



DAOM Catalog & Student Handbook 2015-2017

Dongguk University Los Angeles
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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 far 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. In addition, DULA is building on its strong foundation of academics and the intimacy of a small college with the educational resources commonly offered at larger institutions.

With an outstanding academic program and faculty 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 strong ties through mutual cooperation with the [Dongguk University Oriental Medicine College](#) in Seoul, Korea. These exceptional exchange programs facilitate providing a diverse and integrated Oriental Medical degree program with 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 accelerate 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,

Seung-Doek Lee, Ph.D., L.Ac.

President

Mission and Educational Objectives

The mission of Dongguk University Los Angeles is to promote and provide excellence in education and training in Oriental Medicine with respect to disease prevention, and life-long health and wellness 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

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 text 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 and internationally;
- 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.

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 wonderful healing art, Dr. Hongo took the initial steps toward his goal of combining research and educational pursuits, along with providing 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 eleven students.

In January of 1997, Dongguk (East Country) University, one of South Korea's oldest and most prestigious institutions of higher learning, especially 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.

Dongguk University Los Angeles Board of Directors share some common members with Dongguk University, Korea. Collectively, these two institutions, on each 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. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 301/313-0912.

DULA has received approval by 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 Masters program in Oriental Medicine of Dongguk University Los Angeles in English, Chinese and Korean 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

The Master of Science in Oriental Medicine program is approved by the California Acupuncture Board. Graduates who have successfully completed all graduation requirements are eligible to sit for the California Acupuncture Licensing Examination (CALE) which is offered twice per year and the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) examination which is offered year-round.

Bureau for Private Postsecondary Education

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

As a prospective student, you are encouraged to read 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
- (888) 370-7589 (T), (916) 431-6959 (T), (916) 263-1897 (F)

Facilities

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, Silverlake, 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 also 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.

The 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 into 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 also has several computers hooked into the internet and equipped for multiple foreign language usage. DULA is a wireless capable campus with numerous hotspots. Additionally our library currently houses a student bookstore open regular library hours to better serve the campus community.

Student Association Offices

The DULA Associated Student Body is composed of the English Language Program Student Association, the Korean Language Program Student Association, and the Chinese Language Program Student Association. These three Student Associations enjoy shared office on the third floor.

University Auditorium (Lotus Hall)

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 fourth 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. 2 decoction and 2 packaging machines are managed by the dispensary staff to prepare convenient custom formulations for patients.

Academic Calendar

| Fall | 2015 | 2016 |
|---|----------------|----------------|
| Registration (for current quarter) | Aug 24-Sept 13 | Aug 22-Sept 11 |
| Payment | Aug 24-Oct 12 | Aug 22-Oct 10 |
| Classes Begin | Oct. 5 | Oct. 3 |
| Add/Drop Period | Oct. 5-12 | Oct. 3-10 |
| New Student Orientation | Oct 13* | Oct 13* |
| Veterans Day (no class)** | Nov 11 | Nov 11 |
| Thanksgiving (no class)** | Nov 26-29 | Nov 24-27 |
| Clinic Shift Registration (for following quarter) | Dec 7-18 | Dec 5-16 |
| Last Day of Class | Dec 13 | Dec 11 |
| Final Exam Week | Dec 14-20 | Dec 12-18 |
| Quarter Break | Dec 21-Jan 3 | Dec 19-Jan 1 |

| Winter | 2016 | 2017 |
|---|-----------------|-----------------|
| Registration (for current quarter) | Nov. 23-Dec. 13 | Nov. 21-Dec. 11 |
| Payment | Nov. 23-Jan. 11 | Nov. 21-Jan. 9 |
| Classes Begin | Jan. 4 | Jan. 3 |
| Add/Drop Period | Jan. 4-Jan. 11 | Jan. 2-Jan. 9 |
| New Student Orientation | Jan. 13* | Jan. 13* |
| Martin Luther King Jr. Day (no class)** | Jan. 18 | Jan. 16 |
| Clinic Shift Registration (for following quarter) | Mar. 7-18 | Mar. 6-17 |
| Last Day of Class | Mar. 13 | Mar. 12 |
| Final Exam Week | Mar. 14-20 | Mar. 13-19 |
| Quarter Break | Mar. 21-Apr. 3 | Mar. 20-Apr. 2 |

| Spring | 2016 | 2017 |
|---|----------------|----------------|
| Registration (for current quarter) | Feb 22-Mar 13 | Feb 27-Mar 12 |
| Payment | Feb 22-Apr 11 | Feb 27-Apr 10 |
| Classes Begin | Apr 4 | Apr 3 |
| Add/Drop Period | Apr 4-Apr 11 | Apr 3-Apr 10 |
| New Student Orientation | Apr 14* | Apr 14* |
| Memorial Day (no class)** | May 30 | May 29 |
| Graduation Ceremony | May 14* | May 13* |
| Clinic Shift Registration (for following quarter) | June 6-17 | June 5-16 |
| Last Day of Class | June 12 | June 11 |
| Final Exam Week | June 13-19 | June 12-18 |
| Quarter Break | June 20-July 4 | June 19-July 4 |
| Independence Day (no class)** | July 4 | July 4 |

| Summer | 2016 | 2017 |
|---|----------------|----------------|
| Registration (for current quarter) | May 23-June 12 | May 22-June 11 |
| Payment | May 23-July 11 | May 22-July 10 |
| Classes Begin | July 5 | July 5 |
| Add/Drop Period | July 5-12 | July 5-12 |
| New Student Orientation | July 14 | July 14 |
| Labor Day (no class)** | Sep 5 | Sep 4 |
| Clinic Shift Registration (for following quarter) | Sep 6-16 | Sep 5-15 |
| Last Day of Class | Sep 11 | Sep 10 |
| Final Exam Week | Sep 12-18 | Sep 11-17 |
| Quarter Break | Sep 19-Oct 2 | Sep 18-Oct 1 |

CATALOG

Doctorate in Acupuncture and Oriental Medicine Overview

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 320 hours of the core curriculum training and 320 hours of the Integrative Pain Management specialty (in addition to other areas of specialty). 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. DAOM students learn and apply skills and competencies in advanced patient assessment, diagnosis and advanced clinical intervention.

Biomedical and TCM experts lecture in specialty training courses that provide 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. Students progress through the program in a modular cycle of coursework. Course descriptions and prerequisites are listed in the catalog. 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.

Specialty Training - The program involves rigorous didactics in specialization fields. DAOM Students will specialize in 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 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 650 hours are clinical. Of the 640 didactic hours of coursework, 320 hours are devoted to the core curriculum and 320 hours focus on the Integrative Pain Management specialty.

Future specialties will be programmed within this 300 hour specialty structure. The 650 clinical hours may be completed through three clinical Experiences: Clinical Residency, Preceptorship, and Mentorship.

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

- Attend 80% of all class meetings
- Complete all coursework and clinical requirements with a passing grade
- Complete a doctoral capstone project appropriate for submission to peer reviewed journal
- Complete all clinical requirements.
- Meet all financial obligations to DULA.
- Present and defend capstone project to the DAOM Committee.

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 |
|------------------------------------|------------------------|
| Didactic | |
| Core Curriculum | 320 |
| Clinical Specialties: | 320 |
| ● Pain management (Core Specialty) | |
| ● Gynecology | |
| ● Neurology | |
| ● Orthopedics | |
| ● Endocrinology/Immunology | |
| ● Rehabilitation | |
| Total Didactic Hours: | 640 |
| Clinical Experiences | Option A Option B |
| Clinical Residency | 250/410 |
| Preceptorship | 200/120 |

| | |
|-----------------------|---------|
| Mentorship | 200/120 |
| Total Clinical Hours: | 650 |
| Total Required Hours: | 1290 |

Core Curriculum

The core curriculum within didactic component of the program study consists of ten courses. These ten courses of the core curriculum 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

First Year Cycle

DOM701 Advanced Analysis of TCM Foundations

DOM702 Empirical Theories of Acupuncture

DRM721 AOM Research Principles

DOM703 Korean Traditional Medicine

DPD723 Professional Capstone Development: Formative

Second Year Cycle

DOM801 Advanced AOM Treatments and Techniques

DOM802 Contemporary US Health Systems

DRM722 AOM Research Practices

DOM803 Integrative Case Management: Best Practices

DPD823 Professional Capstone Development: Summative

First Year Cycle

DOM701 Advanced Analysis of TCM Foundations (3 units/30 hours)

This course studies the use of classical Chinese medical theory and texts, their application in clinical practice, and the verification of classical references in integrative medical practice. An outcome of this course is that students understand the historic and cultural foundations of Oriental medicine and develop a deep scholarly knowledge base necessary to read and understand important TCM classics such as the Huang Di Nei Jing, the Shang Han Lun, Jin Gui Yao Lue, and Wen Bing Tiao Bian. They are also able to interpret the classic texts for application toward contemporary clinical practice.

DOM702 Empirical Theories of Acupuncture (3 units/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 also 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 an insight into how the insertion and stimulation of the acupuncture needles affect the human body.

DRM721 AOM Research Principles (3 units/30 hours)

This course is designed to enable our graduates to demonstrate knowledge and skills in clinical research to provide an understanding of currently accepted research standards and methodology, as well as the 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 the 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.

DOM703 Korean Traditional Medicine (3 units/30 hours)

This course explores history, important medical texts and basic concepts of Korean Traditional Medicine (KTM). Discussions comparing KTM with other Traditional East Asian medical classics will also be an important part of this course. In addition, basic treatment modes in KTM, such as Sasang (Korean constitutional medicine) medicine, Saam (Korean four-needle technique), and Korean pharmacopeia will also be discussed. Korean formulas and herbs are introduced.

Also included is an in-depth study of KTM texts, such as DongEui BoGam (동의보감, Treasures of Eastern Medicine) and DongEui SuSe BoWon (동의수세보원, Preservation of Longevity and Life in Eastern Medicine). Infectious diseases and other pathogenic factors in KTM will also be discussed in relation to present day treatment modalities using KTM. Practical applications of KTM and case studies will also be elucidated, including using Korean formulas, herbs, and point prescriptions. 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 theory, diagnosis and treatment will be discussed. The class may opt to focus different subjects on pathogenesis and relevant treatments.

DPD723 Professional Capstone Development: Formative (1 unit/10 hours)

Completion of the capstone research project is the culminating project for the doctoral program. Students begin initial work on their projects in the first year of study and continue throughout the program with the guidance of a mentor. Mentors are assigned to provide support and advice to students as they complete their projects. The capstone projects are significant original works, demonstrating critical thinking skills and creativity and contributing new ideas and perspectives on the topic. A wide range of topics of relevance to the acupuncture and Oriental medical field may be considered for projects, depending on student interests. Examples include research study proposals, literature reviews, meta analysis, translation study, case series, and academic papers.

Second Year Cycle

DOM801 Advanced AOM: Treatment and Techniques (3 units/30 hours)

As the foundation of advanced training in patient assessment and diagnosis, and clinical

intervention and treatment, this course focuses on broadening and deepening knowledge in a number of medical areas of particular relevance to AOM practice, including introduction to pain management, orthopedics, neurology, immune and autoimmune disorders, metabolic disorders, endocrine disorders, and gastrointestinal disorders. Both herbal medicine, acupuncture theory and techniques are addressed throughout these courses. Instructors are selected for their expertise and experience in a specialty area. The content and instructor exposes students to a variety of medical conditions, as well as different perspectives and practice styles.

DOM802 Contemporary US Health Systems (3 units/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 of the competency of consultative and collaborative knowledge and skills when interacting with biomedical health care personnel in case management.

DRM722 AOM Research Practices (3 units/30 hours)

This course equips students with an understanding of the process of designing data collection/ research implementation for the final research project and the final approval process.

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. Processes of IRB and historical issues will be understood. DAOM Students will be able to access data base retrieval programs and produce a research proposal by the end of the class. Students will be able to scientifically assess the value of TCM research 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 clinical research projects in TCM.

DOM803 Integrative Case Management: Best Practices (3 units/30 hours)

Collaboration between providers of conventional care and complementary therapies has gained popularity but there is a lack of documented best practices and models for delivering such care. The aim of this course is to discover and develop best practices for the implementation of integrative case management. The outcome is to develop a model that aims 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 which 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.

DPD 823 Professional Capstone Development: Summative (1 unit/10 hours)

Completion of the capstone research project is the culminating project for the doctoral program. In the second year, students submit the first draft of the capstone project to their mentor and the DAOM Committee for review. The capstone projects are significant original works, demonstrating critical thinking skills, creativity and contributing new ideas and perspectives on the topic. Students present summaries of their projects to an audience of peers and faculty during capstone project presentations at the end of the program.

In this course, students design, direct and implement their clinical research projects. They will meet with the capstone mentor to finalize and refine the 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 design, work on, and complete an acceptable project; this course may be extended until the completion of the final written research report.

Clinical Specialty Topics

First Year Cycle

DSP711 Integrative Management for Chronic Pain

DSP712 Neuro-musculoskeletal Disorders: Brain and Neck

DSP713 Neuro-musculoskeletal Disorders: Upper Extremities

DSP714 Neuro-musculoskeletal Disorders: Lower Extremities

Second Year Cycle

DSP811 Advanced Acupuncture Treatments and Techniques*

DSP812 Herb-Pharmaceutical Interactions*

DSP813 Advanced Herbal Formulas*

DSP814 Advanced Korean Traditional Medicine Techniques*

*These courses cover a broader scope of practice including specialty topics in integrative pain management, gynecology, neurology, orthopedics, endocrinology/immunology and rehabilitation medicine.

The clinical specialty curriculum 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 syndromes ranging from acute to complex chronic disorders. 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 disorders that are commonly seen in an acupuncturist's practice.

Courses will include evidence-based medicine along with new approaches in the field of integrative medicine. The specialty focuses on integration and emphasizes 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 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 provide specialty competencies in patient assessment, comprehensive diagnosis, clinical intervention and treatment at a level qualitatively more advanced than the Master's level.

First Year Cycle

DSP711 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. This course 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 including the psychological, sociological, and cultural factors correlating to chronic pain disorders. 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.

DSP712 Neuro-musculoskeletal Disorders: Brain and Neck (4 unit/40 hours)

DSP713 Neuro-musculoskeletal Disorders: Upper Extremities (4 unit/40 hours)

DSP714 Neuro-musculoskeletal Disorders: 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 include orthopedic exams, neurological tests, radiological and other laboratory tests, 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.

DSP712 Neuro-musculoskeletal Disorders: Brain and Neck (4 unit/40 hours)

This is one of three courses that progresses through treatment of pain syndromes from different regions of the body and is a foundational cycle of modules of our pain management specialty. This course covers physiology, pathology and common disorders of the head and oro-facial to cervical-spine regions. In this course, the structure and functions of brain and neck are covered. Diagnostic procedures including orthopedic exams, neurological tests, radiological and other laboratory tests will be 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.

DSP713 Neuro-musculoskeletal Disorders: Upper Extremities (4 unit/40 hours)

This is one of the three courses that progresses through treatment of pain syndromes from different regions of the body. This course covers physiology, pathology and disorders that affect the cervical, thoracic spine and upper extremities. The structure and functions of the upper extremities are covered in this course. Diagnostic procedures including orthopedic exams, neurological tests, radiological and other laboratory tests will be 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.

DSP714 Neuro-musculoskeletal Disorders: Lower Extremities (4 unit/40 hours)

This course covers physiology, pathology and disorders of the lower limbs. In this course, the structure and functions of the lumbar and sacral spine, pelvis and lower extremities are covered. Diagnostic procedures including orthopedic exams, neurological tests, and radiological and other laboratory tests are 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.

Second Year Cycle

***DSP811 Advanced Acupuncture Treatments and Techniques (4 unit/40 hours)**

This course covers advanced acupuncture treatments and techniques for pain management, in addition to complex conditions such as fibromyalgia, metabolic syndrome, 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, Master Tung, and Ear Acupuncture, for treating complex conditions. Students will also gain an increased ability in working with the main, tendino-muscular, and extraordinary meridians as well as applying effective empirical treatment protocols for complex presentations and diagnoses.

***DSP812 AOM-Pharmaceutical Interactions and Contraindications (4 unit/40 hours)**

This course 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 collaboration 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, demonstrate knowledge of potential interactions between medicinal herbs and pharmaceutical drugs, and demonstrate enhanced case management skills regarding management of drug-herb interactions.

***DSP813 Advanced Herbal Formulas (4 unit/40 hours)**

This course provides advanced knowledge about herbal formulas and the theoretical framework for using Chinese herbal medicine for acute and chronic pain management. This class examines the properties, sources, therapeutic actions, potential adverse effects, modern basic scientific data, and traditional usages as well as modern clinical studies of herbal formulas. 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 also be explored. The classification of herbs according to 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 formulas, 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, will be covered in the course.

***DSP814 Advanced Korean Traditional Medicine 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 and other specialty topics. 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.

Clinical Training

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 clinical training through residency, mentorship and preceptorship 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 residency has a devoted pain management focus but includes other specialty topics of interest to students and that is reasonably within the patient population.

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

- o 250 or 410 hours of residency at the DULA clinic with doctoral faculty,
- o 200 or 120 hours of mentorship with a highly qualified mentor who meets the DAOM program qualifications, and
- o 200 or 120 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 Supervisors 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 clinical specialty area(s) of the student's choice. 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.

Residency

250 or 410 Hours

DAOM students treat patients 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, interpretation of laboratory tests and the practice of narrative report writing. Experts in the fields of specialty will be available for students to confer with, 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 skills and apply knowledge learned through practice with patients. DAOM students will see patients as teams in small groups (up to 6 residents), 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-paced patient turnover in the Master's clinical environment. DAOM students will share knowledge and skills 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 and acupuncture, with particular concentration applied to the clinical specialty topics covered in the doctoral program.

DAOM Students will treat patients in areas of their core curriculum and in the clinical specialty areas. Each group will see patients during their four-hour shift. DAOM students will participate in case discussion and design of case management strategies. DAOM students will participate in assessment of patient progress, modification of treatment plans and incorporate 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 the First Year of Clinical Residency Training, DAOM Students will:

- Apply information and strategies from classical texts to patient diagnosis and treatment plan.
- Apply biomedical information to patient diagnosis and treatment plan development and refer patients appropriately.
- Demonstrate an 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 ability to take an 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 the Second Year of Clinical Residency Training, DAOM Students will:

Demonstrate all competencies of Year One and in addition:

- Apply classical texts to case management.
 - Demonstrate ability to combine resources including classic texts, biomedicine and research in diagnosis and case management.
 - Demonstrate advanced understanding and application of pulse and other diagnostic methods as taught in Advanced Acupuncture and Diagnosis to patient care.
 - Demonstrate 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.
 - Recommend Chinese nutrition appropriate to patient's condition.
 - Demonstrate case management skills that include collaboration, referral and written correspondence.
 - 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.
 - Interpret medical reports.
 - Make appropriate medical referrals.
 - Assist biomedical counterparts of potential drug-herb interaction.
 - Attain the goals in their individualized written contract.
 - Demonstrate 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.
- 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.

Preceptorship

200 or 120 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 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 provides periodic feedback on performance, including the doctoral students evaluation of Master's interns and any ratings of their teaching provided by interns.

The DAOM Director also provides guidance to doctoral students in teaching and leadership skill development. 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 develop effective teaching skills. 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 40 hours of precepting, the doctoral students will develop one portfolio entry encapsulating their own learning experience and demonstrating their progression as a supervisor.

Mentorship

200 or 120 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. The minimum recommended time with each clinical mentor is 40 hours. The maximum time with one mentor is 120 or 200 hours.

Through the Mentorship, 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:

- Mentors 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, or
- Mentors 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.
- Mentors 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. 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. The Mentorship must support the learning objectives of the program. 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 a separate letter. The learning plan must be approved by the DAOM Director or the Clinical Director.

Students must also provide a written summary of the highlights of the learning experience to the DAOM Clinic Director. A written reflection must be submitted by the DAOM student along with a DAOM Mentor evaluation of the student submitted by the mentor.

Doctoral Capstone Project

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.

The 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 Committee and to the cohort.

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 Committee. Four copies of the project suitable for binding must be submitted to the Doctoral Director's office before the degree will be granted. Two copies will be placed in the library, one in the Director's office and one with the Librarian.

Admissions Requirements

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

Required Documentation

All application packets for admission to the DAOM must include the following:

- A completed application

- A 500-word essay about themselves and why they wish to attend the DULA DAOM program
- 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 the Oriental Medicine College and other colleges or universities attended
- Two letters of professional or academic recommendation from someone who is able to judge one's ability to complete doctoral work
- A recent photograph
- Non-refundable Application Fee - \$100

Admissions Process

The DAOM 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" may comprise 10% of each cohort. Special admissions learners are prospective doctoral candidates who have successfully completed a master's program in Oriental medicine from an ACAOM-accredited or candidate institution and will have passed the California acupuncture licensing exam within 6 months of conditional acceptance to the DAOM program.

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 application. 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 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, students admitted to the DAOM program will meet with the Registrar to go over financial arrangements for tuition.

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

- Timely submission of application packet (see above)
- Graduation from an accredited or candidate program in Oriental Medicine or equivalent (example: OM Bachelor's degree from China)
- Proof of professional license and malpractice insurance
- Result of Interview with DAOM Admissions Committee

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 DAOM curriculum may be granted for equivalent courses taken at an ACAOM-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 ACAOM-accredited institution,
- Transfer credit cannot exceed 200 hours (only didactic hours)

Admitting the Experienced Practitioner

Experienced licensed Acupuncture practitioners (LAc) who do not meet entrance standards may be “conditionally” admitted into 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 of 10 years of 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

All DAOM courses are taught in English. The language requirement for foreign students set forth by ACAOM policy 3.10.2.3, Amendment to ACAOM Standard, is:

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.

Establishing Admissions Policies

The Doctoral Advisory Committee establishes criteria for admission. Admission policies 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 reflected in the current DAOM 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 minimum 2.9 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.

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 coursework 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

Dongguk University Los Angeles 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 the criteria for admission, 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. (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 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 to the DULA International Student Advising/SEVIS Compliance Officer in order for the student to be issued a new I-20 form from Dongguk University Los Angeles.

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

New Student Orientation

DAOM Students are required to attend an orientation session which takes place during the first week of every quarter. Orientation is conducted by the Doctoral Director and Doctoral Clinic Director. All administrative staff will introduce themselves and describe their part in the DAOM program. DAOM Students will have the opportunity to ask questions.

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) |
| ● Capstone 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 | \$5 |
| ● Parking (Quarterly) | \$50 |
| ● Installment Payment | \$10.00 for each payment) |
| ● Late Payment Fee | \$15 (for each expired deadline) |

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.

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, 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 class Instructor, Program Director or Clinic Supervisor does not constitute a cancellation of registration, drop or withdrawal from class or clinic hours.

A cancellation of Registration cancels all classes a student has registered for. If a Cancellation of Registration is submitted prior to the end of business hours of the day before the first day of instruction for the first of one or more classes in which the student is enrolled (hereafter, first day of instruction), a full refund of tuition, 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 pro rata amount, for up to sixty percent (60%) of the course of instruction completed as follows:

Student Charges

- First Class: 10% charged
- Second Class: 20% charged
- Third Class: 30% charged
- Fourth Class: 40% charged
- Fifth Class: 50% charged
- Sixth Class: 60% charged

This procedure applies to classes attended up through and including the end of the sixth class of instruction within any quarter. Students who have been enrolled past the end of the sixth class of instruction within any quarter will not receive a refund and will be charged one hundred percent (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 one hundred percent (100%) refund for dropped classes. Students who drop individual classes after the Add/Drop period are eligible to receive partial refunds based on a pro rata formula, for up to sixty percent (60%) of the course of instruction completed as follows:

Student Charges

- First Class: 10% charged
- Second Class: 20% charged
- Third Class: 30% charged
- Fourth Class: 40% charged
- Fifth Class: 50% charged
- Sixth Class: 60% charged

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

Students that drop clinic hours prior to the end of Add/Drop period will receive a full refund of monies paid for their clinic hours. However, to cancel or drop registered clinic hours, the student must also notify the Intern Administrative Coordinator in writing of their intention to do so.

Dropping Clinic Hours

Students who drop clinic hours prior to the start of the first day of clinical training will receive a full refund for the clinic hours registered for. Students who drop clinic hours after the Add/Drop period, but before the end of the sixth 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 sixth week will be charged for the total amount of clinic hours they initially registered for.

Student Charges

- Second Week: Number of clinic hours registered for until dropped
- Third Week: Number of clinic hours registered for until dropped
- Fourth Week: Number of clinic hours registered for until dropped
- Fifth Week: Number of clinic hours registered for until dropped
- Sixth Week: Number of clinic hours registered for until dropped
- Seventh Week: Total Number of registered clinic hours

Disbursement of Tuition Refunds

All tuition refunds will be disbursed through the DULA Main 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 the Tuition Refund Policy. Also, please note that some of the material covered under this Academic Policies section is also addressed under the Admissions section.

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.

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 to receive a Pass.
- 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 retaking a failed course, students must pay the full tuition in order to receive full credit for the course. 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.

Attendance Policy

The University has established attendance policies essential to the DAOM education. A

candidate's absence from more than 20% of class will constitute an automatic failure. 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 to make up didactic coursework and 10 weeks to make up clinic requirements; 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. Any change in attendance standards will be specified on course syllabi distributed at the first class meeting.

Satisfactory Academic Progress

Because the DAOM is constructed in modular cycles, coursework may be completed in a flexible manner, however all first year coursework must be completed before advancing to second year coursework. 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 is 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.

Leave of Absence and Withdrawal

A leave of absence refers to a specific time period during a student's ongoing program of study when they are not in academic attendance. It does not include non-attendance for a scheduled break in a student's program. Dongguk University Los Angeles will usually decline to treat an approved Leave of Absence as a withdrawal from school by the student. A student on an approved Leave of Absence is permitted to complete the coursework he or she began prior to their Leave of Absence.

A student may apply for a formal leave of absence during a 12-calendar month period and cannot exceed one hundred and eighty days, including the Summer quarter. The twelve-month period will begin on the first day of the student's most recent Leave of Absence. For the Leave of Absence to be approved, the student must do all of the following: Provide a written, signed, and dated request for the Leave of Absence, prior to the time period the leave is to occur unless unforeseen circumstances prevent the student from doing so. The student's Program Director, the Office of the DAOM Director, the Registrar, and where applicable, the

Financial Aid Officer, must also approve the request.

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.

If the Leave of Absence is not approved, and the student leaves anyway, then the student is considered to have withdrawn from the University. If the student is receiving Title IV funding, this funding will be returned and/or cancelled. Upon returning to DULA, any such student previously receiving financial aid, must reapply.

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 Form and obtain approval from the Office of the DAOM Director and the DSO (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 they may only take a leave of absence for one quarter (usually the summer quarter) during any calendar year.

Faculty

DAOM Faculty members have been carefully selected based on exceptional achievement, knowledge and clinical practice in their area of expertise and for their skills 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 experience for at least 10 years
- Doctoral degree in/related to the field of AOM 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 complete the program, including collaboration with complex case issues and research.
- Possess 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 clinical specialty areas. 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), DOM.

- Doctor of 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 of TCM, China. 1977
- Traditional Chinese Medicine at Jiangxi College of TCM, China. 1976

Qian, Meredith (Chunyi), 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 gastroenterologist Dr. RuShu Wei M.D. 1986

Sun, Fei, Ph.D., OMD.

- Ph.D., Beijing University of Chinese Medicine. 2007
- 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

Choo, Tae Cheong, 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

Kiley, Antuan, MD.

- Diplomate Board of Internal Medicine, 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 dan University, China. 1981
- Undergraduate of Shanghai Medical University of Fudan University, China. 1970

Li, Hongmei, 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

Ni, Youping, 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

Gil, John, MD (Korea)

- Chungnam University, South Korea, 1985
- Program Director of Koryo Health Foundation Community Clinic, 2003-2008
- Clinic Administrative Coordinator at KHEIR Health Services Center, 2001-2003
- Surgery Research Associate at UCLA Education and Research Institute, 1987-1995

Kim, Daniel, D.C., L.Ac.

- B.A., Political Science and Sociology, University of California Los Angeles, CA 1984
- Doctor of Chiropractic, Cleveland Chiropractic College, CA 1988
- MSOM, Dongguk Royal University, CA 2005

Le, Roy, M.D.

- M.D., Universidad Central del Este, Dominican Republic, Doctor of Medicine
- New York University Residence Program, 2002
- Adjunct faculty at Samra University, 2008-2010

Zhao, Yong Ji, M.D.(China), D.C.

- Yian Bian Medical University, China, 1983
- D.C., Cleveland Chiropractic College, 1996
- Certified Qualified Medical Evaluator, 2010

Lee, Jong Hwa, Ph.D., OMD

- Kyung Hee University, Korea
- Education Board member of Korean Society of Tuina, 2000
- Chairman of Chiropractic Subcommittee, Korean Society of Tuina, 2007

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Lee, Woo Kyung, Ph.D., OMD, L.Ac.

- Kyung Hee University, Korea
- Medical Director at Jaseng Clinic, Los Angeles, 2012- present
- Research assistant, Molecular biology lab at Kyung Hee University, Korea, 1996

Doctoral Clinic Supervisors:

Joo, Kay, Ph.D., L.Ac.

- B.A., Hangoon University of Foreign Languages, Korea, 1981
- B.S., University of Southern California, 1987
- M.S., Samra University, 2000

Pamela Maloney, DHM, L.Ac.

- DHM, Hahneman College, Santa Monica
- MTOM, Emperor's College

Zheng, Qi Wei, MD.(China), DOM.

- Doctor of 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 of TCM, China. 1977
- Traditional Chinese Medicine at Jiangxi College of TCM, China. 1976

Qian, Meredith (Chunyi), 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 gastroenterologist Dr. RuShu Wei M.D. 1986

Administration

DAOM Academic Administration

Seung-Deok Lee, Ph.D., K.M.D., President

Sunny-Kim Barden, L.Ac., Academic Dean

John Gil, MD (Korea), Director of DAOM

Jennifer Lee, L.Ac, DAOM Coordinator

Administrative Staff

Albert Kim, Director of Administrative Affairs

Min Jeong Park, Office Manager

Oriental Medical Center

Qiwei Zheng, MD (China), L.Ac, DAOM Clinical Director

Doris Johnson, L.Ac., Oriental Medical Clinic Director

*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, and the Director of Administration. 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.

STUDENT HANDBOOK

Requirements for Information Literacy

In keeping with current trends in health care education, the DAOM program requires all students to be computer literate, and computer use is absolutely essential for assignments and other work. If you do not currently have a computer, you may be able to use one at no cost in a local library. We strongly recommend that you purchase one for yourself.

Student Email Addresses

All doctoral students are required to have an email address and to check email regularly (at least twice a week). Email is the most straightforward and reliable way for the DAOM administration and faculty to contact individual students and the class as a whole.

Upgrading your Computer

If you have an old computer (one that is more than 5 years old), it may be beneficial to upgrade to a new system before you start the program. Students may use laptop computers or tablets

to take notes in class, and you may wish to consider this alternative. Wireless service is available to all students on the DULA campus.

Required Software

The following software must be available on your computer:

An Internet browser

This is necessary for Internet access and web- related tasks. Most operating systems come with Internet browsers built-in. Internet Explorer, Mozilla Firefox or Macintosh Safari browsers are among the many that are acceptable.

A word processing program

Necessary for completing assignments. You may prefer commercial packages such as Microsoft Word or Wordperfect, which are mainstream and widely known. If you'd prefer to use open source software rather than commercial, a range of excellent zero-cost packages is also available. A good example is the OpenOffice software suite (<http://www.openoffice.org>), which is available for free download for most operating systems

Software that can create PDF documents

"PDF" is a special type of document format, originally developed by the Adobe Corporation.

It has become an industry standard for electronic document format exchange. This requirement is important for doctoral students because all DAOM homework assignments must be submitted online using PDF document format. There are various ways to create PDF files: e.g., you may purchase a commercial PDF-creation package such as Adobe's own "Acrobat" software, which will convert documents from most other word processing formats into PDF format. Alternatively, you may use zero-cost open source (non-commercial) packages (such as PrimoPDF, PDFCreator or OpenOffice) to achieve the same goal.

Open Source Software

Examples of high quality open source software include:

- OpenOffice - <http://www.openoffice.org>
- Mozilla Firefox (Internet browser) - <http://www.mozilla.org>

Student 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 an increased personal level of engagement with the Oriental Medical Center.

Academic Counseling

Academic counseling is important and ensures that DAOM Students are progressing appropriately. DAOM Students receive counseling before entering the program and every six months throughout the program. Each DAOM Student will meet with the Director during the first month of enrollment. DAOM Students returning from a leave of absence must contact the Doctoral Director.

Student Advising

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

Tutoring and Tutor Subsidy

English tutoring with an emphasis on writing skills is available to doctoral students by appointment with the English program director. A limited amount of funding each year is available to subsidize the cost of tutoring when such tutoring is mandated or strongly recommended by the Academic Dean.

For more information, see the Doctoral Director.

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

The Student Association is an important platform available to students to organize student activities and to initiate campus wide events, coordinating their efforts to improve student life

on campus. The elected student representatives speak to the Administration as the voice of the student body. All suggestions are reviewed by the Administration and responses to suggestions affecting the student body are posted through email correspondence. The President meets with the representatives of the Student Association to coordinate activities that involve the Administration. The President also meets each quarter with any student to discuss issues, and suggestions regarding the DAOM program.

The Administration evaluates effectiveness of all activities through student surveys conducted every two years and through the DULA Community Comment Box, which is another forum for individual questions, complaints, and recommendations.

Other Activities

DAOM Students will be encouraged to participate in DULA community volunteer activities. DULA DAOM Students will conduct informational seminars open to the public and master's students on topics of their chosen specialty. These community lectures will be held at the University and other venues such as local businesses and libraries.

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.

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 Admission is available to assist both new domestic and international students with finding housing.

Healthcare, housing and legal service resources can be found at:

<https://www.211la.org>

<https://www.care1st.com/media/pdf/cultural-and-linguistics/community-resource-directory-los-angeles.pdf>

For additional student services, please contact the DAOM Director or Academic Dean for additional resources.

Student Code of Professional and Academic Conduct

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).

DAOM Students are subject to disciplinary action for misconduct such as, but not limited to the following:

- Dishonesty, such as cheating and plagiarism
- Theft or damage to property
- Unauthorized entry to University facilities
- Disruption of teaching, research, or administrative procedures
- Physical abuse or threats of violence
- Disorderly conduct
- Use, possession, or sale of narcotics or illegal substances
- Use and abuse of alcohol on campus (other than clinic-appropriate usage)
- Violation of needling policy
- Cheating is grounds for automatic failure of a class and becomes a part of the candidates' record and transcript. Any Student accused of academic dishonesty may be granted an impartial hearing and has the right of appeal in accordance with DULA procedures.

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 one 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.

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.

General policy

All members of DULA are expected to act in ways that support the university's primary functions of teaching, research, patient care, and public service. DULA encourages mature and independent student conduct. DULA has the right and duty to protect its members from conduct which interferes with its primary educational responsibility to ensure all its members the opportunity to attain their educational objectives and to maintain professional standards among all its members. All DULA students, faculty, and staff are expected to observe national, state and local laws and ordinances, and to refrain from conduct proscribed below. Conduct which violates the provisions of proscribed conduct will be dealt with as described.

Proscribed Conduct

The following actions constitute conduct for which students will be subject to disciplinary sanctions such as, but not limited to, suspension or dismissal from the university:

1. All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty
2. Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the university
3. Forgery, alteration, or misuse of any university document, record, key, electronic device, or identification.
4. Theft, conversion of, destruction of, or damage to any property of the university, or any property of others while on university premises, or possession of any property when the student had knowledge or reasonably should have had knowledge that it was stolen

5. Theft or abuse of university computers and other university electronic resources such as computer and electronic communications facilities, systems, and services. Abuses include (but are not limited to) unauthorized entry, use, transfer, or tampering with the communications of others, and interference with the work of others and with the operation of computer and electronic communications facilities, systems, and services.
6. Use of university computer and electronic communications facilities, systems, or services in any manner that violates other university policies or regulations.
7. Unauthorized entry to, possession of, receipt of, or use of any university services; equipment; resources; or properties, including the university's name, insignia, or seal.
8. Physical abuse including but not limited to rape, sexual assault, sex offenses, and other physical assault; threats of violence; or other conduct that threatens the health or safety of any person.
9. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature constitute sexual harassment when:
 - a. A student who is also an employee of DULA makes submission to such conduct, either explicitly or implicitly, a term or condition of instruction, employment, or participation in other university activity over which the student has control by virtue of his or her university employment
 - b. A student who is also an employee of the university makes submission to or rejection of such conduct a basis for evaluation in making academic or personnel decisions affecting an individual, when the student has control over such decisions by virtue of his or her university employment
 - c. Such conduct by any student has the purpose or effect of creating a hostile and intimidating environment sufficiently severe or pervasive to substantially impair a reasonable person's participation in university programs or activities, or use of university facilities

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the location of the incident and the context in which the alleged incidents occurred. In general, a charge of harassing conduct can be addressed under these policies only when the university can reasonably be expected to have some degree of control over the alleged harasser and over the environment in which the conduct occurred.

10. Stalking behavior in which a student repeatedly engages in a course of conduct directed at another person and makes a credible threat with the intent to place that person in reasonable fear for his/her safety, or the safety of his/her family; where the threat is

- reasonably determined by the University to seriously alarm, torment, or terrorize the person; and the University determines that the threat also serves no legitimate purpose.
11. Harassment by a student of any person. For the purposes of these policies, 'harassment' is: a) the use, display, or other demonstration of words, gestures, imagery, or physical materials, or the engagement in any form of bodily conduct, on the basis of race, color, national or ethnic origin, sex, religion, age, sexual orientation, or physical or mental disability, that has the effect of creating a hostile and intimidating environment sufficiently severe or pervasive to substantially impair a reasonable person's participation in university programs or activities, or their use of university facilities; b) must target a specific person or persons; and c) must be addressed directly to that person or persons.
 12. Participation in hazing or any method of initiation or pre-initiation into a campus organization or other activity engaged in by the organization or members of the organization at any time that causes, or is likely to cause, physical injury or personal degradation or disgrace resulting in psychological harm to any student or other person.
 13. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other university activities.
 14. Disorderly or lewd conduct.
 15. Participation in a disturbance of the peace or unlawful assembly.
 16. Failure to identify oneself to, or comply with the directions of, a university official or other public official acting in the performance of his or her duties while on university property or at official university functions; or resisting or obstructing such university or other public officials in the performance of or the attempt to perform their duties.
 17. Unlawful manufacture, distribution, dispensing, possession, use, or sale of, or the attempted manufacture, distribution, dispensing, or sale of controlled substances, identified in federal and state law or regulations.
 18. Violation of the conditions contained in the terms of a disciplinary action imposed under these policies or regulations.
 19. Selling, preparing, or distributing for any commercial purpose course lecture notes or video or audio recordings of any course unless authorized by the university in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a student is a violation of these policies whether or not it was the student or someone else who prepared the notes or recordings.
 20. Copying for any commercial purpose handouts, readers or other course materials provided by an instructor as part of a university of California course unless authorized by the university in advance and explicitly permitted by the course instructor or the copyright holder in writing (if the instructor is not the copyright holder).
 21. Unlawful conduct involving unethical or immoral behavior or the illegal practice of any of

the healing arts. Students should note that it is a misdemeanor in California to practice acupuncture without a license, and that this prohibition is extended to any acupuncture needling outside of the formal, supervised educational format.

[Business and Professions code section 4935. (a) (1) It is a misdemeanor, punishable by a fine of not less than one hundred dollars (\$100) and not more than two thousand five hundred dollars (\$2,500), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment, for any person who does not hold a current and valid license to practice acupuncture under this chapter or to hold himself or herself out as practicing or engaging in the practice of acupuncture.]

Student Discipline Procedures

Procedural Due Process

Procedural due process is basic to the proper enforcement of DULA policies and procedures. All students shall be given formal written notice, to include: a brief statement of the factual basis of the charges, the university policies or regulations allegedly violated, and the time and place of the hearing, within a reasonable time before the hearing.

The opportunity for a prompt and fair hearing in which the university shall bear the burden of proof, and at which time the student shall have the opportunity to present documents and witnesses and to confront and cross-examine witnesses presented by the university; no inference shall be drawn from the silence of the accused.

A record of the hearing will be kept and made available to the student. An expeditious written decision will be made based upon the preponderance of evidence that shall be accompanied by a written summary of the findings of fact, and will include an appeals process.

Administration of Student Discipline

The executive council may impose discipline for violations of university policies or regulations whether or not such violations are also violations of law, and whether or not proceedings are or have been pending in the courts involving the same acts. If an alleged violation of university policies occurs in connection with an official university function not on-campus, the student accused of the violation shall be subject to the same disciplinary procedures.

The loss of university employment shall not be a form of discipline under these policies. However, when student status is a condition of employment, the loss of student status will result in termination of the student's employment. In imposing discipline other than suspension or dismissal, access to housing and health services shall not be restricted unless the act that occasioned the discipline is appropriately related to the restriction. If as a result of

an official appeal it is determined that the student was improperly disciplined, the president shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such case, the record of the hearing may be used only in connection with legal proceedings. The president also may take other reasonable actions to ensure that the status of the student's relationship to the university shall not be adversely affected.

The results of any disciplinary action by the university that alleged a forcible or nonforcible sex offense, as defined in 34 CFR 668.46(c)(7), must be disclosed to both the alleged offender and the alleged victim. The scope of information to be provided under this section shall be: (1) the university's final determination with respect to the alleged sex offense; and (2) any sanction that is imposed against the alleged offender. It is the alleged victim's obligation to keep the results of the disciplinary action or appeal confidential, consistent with the doctrine of reasonableness. Whether or not a hearing is conducted, DULA may provide written notice to a student that his or her alleged behavior may have violated university policy or regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be introduced in a subsequent disciplinary action in order to enhance the penalty.

Grievances

Students may file a complaint to an instructor or a DULA administrator in writing. Students with a grievance about an academic matter with a specific faculty member are asked first to attempt to resolve the situation with that faculty member. If a student believes that his or her grievance was not resolved satisfactorily, the student should meet with the DAOM Director. The Director will gather any additional information needed, and attempt to resolve the situation if possible. If the grievance needs further evaluation for resolution, the DAOM Director will then transmit the concern in writing to the Academic Dean who also serves as the Complaint Designee. The Complaint Designee will then review the matter, and if more information is required before attempting to unilaterally recommend a resolution of the matter, the Complaint Designee will investigate the matter thoroughly, including interviewing all individuals, including the reporting student, and reviewing all documents that relate or may potentially relate to the matter in question.

Once the Complaint Designee has concluded his/her investigation, the Complaint Designee will report the matter to the Executive Council (The President and the Academic, Administrative representative who will act as the Grievance Committee) along with a recommendation for resolution. If the Executive Council concurs with the Complaint Designee's recommendation, then the matter will be accordingly disposed of. If not, then further discussion will be held until a majority of the Executive Council agrees to a particular resolution of the matter. Depending on the parties involved, the nature and seriousness of the

issues concerned, and any other factors which must be taken into account in order to properly resolve the matter, a wide variety of actions or inactions may be taken.

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 residency. Students with excused absences may be allowed to perform make-up hours at the discretion of the DAOM Clinic Director. All student residents must verify attendance through daily time cards. Any intentional misrepresentation of clinic hours performed by a resident may subject the intern to disciplinary sanctions including but not limited to disqualification of residency 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.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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 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.

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.

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

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