



The Accreditation Commission for Acupuncture and Oriental Medicine



Fall/Winter 2014

CORNER

THE CHAIR'S

Dear ACAOM Community,

It has been a busy year with a multitude of committee and task force meetings, as well as a full docket of institutional and programmatic actions. Our Executive Director, Mark McKenzie, L.Ac., is providing his updates on the many operational and administrative changes and in this Chair's Corner, I want to update you on our overall strategic plan and other happenings.

It has been our goal this year to make strides in several areas. We are posting our new policies regarding Distance Learning and how colleges can incorporate technology into some of their didactic courses to improve the quality of the learning process. Indeed, the learning world is seeing the benefits of "flipped classroom" formats to maximize meaningful time in the classroom, as well as traditional distance education formats to minimize travel costs for students. ACAOM's new policy included in this issue is not considered a standard change which requires public comment, but we welcome comments and will begin preparing the substantive change application soon. It should be noted that at this time, we do not have formal recognition from the Department of Education for distance education. We plan to apply for recognition after having documentation of schools going through this process and applying the ACAOM standards, as required by the USDE process for requesting an expansion of scope for an accreditor. This means initial applicants will likely be those colleges with concurrent regional or national accreditation who will be able to maintain federal financial aid for those courses, since aid will not yet be available for those institutionally accredited by ACAOM until the Commission has recognition in this area. This does not however prevent colleges from laying the foundation for using distance education tools in a limited hybrid format.

Our Masters' Standards Task Force is meeting to finalize the necessary proposed changes to the standards and policies that will ultimately move the masters' curriculum to a more outcomes-based format which will also align with our doctoral programs. This will enhance learning and education throughout ACAOM candidate and accredited programs, ensuring better education for students.

Continued....



Catherine Niemiec, JD, L.Ac. Chair

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We are also tackling several “hot button” issues in our profession. Our Standards and Criteria committee is surveying colleges and practitioners to get a better idea of their thoughts and inclinations for naming the First Professional Doctoral degree. It is a very meaningful dialogue for our profession, as each state and institution will vary with its choices as to what to name the degree. ACAOM seeks greater understanding of the overall trends, as many regulatory agencies look to ACAOM for both direction and insight regarding the AOM profession.

ACAOM has also been ensconced in the issue of evaluating the residency requirements for the new First Professional Doctorate, advanced standing policies for admission of graduates of other programs, and policies regarding transfer of credit between similar programs. In addition to seeking input from the CCAOM constituency, we are also looking at how other accrediting agencies define and determine their residency requirements, advanced standing and transfer policies. To date we have found there appears to be a range of 25% requirement of completion of the degree at the institution for undergraduate programs to requirement of 50% for graduate programs for residency, and a range of a limit of 25% to 50% of the number of credits that can be transferred into a program. We hope to review our current policy and make any changes within the next ACAOM meetings.

And finally, ACAOM has been working with the other AOM organizations to provide feedback to the Department of Education regarding the proposed gainful employment regulations. The proposed regulations place AOM for-profit colleges in the same “bucket” as for-profit career or vocational colleges, and require AOM colleges to demonstrate that graduates will be earning significant incomes (based on percentage of federal aid borrowed) within the first few years of their graduation. In other words, for-profit institutions must demonstrate that the estimated annual loan payment of a graduate is not greater than 20% of the graduate's discretionary income or 8% of total earnings. Institutions which exceed these thresholds risk losing access to federal financial aid for their students, which often accounts for up to 90% of an institution's revenue, and for which students are highly dependent upon to make their education a reality. The Department of Education estimates that 1400 programs serving 840,000 students (99% of whom attend for-profit institutions) would not meet these standards, which the Department of Education says are designed to protect consumers from fraud, waste and abuse at for-profit colleges.

By placing AOM degrees in this category, it unfairly burdens the student/graduate and the colleges with the expectation of earning that does not allow for the necessary few years which are often required to build one's practice to the level that would to meet the DOE-designated standard of earnings. It also does not allow for graduates who choose a part-time practice to accommodate raising a family/dealing with health issues/lifestyle choice, and it does not allow for those graduates who choose to work in lower paying jobs or serve lower-income communities which need this medicine. It also does not recognize that the AOM for profit colleges do not have a statistically different default rate on federal financial aid from the AOM non-profit colleges. Both types of colleges have a default rate of around three percent which places our schools well below the unfortunate national trend of a higher default rate for some of the for profit vocational training programs. This important issue of high default rates for students in certain types of vocational training programs has been a focus of the gainful employment act and it is important to recognize the AOM's educational community historical and ongoing efforts to ensure that proper financial aid counseling is taking place with students.

Accordingly, ACAOM asked for consideration of these issues, and to have AOM be exempt or be granted some modification of the calculations. We joined many other accrediting agencies, professions, associations, institutions, and entities which found the proposed regulations to have these and many other inequities, errors and unintended negative consequences. We recognized that the Department of Education wants to ensure proper administration and outcomes for the money it lends to students, but these regulations have the effect of unfairly discriminating between for profit and non-profit schools, and creates a discriminatory barrier between those who cannot afford to go to school and those who can...leading to education only for the wealthy. By removing access to funding by the colleges, it imperils the growth of the AOM profession. Accordingly ACAOM submitted comments to ensure fair access to funding, as well as to address the inequities and undue burden on our institutions.



Now that these promulgated regulations have been put into effect, the Association of Private Sector Colleges and Universities (APSCU) has filed a lawsuit in the US District of Columbia to strike down the rule on the grounds that the Department of Education lacks authority to set debt-to-earnings standards, and that the rules which are unlawful, arbitrary and irrational will harm millions of students. Factors such as the job a graduate obtains or how much a graduate earns depends heavily on factors beyond a school's control, such as job-market conditions and individual choice. A 2012 court ruling has already struck down a similar provision in an earlier version of the gainful employment rule that required 35% of a school's graduates to be in repayment as arbitrary and capricious. We hope that a legal success will force the creation of a more balanced and fair set of standards.

That being said, I would like to address some comments of concern sent to ACAOM challenging our opposition to the proposed gainful employment rules that *"Instead of fighting regulations that would protect students from business-limiting student debt, we ask that you explore ways to lower tuition, improve programs, and provide tangible support to acupuncture school grads. Accept responsibility for your role in the challenges of establishing a successful career as an acupuncturist."*

While it appears the gainful employment regulations may serve to limit student debt, those very same regulations also prevent colleges from stopping students from borrowing excessive amounts. Along with the aforementioned reasons above, we simply believe the regulations as written do not properly address either issue of how to ensure fairness and access, as well as how to limit student debt.

With regard to the primary concern of the comments, ACAOM is working in its own way to lower tuition, improve programs, and help create support for AOM graduates. Most recently, ACAOM approved a policy change to allow Masters of Acupuncture degree students to obtain a DAOM without having to obtain herbal training/Masters of Oriental Medicine degree. This saves students 600 hours of tuition and fees, plus correlated living expenses for time spent obtaining those hours. We are also consistently working to improve programs through our changes to the standards and requirements, and are holding institutions accountable for meeting those standards. In particular, we are placing greater emphasis on how colleges assess their student learning and outcomes, how they assess outcomes for their colleges overall, and how they make the necessary changes based on that information to improve their programs. We are also reviewing our current requirements for practice management and looking at how colleges can provide greater support to their graduates to ensure success in the marketplace.

We recognize that not everyone can see the inner workings of an accrediting agency. While colleges and institutions have greater insight since they directly deal with ACAOM, the students, graduates and practitioners are often unaware. Accordingly, it is also part of our strategic plan to build greater awareness about ACAOM and how we work to ensure that AOM programs and institutions meet standards and requirements, and also how what we do positively protects the public. As always, we look forward to your comments and feedback. It has been a productive and busy year. Thanks to all the ACAOM Commissioners and Staff for their hard work!

Warmest regards,

A handwritten signature in black ink that reads "Catherine Niemiec, JD, L.Ac.".

Catherine Niemiec, JD, L.Ac.  
ACAOM Chair



From: The desk of Mark McKenzie, Executive Director

Dear Community of Educators, Students, and Colleagues:

The Commission has just completed our 2014 Strategic Planning session and ACAOM update to the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) in Oakland, CA. As our Chair has focused her column on the Strategic Planning efforts of the Commission, I will share some of our ongoing operational efforts. I am happy to report that the Commission will be initiating a long overdue discussion regarding degree designations and program structure in the coming months. My goals continue to be based on “Competency, Confidence and Collaboration” with our community and our ongoing efforts are designed to improve the education provided to students and ultimately the quality of care delivered to patients of this amazing medicine.

We are launching the Annual Report Management System (ARMS) and will be hosting several webinar training events along with providing a comprehensive user guide for school representatives. This system will provide up to date enrollment, graduation and attrition rates that will be reported back to the community in aggregate form in order to assist your future planning efforts.

The Commission has also invested in SharePoint, a web based multipurpose Microsoft application that integrates intranet, content management and document management. This system is initially being configured to assist us in managing self study report documents and site visit reports but we fully expect to expand utilization based on its functionality. Our goal is to simplify the process for both document submission and management as well as to provide a more functional platform for the creation and review of the site visit reports.

ACAOM staff have been very busy with review of substantive change applications to add a First Professional Doctoral Program. To date the Commission has received ten (10) applications. We have completed the four-step review process for one application with two others pending. Additional information has been requested for the remainder of the applications and as they are determined to be complete, the content review will begin. We fully expect to develop some guidance regarding program design as the content reviews progress and will provide additional periodic updates to the community. Other areas of focus for staff, many of which are mentioned in this newsletter, are as follows:

- Masters Standards Task Force**
- Post Graduate Doctoral Program Changes**
- Site Visitor/Chair Training**
- Multi-media presentation for Self Study Workshop**
- Distance Education Policy**
- Good Cause Extension Policy**
- Improvement of Site Visit Report process**

ACAOM is currently working to address the issue of the title of the first professional doctoral (FPD) degree. The choice of degree title is an inherent part of ACAOM’s work to provide consumer protection to students and the general public regarding the program of study and educational outcomes of AOM degrees.

While all of the FPD substantive change applications received to-date utilize different degree titles, all applicants have indicated that the title selected is subject to change based on further input from the Commission. ACAOM is in the process of obtaining further input on FPD degree title from the AOM profession and will be fostering profession-wide discussions on title consensus.

Thank you,

Mark S. McKenzie, MSOM, L.Ac.





## ACAOM Elects Two New Commissioner and Seeks Nominations for Vacancies

In November 2014, the Commission elected two new Commissioners to serve renewable terms in accordance with ACAOM Bylaws.

### Academic Member

Andrea Smith is Provost, Vice President of Academics at National College of Natural Medicine in Portland, Oregon. She has held many positions including Dean of Institutional Research & Assessment, Dean of Classical Chinese Medicine, Educational Consultant, and Dean of Student Services during 22 years with NCNM. She is very active in the AOM community participating with the Council of Colleges of Acupuncture and Oriental Medicine and both ACAOM's First Professional Doctorate task force and current Reconceptualized Masters task force. She holds a doctorate in Education in Curriculum & Instruction from Portland State University.

### Public Member

Teri Cannon currently serves as a higher education consultant to institutions on a wide range of issues with emphasis on the changing higher education landscape and is Chief Accreditation Officer for Minerva Project at Minerva Schools at Keck Graduate Institute (one of the seven Claremont Colleges). Other recent experience includes serving as Executive Vice President at Western Association of Schools and Colleges, Senior College Commission. She is licensed to practice law in California, has authored many articles in law publications, and is actively lecturing at conferences on accreditation, trends and innovation in higher education.

***ACAOM is also seeking candidates for two upcoming Commission vacancies. We are seeking nominations for a Public member and an Administrator member for review at the February 2015 meeting.***

**Public Member** – Someone who is not: a) an employee or member of the governing board, owner or shareholder, or consultant to an institution or program that either has achieved ACAOM accreditation or candidacy status, or has applied for accreditation or candidacy; b) a member of a trade association or membership organization related to, affiliated or associated with ACAOM or c) a spouse, parent, or child or sibling of an individual or individuals described in a) or b) of this definition; or d) an AOM practitioner.

**Administrator Member** – Someone currently or recently directly engaged in a significant manner in postsecondary program or institutional administration, for example a President/CEO, Vice President, Dean at an accredited postsecondary institution, not necessarily associated with an Acupuncture/Oriental Medicine (AOM) program/school.

To be considered as a potential nominee for election to the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), please provide:

1. A current copy of your curriculum vitae.
2. Current copies of any professional licenses you currently hold. These may be scanned and sent electronically as a pdf file as described below.
3. The names of three people the Commission may contact to serve as your professional references including telephone number and mailing and email address, if available.

If you are interested or for more information on the nominee selection process, please contact the ACAOM office at [Karla.Nelson@acaom.org](mailto:Karla.Nelson@acaom.org) or visit [www.acaom.org](http://www.acaom.org) under the **Hot News** section.



## COMMISSION ROSTER

**Catherine A. Niemiec, JD, L.Ac.**  
**Chair**  
 Administrator Member  
 Phoenix, AZ

**Henry C. Chang, Ph.D., M.L.S., M.A.**  
**Vice Chair**  
 Public Member  
 Los Angeles, CA

**John Paul Liang, Ph.D., MSOM, L.Ac.**  
**Treasurer**  
 Academic Member  
 Houston, TX

**Kimberly J. Fritz, M.Om., L.Ac.**  
**Secretary**  
 Practitioner Member  
 Blaine, MN

**Teri Cannon, JD**  
 Public Member  
 Berkeley, CA

**Yemeng Chen, Ph.D. (China), L.Ac.**  
 Educator Member  
 Mineola, NY

**Dong Ji, Ph.D., L.Ac.**  
 AT-Large Member  
 San Diego, CA

**Lee Hullender Rubin, DAOM, L.Ac.**  
 Practitioner Member  
 Portland, OR

**Andrea Smith, Ed.D.**  
 Academic Member  
 Portland, OR

**Katherine Taromina, MS, L.Ac.**  
 Educator Member  
 New York, NY

**Judie G. Wexler, Ph.D.**  
 Administrator Member  
 San Francisco, CA

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The Commission is also supported by its staff:

**Mark McKenzie, MSOM, L.Ac., Executive Director**

**John Cooper, Ed.D., Associate Director**

**Terry Courtney, MPH, L.Ac., Assistant Director**

**William Goding, MEd, RTT, Technical Consultant**

**Karla Nelson, BA, Accreditation Services  
 Administrator**

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## New Online Annual Report Management System Launched

The Accreditation Commission for Acupuncture and Oriental Medicine is launching a new online Annual Reporting system to collect the data for Part I of the Annual Report. This new system is designed to enhance the timeliness and quality of the data as well as provide aggregate data back to ACAOM's constituents on enrollment, retention and graduation rates.

Advantages of the online system include:

- **Entering data anytime, anywhere** -Log into the system anytime of the day from any computer using your password.
- **Working at your own pace** – Users can log in and out as much as they want while entering their data. Once everything has been entered, the User can run a report to check that all the data is correct, before submitting it to ACAOM.
- **Schools using the system to track their own enrollment, retention and graduation rates** – Schools can access and update information anytime during the year and use the data for their own records.

Schools will be notified via email of their login and password for entering their data. A User Guide will be available on the ACAOM website and ACAOM will also be hosting one hour live webinars in December and January with step by step instructions to assist schools on using this new system. The information will be due January 30, 2015.

Please feel free to contact [Mark.McKenzie@acaom.org](mailto:Mark.McKenzie@acaom.org) with any questions concerning these initial changes.

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## ACAOM Distance Education Policy Statement

At the 2014 Summer Commission Meeting in August, ACAOM approved a distance education policy to address growing online learning activities. Below is the definition and substantive change requirements for implementing distance education courses.

### Definition of Distance Education

For the purposed of ACAOM's accreditation review, Distance Education is defined as an educational process in which the majority of the instruction (50% or more of the seat time in a course) occurs when a student and instructor are not in the same place and includes technology that is used to support regular and substantive interactions between the instructor and the students. Instruction may be synchronous or asynchronous.

ACAOM has determined that only didactic courses/content may be offered via distance education at this time. "Hands on" instruction (for example, clinical and laboratory instruction) are not currently eligible but mat be considered in the future.

Distance-delivered courses are distinguished from hybrid/blended courses in which some traditional face-to-face time has been replaced by online learning or other technologically mediated learning



activities. ACAOM defines hybrid/blended courses as those in which seat time has been reduced so that 30-49% of the learning activities are technologically mediated.

In accordance with the United States Department of Education (USDE) distance education may employ the following technologies: (1) the internet; (2) one-way transmission through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; (3) audio conferencing. Distance education may employ video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs and CD-ROMs are used in a course in conjunction with any of the previous three technologies [34 CFR 602.3]

Correspondence education (self-paced courses in which teaching materials necessary for a course are sent to the student and the student initiates contact with the instructor) are not included in ACAOM's definition of distance education or allowed under this policy.

### **Substantive Change**

When an institution plans to implement its first distance education course, ACAOM must be notified at least six months prior to the planned implementation through receipt of a completed substantive change application and associated fee. ACAOM will review the substantive change based on the demonstrated compliance with all of the Accreditation Standards, Criteria, Policies and Procedures, including those specific to distance education and elements critical to effective use of distance education methods. ACAOM approval is required prior to the implementation of the first distance education course.

While recognizing that some ACAOM accredited institutions offer instruction in more than one language, this policy specifies that the first course to be offered via distance education must be offered in English. An accredited institution seeking to offer a subsequent distance education course in a language other than English, must apply for Substantive Change approval for the first course in each additional language.

An institution must apply for an receive Substantive Change approval from ACAOM in advance of the implementation of all subsequent education programs, At the present time, only programs offered in English are eligible for distance education approval.

### **Distance Education Critical Elements**

Several expectations are central to good practice in distance education in AOM courses and programs:

1. The institution offering distance education course(s) must meet current ACAOM Standards and Criteria. The institution accepts responsibility to review educational courses and programs provided via distance education and ensure continued compliance with accreditation requirements and reporting
2. The institution clearly states its policies concerning the establishment, organization, funding, & management of distance education courses and programs, and there is an ongoing commitment to such courses and programs.
3. The institution recognizes that distance education differs from traditional on-site learning in substantive ways, e.g., pedagogy, instructional media tools, assessment. Cognitive and affective skills need to be taught and assessed differently depending on the mode of delivery.





4. The institution and program undertake the necessary planning prior to the initial distance education course to ensure the adequacy of technical and physical plant facilities, including appropriate staffing and technical assistance to support distance education programs and courses and that students are informed about, and have access to, the required hardware and software. Prior to starting a distance education program the institution should also have reviewed admission and acceptance criteria to assess whether the student has the background, knowledge, and technical skills required for undertaking the course or program.

### **Verification of Student Identity**

AOM institutions or programs with one or more distance education offerings must demonstrate that processes are in place through which the institution establishes that the student who registers in a distance education offering is the same student who participates in and completes the course or program and receives the academic credit. The verification of student identity may occur through, at the option of the institution, methods such as:

1. A secure login and pass code
2. Proctored examinations
3. New or other technologies and practices that are effective in verifying student identity

AOM education programs with one or more distance education offering must demonstrate that the institution uses processes that protect student privacy and that notify students of any projected additional student charges associated with verification of student identity at the time of registration or enrollment.

### **Application of the Standards of Accreditation to Distance Education**

With the underlying concept that the Accreditation Standards/Criteria apply to all courses of the institution, regardless of mode of delivery, institutions are to consider the following statements in implementing and reporting on distance education courses and programs.

#### ***The institution must:***

- ~ Indicate how distance education fits the institutional mission and goals;
- ~ Employ and articulate sound and acceptable practices for determining the amount and level of credit awarded
- ~ Have a process to verify the identity of students taking distance education offering(s);
- ~ Have the equipment and technical expertise required for distance education; and
- ~ Have long range planning, budgeting, and policy development processes that reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education offerings.

#### ***The program or course must provide for:***

- ~ Regular and substantive interaction between students and faculty and among the students;



- ~ Faculty responsibility for oversight of distance education ensuring both the rigor of offerings and the quality of instruction;
- ~ Technology that is appropriate to the nature and objectives of the offerings;
- ~ Currency of materials, programs, and courses;
- ~ Policies that are clear concerning the ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products;
- ~ Sufficient faculty qualified (experienced or trained) to develop, design and teach distance education courses and programs;
- ~ Support services for faculty specifically related to distance education; and
- ~ Faculty development in instructional and technological strategies for faculty who teach in distance education course(s).

**The students must have:**

- ~ Access to the range of student services appropriate to support the program(s) and course(s) including library and information resources, admissions, financial aid, academic advising, delivery of course materials, placement, and counseling;
- ~ Knowledge and equipment necessary to use technology employed in the course(s) and regularly available assistance when experiencing difficulty using the required technology;
- ~ Technology appropriate to the courses or program(s);
- ~ A learning orientation to effective participation in distance education; and
- ~ Means for resolving student complaints.

**Ongoing systematic evaluations are planned and organized to assess:**

- ~ Student capability to succeed in distance education offering(s) and use of the information in course and program planning ;
- ~ Effectiveness of distance education offerings (including assessment of student learning outcomes, student retention and student satisfaction) courses ;
- ~ Effectiveness of distance education offerings in meeting ACAOM accreditation Standards; and
- ~ Integrity of student work and credibility of the credits awarded.

This information is also available online at [www.acaom.org](http://www.acaom.org). Please contact the ACAOM office with any questions regarding the distance education policy at [info@acaom.org](mailto:info@acaom.org) or 952-212-2434.



## Expertise of Site Visitors Acknowledged

Site visitors contribute substantial time and energy to the accreditation process to assure quality and continuous improvement in AOM education. We extend our appreciation to the following site visit chairs and team members who served during the Spring and Fall 2014 academic term. ACAOM is always seeking applications for new site visitors.

If you are interested in becoming a Site Visitor, check out the **Site Visitor Resources** page at [www.acaom.org](http://www.acaom.org) and/or contact Karla Nelson, Accreditation Services Administrator at [Karla.Nelson@acaom.org](mailto:Karla.Nelson@acaom.org)

### Chairs

- Tim Chapman** ■ Oregon College of Oriental Medicine, Portland, OR
- Charles Ford** ■ University of Bridgeport, Bridgeport, CT
- Angela Grasso** ■ Practitioner, NJ
- David Pacheco** ■ California Senate Fellows Program, Sacramento, CA
- Stacey Kent** ■ Practitioner, OH
- Kristine LaPoint** ■ Midwest College of Oriental Medicine, Chicago, IL
- David S. Lee** ■ Dongguk University, Los Angeles, CA
- Colleen LoFaro O'Neill** ■ Finger Lakes School of Acupuncture and Oriental Medicine, NYCC, Seneca Falls, NY
- Patricia Casello-Maddox** ■ College of Acupuncture and Oriental Medicine at Northwestern University of Health Sciences, Bloomington, MN
- David Salgado** ■ Practitioner, NM
- Beth Storrs** ■ Sackler School of Graduate Biomedical Sciences, Tufts University, Medford, MA

### Team Members –

|  |  |
|--|--|
| <b>Daniel Camburn</b> ■ Practitioner – PA  | <b>Peter Michell</b> ■ St. Mary's College of California – Moraga, CA   |
| <b>Julie Chambers</b> ■ Yo San University - CA   | <b>Cynthia Neipris</b> ■ Pacific College of Oriental Medicine – New York, NY                                   |
| <b>Nick Chancellor</b> ■ National University of Health Sciences – Lombard, IL                                | <b>David Pak</b> ■ Ivy Christian College – Fairfax, VA   |
| <b>Edward Cunningham</b> ■ WON Institute of Graduate Studies – Glenside, PA                                  | <b>Heerei Park</b> ■ Five Branches University – San Jose, CA   |
| <b>Beth Donohue</b> ■ New York Chiropractic College – Seneca Falls, NY                                       | <b>David Price</b> ■ Practitioner - AZ   |
| <b>Joanne Epstein</b> ■ Academy for Five Element Acupuncture – Gainesville, FL                               | <b>Xiaotian Shen</b> ■ Academy of Oriental Medicine at Austin – Austin, TX                                     |
| <b>Valerie Hobbs</b> ■ Southwest Acupuncture College - Boulder, CO   | <b>John Shin</b> ■ Virginia University of Oriental Medicine – Fairfax, VA                                      |
| <b>Alex Holland</b> ■ Han University of Traditional Medicine – Tucson, AZ                                    | <b>Andrea Smith</b> ■ National College of Natural Medicine – Portland, OR                                      |
| <b>Daniel Hsu</b> ■ Practitioner – NY  | <b>Yeaji Suh</b> ■ Wongu University – Las Vegas, NV  |
| <b>Brian Jackson</b> ■ University of Maryland Medical School Center for Integrative Medicine – Baltimore, MD | <b>Jeanean J. Davis-Street</b> ■ Ricciardi College of Business, Bridgewater State University – Bridgewater, MA |
| <b>Yun Kim</b> ■ Emperor's College of Traditional Oriental Medicine – Santa Monica, CA                       | <b>Haihe Tian</b> ■ Practitioner - FL  |
| <b>Susan Kline</b> ■ Practitioner – MN   | <b>Jason Wright</b> ■ Finger Lakes School of Acupuncture and Oriental Medicine, NYCC – Seneca Falls, NY        |
| <b>Yihyun Kwon</b> ■ National University of Health Sciences – Lombard, IL                                    | <b>Bingzeng Zou</b> ■ American College of Traditional Chinese Medicine – San Francisco, CA                     |
| <b>Dollie Llanso</b> ■ Former ACAOM Staff - NC   |  |



## ACAOM Strengthens the Pool of Site Visitors

ACAOM gained the expertise of the following new site visitors who participated in the Fall 2014 school visits.

|  |   |
|--|---|
| <p><b>Mr. Jason Wright</b><br/><i>Dean/Associate Professor</i></p> <p>Finger Lakes School of Acupuncture &amp; Oriental Medicine of New York<br/>Chiropractic College<br/>Seneca Falls, New York</p> | <p><b>Dr. Jeanean J. Davis-Street</b><br/><i>Associate Dean</i></p> <p>Ricciardi College of Business,<br/>Bridgewater State University<br/>Bridgewater, Massachusetts</p> |
| <p><b>Dr. Yun Kim</b><br/><i>CEO</i></p> <p>Emperor's College of Traditional Oriental Medicine<br/>Santa Monica, California</p>  | <p><b>Dr. Nick Chancellor</b><br/><i>Assistant Dean for Institutional Effectiveness</i></p> <p>National University of Health Sciences<br/>Lombard, Illinois</p>           |
| <p><b>Dr. Heerei Park</b><br/><i>Director of Korean Program</i></p> <p>Five Branches University<br/>San Jose, California</p>   | <p><b>Mr. John Shin</b><br/><i>President</i></p> <p>Virginia University of Oriental Medicine<br/>Fairfax, Virginia</p>  |

ACAOM also welcomes back Alex Holland, President of Han University in Tucson, AZ as a site visitor after completing a six-year term as an ACAOM Commissioner.

To continue building a strong group of site visitors, twenty-six participants took part in a free day-long New Site Visitor and Site Team Chair training workshop on November 10, 2014 in conjunction with the CCAOM meeting in Oakland, CA. This workshop was designed to give those who were interested in becoming Site Visitors and as well as current Site Visitors who were interested in becoming Team Chairs in depth training. Topics included ACAOM accreditation and site visit protocols, accreditation standards and criteria, site visitor roles and responsibilities, writing the site visit report, key issues using various scenarios and teamwork and collaboration.



## Taskforce Progress on Reconceptualized Masters Standards

ACAOM was able to convene a majority of the original members of the First Professional Doctorate Task Force (FPDTF) to serve again to work on the initial revised draft of the Reconceptualized Masters Standards. The meetings are facilitated by Dr. Tim Chapman, Oregon College of Oriental Medicine.

The Reconceptualized Masters Standards Task Force serves in an advisory capacity to the Commission with the charge of drafting revised accreditation standards for the current Masters programs in acupuncture and/or Oriental medicine. The specific focus of the group is to develop draft standards at the Masters level that are consistent with the competency-based format of the current FPD Standards/Criteria. This will bring the ACAOM Masters Standards to a more professionally current and appropriate format.

The work of the group has been structured into three phases. Phase I has been completed and consisted of analyzing the existing Masters Standards and converting them a competency based system. Phase II is nearing completion and includes specific draft revisions made to each Standard and associated Criteria. Phase III will be finalizing a draft to be forwarded to the Commission, seeking public comment and holding a public hearing at a future Council of Colleges of Acupuncture and Oriental Medicine meeting.

The Task Force began in June 2014, had two in-person meetings in Chicago, Illinois and Oakland, California and between meeting conference calls. The Commission is grateful to the Task Force members for their time and expertise on this important project.

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### California Legislation Update:

In September 2014, Governor Jerry Brown signed CA Senate bill 1246 into law. This bill requires that by 2017, a component of eligibility for taking the CA state acupuncture licensing exam must be that students have graduated from ACAOM candidacy or accredited institutions or programs.

The bill also provides for collaboration between ACAOM and the California Acupuncture Board (CAB) in terms of new school approvals and initial curriculum review. For new schools, CAB will provide the initial review of curriculum to ensure that all aspects of CA regulations pertaining to acupuncture education are in place. Once CAB has made this determination, then institutions/programs will proceed with the ACAOM and California BPPE process. We are pleased by California's interest and support of accreditation.

### Upcoming ACAOM Commission Meetings & Events

~ Winter Commission Meeting - February 9-11, 2015 – Charleston, SC

~ Summer Commission Meeting – August 12-15, 2015 - TBD





### Summary of Actions of August and November 2014

All these actions were published on the ACAOM website after the meeting.

ACAOM met **August 13-16 and November 7-8** and took the following initial accreditation actions:

#### Candidacy awarded

- **Wongu University of Oriental Medicine – Las Vegas, NV**  
*Institutional accreditation*  
*Programmatic:* Master's Degree – Oriental Medicine in English

#### Renewal of Accreditation awarded

- **University of East West Medicine – Sunnyvale, CA**  
*Institutional accreditation*  
*Programmatic:* Master's Degree – Oriental Medicine in English  
Master's Degree – Oriental Medicine in Chinese  
Master's Degree – Oriental Medicine in Korean
- **Jung Tao School of Classical Chinese Medicine – Sugar Grove, NC**  
*Institutional accreditation*  
*Programmatic:* Master's Degree – Acupuncture in English
- **Florida College of Integrative Medicine – Orlando, FL**  
*Institutional accreditation*  
*Programmatic:* Master's Degree - Oriental Medicine in English

#### Initial Accreditation denied

- **Stanton University – Garden Grove, CA**  
*Programmatic:* Master's Degree – Oriental Medicine in English  
Master's Degree – Oriental Medicine in Korean

(This decision is subject to reconsideration and appeal and therefore is NOT YET FINAL)

#### Probation

- **Southern California University School of Oriental Medicine and Acupuncture – Los Angeles, CA**  
*Institutional accreditation*  
*Programmatic:* Master's Degree – Oriental Medicine in English  
Master's Degree – Oriental Medicine in Korean

(This decision is subject to reconsideration and appeal and therefore is NOT YET FINAL)

#### Accreditation Withdrawn

- **Hawaii College of Oriental Medicine – Hilo, HI**  
*Institutional accreditation*  
*Programmatic:* Master's Degree – Oriental Medicine in English



**ACAOM Agenda  
Commission Winter Meeting  
February 9-11, 2015  
Charleston, SC**

**The following institutions/programs will be on the ACAOM Summer 2014 Meeting Agenda:**

**Seeking Candidacy –**

~ Atlantic Institute of Oriental Medicine, Fort Lauderdale, FL (Doctor of Acupuncture and Oriental Medicine)

**Seeking Initial Accreditation –**

~Kings Park University, Alexandria, VA (Institutional and Master's Degree – Oriental Medicine)

~ Middle Way Acupuncture Institute, Mt. Vernon, WA (Institutional and Diploma program – Acupuncture)

~ Virginia University of Oriental Medicine, Fairfax, VA (Institutional and Master's Degree – Oriental Medicine)

**Seeking Continuing Accreditation –**

~ Colorado School of Traditional Chinese Medicine, Denver, CO (Institutional and Master's Degree in Acupuncture and Master's Degree in Oriental Medicine)

~ Pacific College of Oriental Medicine – San Diego, San Diego, CA (Master's Degree – Oriental Medicine)

~ New England School of Acupuncture, Newton, MA (Institutional and Master's Degree – Acupuncture and Master's Degree - Oriental Medicine)

~ Institute of Taoist Education and Acupuncture, Louisville, CO (Institutional and Master's Degree – Acupuncture)

~Southern California University of Health Sciences, Whittier, CA (Master's Degree – Oriental Medicine)

~WON Institute of Graduate Studies, Glenside, PA (Master's Degree – Acupuncture)

**Important Notice**

Hearings are closed to the public. Written public comments on programs being reviewed are welcome. Comments must be submitted by January 1, 2015 and should address substantive matters relative to the quality of the educational program with respect to its compliance with ACAOM's accreditation standards. Comments should be submitted to [karla.nelson@acaom.org](mailto:karla.nelson@acaom.org)