this matter, please refer to the applicable portion of the Student Handbook.

### **Other Types of Harassment**

Harassment based on race, color, national origin, ancestry, religion, physical conduct or mental disability, marital status, sexual orientation or age constitutes behavior that is expressly prohibited by this policy and will not be tolerated.

### **Grievances**

Students may file a complaint to an instructor or an administrator in writing. The recipient of the complaint will transmit the complaint to the Dean of Academic Affairs, who will then thoroughly investigate the complaint, including interviewing all involved parties and reviewing all documents related to the complaint. The Dean of Academic Affairs will then report to the President the nature of the complaint and findings, and if necessary, a Grievance Committee will be formed to review the issues. For more details, please refer to the Grievance Procedures section in the Student Handbook.

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](http://www.bppe.ca.gov)).

### **Tardiness and Absences**

It is the policy of the University to automatically give any student who has missed more than two class meetings a grade of "F" for that particular class. Three marks of tardiness will count as one absence and may result in a grade of "F."

Attendance is mandatory in the clinical internship. Students with excused absences may be allowed to perform make-up hours at the discretion of the Dean of OMC. All student interns must verify attendance through daily time cards. Any intentional misrepresentation of clinic hours performed by an intern may subject the intern to disciplinary sanctions including but not limited to disqualification of internship hours allegedly clocked during the related quarter.

### **Student Records**

DULA recognizes and acts in full compliance with regulations set by the Family Educational Rights and Privacy Act of 1974 (FERPA). Students may have access to all records maintained by the University about them, except for those considered confidential under FERPA. Students wishing to review records or to appeal for a change in those records should contact the Office of the Dean of Academic Affairs and Admissions. The University, at its discretion, may release certain information classified as directory information unless a student indicates that such information should not be released. Requests to withhold this information from the general public must be made in writing and submitted to the Registrar.

Current student records and transcripts are stored in hard copy ten years on campus in locking fireproof

metal filing cabinets and will be stored for up to fifty years off campus. Academic records for each student are maintained in a computer database and a back-up copy is stored off campus.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

### **Official and Unofficial Student Academic Transcripts**

Official copies of student academic records will be forwarded to either the student or to a designated addressee upon written request. Unofficial copies of student academic transcripts will only be provided to the student, unless exceptional circumstances warrant otherwise. Requests for academic transcripts may be obtained at the DULA Business Office. Processing of transcript requests will be withheld if the student has failed to submit required documents or other items, has an unpaid tuition balance, ancillary fees or other charges owed to the University.

### **Reservation of Rights to Increase Units/Hours**

DULA expressly reserves the right to increase didactic unit/hour requirements and/or clinical hour requirements in compliance with the mandates of the State of California, the United States of America, any applicable private regulatory body, any applicable quasi-public regulatory body, or as deemed appropriate by the University.

The affairs of the University are managed by a board of directors. The board receives recommendations from the University President and executive council, on which the President sits, and also includes the office of the Dean of Academic Affairs, Program coordinators and the Director of the Oriental Medical Center. The Executive Council regularly reviews the University's administrative procedures and provides recommendations to the Board on various relevant matters, including the implementation of state and federal educational requirements in such areas as curriculum, tuition and fees, refund policies, personnel qualifications, institutional facilities, and immigration regulations.

Individual students and informal student groups participate in the decision-making process by completing course evaluations at the end of each quarter, as well as periodic program surveys. Students may also speak to members of the faculty and/or administration about individual concerns or suggestions for the program. Delegated members of the Student Body Associations are invited to attend Faculty Committee and Administrative Committee and other appropriate and relevant committee meetings.

### **Nondiscriminatory Policy**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, the University does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, disability, or age in any of its policies, procedures, or practices. This non-discrimination policy covers admissions, financial aid, and employment policies of the University, as well as access to and treatment in university programs, activities and facilities. Students may complain of any action which they believe discriminates against them on any of the foregoing grounds. For more information and procedures, please contact the complaint designee, or consult the DULA Student Handbook regarding Grievance Procedures.

### **Drug and Alcohol Abuse Policy**



It is the policy of the Board of coordinators that the learning environment be free of addictive substances. Specifically all members of the university community, which includes the administration, faculty, staff, students and guests, will abstain from the consumption/use of alcohol, narcotics, and/or misuse of prescription drugs while on university property. Violation of this policy could lead to suspension, expulsion, termination, and within the context of criminal activity, referral to law enforcement agencies. Employees and students having difficulties with addictive substances can seek confidential counseling from the university or request referrals to agencies/individuals providing assistance with alcohol or drug-related problems.

### **Annual Security Report**

DULA publishes an Annual Security Report in compliance with the Federal Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics. This report provides information on campus security regulations and campus crime statistics to current and prospective students, and other interested parties. This report may be found at <http://ope.ed.gov/security/GetOneInstitutionData.aspx>

### **Required Disclosures**

DULA does NOT have a pending petition in bankruptcy, is NOT operating as a debtor in possession, and has NOT filed a petition within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

This catalog is published for the purpose of informing students, prospective students and others interested in the operations of Dongguk University Los Angeles, primarily with regard to the educational programs and policies of the school. All information is judged to be accurate at the time of publication. However, the contents hereof are subject to change without prior notice. Please note that all reasonable efforts are made on an ongoing basis to supplement in loose leaf hardcopy format any changes, additions, or other revisions to the text of this catalog which may come into existence prior to the publication of the following edition of the catalog.