Transforming Lives and Communities

AOMA Faculty Manual
2013
# Table of Contents

## Contents

**Letter from the Program Director** ................................................................................. 7

**Introduction** ...................................................................................................................... 8
  - *Purposes of Faculty Manual* .......................................................................................... 8
  - *History of AOMA Graduate School of Integrative Medicine (AOMA)* ......................... 8
  - *AOMA Recognition and Authority* .................................................................................. 8
  - *Key Historical Events* ..................................................................................................... 9
  - *The Programs* .................................................................................................................. 9

**Overview of AOMA** ........................................................................................................ 10
  - *Vision* .............................................................................................................................. 10
  - *Mission* ............................................................................................................................ 10
  - *Core Values* ...................................................................................................................... 10
  - *MAcOM Educational Objectives* .................................................................................... 10
  - *MAcOM Program Learning Outcomes* ........................................................................... 11
  - *DAOM Educational Objectives* ....................................................................................... 11
  - *DAOM Program Learning Outcomes* ............................................................................. 11
  - *President’s Cabinet Mission Statement* ......................................................................... 12
  - *The Vision for Our Team and For the Future* ................................................................. 12
  - *The Outcomes We Create* .............................................................................................. 12
  - *The Academic Year* ........................................................................................................ 12
  - *Board of Governors* ....................................................................................................... 13
  - *Faculty* ............................................................................................................................. 13
  - *Students* .......................................................................................................................... 13
  - *Staff* .................................................................................................................................. 13
  - *Standing Committees* ..................................................................................................... 13

**Academic Organization** ................................................................................................ 14
  - *Administrative Structure* ................................................................................................ 14
  - *Academic Structure* .......................................................................................................... 14
  - *Administrative Personnel* ............................................................................................... 15
  - *Dean* .................................................................................................................................. 16
Faculty Rights and Ethical Responsibilities ......................................................... 17
  Statement on Teaching .................................................................................. 17
  Academic Freedom .......................................................................................... 17
  Code of Ethical Conduct ................................................................................. 18
  Ethical Principle in relation to Students .......................................................... 18
  Ethical Principle in relation to Colleagues ....................................................... 19
  Ethical Principle in relation to Discipline ....................................................... 19
  Ethical Principle in relation to Academy ........................................................ 19
  Ethical Principle in relation to the Community .............................................. 19
  Professionalism Policy – Faculty / Employees .............................................. 19

Employment Policies and Procedures ............................................................... 20
  Faculty Recruitment Procedures .................................................................... 20
  Evaluation of the Need for Faculty Members ............................................... 20
  Initial Contact .................................................................................................. 20
  Official Interview .............................................................................................. 20
  Orientation ......................................................................................................... 20
  Appointment and Renewal ............................................................................. 20
  Faculty Requirements ...................................................................................... 21
  DAOM Faculty Qualifications, Responsibilities, Roles .................................. 21

Faculty Responsibilities .................................................................................... 23
  Responsibilities ................................................................................................. 24
  Faculty and Staff Communication .................................................................. 24
  Intellectual Property Policy ............................................................................. 24
  FERPA - Family Educational Rights and Privacy Act of 1974), as amended ...... 24
  FERPA and Course Management .................................................................. 24
  Faculty Office Hours ...................................................................................... 25
  Meeting Classes ............................................................................................... 25
  Classes on Major Holidays ............................................................................ 25
  Faculty Absences .............................................................................................. 25
Faculty Manual

Faculty Late to Class ................................................................................................................................. 25
Faculty Late to Clinic ................................................................................................................................. 26
Faculty Portal Course Management Software ....................................................................................... 26
Course Preparation .................................................................................................................................... 26
Course Syllabus .......................................................................................................................................... 26
General Classroom Procedures ................................................................................................................ 26
Attendance and Grade Sheets ................................................................................................................... 27
Clinical Supervision of Students .............................................................................................................. 27
ADA and Accommodations ...................................................................................................................... 28
Student Requesting Special Accommodations ....................................................................................... 28
Removal of Equipment or Property ......................................................................................................... 28

Library Policies ........................................................................................................................................... 29
Checking Out Library Materials .............................................................................................................. 29
Returning Library Materials .................................................................................................................... 29
Late Fees ...................................................................................................................................................... 29
Researching Topics ..................................................................................................................................... 29

Expectations of Faculty ................................................................................................................................. 30
Appropriate Attire and Hygiene ............................................................................................................... 30
Faculty/Staff/Student Consensual Relationships ....................................................................................... 30
Commitment & Non-Compete Clause ......................................................................................................... 31

Faculty Development Funds ..................................................................................................................... 32
FD Funding Requests and Expenditure Reimbursement ........................................................................ 32
Criteria ......................................................................................................................................................... 33
Faculty Responsibility .................................................................................................................................. 33

Faculty Development Funding Request Form .......................................................................................... 34
Section I (to be completed by applicant): ............................................................................................... 34
Section II (to be completed by Senior Director of Finance): ................................................................. 35
Section III (to be completed by Chair of Academic Council): .............................................................. 35

Performance Evaluation ............................................................................................................................. 36
Annual Performance Evaluation .............................................................................................................. 36
Summative Evaluation ............................................................................................................................... 36
Student Evaluations of Faculty ............................................................................................................... 36
Faculty Development ................................................................................................................................. 36
Faculty Manual

Academic Policies & Procedures .............................................................. 45
  Grades .................................................................................................. 45
  MAcOM Benchmark Exams ................................................................. 45
  MAcOM Academic Progress ............................................................... 45
  DAOM Academic Progress ................................................................. 47
  Attendance ........................................................................................ 48
  MAcOM Exams/Make-up Exams ......................................................... 49
  Plagiarism and Cheating .................................................................. 50

Student Code of Conduct .................................................................... 50
Acupuncture Resources ...................................................................... 53
Calendar – Winter 2012 – Spring 2013 ............................................ 54
AOMA Faculty Senate By-laws ............................................................ 55
Campus/Clinic Addresses .................................................................. 58
Contact Information ........................................................................... 59
Dear AOMA Faculty:

Welcome to 2013! With the advent of a new year AOMA continues its tradition of employing faculty with outstanding educational credentials, rich experience, and significant professional achievements.

As the MAcOM program director, it is my privilege to assist and support the AOMA faculty in the mastery and enrichment of their roles as educators, scholars, and professionals. The vice-president for faculty, the dean of academics, the DAOM program director, the departmental directors, and I are committed to assuring that AOMA students profit from the extraordinary faculty resources available to them.

We welcome your feedback and look forward to working with each of you to facilitate the success of our MAcOM students and of AOMA.

Lesley H. Hamilton LAc, MSOM, MACM
MAcOM Program Director and Director of Clinical Education
Introduction

Purposes of Faculty Manual
The purposes of the Faculty Manual are to provide a resource for each member of the faculty to the policies and processes of AOMA Graduate School of Integrative Medicine, hereinafter referred to as AOMA, and to acquaint the faculty with their rights and responsibilities as a member of the AOMA community and as educators dedicated to fostering student learning and success. While not exhaustive of all the information a faculty member might need, the Faculty Manual is the repository for the information required for the basic functions of faculty members at AOMA.

The guiding principle of the Faculty Manual is that the faculty has primary responsibility for the academic integrity of the program. Faculty purview encompasses curriculum, academic standards, and academic policies and procedures. As an institution whose primary mission is teaching, AOMA faculty expectations are focused on pedagogy and student learning outcomes.

While the Faculty Manual does not constitute a contract of employment, it expresses an understanding that both the faculty and AOMA administration will make a good faith effort to comply with its provisions. The Faculty Manual is the chief document describing and governing the relationship between AOMA and the faculty.

The Faculty Manual is revised annually to reflect new or altered information. Updating of the Faculty Manual is a joint responsibility shared by AOMA academic administrators and AOMA faculty through the faculty organization. Assurance of compliance with external requirements and the accuracy of the manual rest with the Program director.

History of AOMA Graduate School of Integrative Medicine (AOMA)
Since its founding in 1993, AOMA has grown by every important quantitative and qualitative measure including its student body, faculty, accreditation, campus facilities, patients served and community outreach.

Originally named the "Texas Acupuncture Institute", AOMA enrolled its first class of sixteen students in August of 1993. Classes were initially held at offices near the corner of Guadalupe and Highway 290 in Austin, Texas. In the fall of 1994, AOMA moved to 5555 North Lamar. It graduated its first class of students in September 1996. AOMA has more licensed graduates than any other acupuncture school in Texas.

In January 1995, AOMA leased approximately 6000 square feet of space and moved to its current location in the Village Center. The quiet, one-story commercial complex with a distinctly Asian feel has ample parking and convenient bus line and highway access for commuters.

The total student body grew by more than 150% percent during the three year period from August 2002 to August 2005. In order to stay ahead of classroom demands, as well as clinic space for expanded patient load, the school increased its leased space. It now occupies more than 19000 square feet of classroom, administrative, academic support, and clinic space in four buildings of the Village Center. In January 2011 AOMA announced the acquisition of a new campus at 4701 West Gate effective April 2011.

AOMARecognition and Authority
AOMA gained candidacy status in May of 1995 and accreditation in November of 1996 with the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). ACAOM is the national accrediting agency recognized by the U.S. Department of Education to accredit master's level programs in the acupuncture and Oriental medicine profession. The school was approved by the Texas State Board of Acupuncture Examiners (TSBAE) in December 1996. In 1997, the program was recognized by the Texas Rehabilitation Commission, the Immigration and Naturalization Service for foreign student training, and the California Acupuncture Board. The program was also approved for veteran’s training. Ability to
participate in Title IV federal student financial aid programs came early in 1998. AOMA was re-accredited by ACAOM in November of 2000.

In February 2004, degree-granting authority transferred in Texas from the TSBAE to the Texas Higher Education Coordinating Board (THECB). AOMA received its certificate of authority to offer the Master of Acupuncture and Oriental Medicine degree, with a major in acupuncture and Oriental Medicine from the THECB in January 2005. In May 2005, AOMA received the maximum five year reaccreditation from ACAOM through the summer of 2010. In June 2008 AOMA was granted candidacy for regional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACS). In December 2009, AOMA was granted membership with the Southern Association of Colleges and Schools Commission on Colleges (SACS). In August 2010, AOMA received the maximum seven year reaccreditation from ACAOM through the summer of 2017. In December 2011, SACS approved AOMA to award the doctor of acupuncture and Oriental medicine degree. In August 2012, ACAOM approved AOMA to start a doctor of acupuncture and Oriental medicine program (DAOM) in summer of 2013.

Key Historical Events
1993 – AOMA founded as the Texas Acupuncture Institute by Stuart Watts, President
1996 – AOMA graduates first class
1996 – Programmatic Accreditation granted by Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
1996 – Master’s level Oriental medicine program approved by the Texas State Board of Acupuncture Examiners
1997 – California Acupuncture Board approves AOMA
1998 – US Department of Education approves Title IV federal financial aid
2001 – AOMA initiates China Study Tour at Chengdu University of Traditional Chinese Medicine
2001 – AOMA initiates Southwest Symposium Continuing Education event
2002 – Jimmie Coombes, President
2004 – People’s Community Clinic rotations begin
2005 – AOMA provides integrated clinical rotations for UT graduate nurses and medical education students
2005 – Texas Higher Education Coordinating Board grants AOMA authority to offer a master’s degree
2006 – AOMA’s collaboration with the Seton Family of Hospitals begins with an acupuncture clinic inside of the Seton Topfer Community Clinic.
2008 – Candidate for accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACS)
2008 – AOMA’s collaboration with the Seton Family of Hospital continues with services at Seton Williamson GoodHealth Commons Integrative Wellness and Education Center.
2009 - AOMA is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the master’s degree.
2010 - AOMA announces acquisition and master planning for new campus to be opened April 2011. AOMA changed its tag line to AOMA Graduate School of Integrative Medicine.
2011 – AOMA moves to its new 19,695 square foot campus in South Austin
2011 – AOMA approved by the Southern Association of Colleges and Schools Commission on Colleges to award the doctor of acupuncture and Oriental medicine degree.
2012 – Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) approved AOMA’s start of a doctor of acupuncture and Oriental medicine (DAOM) program in 2013.

The Programs
AOMA offers a master’s degree in acupuncture and Oriental medicine (MAcOM). The program is nationally accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the agency recognized by the United States Department of Education to accredit programs in the field. The AOMA program includes acupuncture and moxibustion training, Chinese herbology, Chinese and Western assessment and diagnostic skills, taiji and qigong therapy, Oriental nutrition, biomedical sciences and an extensive clinical education program of nearly 1000 hours. This curriculum allows
graduates to apply for licensure in most states, including Texas and California. Graduates of the program may apply for the national board examinations administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM). Successful completion of the NCCAOM examinations leads to certification in both acupuncture and Chinese herbology.

AOMA also offers a doctorate in acupuncture and Oriental medicine (DAOM). Many of the faculty were actively involved in the design of this program. This program is a clinical specialty in pain management and related psycho-social disorders with research, leadership, and teaching components. It is a 2 year program taught on an executive format. AOMA was approved by the Southern Association of Schools and Colleges Commission on Colleges (SACS) to offer a doctor of acupuncture and Oriental medicine in 2011. AOMA received approval from ACAOM in 2012 to offer the program, and the Department of Education approved federal financial aid in 2013. The first cohort will start in the summer of 2013.

Overview of AOMA

Vision
AOMA’s vision is to be a leader in Oriental medicine education by engaging our communities and by preparing compassionate and skilled practitioners who embody the art and spirit of healing.

Mission
The mission of AOMA is to transform lives and communities through graduate education in Oriental medicine by:

- providing excellent and innovative teaching of acupuncture and Oriental medicine to learners while developing knowledge, skills, and attitudes that lead to intellectual and personal growth
- delivering high-quality acupuncture and Oriental medical healthcare to our patients
- providing leadership for the development of acupuncture and Oriental medicine professionals.

Core Values
We recognize that the outcomes we produce result from the collective activities of the AOMA community and we are committed to activities that are consistent with the following core values:

- **Sustainability**: Our programs and community engagements are sustainable and effective.
- **Integrity**: We do what we say we will do. In our communication we are honest and complete.
- **Inspiration**: We are called into action by a spirit of purposeful aliveness.
- **Flexibility and Openness**: We conscientiously choose our actions in consideration of all the parties involved.
- **Professionalism**: In all that we do we are impeccable, clear and complete.
- **Compassion and Service**: In word and action, we look for opportunities to benefit others.

MAcOM Educational Objectives
Graduates of AOMA’s master of acupuncture and Oriental medicine (MAcOM) program will:

- have the knowledge base necessary to enter the profession,
- practice professional behaviors and values,
- provide patient-centered care,
- incorporate evidence and experience based practices,
- participate in collaborative patient care.
MAcOM Program Learning Outcomes

MAcOM graduates will demonstrate the ability to:

1) Collect and analyze diagnostic data, distinguish pattern differentiations, and formulate treatment plans according to Oriental medical principles.
2) Construct acupuncture and Chinese herbal treatment plans, safely and effectively perform Oriental medical treatments and prescribe herbal and dietary remedies, and provide patient instruction.
3) Perform biomedical assessments, assimilate laboratory data, explain reports to patients, identify pathologies and red-flags, and utilize biomedical knowledge in context of Oriental medical practice.
4) Communicate professionally, chart accurately and completely, operate with integrity, seek guidance and evaluation, perform self-evaluation, and practice legally and ethically.
5) Collaborate with patients on healthcare design, consider patients’ unique circumstances, demonstrate cultural competence, provide lifestyle recommendations, and achieve high patient compliance through shared decision making.
6) Perform literature reviews, record and compare initial assessments and outcome measures, and utilize evidence and experience to inform clinical decision making.
7) Perform as a primary care provider*, collaborate with colleagues, staff and other healthcare practitioners for best possible patient care, provide and receive constructive feedback, demonstrate emotional intelligence, and demonstrate commitment to the team and to patient outcomes.

*Primary care provider is defined as an independent provider able to use professional judgment to appropriately guide patient care and make referrals.

DAOM Educational Objectives

The goals of the DAOM program are to:

- Produce advanced clinic practitioners in clinical specialty of care and management of pain and associated psychosocial phenomena
- Develop Oriental medical scholarship in the USA by creating advanced clinical specialists who are also researchers, educators, collaborators, and leaders.
- Advance the profession into the healthcare community by creating collaborative relationships.
- Add to the evidence-base of the medicine through scholarly work.

DAOM Program Learning Outcomes

Upon completion of the DAOM program, graduates will be prepared to:

1) Integrate Chinese and biomedical concepts in the provision of comprehensive, evidence-based, patient-centered advanced pain care and its associated psycho-social phenomena.
2) Employ systems-based practice to operate independently and to collaborate with providers of same and other disciplines.
3) Contribute to the knowledge base of the discipline and advanced pain care through the production of systematic inquiry and scholarly publication.
4) Demonstrate appropriate roles and behaviors of professionalism, leadership and teaching in practice.
5) Demonstrate a commitment to lifelong learning.
President’s Cabinet Mission Statement
The AOMA president’s cabinet is comprised of the executive staff (the president, program directors, vice president of faculty, vice president of operations and student services, and senior director of finance). Working as a team with a unified vision, the president’s cabinet is committed to creating an atmosphere that is caring and comfortable. Our leadership is defined by the principles of teamwork and communication, and the belief that effective and capable management is the product of these values.

We are accountable for:
- Empowering the faculty and administrative staff
- Managing external financial, academic, and public affairs
- Facilitating internal communications between departments
- Creating and reviewing policy
- Creating the job descriptions for all positions
- Maintaining and managing the business of AOMA.

The Vision for Our Team and For the Future
The activities of the president’s cabinet are organized and designed around a vision for our future that has the AOMA Graduate School of Integrative Medicine setting the standards for our field in the areas of:
- Public perception and support of Oriental medicine
- Community service
- Partnership among colleges of Oriental medicine
- Pro-Oriental medicine legislation
- Expansion of Oriental medical research
- Education and training for professionals of biomedical science

The Outcomes We Create
The activities of AOMA are performed in service to the AOMA students, faculty, administrative staff, business staff, our patients, and the general public. We are committed to producing a specific outcome for each of these groups and we refer to these outcomes as a measure of our success. For each of these respective groups, we will produce the following outcomes:

For our students A standard of academic excellence that produces outstanding and compassionate practitioners.
For our faculty An atmosphere that is secure and enjoyable, in which they feel motivated, confident, and committed to their work.
For our staff A relaxed and secure work environment that is based on mutual trust.
For our patients High quality, effective healthcare in a safe environment that helps them feel empowered to improve their own well-being.
The general public Access to information about available choices in healthcare and education on the benefits of Oriental medicine.

The Academic Year
AOMA operates on a quarter system of four academic terms each academic year. The academic year begins with the summer term and ends with the spring term. The fall, winter, and spring terms consist of twelve weeks with a one week break before and during each term. The summer term is eight weeks in length with no mid-term break. Each summer course is taught on a schedule that assures that the instructional hours are equal to those of the other terms. The academic calendar is contained in the back of this manual.
Board of Governors
AOMA is committed to transparency and inclusiveness in its governance structures. At AOMA, the overall governing body is the board of governors. It is the responsibility of the board to oversee the operations of the Academy and to direct the activities of the president and chief executive officer. At least quarterly, and more often if required, the board issues directives to the president/CEO in order to facilitate accomplishment of organizational mission and provide institutional direction. A list of the current members of the board of governors is presented in the Graduate Program Catalog and on the AOMA website.

Faculty
Faculty at AOMA exercise governance through the structure called the Faculty Senate. All faculty, without regard to assignment or status, are members of this structure. Full- and part-time faculty are strongly encouraged to participate. The bylaws of the faculty senate are contained in the back of this manual.

Students
Students participate in organizational governance through their student association, the AOMA Student Association (ASA). All students are members of the association. Through this mechanism students are able to participate in the decision-making processes of the institution and provide a student perspective on institutional issues. See Student Manual for the ASA Constitution.

Staff
AOMA staff are included in institutional governance through their involvement and participation in organizational committees both standing and ad hoc.

Standing Committees
AOMA organizes its activities through several standing committees. These include the academic council, the senior staff committee, the library committee, the institutional review board and ad hoc committees as required.

The academic council meets monthly and includes department directors and key academic personnel. It is charged with the oversight of curriculum, academic policies and practices, and planning.

The clinic oversight committee meets monthly and provides for oversight for the clinical education. It includes faculty and administrators.

The library committee meets quarterly and makes recommendations for library acquisitions and services, technology needs, resource planning for the library and information technology.

The institutional review board (IRB) is charged with the oversight of all research conducted at AOMA or by AOMA faculty, staff and students. The IRB develops protocols and procedures for the approval and monitoring of all projects involving human subjects assuring the protection of subjects’ rights.
Academic Organization

Administrative Structure
The program at AOMA is administered by the MAcOM program director with delegated day-to-day responsibilities for the conduct of the program to faculty with administrative assignments. The academic program is organized into five departments: the departments of acupuncture, herbal studies, integral studies, biomedical sciences, and clinical studies. Each department is led by a faculty member with an administrative assignment as departmental director. All faculty are assigned to a department but may teach courses in other departments in which they are qualified to teach. The AOMA organizational chart is contained in General Appendices - A.

Academic Structure
Department of Acupuncture
Zheng Zeng, LAc, MD (China), Director
Yuxing Liu, LAc, MD (China), PhD (China)
James Phillips, LAc, MSOM

Department of Herbal Studies
Dongxin Ma, MD (China), PhD (China), Director
Zi Yang Zhou, LAc, MD (China)
Yuxin He, LAc, MD (China), PhD, Dean of Academics

Department of Integral Studies
Qianzhi Wu, LAc, MS, MD (China), VP of Faculty
Yongxin Fan, LAc, MD (China)
Lorena Monda, OMD (NM), MS

Department of Biomedical Sciences
Raja Mandyam, MD (India), Director
Wei Yin, MD, PhD
Joel Cone, D.C.
Amy Neuzil, NMD

Department of Clinical Internship
(all are LAc)
Lesley Hamilton, MSOM, MACM, Clinical Director
Yongxin Fan, MD (China)
Elizabeth Fordyce, OMD (NM)
Claudia Voyles, MACOM
Yan He, MD (China)
Robert Laguna, MSOM, L.Ac.
Yuxing Liu, MD (China), PhD (China)

Song Luo, MD (China) PhD (China)
Xiaotian Shen, M.M.S. (Israel), MD (China)

William Morris, LAc, PhD, MSEd, MTOM
Lesley Hamilton, LAc, MSOM, MACM
Yaoping Song, LAc, PhD

Steve Milan, LCSW, MSW, MBPM
Anne Province, MBA
Jim Coombes, MA
Yan He, LAc, MD (China)

Victor Carsrud, D.C.
Amelia Love, ND

Song Luo, MD (China), PhD China
William Morris, PhD, MSEd, MTOM,
Mandy Morrow, MSOM
Zime Pan, MA,
Shaungzhu Qin, MAcOM, MD (China)
Qiao Xu, MD (China),
Qianzhi Wu, MS, MD (China)
Zheng Zeng, MD (China)
Administrative Personnel

The President’s Cabinet
President, CEO
William R. Morris, LAc, MSeD, MTOM, PhD
DAOM Program Director
John S. Finnell, ND, MSAOM, MPH
MAcOM Program Director
Lesley Hamilton, LAc, MSOM, MACM
VP, Faculty
Qianzhi (Jamie) Wu, MD (China)
VP, Student Services & Operations
Anne Province, MA, MBA
Senior Director of Finance
Kelly Doggett, CPA, LAc, MAcOM, BBA

Administrative Staff
Dean of Students & Academic Advisor
Robert Laguna, LAc, MSOM
Academic Advisor/Director of Clinical Ed.
Lesley Hamilton, LAc, MSOM, MACM
Registrar
Kymberlie Landgraf, LAc, MAcOM
Librarian
Kristen Borthwick, BA
Clinic and Retail Business Director
Laura Coffey
Clinic Business Coordinator
Stephanee Owenby
Clinic Assistant Manager
Michelle Smith
Compensation and Benefits Coordinator
Kylie Watson
Accounting Assistant
Amber Lawson
Director of Admissions
Justine Meccio, BA
Admissions Coordinator
Jillian Kelble, BS
Director of Financial Aid
Estella Sears, BA
Financial Services Administrator
Nicole Rivera
Academic Coordinator
Heidi Riemer, BA
Student Services and Career Specialist
Julie Aziz, LCSW, MSSW
Director of Community Relations
Sarah Sires Bentley, BA
Director of Information Technology
Mario Castillo
Director of Facilities
Stuart Bailey, MA
Facilities Coordinator
David Surgers
Director of Continuing Education
Cara Edmond

Dean and Academic Department Directors
Dean of Academics
Yuxin He, LAc, MD, PhD (China)
Department of Acupuncture
Zheng Zeng, LAc, MD (China)
Department of Biomedical Sciences
Raja Mandyam, MD (India), FRCP (London)
Department of Clinical Studies
Lesley Hamilton, LAc, MSOM, MACM
Department of Herbal Studies
Dongxin Ma, LAc, MD, PhD (China)
Department of Research
Yuxing Liu, LAc, MD, PhD (China)
Department of Integral Studies
Amy Neuzil, ND
Dean
The dean of academics is charged with monitoring and assuring rigor in the academic program. The program director serves as the direct supervisor of the dean and department directors.

Program Directors
The MAcOM program director serves as the chief academic officer of AOMA. In that role, the director is responsible for all academic activities of AOMA. THE DAOM program director is responsible for all academic activities that pertain solely to the DAOM program. Through the deans, department directors, and DAOM program director, the MAcOM program maintains ultimate oversight of all activities in regard to the academic programs.

Faculty
AOMA is fortunate to have nationally and internationally recognized experts in the field as members of the faculty. Most faculty teaching Oriental medicine possess an earned doctorate from a regionally accredited college or university or, if educated outside the United States, the equivalent of a first professional degree in medicine in the United States. AOMA's traditional Chinese medicine faculty members are drawn from the top Chinese universities in the field. A few faculty members teaching Oriental medicine didactic courses possess the first professional degree, are licensed practitioners, and have training appropriate to the course content. The Faculty teaching in other content areas in the curriculum must have the appropriate graduate education to teach in field and the required credential is based on the standard for the field. Clinical supervisors must combine appropriate educational credentials, Texas L.Ac. licensure, and at least five years of experience in the field to assure the accomplishment of student learning outcomes in the clinic. Faculty members are supervised by the director of the department to which they are assigned.

Faculty members who teach in the classroom and/or supervise students clinically for a total of at least 27 credits in an academic year are classified as full-time. Faculty whose assignments range from 1-26 credits in an academic year are defined as part-time. For a more detailed description, please refer to Faculty Responsibilities in this manual.

Teaching Assistants
Teaching assistants are employed on a by term basis and are assigned to faculty who are teaching didactic courses. The role of the teaching assistant is to assist the faculty as directed to provide instruction and support to students in the classroom. Faculty must request and justify the assignment of a teaching assistant to the course(s) they are teaching. The only exception is for those courses with a practice component that have enrollments of sufficient size to warrant a teaching assistant. In these cases, a teaching assistant will be assigned by the program director with consultation from the faculty member assigned to the course. Teaching Assistants must go through the same hiring procedures as all employees.

Faculty Organization
The Faculty Senate is the governance mechanism for the faculty. Its purposes are to serve as the official representative of the faculty and to formulate and recommend policies in regard to matters of faculty status and welfare. All full-time and part-time faculty are members of the faculty organization and have voice and vote. The bylaws of the Faculty Senate are contained in the back of this manual.
Faculty Rights and Ethical Responsibilities

Statement on Teaching
As a single-purpose specialized institution of higher education engaged in graduate education, the primary mission of the AOMA Graduate School of Integrative Medicine (AOMA) is teaching. In keeping with its mission, AOMA seeks to:

• Provide an environment conducive to the open and unbiased exploration of ideas;
• Ensure that teaching is not simply the dissemination or critical evaluation of existing knowledge but becomes an integral component of the creation of new knowledge;
• Offer a variety of instructional experiences that will accommodate and capitalize on diverse student interests and needs;
• Ensure that every student has the opportunity to participate fully in the intellectual life of the Academy;
• Manifest to its students the significance of education as a public trust and resource and to prepare them for a life of continued learning and education;
• Reaffirm a collegial, professional ethic for its teaching faculty; and provide opportunities for individual faculty members to identify teaching strengths and weaknesses in order to improve individual teaching skills.

Teaching, though often viewed as a singular activity, lecturing, is in fact a multidimensional activity with formal and informal components. Examples of these components include:

• Basic preparation: mastering the bodies of knowledge; keeping current with literature; sustain scholarly inquiry activities whether for publication or not,
• Classroom teaching: lectures, discussion, recitation, seminars, practical supervision,
• Clinical teaching: clinical experience, practical, internships,
• Evaluation of students’ work: examinations, papers, classroom participation,
• Advising: individual and group consultation, mentoring and career guidance
• Supervision of and assistance with student presentations: independent study and research, special projects and papers, service learning,
• Curriculum development: design and implementation of courses; design and use of course materials such as handouts, syllabi, study guides and media materials, laboratory guides; participation in activities that examine curricular issues,
• Educational materials: computer-based educational materials; self-instruction modules; audio-visual materials; lectures and presentations on CD and DVD;
• Cross-departmental and team teaching
• Pedagogical improvement: development and implementation of standard and/or innovative approaches to teaching, developing and implementing plans to improve teaching and participation in educational activities focusing on pedagogy
• Writing textbooks, test plans, study modules, etc.

Academic Freedom
AOMA strongly supports the following statement of academic freedom. The faculty in collaboration with the Administration holds major responsibility for matters of curriculum. AOMA acknowledges that faculty members shall have academic freedom consistent with the AAUP 1940 Statement of Principles on Academic Freedom with 1970 Interpretive Comments http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm, from which the following is adapted:

Academic freedom is the specific right of scholars and teachers within an academic institution to pursue knowledge, to speak, to write, and to conduct research/scholarship activities without unreasonable or unwarranted restriction. It includes the freedom to be evaluated as a scholar or a teacher on the basis of legitimate intellectual criteria, not on personal views or beliefs, political preference, religious or other
individual affiliations, except as said views and preferences could be demonstrated to adversely affect intellectual and professional achievement and performance.

Academic freedom includes the right, responsibility and accountability of faculty members to conduct their activities in a spirit of collegiality, collaboration, and respect for all members of the academy community. Roles of faculty cannot be separated from the responsibilities that are unique to the mission of the academy.

Faculty members are entitled to full freedom in research and publication of research results, subject to the adequate performance of their designated teaching duties. Faculty members are expected to conduct their assigned courses in a manner consistent with stated course objectives and course content and credit as approved. Within this framework, faculty members are entitled to freedom in the classroom in developing content and discussing topics as appropriate to the above.

Each faculty member is a citizen and member of a learned profession, and officer of the educational institution. When a faculty member speaks or writes as a citizen, he or she is exempt from institutional censorship or discipline. As scholars and educational officers, however faculties are admonished to remember that the public may judge the profession and the institution by the utterances of individual faculty members.

Each faculty member has the right to criticize and seek alteration of institutional regulations and policies through legal and existing shared governance means. The protection of academic freedom extends to all faculty members with full-time or part-time appointments to the institution regardless of rank, position, credentials, or title. However, academic freedom does not allow for professional conduct that brings discredit to the institution, to the academic discipline, or to the individual in a manner that is illegal or unethical.

**Code of Ethical Conduct**

Code of Ethical Conduct is based on the standards set by the American Association of University Professors. It serves to elaborate standards of professional conduct, derived from general professional consensus about the existence of certain principles as basic to acceptable faculty behavior. Conduct which departs from these principles is viewed as unacceptable because it is inconsistent with the mission of AOMA and with the highest standards of professional conduct which AOMA is committed to maintain. The articulation of types or examples of unacceptable faculty conduct is appropriate both to verify that a consensus about minimally acceptable standards in fact does exist and to give fair notice to all that departures from these standards may give rise to disciplinary proceedings.

It is the intent of this Code to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the mission of AOMA as an institution of higher learning. This Code underscores the principle of respect for students, academic colleagues, for individual disciplines, AOMA, and the community at large. It also requires that faculty be sensitive to the potential for abuse inherent in any authority relationship, such as the teacher/student relationship, as well as in interactions with support staff and colleagues.

In the interest of maintaining professional standards, AOMA has both the authority and obligation to uphold and enforce this Code of Ethical Conduct. Ethical principles for the various faculty relationships within the institution follow.

**Ethical Principle in relation to Students**

“As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationships between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students.
They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.” (American Association of University Professors Statement, 1990)

Ethical Principle in relation to Colleagues
“As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.” (AAUP Statement, 1990)

Ethical Principle in relation to Discipline
“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.” (AAUP Statement, 1990)

Ethical Principle in relation to Academy
“As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the Academy, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within the Academy in determining the amount and character of the work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.” (AAUP Statement, 1990)

Ethical Principle in relation to the Community
“As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in light of their responsibilities to their subject, to their profession, and to the Academy. When they speak or act as private citizens they avoid creating the impression of speaking for or acting on behalf of the Academy. As citizens engaged in a profession that depends upon freedom for its integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” (AAUP Statement, 1990)

Professionalism Policy – Faculty / Employees
The objectives of the AOMA Professionalism policy are:

- to demonstrate the priority placed on professional behavior by AOMA
- to identify exemplary behavior so that it may be recognized
- to provide students, faculty, and staff with a clear articulation of expectations regarding professionalism
- to determine AOMA’s authority regarding professionalism lapses
- to identify procedures for managing professionalism issues.

Please see Appendix M in the General Appendices for the complete policy.
Employment Policies and Procedures

Faculty Recruitment Procedures

Evaluation of the Need for Faculty Members
The MAcOM and DAOM program directors work closely with the vice-president of faculty, dean of academics, and the departmental directors to determine the need for instructors. The proposal to seek additional full-time instructors must be approved by the president’s cabinet.

Initial Contact
All faculty members are encouraged to nominate a candidate through either program director; recommendation letters are welcomed. Publication for the open position is made through appropriate venues by the institution. Faculty recruitment may take place through national and international conferences and the China Study Trip. The candidate instructor is requested to submit his/her resume including biography, copies of university transcripts, certificates or diplomas, copies of licenses (if available), a visual recording of a presentation, a statement on teaching and learning philosophy and other relevant materials within a certain period of time after the initial contact is made.

Official Interview
After initial contact, if both sides are interested in furthering the communication, an official interview is scheduled. During the faculty interview, at least three faculty members, including the director of the department for which the prospect may be hired, will be present. The interview will include a conversation with the candidate to evaluate his/her academic depth, teaching experience, and command of the English language. When a decision is reached regarding the applicant, the committee’s recommendation will be forwarded to the president’s cabinet for review. The MAcOM or DAOM program director discusses teaching arrangements and other responsibilities with the candidate. The director of human resources communicates related personnel information.

Orientation
All new faculty members are provided with an orientation to AOMA, its programs and facilities, their assignment and role expectations for faculty. Orientations are arranged and conducted by the vice president of faculty. Orientations are scheduled as required by the addition of new faculty.

Appointment and Renewal
New faculty are appointed by the president upon recommendation of the program director(s) and the faculty. Every effort is made to bring quality and diversity to the faculty. Evidence of successful teaching experience and commitment to the AOMA mission are foremost criteria. No person will be considered for full-time faculty employment to teach in the degree program unless that person holds a terminal degree from a regionally accredited institution or its equivalent. Experiential credentials may also be considered in hiring decisions.

During the first two years, full-time faculty members will receive probationary contracts annually. When probationary performance is satisfactory, the faculty member will be tendered a multi-year contract that may be as short as two years or as long as five years following the second probationary contract.

When a new faculty member is hired who had achieved the rank of associate professor or higher at another institution, he/she will be tendered a one-year probationary contract. When the probationary performance is satisfactory, the faculty member will be offered a multi-year contract that may be as short as three years or as long as five years. In no case will a probationary period of less than one year be observed.
When there is doubt about the competence and/or performance of a faculty member under a multi-year contract, the faculty member will be so advised in writing by the program director at least one academic year prior to the end of the multi-year contract. The faculty member will have until November 30 of that year to justify or correct his/her competence and/or performance. Should the alleged deficiency not be corrected to the satisfaction of the academic dean, the faculty member will be notified in writing by December 1 that the multi-year contract will not be renewed. This decision may be appealed in accordance with the Faculty Grievance Process by December 15.

Multi-year contracts will continue to be extended to a faculty members deemed to be performing satisfactorily according to the faculty evaluation process.

Faculty appointment is constituted by contractual agreement between the Academy and the faculty appointee. The contract describes the terms, conditions, responsibilities, and requirements of the faculty appointments. AOMA complies with the Equal Employment Opportunity Commission (EEOC), and all other federal and state employment statues and requirements. The contract explicates the period of appointment, position, percent of full-time equivalency, length of appointment and salary. If the faculty appointee is enrolled in doctoral study, the contract also lays out the timeline for degree completion.

Full-time faculty members must submit their signed annual contracts to the human resources department by July for the upcoming academic year. Part-time faculty contracts are assigned on a quarterly basis depending on curricular needs. They are to be signed and returned to the human resources department prior to the start of the term.

**Faculty Requirements**

Full-time faculty members are required to have an earned doctorate from a regionally accredited university or, if educated outside of the United States, the equivalent of the U.S. first professional medical degree (M.D.). DAOM faculty have additional requirements (please see DAOM Faculty Qualifications, Responsibilities, Roles). One world renowned expert is a ‘special instructor’. His qualifications are portfolio based. AOMA’s traditional Chinese medicine faculty members are drawn from the top Chinese universities. All clinic supervisors meet the NCCAOM standards and hold at least a first professional degree in the field. Clinical preceptors (supervisors) need to have sufficient knowledge, skill, and experience in the field. AOMA evaluates the quality of each preceptor to insure he/she meets the standard of at least five years experience in the field.

**DAOM Faculty Qualifications, Responsibilities, Roles**

Faculty teaching positions in AOMA’s doctoral program include the following qualifications which meet or exceed the requirements of SACS and ACAOM.

There are three Levels of DAOM Faculty: Core Faculty, Faculty, and Teaching Assistants.

Roles of Core Faculty include teaching didactic classes and/or providing clinical supervision, advising on learners’ research projects, and/or evaluating learners’ research projects. In addition, expectations and responsibilities of Core Faculty include 1) Active involvement in the program including curriculum development, design, evaluation, and improvement; 2) Provide continuing evidence of keeping abreast of developments within teaching field; 3) Continue to learn and use advanced teaching/learning methodologies; 4) Demonstrate role modeling with the learners both in and out of classroom and clinic; 5) Be accessible to the learners and engage with them for their learning, guidance and supervision.

Roles of Faculty include teaching didactic classes and/or providing clinical supervision, advising on learners’ research projects, and/or evaluating learners’ research projects. In addition, expectations and responsibilities of Core Faculty include 1) Provide continuing evidence of keeping abreast of developments within teaching field; 2) Continue to learn and use advanced teaching/learning methodologies; 3) Demonstrate role modeling with the learners both in and out of classroom and clinic; 4) Engage with learners for their learning, guidance and supervision.
Qualifications for Core Faculty and Faculty in the DAOM program:

1. Degrees earned (must meet at least one of the following):
   a. From China: A bachelor’s (first professional degree) and a master’s in traditional Chinese medicine which may include concurrent medical degree (MD). or
   b. From USA and other countries: Doctoral/terminal degree (MD, PhD, DAOM, EdD, etc.) in the teaching discipline or related discipline.
   c. Exception: 18 graduate semester credit hours within domain/teaching discipline if doctoral work is not within the domain/teaching discipline.
   d. Exception: Peer-reviewed publications and/or other academic/professional evidence of competency within domain/teaching discipline if doctoral work is not within the domain/teaching discipline.

2. Achievements Qualification
   Professional expertise, recognition as a leading expert, as demonstrated in one or more of the following (formally or informally, such as speaking, publishing, awards, and other recognitions):
   a. Teaching
   b. Clinical
   c. Research

3. Experience Qualification
   Professional experience in at least one area, all three preferred for Core Faculty:
   a. Teaching
   b. Supervising
   c. Research (preferred)

The roles of Teaching Assistants is to assist teaching in classes and/or clinical. In addition, expectations and responsibilities of Teaching Assistants include 1) Being directly supervised by Core Faculty or Faculty member experienced in the domain/teaching discipline; 2) Attending regular in-service training; 3) Having planned and periodic evaluations; 4) Providing continuing evidence of keeping abreast of developments within teaching field; 5) Learning and using advanced teaching/learning methodologies; 6) Demonstrating role modeling with the learners both in and out of classroom and clinic; and 7) Being accessible to the learners and engaging with them for their learning, guidance and supervision.

Qualifications for Teaching Assistants in the DAOM program:

1. Have a master’s degree in the domain/teaching discipline and
   a. 18 graduate semester credit hours in the domain/teaching discipline or
   b. Peer-reviewed publications and/or other academic/professional evidence of competency in domain/teaching discipline.

2. Demonstrate development of expertise in the field through one or more of the following:
   a. Teaching
   b. Clinical
   c. Research
   d. Speaking / Lecturing
   e. Publications
   f. Awards, other recognitions

3. Demonstrate development of professional experience through one or more of the following:
   a. Teaching
   b. Supervising
   c. Research
Faculty Responsibilities
Definitions of Faculty and Faculty Workload

**Full-time MAcOM Faculty**
A faculty member who teaches and/or supervises students in clinic the equivalent of three 3-credit courses (9 quarter credits) per term for three terms or more during the academic year. Two supervised clinic rotations equals one 3-credit course during long terms. On an annualized basis, this equates to 27 credits.

The MAcOM program director and the clinic director are considered full-time faculty as their administrative duties are specific to the management of the academic program.

**Part-time MAcOM Faculty**
A faculty member who teaches and/or supervises students in clinic less than 27 credits in the academic year.

**Full-time DAOM Faculty**
A faculty member who teaches and/or supervises students in clinic the equivalent of two 3-credit courses (6 quarter credits) per term for three terms or more during the academic year. 48 hours of clinic supervision equals one 2-credit course. Full-time DAOM faculty are expected to be research advisors. On an annualized basis, this equates to 18 credits.

The DAOM program director, research director, and the clinic director are considered full-time faculty as their administrative duties are specific to the management of the academic program.

**Part-time DAOM Faculty**
A faculty member who teaches and/or supervises students in clinic less than 18 credits in the academic year.

**Instructors in both MAcOM and DAOM Program**
For purposes of calculating full-time versus part-time load, 1 credit in the DAOM program = 2/3 credit in the MAcOM program: Therefore 3 credits in the DAOM = 2 credits in the MAcOM. When calculating, the standard is to start with the MAcOM credits, add the DAOM converted credits, and use the MAcOM definition of full-time versus part-time load.

**Faculty Roles**
In Boyer’s “Scholarship Reconsidered: Priorities of the Professoriate,” the four domains of scholarship for faculty are teaching, application (applying knowledge clinically), discovery (original research), and integration (a varied domain of bringing meaning to isolated facts, making connections across disciplines, interpretation of research, bringing new insight on original research, educating general public on health issues, etc.).

At AOMA, MAcOM faculty work in the domains of teaching, application, and interpretation. DAOM faculty are additionally involved in discovery, either directly with their own research or indirectly through an advisory capacity with the DAOM students. In addition to classroom and clinical instruction, faculty members also serve the institution in other ways.

All faculty are expected to participate in Faculty Senate meetings biannually and at tri-annual department meetings. All supervisors are expected to attend the biannual supervisors’ meetings that follow the Faculty Senate meetings. Faculty who are members of committees (such as Academic Council, Clinic Oversight Committee, Quality Enhancement Planning Team, etc.) are expected to attend and participate as much as possible, as well as in other administrative duties as assigned (adhoc committees, China Study Tour planning, health fairs, etc.).
Faculty who qualify as full-time faculty, and adjunct (part-time) faculty and who maintain a professional practice in the AOMA clinics are eligible for benefits. Benefits for faculty who qualify include paid holidays and vacations, health insurance, and membership benefits. Please see the employee manual for details on these benefits for qualified faculty.

Responsibilities
It is recognized that defining a work week for a professional is difficult. However, faculty members are expected to meet the teaching expectations of both classroom and clinical, participate in assigned committee activities, attend scheduled faculty meetings, and perform special assignments, such as administrative duties. Teaching assignments are made based on meeting the needs of the academic programs, AOMA, and utilizing faculty expertise.

Upon meeting role responsibilities, faculty members have flexibility in scheduling hours on campus. It is the responsibility of faculty members to inform the department director and program director of any other compensated employment outside of AOMA.

Faculty and Staff Communication
All faculty members are encouraged to communicate any concern they have directly with the administrative staff. Concerns should not be aired in the classroom or with individual students. Each faculty member will have access to the faculty portal on CAMS as well as a mailbox in which administration will place paperwork or necessary communication. All return communication should be placed in the appropriate administration mailbox. All administrative boxes are checked several times a day; faculty are expected to check their boxes before each class or clinic period.

Intellectual Property Policy
AOMA has adopted a policy governing the management of intellectual property resources produced by AOMA faculty, staff, administration, and students. This policy provides guidelines for works that are typically eligible for copyright or patent. Students and staff (faculty and other employees) are strongly encouraged to consult with their supervisor, department director, vice-president for faculty, or program director before producing works using AOMA resources. The full policy is in Appendix I of the General Appendices.

Identity Protection & Safeguarding of Computer Records
AOMA has adopted a sensitive information policy to help protect employees, customers (including students), its contractors and the institution from damages related to the loss or misuse of sensitive information. This policy has been adopted in accordance with the Fair & Accurate Credit Transactions Act (Red Flags Rule). To read the full statement of AOMA’s policy regarding identity protection and safeguarding of computer records, please see General Appendices—H.

FERPA - Family Educational Rights and Privacy Act of 1974), as amended
FERPA is a Federal Law also known as the Buckley Amendment. It protects the privacy of student education records and applies to all educational agencies or institutions that receive funds under any program administered by the Secretary of Education. See General Appendices F for details.

FERPA and Course Management
In accordance with the Family Education Rights and Privacy Act (FERPA), faculty members must check with the administration before releasing personal information about a student to anyone other than the individual student and AOMA administrative personnel. Confidential personal information protected under FERPA includes social security numbers, grades, grade point averages, students’ class schedules, employment information, and academic performance information (see the Employee Manual for additional information).
Student files are available to the faculty with the permission of the registrar. All information concerning individual students is to be considered confidential. In addition, lists of students or directories are not to be provided to anyone by any faculty member or office other than the register. The registrar provides names only in authorized cases according to established guidelines.

Faculty Office Hours
All full-time faculty are required to maintain a minimum number of office hours distributed throughout the week at times reasonably convenient to students. These office hours are maintained in E2 for faculty who are L. Ac.so they are available for supervised acupuncture practice for any students who desire to practice outside of class and clinic. The hours are posted on the student portal.

Meeting Classes
Classes are expected to meet, except when instructors are absent for illness, professional development, or bereavement/family crisis situations. Classes should meet for the full period as scheduled by the registrar. As possible, class coverage should be arranged when an instructor needs to be absent; instructors are expected to arrange for the substitutes. When short notice emergency causes an absence the department, clinic, or program directors will help find proctors or substitutes.

As a courtesy to colleagues, faculty members should end classes at scheduled times. Classroom appearance should be left neat and orderly.

Classes on Major Holidays
Most major holidays fall on break weeks (Christmas, New Years, Thanksgiving, and usually Memorial Day. The 4th of July is usually week 11 in the spring term and Labor Day is usually week 7 of the summer term. Other government holidays are not school holidays (Presidents Day, MLK Day, Veterans Day, etc.). Student clinic rotations will be held on 4th of July and Labor Day holidays. For classes, it is up to each teacher to decide. Since they fall close to end of term, the course’s final exam may be the next week. Some teachers opt to have class, whereas others create assignments in lieu of class. It is the faculty members’ academic freedom to decide how to handle their class on these holidays. As a note, it is recommended that practical classes meet.

Faculty Absences
All non-emergency class or clinic absences must be notified in advance by the dean of faculty, department director, or program director. Faculty are responsible for finding a suitable substitute. Dates and times of classes and clinic rotations to be missed, and who will be substituting for each, should be emailed to the dean of faculty, the department director, or the program director, and each substituting faculty member. As a courtesy to the students, the faculty member should also inform his/her students of the upcoming absence in person and/or through the portal.

In the event of an emergency, the faculty member should notify the MAcOM program director (512-492-3040), the DAOM program director (512-492-3057) or registrar (512-492-3011) immediately for classes to be missed and the clinic reception desk for clinic rotations to be missed (north 371-3738; south 693-4373). The faculty member may request a particular substitute, and the program director and/or clinic staff will help facilitate the continuance of the class or clinic rotation. Faculty members must not cancel or reschedule classes or clinics unless instructed to do so by senior administration. Any cancellation or rescheduling of a class or clinic must be approved in advance by the program director.

Faculty Late to Class
When unforeseen event(s) causes a delay of a faculty member’s arrival for a scheduled class on the main campus, the instructor should call the library at 512-492-3032. Library staff will notify the class of the delay and an anticipated arrival time of the instructor. Library hours during the term are: 9am-8pm M-Th; 9am-4pm Fri; 10am-4pm Sat.

Each classroom is equipped with a phone. Classroom E1 ext 242 492-3042
Classroom E2 ext 243 492-3043
Faculty Late to Clinic
Interns may conduct interviews and assessments, but cannot commence with treatments without an LAc overseeing each patient treatment. When unforeseen event(s) causes a delay of a faculty member’s arrival for a scheduled clinic rotation, the supervisor should call the clinic reception desk (north 371-3738; south 693-4373). Clinic staff will notify the class of the delay and an anticipated arrival time of the instructor. If the delay will impact patient, staff will attempt to find another LAc faculty member to cover the shift until the assigned supervisor arrives.

Faculty Portal Course Management Software
CAMS (Campus Academic Management System) is the electronic system used by AOMA to manage all academic data. The faculty portal is used by faculty to provide electronic access for students to course syllabi, course materials, assignments, announcements, et cetera. Faculty are cautioned to be judicious about the amount of course material placed on the portal. Materials should be limited to those required for the course. Placing additional materials on the portal is not prohibited, but the faculty member should clearly identify required versus optional material.

Use of the portal requires that each faculty member receive appropriate training. Training is provided by the CAMS manager (director of IT). All new faculty must complete the required training before they may use the portal. Existing faculty can arrange with the CAMS manager for additional training as needed.

At the very least, faculty must use the portal to post the syllabus and grades for each course.

Course Preparation
Faculty are required to prepare a syllabus for each course before the beginning of the term in which the course will be taught. An electronic copy should be posted on the portal for student access before the start of the first class. Faculty must submit to the registrar copies of all examinations and other evaluation devices as soon as they are available. This will assist administration with preparing and administering make-up exams.

Course Syllabus
Faculty must submit a copy of their course syllabi to the registrar’s office prior to the beginning of every term. These syllabi must contain the following minimum information:

- Course number and title
- Term
- Instructor’s name, office number, office hours, and email address
- Course description, learning objectives
- Grade determination
- Major course topics
- Dates of all major tests and assignments
- Attendance policy
- Academic dishonesty policy

General Classroom Procedures
Faculty members should arrive for class and/or clinic 10 minutes early.

Faculty are responsible for requesting keys from the administration for the student clinic and any classroom in which they will be teaching. If the class is the last one of the day, the faculty member is responsible for making sure the classroom is straightened and left in an appropriate condition for the next
scheduled class. This includes turning off the lights, air conditioning or heating units, and fans, and locking all doors. These tasks may be assigned to one or more students, but no student should be allowed to retain keys to any building on campus.

Cell phones must be turned off during classes and clinic sessions.

There is a formal examination period at the end of each term. Faculty are required to meet their classes during this time period for academic purposes.

Required textbooks must go through the department directors for approval. Textbooks should be ordered through AOMA Herbal Medicine retail stores. Textbook orders must be submitted by the due dates established by the bookstore manager, unless another arrangement has been made with the manager.

Faculty members are expected to acquaint themselves with the Faculty Manual, Employee Manual, Catalog, Student Manual, Clinic Manual, Safety & Security Manuals, General Appendices, and observe the policies and procedures included in these publications.

Faculty members should maintain a professional relationship with the students and demonstrate a willingness to assist, tutor, and advise students.

Class discipline problems are not anticipated at the graduate level. However, if special discipline problems occur, they should be brought to the attention of the dean of students and the program director. Course instructors do have the right to withdraw students from their classes because of disciplinary problems or poor attendance; such a withdrawal may not be appealed by the student.

Although AOMA has published guidelines, class attendance policies, academic dishonesty policies, and grade determination standards for any course are established by the course instructor.

Attendance and Grade Sheets
Faculty members should track attendance for each course in CAMS at each course meeting. If a faculty member wishes to track attendance on paper, then the faculty member may create their own attendance sheet. Attendance must be tracked in some format for each course each term. If a student’s name is not listed in CAMS for a specific course, the instructor is responsible for bringing this discrepancy to the attention of the registrar. If a student is absent for two continuous class sessions, this must be reported to the registrar, academic advisors, or the program director. Paper-based attendance and final grades must be submitted to the registrar within five business days after the final exam is administered. Completed final exams are to be delivered to the registrar before the start of the next term. These will be kept on file for one year. All other course assignments and exams must be kept by the faculty for 30 days beyond the posting of final grades. Faculty members are also responsible for ensuring student confidentiality and securely maintaining student grades, codes, or other sensitive information until all documents containing this information are submitted to the administration or put in a secured shred container.

Clinical Supervision of Students
Clinical supervisors provide clinical education for interns, measure clinical competencies, ensure the provision of high-quality patient care, fulfill administrative duties for their clinic shift, and support the operation of a service-oriented community clinic. Clinical supervision requires consistent personal contact and interaction with students. Supervisors must be keen observers, simultaneously aware of students’ overall approach to patient care and conscious of the details of students’ interactions with patients. The quality of a clinical supervisor’s immediate critique and long-term guidance, upon which effective clinical education depends, is in part determined by the level of observation the supervisor exercises. Clinical supervisors must be present in the treatment rooms in order to provide the observation, assessment, guidance and critique required by high-quality clinical instruction. While it is neither possible nor expected that clinical supervisors attend every aspect of every treatment with every intern and patient, the amount of supervision provided must be sufficient to guarantee that students receive adequate guidance and support in clinical practice, and the patient safety and outcomes are achieved.
Supervisors are expected to ensure interns and observers adhere to professional standards, behaviors, policies and procedures of the clinic and of professional practice. In order to do this effectively, the supervisor is expected to role model professionalism – both as a professional clinician and as a faculty member.

Supervisors should maintain complete attention to the students' clinic duties throughout the shift. Supervisors are not to be treating in the professional clinic, soliciting business, selling products, or attending to personal business while on shift. All supervisor activities while on shift should be centered around care of the student clinic patients and supervision of the interns.

If a supervisor has a concern about an intern, he/she should communicate this to the director of clinical education via a phone call, in-person discussion, or by email.

**ADA and Accommodations**

The Americans with Disabilities Act (ADA) of 1990 (PL 101-336) mandates equal opportunities for persons with disabilities in all public facilities, programs, activities, services, and benefits derived from them. Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended, and PL 93-516 mandate equal opportunity for qualified persons with disabilities in all programs, activities, and services of recipients of federal financial assistance. Both ADA and Section 504 are civil rights statutes that prohibit discrimination on the basis of disability, obligate colleges and universities to make certain adjustments and accommodations, and offer to persons with disabilities the opportunity to participate fully in all institutional programs and activities. AOMA adheres to these regulations and the Texas Commission on Human Rights.

**Student Requesting Special Accommodations**

If a student requests special accommodations due to a disability, the faculty member should consult with the dean of students and vice president of student services to plan and implement reasonable accommodation.

**Removal of Equipment or Property**

As a general rule, removal of AOMA equipment, furnishings, and similar property from campus is not permitted. Specific exceptions may be made when all of the following conditions are met:

- Relocation is temporary
- Relocation purpose is for the conduct of AOMA business by an AOMA employee, faculty member, or authorized student representative (sponsored by an administrator)
- Property, while relocated, will be adequately protected from loss and damage
- Both the director of the department to which the property is assigned and the facility manager must approve the relocation
- Absence of the property, while relocated, will not hinder normal, on-campus operations
Library Policies

Checking Out Library Materials
To check out books, videos, CDs or other materials in the AOMA Library, faculty should give the items to the librarian on duty for processing. Faculty may check out up to ten books, videos, or audiotapes at one time; however, reference books and journals cannot be checked out. The chart below details the length of time that each item may be checked out from the library:

<table>
<thead>
<tr>
<th>Item</th>
<th>Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>One term (unless otherwise noted)</td>
</tr>
<tr>
<td>Videos/Audiotapes</td>
<td>21 days (unless otherwise noted)</td>
</tr>
<tr>
<td>Reference/ Required Course Texts</td>
<td>Library use only</td>
</tr>
<tr>
<td>Journals</td>
<td>Library use only</td>
</tr>
</tbody>
</table>

Returning Library Materials
Library materials must be returned directly to the library.

Late Fees
All materials checked out during the term are due at the end of that term. If the teacher is still using the book for instructional purposes, the book may be checked out again at the beginning of the next term. Overdue materials are not renewable. If materials are more than two months overdue, faculty will be charged the full price for the item. Fines for overdue books will be assessed according to the following schedule:

<table>
<thead>
<tr>
<th>Item</th>
<th>Fines Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$.15 per day</td>
</tr>
<tr>
<td>Videos/Audiotapes</td>
<td>$.15 per day</td>
</tr>
</tbody>
</table>

Researching Topics
Library staff members are happy to help locate items in the library or help research a specific topic of interest or necessity. A faculty member should notify the librarian in advance if he/she will need to request assistance with extensive research.
Expectations of Faculty

As a condition of employment with AOMA, faculty members must adhere to the following conduct guidelines:

- Follow all safety and security policies and procedures outlined in AOMA Safety & Security Manuals.
- Instructors must provide 50 minutes of instruction for each hour of class time and 10 minutes of break. In a three-hour course, this may be done in any combination best suited to the teaching (i.e., 50/10 x 3 or 75/15 x 2, etc.).
- Clinic supervisors must be present in the clinic area at all times during a scheduled clinic supervision shift. At no time will a clinic supervisor be allowed to treat his/her own patients while he/she is scheduled to supervise a student clinic shift.
- Instructors and supervisors must arrive for class or clinic ten minutes early and conduct themselves in a professional manner.
- Faculty should strive to act as positive role models for students through their demeanor, teaching, professionalism, and work ethics.
- Faculty should be aware of a “hidden curriculum” that results from conscious and unconscious behaviors and should strive to not create a negative hidden curriculum.
- Faculty should recognize that all course materials belong to AOMA. Course materials include syllabi, quizzes and exams, outlines, lesson plans, handouts, evaluations, and attendance and grade sheets. These materials should be used only for instructional purposes and not for publication.

Appropriate Attire and Hygiene

Instructors and clinic supervisors must dress in appropriate attire and refrain from wearing suggestive or otherwise distracting clothing. In any setting that resembles an actual treatment (e.g., student clinic, practicum class, and any hands-on bodywork instruction), faculty members must dress in attire that is suitable for a healthcare professional. Clinic supervisors must wear white lab coats (or clean pressed scrubs) and nametags identifying their name and status at AOMA. Excellent personal hygiene and professional appearance is expected at all times; hands and nails must be clean and nails well-trimmed, and long hair must be tied back. In the student clinic, supervisors must not wear jeans or shorts; sandals, open-toed shoes, or high heels; excessive jewelry on hands and wrists; or perfume, cologne, or heavily scented body-care products.

Faculty/Staff/Student Consensual Relationships

Considering the trust afforded a faculty or staff member by a student and a supervisor by a supervisee, AOMA’s faculty and staff members recognize that they are expected to make decisions regarding their relationships with students and supervisees which will promote an atmosphere of mutual trust and avoid both conflict of interest and the appearance of conflict of interest.

Care must be exercised to ensure that personal relationships do not result in situations that might interfere with objective judgment. Employees who are in positions of authority are under a special obligation to preserve the integrity of their relationships in situations involving students.

All employees are prohibited from having a romantic or outside relationship or permitting one to develop with any other employee or student who is subject to that person’s supervision, directly or indirectly, even when both parties appear to have consented to the relationship. Romantic relationships between any employee and any student are strongly discouraged, even if not expressly prohibited by this policy.
This policy is not intended to limit romantic or outside relationships among peers or colleagues; however, employees involved in such relationships are cautioned to avoid situations which may contribute to a hostile environment for other employees or students.

Violations will be considered by the appropriate administrative officer on a case-by-case basis. It is the duty of employees to consult with the appropriate administrative officer if there are questions about the application or effect of this policy to an existing or potential relationship in which they are or may become involved or in which employees they directly or indirectly supervise are or may become involved. Suspected policy violations may be reported by anyone to the senior director of finance, dean of students, the vice president of student services and operations and any other administrative officer.

If charges of sexual harassment are made, compliance with this policy shall not be a defense in any proceeding under AOMA’s Sexual Harassment Policy. If an investigation concludes that sexual harassment did occur, disciplinary action will be taken in accordance with AOMA’s Sexual Harassment Policy.

If an investigation concludes that a violation of the Consensual Relationship Policy did occur, disciplinary action, which may include immediate termination of employment, will be taken by the appropriate administrative officer.

**Commitment & Non-Compete Clause**

Faculty members contracted to teach for any given term are prohibited from teaching Oriental medicine courses for any other Austin-area training program without written consent from the president and program director. If a faculty member intends to teach a course independently, approval must be secured from the president and program director. Copies of any notices or advertising must also be approved prior to their release. Faculty members must also refrain from opening a competing school within two years of employment with AOMA or within a 200-mile radius of Austin, Texas. In addition, faculty members must refrain from opening an acupuncture and herbal clinic or herbal dispensary within a five-mile radius of AOMA without written approval from the president. All course materials are the property of AOMA, including, but not limited to, syllabi, course outlines, lesson plans, handouts, and evaluations. Any faculty member who breeches this agreement will be subject to immediate suspension or dismissal.

**Drug & Alcohol Prevention Program**

In accordance with the Drug-Free Schools and Communities Act of 1986 and the Higher Education Act of 1965 as amended by the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, AOMA has adopted a policy to prevent the unlawful possession, use and distribution of illicit drugs and alcohol by employees and students. AOMA’s policy is in accordance with the Federal Drug-Free Workplace Act of 1988. For a full statement of AOMA’s Drug & Alcohol Prevention Program, please see General Appendices—E.

**Sex Discrimination and Sexual Harassment**

It is the policy of AOMA to provide an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, AOMA prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. AOMA encourages students, faculty members, staff members, and visitors to promptly report sex discrimination and sexual harassment.

To read the full statement of AOMA’s policy regarding sex discrimination and sexual harassment, please see General Appendices - C.
Sexual Misconduct

It is the policy of AOMA to provide an educational and working environment for students, faculty members, staff members, and visitors that is free from sexual misconduct. AOMA encourages students, faculty members, staff members, and visitors to promptly report incidents of sexual misconduct and will respond appropriately, including taking disciplinary action when warranted, in response to sexual misconduct by its students, faculty members, staff members, visitors, and contractors.

To read the full statement of AOMA’s policy regarding sexual misconduct, please see General Appendices – D.

Faculty Development Funds

The following is the process and criteria for awarding funds budgeted for faculty development.

Academic Council will review and make decisions on requests from faculty and directors for use of faculty development (FD) funds. Funding is based on the calendar year (Jan. 1 – Dec. 31). Monies not used in a calendar year cannot be rolled over into the next year. Once the funds budgeted for the year are used, there will be no more requested granted that year. Requests can be made late in the year for funds in the upcoming year.

FD Funding Requests and Expenditure Reimbursement

- The program director will put out a call twice yearly to all faculty members to submit their FD funding requests. Faculty members may submit at any time throughout the year.
- Faculty members are to submit their requests to their department director using the Faculty Development Funding Request form.
  - The submission must include full detail of the FD, including but not limited to what, where, when, costs, and justification of the FD.
  - Faculty requests should be detailed enough to allow thorough review and discussion to determine merit.
  - Include funds from other sources such as reimbursement from conference as a speaker.
  - Travel booked by AOMA may increase funds available for expenses. (Certain air travel may be acquired by the school using airline mileage programs. This method requires a minimum of 4 weeks advance notice. See the VP of Operations for availability.)
- Timeline for requests
  - It is preferred that the submission be made with enough time prior to the next Academic Council meeting to be on the agenda for discussion and decision.
  - If the faculty member cannot meet this preferred timeline, it must still be submitted through the department. If the department decides the request is valid, the department director will request an electronic vote from Academic Council.
  - Faculty members risk no reimbursement if not submitted with enough time for a decision prior to the FD.
- Reimbursement
  - Once approved, FD expenses will be reimbursed up to the amount allocated or actual expenses, whichever is lower.
  - Travel Expense Voucher and receipts for expenses such as registration or tuition fees, travel, and lodging must be submitted in order to receive reimbursement up to awarded amount.
  - Receipts must be received no later than one (1) month after the FD event. Submission of receipts later than one month may result in loss of funding.
  - Reimbursed amount will exceed neither the allowed amount nor the actual expended amount.
In certain cases monies may be expensed prior to the FD event (such as travel fees for expert flying to Austin to deliver FD event on-site).

Criteria
The Academic Council has the sole authority to decide whether or not a FD request fulfills criteria to be awarded funding. The following FD opportunities are not intended to cover all possibilities for faculty development. Each request is reviewed on its own merits.

- FD value to more than a single faculty member.
  - Webinars that multiple faculty members can view.
    - Teaching techniques
    - TCM topics for CEUs
    - Grant writing
    - Other
  - On-site training sessions by paid experts – see topics above
- Events – single faculty member
  - National and International Conferences
    - Attending for new or advanced training
    - As speaker
  - Other speaking engagements
  - Leadership role (such as with CCAOM, ACAOM, NCCAOM, AAAOM, etc.)
- Development of original scholarly works, such as publications and research

Faculty Responsibility
Faculty who are awarded FD funds have certain responsibilities.

- Dissemination of information
  - Individual faculty members who received FD funds must make a presentation to the other faculty members about the FD. In this way, they are responsible for disseminated information learned.
  - Presentations are to be done at the first Faculty Senate meeting following the FD event so that as many faculty members as possible will be present.

- Absences
  - As with any other absence, the faculty member is to report to the program director in advance the dates of any scheduled teaching sessions that will be missed (class or clinic). For clinic sessions, the clinic business director is to be notified as well.
  - As with any other planned absence, the faculty member is to arrange for substitutions for any missed teaching sessions.
Faculty Development Funding Request Form

Section I (to be completed by applicant):

Name: ____________________________________________________________
Phone: ___________________ Email: ________________________________
Department: Acupuncture / Herbal / Biomedical / Integral / Clinical / DAOM

Name of Event/Conference/Activity:
________________________________________________________________________
________________________________________________________________________

Date(s) of Event: __________________________________________
Location: ________________________________________________
Is out-of-state travel or a hotel stay involved?       ____ Yes       ____ No

Expenses include:
List each item (fees, airfare, etc.) and amount
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Total amount needed $________________
Minus funds received from other sources $________________
= Total Amount Requested $________________

Please describe in detail how this event/conference/activity will contribute to your professional
development.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Applicant’s signature ____________________________ Date _________________
Section II (to be completed by Senior Director of Finance):
Amount requested from faculty development funds: $__________ Budget year: ___________

Based on budget amount for faculty development less dispersed and allocated-but-not-yet dispersed amounts, select one:

____ I certify that the requested amount of funds are available for the requested budget year.
____ I certify that $_____________ of funds are available for the requested budget year:

Name: ______________________ Signature: ______________________________ Date: __________

Section III (to be completed by Chair of Academic Council):
I certify that the Academic Council approved an award of $_________________. After submission of the Travel Expense Voucher and actual expense receipts, I direct the business office to disburse funds from Faculty Development Funds for the amount listed above or actual expenses, which ever is less, and that this request complies with the standards for use of faculty development funds.

Name: ______________________ Signature: ______________________________ Date: __________

Overview and Process
Academic Council will review and make decisions on requests from faculty and directors for use of faculty development (FD) funds. Funding is based on the calendar year (Jan. 1 – Dec. 31). Monies not used in a calendar year cannot be rolled over into the next year. Once the annual budgeted funds are used, there will be no more requests granted that year. Requests can be made late in the year for funds in the upcoming year.

Timeline
- Travel booked by AOMA may increase funds available for expenses. Air travel requires a minimum of 4 weeks advance notice.
- Submission should be made prior to next Academic Council meeting to be on the agenda. If this timeline is not met, the request should be submitted through the department.
- Faculty members risk no reimbursement if not submitted with enough time for a decision prior to the FD.

Reimbursement
- Once approved, FD expenses will be reimbursed up to the amount allocated or actual expenses, whichever is lower.
- Receipts for expenses such as registration or tuition fees, travel, and lodging must be submitted in order to receive reimbursement up to awarded amount. See Finance for Travel Voucher.
- Receipts must be received no later than one (1) month after the FD event. Submission of receipts later than one month may result in loss of funding.
- Reimbursed amount will exceed neither the allowed amount nor the actual expensed amount.
- In certain cases monies may be expensed prior to the FD event (such as travel fees for expert flying to Austin to deliver FD event on-site).

Faculty Responsibility Faculty who are awarded FD funds have certain responsibilities.
- Dissemination of information
  - Individual faculty members who received FD funds must make a presentation to the other faculty members about the FD. In this way, they are responsible for disseminated information learned.
  - Presentations are to be done at the first Faculty Senate meeting following the FD event so that as many faculty members as possible will be present.
- Absences
  - As with any other absence, the faculty member is to report to the program director in advance the dates of any scheduled teaching sessions that will be missed (class or clinic). For clinic sessions, the clinic business director is to be notified as well.
  - As with any other planned absence, the faculty member is to arrange for substitutions for any missed teaching sessions.
Performance Evaluation

Annual Performance Evaluation
Department directors meet with each faculty member annually to assess and discuss his/her performance during the previous academic year. During this meeting, the faculty member's self-evaluation, student evaluation summaries, previous year's goals and objectives and the director's evaluation are discussed. Teaching goals and objectives for the following academic year are reviewed and finalized.

Faculty are expected to conduct a self-assessment which they bring to their evaluation conference with the department director as well as goals and objectives for the subsequent academic year. Evaluation by peers may be used by faculty in aid of their overall evaluation. Written reports of such evaluations are provided to the faculty member by their peers and shared with the department chair if they are to be used in the evaluation. Department directors may choose to observe faculty in the classroom or clinical area, as well. Such observations will be arranged with the faculty member in advance of the observation. Faculty who carry administrative assignments will be evaluated using the teaching criteria as well as the position description for their administrative assignment.

Summative Evaluation
For faculty holding multiple year contracts, a summative evaluation will be done the year before the multiyear contract expires.

Student Evaluations of Faculty
At the end of each course, students are asked to complete a “Student’s Evaluation of Course/Instructor” form. Instructors are asked to select one student to hand out and collect the completed evaluations during class time and in the instructor's absence. The student should promptly return all completed evaluations to the administration. Students are thus given the opportunity to evaluate their instructors on various aspects of their teaching performance. Instructors must not read evaluations completed by students, as the information on these forms is confidential. However, once all evaluations are received, the administration will compile the data in preparation for an annual performance evaluation. Student interns are also asked to evaluate their clinical supervisors at the end of each term. Upon completing the evaluations, students will deliver these forms to the administration so that the information can be included in the annual performance evaluation. Evaluation by students also includes exit interviews with graduating students and surveys of alumni.

Faculty Development
Formal faculty development programming is provided at least annually. Faculty who teach at least three credit hours weekly are required to participate. The program director and faculty identify development needs and jointly plan learning activities to assist in meeting these needs.

Training - OSHA, HIPAA, CPR & FERPA
All full-time faculty, including clinical supervisors, must participate in the annual OSHA, HIPAA, and FERPA training sessions scheduled by the school in order to maintain active instructor/supervisor status. Faculty must maintain current CPR certification.

Continuing Education Courses
AOMA Oriental medicine faculty are also licensed professionals, who are required to complete 17 hours of continuing education instruction each year in order to renew their licenses in the state of Texas. AOMA offers continuing education courses, approved by the Texas State Board of Acupuncture Examiners. Continuing education courses include at least one hour of ethics, five hours of herbal studies, and eleven hours of acupuncture studies. AOMA offers special rates to all instructors for its continuing education course offerings.
Compensation Policies and Procedures

Prep Pay
Faculty members who are paid hourly will be compensated one additional hour for every 12 hours (1 credit) per course in the core curriculum. This is considered payment for his/her time spent preparing handouts and exams, and for grading assignments and exams. Payment will be added to the paycheck following the completion of each term.

Health Fairs and Other Activities
If, at AOMA’s request, a faculty member participates in a health fair, open house event, or other activity organized by AOMA, he/she will be compensated at a rate of two-thirds (2/3) of his/her regular hourly teaching or supervising rate, or the amount agreed upon with their supervisor.

Scholarly Publications
Faculty who publish articles in Oriental medical journals or alternative health magazines of a scholarly, academic, or research nature will be awarded a $100 stipend per article, provided the article contains at least 2,000 words and has been reviewed by the program director before submission. Faculty who publish a book will be awarded a stipend of $200 per book.

Seminars
Faculty members who conduct Seminars outside of their normal course work will be compensated for one-half of the total income for each student that is receiving a grade. Students that are auditing will not apply. Seminar pay will not be approved until grades are complete and have been submitted to the Registrar.

Payroll Schedule
Faculty members will be paid monthly, on the tenth day of the month after the pay period. In the event the pay date falls on a Saturday, the payroll will be prepared on the previous Friday. If the pay date falls on a Sunday, the payroll will be prepared on the following Monday. Employees are responsible for submitting time sheets to the finance office in a timely manner (no later than 10:00 am of the day after the end of the payroll period). In the event that a time sheet is submitted late, that paycheck will be delayed until the next payroll date. Time sheets can be found on the server at T:\FORMS\HR & Payroll Forms and can be submitted electronically to the Compensation and Benefits Coordinator.

Payroll Receipts and Checks
Payroll receipts are provided to an employee upon request. The receipt will be emailed to the employee or may be picked up during posted office hours. Employees who wish to have their payroll receipts or checks mailed must arrange for this with the compensation and benefits coordinator in writing. Payroll receipts and pay checks will not be placed in faculty or staff boxes for any reason, and will be released only to employees or their direct supervisor.

Direct Deposit
Employees will receive their paycheck by direct deposit. Direct deposit request forms are available in the finance office.
Benefits: All Faculty

Clinic Special Rates
Faculty, their significant others and dependents are entitled to half-price treatments in the student clinic after successful completion of the 90-day provisionary period.

AOMA Herbal Medicine Special Rates
Faculty may purchase selected patent medicines, powdered herbs, and raw herbs at a special rate from the AOMA Herbal Medicine (AHM) stores. See the AHM manager for current special rates in effect.

Library Privileges
Faculty members enjoy the same library privileges granted to AOMA students.

401(k) Retirement Plan
AOMA has established a contributory plan that allows employees a tax-deferred vehicle for retirement funding. All employees (full-time and part-time) are eligible to participate at any time after their 90 day provisionary period. Once you are enrolled, contributions are made through automatic payroll pre-tax deductions each pay period.

Faculty Scholarships
Faculty may apply for scholarships for the DAOM program. Please see the DAOM director for details.

Benefits: Full-time Faculty

Educational & Membership Benefits
Upon completion of the 90 day provisionary period, full-time faculty members may audit or register for up to three course credits per term at no charge. This benefit includes mind/body courses, but does not include weekend intensives and informal classes. These credits do not accrue if not used during the term employed.

AOMA employees also receive a 50% discount for AOMA’s Informal Class offerings and Continuing Education Class offerings, with the exception of the Southwest Symposium, which employees may register for at the special AOMA rate.

AOMA pays 50% of association membership dues for up to 3 memberships in state, national, or international organizations (such as Texas Association of Acupuncture & Oriental Medicine, American Organization for Bodywork Therapies of Asia, National Qigong Association, etc.) for each faculty member who teaches or supervises nine or more clock hours per week.

Paid Holidays for 2013
AOMA recognizes the following holidays for faculty on which classes and clinics are not held, but for which faculty who work 13 hours or more per week, are compensated. Faculty will receive the equivalent of one paid class or clinic session (3 hours) for each of the following holidays:

- 4th of July
- Labor Day
- Thanksgiving Day
- Christmas Day (Employee may substitute the holiday of their choice.)
Paid Vacation Time

Three to five years
After the third year of employment at AOMA, faculty who teach or supervise clinic for 13 or more hours per week are eligible for one week of paid vacation. Vacation pay is calculated based on the average combined hours of teaching and clinical supervision worked per week in the previous year (excluding the summer term). (For example, if the faculty member averaged 15 combined hours of teaching and clinical supervision per week during the previous year, then one week of 15 hours will be available as paid vacation.)

Five or more years
After the fifth year of employment at AOMA, faculty who teach or supervise clinic for 13 or more hours per week are eligible for two weeks of paid vacation. Vacation pay is calculated based on the average combined hours of teaching and clinical supervision worked per week in the previous year (excluding the summer term). (For example, if the faculty member averaged 15 combined hours of teaching and clinical supervision per week during the previous year, then two weeks at 15 hours for each week will be available as paid vacation.)

Vacation time can be “banked” up to a maximum of two weeks. Vacation time (beyond the two week "bank") must be taken or it is lost at the end of the year it is accrued. Exceptions must be approved by the vice president of operations.

Medical, Dental, and Vision Plans, Long Term Disability, Term Life (AD&D)
To be eligible for health insurance benefits a faculty member must have full time status as outlined under “Definition of Faculty” AND must also maintain as least 30 hours per week of activities at AOMA (to include teaching, clinical supervision, professional clinic practice, administrative assignments, office hours, school related activities and events, and other authorized programs). Such faculty are eligible for medical and dental insurance benefits as well as the vision plan, long term disability plan (LTD) and term life (AD&D) plan upon completion of the 90-day provisionary period. Contact the compensation and benefits coordinator for the current plan details. AOMA pays the entire premium for long term disability and term life/AD&D plans. Contact the compensation and benefits coordinator for the current benefits plan booklet and details.

Flexible Spending Account (FSA) or Health Savings Account (HSA)
AOMA allows full-time employees to set aside a pre-tax amount each month to help fund out-of-pocket healthcare costs and dependent care. Contact the compensation and benefits coordinator for details.

Family and Medical Leave Act (FMLA)
The Family and Medical Leave Act (FMLA) authorizes unpaid leave which provides job protection and insurance premium sharing for eligible employees for serious medical conditions. See the Employee Manual for details.

Bereavement Leave
Bereavement leave of absence is available to all full-time employees. Up to three consecutive working days off with pay based on hours worked in a normal workday may be granted for a death in the employee’s family.

COBRA – Continuation of Insurance Coverage
If you have insurance benefits through AOMA, and your employment at AOMA ends, you may be able to continue your insurance coverage at your own cost. Continued coverage is available as required by law under the Consolidated Omnibus Budget Reconciliation ACT (COBRA). You will be required to pay the entire monthly premium cost for continued coverage. You may continue with the same plan and level of coverage that you had when the event occurred which caused your loss in coverage. Contact the compensation and benefits coordinator for details.
Separation from Employment

Separation
Faculty contract termination may either be voluntary or involuntary. To protect the interests of both parties, the following categories of separation are defined, as well as the related policies and procedures which apply. Categories of separation are:
- Voluntary resignation
- Non-reappointment of faculty on one-year, probationary contract
- Layoff
- Dismissal for cause
- Suspension

Voluntary Resignation
Resignation is voluntary employment termination initiated by an employee. If a faculty member desires to terminate a contract, notification must be made to the program director in writing at least 90 days prior to the effective date of termination. If such date of termination falls within the term, the faculty must finish the term.

Non-Reappointment of Faculty on One-Year, Probationary Contract
AOMA may decide not to reappoint a faculty member at the conclusion of a probationary contract term. Reasons for non-reappointment may include, but are not limited to:
- Unfavorable evaluation of the faculty member's performance.
- Cancellation of or change in a program.
- Inadequate enrollment.
- Overstaffing.

Layoff
Layoff is severance action by which AOMA terminates the services of a faculty member before the expiration of his/her current contract, without regard to his/her performance. Reasons for layoff are:
- Prolonged Mental or Physical Illness
- Changes in Curricular Requirements, Academic Program, or Departments
- Financial Exigency

Dismissal for Cause
Dismissal for cause is a severance action by which AOMA terminates its contract with faculty member for just cause. Any teaching contract is subject to action under this section and any terms of such contract may be superseded. A faculty member dismissed for just cause may be required to leave the campus immediately. Just cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue his/her professional capacity as a teacher at AOMA and will be determined in each instance by the program director in accordance with procedures outlined below. Dismissal will not be used to restrain a faculty member's academic freedom.

Dismissal proceedings may be instituted on the basis of the following grounds:
- Professional incompetence.
- Continued neglect of academic duties in spite of oral and written warnings.
- Deliberate and serious violation of the rights and freedom of fellow faculty members, administrators, and/or students.
- Conviction of a crime directly related to the faculty member's fitness to practice his/her profession at AOMA.
• Serious failure to follow the code of ethics of one’s discipline and the teaching profession as described in this manual.
• Falsification of credentials and experience.
• Failure to follow standards of the institution in respect to guidelines within this manual after oral and written warnings.
• Moral turpitude.

In every instance the dismissal procedure will include the following steps:
• Written notice to the faculty member from the program director that a recommendation for dismissal for cause will be made to the president. This notice will contain a written statement of the grounds upon which the recommendation is to be made and a brief summary of the information supporting such grounds.
• A reasonable opportunity must be offered to the faculty member to meet with the program director to present his/her defense to the dismissal recommendation before the recommendation is made.
• The faculty member may invoke the appeals process.
• The faculty member may be forbidden on campus except for the sole purpose of making appeals.
• Upon dismissal, salary and benefits will cease.

Suspension
Depending on the circumstances, the president may elect to impose a lesser disciplinary action short of dismissal, such as suspension for a period of time without pay. In unusual circumstances, the president may take disciplinary action without previous citation or warning.

Suspension may be the temporary separation of a faculty member from AOMA when it is determined by the president that there is a strong likelihood that the faculty member’s continued presence poses an immediate threat of harm to AOMA or to the individual members of the AOMA community. Depending on the circumstances, such suspension may be with or without pay and will last only so long as the threat of harm continues or until dismissal for cause occurs.

Termination of Employment
A faculty member who does not comply with the terms of this agreement is subject to dismissal from AOMA after due notification. The program director will first orally notify the faculty member of any non-compliance with this agreement; the second notification will be in writing. If the non-compliant behavior is not corrected after the second notice, the program director and the president will inform the faculty member in writing of his/her release from the contract. If a faculty member chooses to appeal the termination of his/her contract, he/she must send a written request to the board of governors within 14 days of receipt of the third notice.

Full-time faculty members are expected to fulfill the annual contract agreements covering the academic year (July through July). Mutual agreement between the faculty member and the program director is required for the contract to be terminated prior to that time.

The recommendation not to reappoint a probationary faculty member is made by the program director to the president. Notice of non-reappointment must be given in writing by May 15 of the academic year of service if the appointment is not to be renewed.

Changes in Curricular Requirements, Academic Program, or Departments
Termination of a faculty member may occur as a result of major change, including discontinuation of a curricular requirement, or department in whole or in part. Decisions on such layoffs will be made by the president upon the recommendation of the program director in consultation with the chair of the faculty organization. Faculty laid off under a program change, etc., will receive at least one year’s notice from the time of a final decision and official notice to the faculty member to change or eliminate a program. AOMA
will end such programs and the faculty member’s relationship with AOMA at the end of the academic term.

In cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

The appointment of a faculty member with a multi-year contract will not be terminated in favor of retaining a faculty member with a probationary contract unless serious distortion of the academic program would result. The decision in this circumstance would be made by the program director in consultation with the department director and the chair of the faculty organization.

Financial Exigency
In the matter of layoff due to financial exigency, AOMA adopts the following statement of the 1990 edition of the AAUP Policy Documents and Reports fundamental guiding set of principles. The statement in its entirety is as follows:

Termination of an appointment with multi-year contract appointment, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

As a first step, there should be a faculty body which participates in the decision that a condition of financial exigency exists or is imminent, and that all feasible alternatives to termination of appointments have been pursued. The responsibility of identifying individuals whose appointments are to be terminated should be committed to a person or group designated or approved by the faculty.

The appointment of a faculty member with a multi-year contract will not be terminated in favor of retaining a faculty member without a multi-year contract, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice or severance salary.

Faculty Complaint Resolution/Appeals Process

Purpose
The purpose of the Faculty Complaint Resolution/Appeals Process is to provide for resolution of conflicts/complaints between and among faculty members or between and among faculty members and AOMA. All conflicts/complaints shall be treated as confidential by and among individuals directly involved in the resolution process. No individual shall suffer any penalty for filing a request for conflict resolution. The appeals process also serves as a forum for disinterested fact-finding to assist the president in deciding cases in which the program director’s personnel decision is appealed, by a faculty member on the basis of fact or procedure.

Informal Resolution
When a conflict occurs, the parties involved attempt to arrive at resolution between and among themselves. If the individual parties are unable to resolve the conflict, the aggrieved individual(s) will inform the department director of all informal meetings pertaining to attempted conflict resolution. Any complainant who feels that resolution has not been achieved may request a meeting with the department
If the conflict between and among the involved parties cannot be resolved, any of the parties may file a request for a hearing looking to a formal resolution through due process as herein provided.

Formal Appeals

Any faculty member who believes he/she has not received a satisfactory resolution to a conflict/complaint through the informal process may file a written request within ten (10) working days following a meeting with the designated department director seeking a formal appeal. The Formal Appeals Process will be initiated by a letter from the faculty member to the program director, who will assemble the appeals panel. The appeal letter will be restricted to matters of fact and procedure. Evidence in support of an appeal should be succinct, relevant, and documented.

The appeals panel will consist of the chair of the faculty organization, a faculty member selected by the faculty and a faculty member selected by the program director. The panel will be chaired by the chair of the faculty organization. If the chair of the faculty is involved in the issue at hand, the faculty will select the appeals panel chair. Any conflicts of interest should be avoided in constituting the appeals panel, and any member of the panel who cannot render a fair and disinterested opinion should excuse him/herself from the committee.

The panel chair will schedule a meeting of the panel within (10) working days. The panel shall meet in closed session to hear presentation of any conflict/complaint with all members being informed in writing of the date, time and meeting place. Minutes of the meeting, with all evidentiary documents, shall be kept and filed with the office of the program director. All records will be confidential except as the same may be necessary in any public proceedings.

Parties appearing before the panel have the right to a representative of their choice being present at the meeting. If any party intends to have an attorney appear at the hearing, such attorney shall submit in writing his/her entry of appearance at least three (3) days in advance of the hearing. The panel may decide to have an attorney appear to represent it in an advisory capacity and shall submit his/her entry of appearance at least two (2) days in advance of the hearing.

Any conflict, charges, evidence and background material concerning the case must be submitted to the team at least three (3) working days prior to the panel hearing date. The party against whom the conflict/complaint is filed shall be provided copies of the complaint, charges and evidence submitted by the complainant in writing at least two (2) days prior to the panel hearing date.

The complainant and the party against whom the complaint is made shall appear to present their respective cases to the panel on the hearing date.

The panel shall make recommendations to the president within five (5) working days following the hearing. Minutes of the proceedings and supporting documents shall be included with the recommendations, if requested.

The president shall provide the complainant(s) with a written decision within five (5) working days following receipt of the recommendation of the panel.

If a faculty member(s) wishes to appeal the decision, a written notice of appeal must be submitted to the president within ten (10) working days following the notification of the decision. If a notice of appeal is not filed within ten (10) working days, the president’s decision shall become final.

In the event of an appeal, the president will notify the chairman of the board of governors so as to enact a procedural review of the process no sooner than ten (10) working days and no later than one month following notice of the appeal.
The president and all involved parties shall be notified of the procedural review outcome within thirty (30) calendar days of the review.

In the event that the president is a party in the conflict/complaint, the chairman of the board of governors will select a representative to perform the function of the president in the faculty complaint resolution procedure.

Documents pertaining to the appeal will be filed in the program director’s office. One copy of the documents will be provided to the faculty member upon request.
Academic Policies & Procedures

Grades
Some courses are offered for a letter grade, and others may be taken on a pass/fail basis. In the pass/fail grading system, a Pass grade denotes the student has achieved at least the minimum requirements and 70% competency of the course material; a Fail grade denotes the student has not met the minimum requirements and has not achieved 70% competency of the course material.

AOMA’s grading system is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>69% and below</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal with passing grade</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with failing grade</td>
<td></td>
</tr>
<tr>
<td>CBT</td>
<td>Credit by transfer</td>
<td></td>
</tr>
<tr>
<td>CBE</td>
<td>Credit by examination</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (no credit for course)</td>
<td></td>
</tr>
</tbody>
</table>

70% is the minimum required grade to receive credit for a course and to enter into the subsequent course (i.e., Foundations of Chinese Medicine 1 must be passed before a student registers for Foundations of Chinese Medicine 2). Normally, AOMA does not allow Incompletes as a grade, however, incompletes will be considered on a case-by-case basis.

Clinical evaluation forms have a five point rating scale:

1) Unsatisfactory – not good enough; not satisfactory ≤ 69%
2) Needs Work – marginal; not very good 70-79%
3) Competent – having adequate ability or qualities; legally qualified or adequate 80-89%
4) Proficient – well advanced in an art, occupation, or branch of knowledge 90-96%
5) Excellent – superior; very good of its kind; eminently good 97-100%

MAcOM graduation minimum and entry into the DAOM is level 3 (competent). It is AOMA’s expectation that DAOM learners will achieve 4 (proficient) level within the second half of the program of study, and exceptional learners may achieve clinical excellence.

MAcOM Benchmark Exams
A comprehensive examination must be passed before students begin supervised clinical internship to ensure a basic level of understanding of the material. In addition, a second-year practical exam must be completed in order for the student to be considered a third-year intern (level 3 intern). Students who began their program of study in the summer 2003 term or after must also pass a second-year written exam to be eligible to take the NCCAOM acupuncture examination. Comprehensive written and practical exams are also given at the completion of the third (or final) year of study. Students must pass these exit exams with a minimum grade of 70% to graduate from AOMA. For more information on practical exams, please see the Student Clinic Manual.

MAcOM Academic Progress

MAcOM Good Academic Standing
A student must maintain a grade point average (GPA) of at least 2.0 to be in good academic standing and eligible for graduation. Any failed class must be repeated for credit and a student may not continue to the next level of coursework having failed the prerequisite.
MAcOM Academic Probation
A student whose grade point average falls below 2.0 in any term will be placed on academic probation for the following term. If the student’s grades improve over the next term and his/her term GPA is at or above 2.5 for two long terms, the probation will be lifted. Please Note: A 2.5 GPA must also be maintained during the summer term if a student is placed on probation during a period in which the summer falls. If the student’s grades do not improve over the term, he/she will be placed on academic suspension for the following term. The analysis of the improvement of GPA will be done on core classes in a long term. Core classes are 3-credit didactic courses with a department code of AT, HT, and WS.

MAcOM Academic Suspension
When a student has not improved his/her GPA, s/he is placed on suspension. A student placed on suspension must sit out at least one full term from their studies. To be considered for readmission, the student must submit a letter of intent to the program director to be considered for readmission. This letter must be submitted at least two months before the start of the term for which readmission is being sought (6 weeks if the suspension is from the spring term and the student seeks readmission for the fall term). The letter should include what the circumstances were leading up to the suspension, what the student has been doing during the suspension, and what will be done if readmitted to ensure success in the program. The student should show evidence of how he/she will be successful in the program if allowed readmission.

The academic council will decide whether to readmit the student and when he/she may begin taking courses again. If approved the student must maintain a GPA at or above 2.5 during the following term and during each of the following four terms in which the student is enrolled or he/she will be dismissed from the program. The academic council may impose other conditions that also must be met. The analysis of the improvement of GPA will be done on core classes in a long term. Core classes are 3-credit didactic courses with a department code of AT, HT, and WS.

Dismissal and Expulsion from the MAcOM Program
There are several standards for showing academic progress. Failure to meet AOMA’s standards may result in dismissal or expulsion from the MAcOM program. Some of these include:
1. A student who goes on academic probation more than three times may be dismissed.
2. A student who breaks the conditions of readmission after suspension may be dismissed.
3. A student may be dismissed or expelled from the program as a result of a decision by a Misconduct Advisory Committee.
4. If a student fails any course three times, including grades of F, AF, and WF, will be dismissed.
5. If a student fails the benchmark written exam three times, the student will be dismissed.

There are numerous case-dependent situations not covered above that might call for dismissal or expulsion from the program. Some of these could include, but are not limited to:
1) Patterns of enrolling in and dropping classes, regardless of the effect on GPA,
2) Deteriorating health of the student such that continuing in the program may be dangerous for self or others, or will interfere with successful completion of the program.
3) Other patterns of behavior or lack of academic progress that in the professional judgment of the faculty will greatly interfere with a student’s ability to complete the program and become a licensed acupuncturist.

After a period of one year, a dismissed student may apply for readmission to the program under the terms outlined in the most current catalog. An expelled student will not be considered for readmission into the MAcOM program or any other program AOMA may offer. All decisions by the Academic Council to dismiss or expel a student are final. Appeal is only available if compelling new information is brought forward to the Academic Council via student services. The student may contact the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Contact information is found on the front, inside cover of this manual.
Students receiving educational assistance from sources outside the school (e.g., Texas DARS, Veteran’s Administration, Federal Financial Aid, etc.) should be aware that the agency sponsoring the assistance will be notified of any change in the student’s academic status.

**DAOM Academic Progress**

**DAOM Good Academic Standing**

A student must maintain a grade point average (GPA) of at least 3.0 (80%) to be in good academic standing and eligible for graduation. Any failed class (below a 70%) must be repeated for credit and a student may not continue to the next level of coursework having failed the prerequisite. Students should consult the “Course Descriptions” section of the AOMA catalog for prerequisite information. Please note, courses are only offered once a year. Grades will be reviewed by the DAOM program director at the completion of each course. A GPA review will be conducted at the end of every other residency week (weeks 2, 4, 6, 8, 10, 12, and 14).

**DAOM Academic Progress**

The DAOM program is a two year program, although a learner may take up to four years to complete the program. Academic progress is a combination of good academic standing and timely progression through the program to be able to graduate within the four year limit. If a learner takes longer than four years, she/he may reapply to the program under the then-current catalog.

**DAOM Remediation Plan**

A student who gets below a B (80%) in any course or clinical rotation will be placed on a remediation plan. A remediation plan will be decided on a case-by-case basis, and may include additional work. The DAOM program director will work with the faculty member(s) involved to create the remediation plan.

**DAOM Academic Probation**

A student whose grade point average (GPA) falls below 3.0 on any GPA review will be placed on academic probation the following academic quarter. Probation includes a remediation plan. If the student’s grades improve, the remediation plan is completed, and his/her GPA is at or above 3.25 on the next review, the probation will be lifted. If the student’s grades do not improve, or the remediation plan is not completed, he/she will be placed on academic suspension. A GPA review will be conducted at the end of every academic quarter (after residency weeks 1, 3, 5, 7, 8, 10, 12, 14).

**DAOM Academic Suspension**

Suspension from the DAOM program is a serious event. The length of suspension is contingent on which program requirements have been completed, the pre-requisite structure and when the next courses needed will be offered again. The suspension may be as long a year. To be considered for readmission, the student must submit a letter of intent to the program director to be considered for readmission. This letter must be submitted at least three months before the start of the residency week for which readmission is being sought. The letter should include what the circumstances were leading up to the suspension, what the student has been doing during the suspension, and what will be done if readmitted to ensure success in the program. The student should show evidence of how he/she will be successful in the program if allowed readmission.

The conditions leading to the suspension will be taken into consideration for reinstatement or dismissal from the program.

The academic council will decide whether to readmit the student and when he/she may begin taking courses and clinics again. If approved the student must maintain a GPA at or above 3.5 during the following 2-week residency period. The academic council may impose other conditions that also must be met, such as a remediation plan.

**Dismissal and Expulsion from the DAOM Program**

There are several standards for showing academic progress. Failure to meet AOMA’s standards may result in dismissal or expulsion from the DAOM program. Some of these include:

1) A student who goes on academic probation more than once may be dismissed.
2) A student who fails to satisfactorily complete a remediation plan may be dismissed.
3) A student who breaks the conditions of readmission after suspension may be dismissed.
4) A student may be dismissed or expelled from the program as a result of a decision by a Misconduct Advisory Committee.
5) If a student fails any course two times, including grades of F, AF, and WF, he/she will be dismissed.

There are numerous case-dependent situations not covered above that might call for dismissal or expulsion from the program. Some of these could include, but are not limited to:

1) Patterns of enrolling in and dropping classes, regardless of the effect on GPA,
2) Deteriorating health of the student such that continuing in the program may be dangerous for self or others, or will interfere with successful completion of the program.
3) Other patterns of behavior or lack of academic progress that in the professional judgment of the faculty will greatly interfere with a student’s ability to complete the program and become an advanced practitioner of acupuncture and Oriental medicine.

After a period of one year, a dismissed student may apply for readmission to the program under the terms outlined in the most current catalog. An expelled student will not be considered for readmission into the DAOM program or any other program AOMA may offer. All decisions by the Academic Council to dismiss or expel a student are final. Appeal is only available if compelling new information is brought forward to the Academic Council via student services. The student may contact the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM www.aacom.org).

Students receiving educational assistance from sources outside the school (e.g., Texas DARS, Veteran’s Administration, Federal Financial Aid, etc.) should be aware that the agency sponsoring the assistance will be notified of any change in the student’s academic status.

**Attendance**

Students are expected to attend all scheduled class sessions. Students are expected to be in class on time and remain in class for the full classroom hour. AOMA does not distinguish between excused and unexcused absences. Additionally, instructors reserve the right to impose stricter attendance requirements for individual courses if they believe such an amendment is necessary for the achievement of the course objectives. Instructors must note any attendance policy changes in the course syllabus and students will be expected to adhere to the attendance requirements as outlined for that particular course.

**Absences**

Courses in a professional program depend on informed and active discourse between the instructor and the students. Absences are therefore detrimental to the achievement of objectives for the absent student as well as for his/her classmates. Tardiness or early departures have a similar effect, causing disruptions in the progression of class.

**Absences - Didactic Courses**

Due to the nature of the DAOM residency weeks, DAOM students should work with their instructors and DAOM program director if absences become necessary.

A MAcOM student may miss up to two, three-hour sessions in a 36-hour course; one, three-hour session in an 18-hour or 24-hour course; and two hours in a 12-hour course without a grade penalty. If a student misses more than what is permissible for a course, regardless of the reason, the final course grade will be lowered one letter. If a student misses more than 25% of the scheduled classes, the student will be dropped from the course as of that date, and the course grade will be determined as stated in the add/drop policy outlined in the Policies and Procedures - Registration section of this manual.

**Absences - Practical Courses**

A MAcOM student may miss only one class without a grade penalty. If two are missed, the final grade will be lowered by one letter; if three are missed, the final grade will be lowered two letters. If a student
misses more than three classes, he/she will be dropped from the course as of that date, and the course grade will be determined as stated in the add/drop policy outlined in the Policies and Procedures - Registration section of this manual.

Absences - Mind/Body Courses
A MAcOM student may miss only two classes. If a student misses more than two classes, he/she will be dropped from the course as of that date, and the course grade will be determined as stated in the add/drop policy outlined in the Policies and Procedures - Registration section of this manual.

Tardiness/Early Departure
Tardiness is defined as entering the classroom after instruction has begun; early departure is defined as leaving before instruction is concluded. Each instance of tardiness or early departure will be calculated as one instructional hour missed. Three instances of tardiness therefore equal one missed class. Excessive or extended time out of the classroom may also count as tardiness.

MAcOM Exams/Make-up Exams
The following outlines the policy and procedure set for students who miss an exam and are participating in a course where the instructor allows make-up exams. Please note: It is under each instructor’s academic freedom within their course to allow make-up exams or not or require the completion of additional exams in place of a missed exam. The student is responsible for communicating with faculty and staff to schedule and complete missed exams. The student is solely responsible for making up any practical portion of an examination by arranging to complete directly with their instructor. Missed examinations, written or practical, must be completed prior to the next scheduled meeting of the course or before the beginning of the next term if the missed exam is a final exam. If an exam is missed prior to a break week, the exam must be completed during break week and scheduled in the same manner as a regular makeup exam. Final exams taken as make-up exams during break week may delay receipt of financial aid for the following term.

Please Note: During the summer term, classes usually meet twice a week; this significantly changes the timeline of when exams must be completed.

Written examinations may be completed in the designated testing room from 12:30pm to 2pm Monday through Friday. Exams scheduled during break weeks adhere to the same scheduling procedure as listed below; however, completion of final exams during break weeks will occur from 11am to 2pm Monday through Friday.

Students who fail to complete their exam during their scheduled appointment will receive a zero on the examination.

Procedure:
1. A student who needs to schedule a make-up examination must:
   - Visit the Finance Office to schedule the exam with at least 24 hours advance notice of the desired date of the make-up,
   - Complete the request form and submit payment of the $40 fee to the Finance Office,
   - The Finance Office will then enter the exam on the calendar.
   - OR students may complete this process online per the procedure as outlined on the forms and resources page at https://aoma.edu/students-alumni/registrar/forms/.

2. On the day of the make-up exam, the student will report to the designated testing room to receive and complete their examination. Please Note: Exams will not be proctored earlier than the scheduled appointment and arriving late reduces the allotted time that a student has to complete their exam.

3. Upon completing the exam, the student will submit the exam to the proctor.

4. Exceptions to this policy must be submitted directly to the instructor of the course, who if approves must submit to the registrar via email the terms of rescheduling the exam.
**Plagiarism and Cheating**

Plagiarism and cheating are serious offenses of academic and public life. Blatant or intentional plagiarism occurs when a person copies a passage almost word for word without identifying the source of the words or ideas. Unintentional plagiarism occurs when a person attempts to paraphrase the words of another, but the sentence structure, sequence of ideas, and key phrases noticeably resemble the original without giving due credit to the author.

Cheating is looking at or copying unauthorized sources during an in-class quiz, test, or exam, or during a take-home exam or assignment. It may also include unauthorized submission of a paper or assignment used for another class.

Faculty may impose the following consequences in instances of plagiarism or cheating:

* **Blatant Plagiarism**: May mean (at the discretion of the professor) failure in the course.

* **Unintentional Plagiarism**: May (at the discretion of the professor) result in an automatic “F” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit) using proper documentation.

* **Cheating**: May result in an “F” for the assignment. It may also result in failure of the course and any other action deemed appropriate by the professor, department chair, and Program Director.

* **Repeated Plagiarism or Cheating**: May result in academic suspension.

Faculty must report all incidences of plagiarism or cheating to the Program Director.

**Student Code of Conduct**

AOMA students are expected to conduct themselves in ways that foster AOMA’s fundamental functions of education and public service and uphold AOMA’s core values. As an example, student involvement in AOMA activities outside of the classroom, in student government, and in student organizations is encouraged.

**General Principles**

- The primary purpose for the student code of conduct is the protection of the campus community and the maintenance of an environment conducive to learning, inquiry, and public service.
- Freedom of thought and expression are essential to AOMA’s academic mission. Nothing in this Code should be construed as limiting the free and open exchange of ideas and viewpoints.
- Inherent Authority: AOMA reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.
- Violations of Local, State, and Federal Law: Students may be accountable to government authorities and to AOMA for acts which constitute violations of law and this Code. Student misconduct allegedly constituting a felony or misdemeanor offense may be referred to appropriate law enforcement agencies for prosecution.

**Proscribed Conduct**

The following actions constitute conduct for which students will be subject to disciplinary action, including possible dismissal:

- Obstruction or disruption of teaching, research, administration, clinics, disciplinary procedures, or other AOMA activities, including public service functions or other authorized activities at AOMA
- Theft or malicious damage to school property, or the property of any person when such property is located on AOMA premises
- Unauthorized entry into or use of AOMA’s facilities, including buildings, desks, tables, files, equipment, and supplies
- The consumption, possession, or distribution of alcoholic beverages or illicit drugs, abuse of
prescription medications, smoking of tobacco, or the possession of weapons/firearms on AOMA campus or at AOMA events is prohibited

- Academic cheating, including plagiarism in any form; knowingly providing false or misleading information to the school; or forgery, alteration, or unauthorized use of AOMA documents, records, or identification
- Unauthorized possession of keys to AOMA facilities, including buildings, desks, files, and equipment
- Failure to comply with published clinic and academic regulations
- Failure to comply with dress, appearance, and professional standards of behavior as set forth by AOMA
- Unlawful conduct involving moral turpitude, HIPAA violations, or the illegal practice of any of the healing arts
- It is a felony to practice acupuncture in Texas without a license. This prohibition is extended to any acupuncture needling outside of the formal, supervised, educational format
- Physical or verbal abuse, intimidation, or personal harassment
- Deliberate or careless endangerment of others
- Deliberate incitement of other students to commit serious rule violations or to commit grievous acts
- Tampering with the building alarm system or any other safety equipment
- Failure to comply with the lawful directions of AOMA officials
- See Sex Discrimination and Sexual Harassment Policy, Sexual Misconduct Policy, General Appendices—C, D; and Staff/Student Relationships Policy, this manual.

Due Process--Procedure for Misconduct Allegations (including lapses in professionalism)

Please refer to the Academic Policies section of this manual for due process related to grade appeals and academic standing.

It is the policy of AOMA to provide students with a prompt and fair hearing of disputes. The purpose of the following procedure is to provide a system through which alleged injustice(s) may be resolved. Through orderly procedures, students are hereby provided with protection against allegations of student misconduct. All academic rights and privileges of faculty members and students are to be honored in this process. If the matter remains unresolved after the process outlined below is followed, the individual may contact the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Address is 7501 Greenway Center Drive Suite #820, Greenbelt, MD 20770.

Any allegation of misconduct by a student must be made in writing to the vice president for student services and will be handled according to the following procedures:

Misconduct Advisory Committee (MAC)
- Membership: Three members from the faculty (one must be a departmental director), two members from the current student body (one must be an ASA member), the Director of Student and Career Services (as non-voting facilitator). All members will be chosen by the VP of Student Services.
- Meetings: Convened ad hoc when the necessity arises to process major or critical misconduct allegations. The group may also be asked to review minor lapses.
- Procedures:
  - All misconduct must be reported within three months of the event.
  - Misconduct is identified by instructor, supervisor, staff member, patient, or peer.
  - Minor lapse is resolved by the appropriate immediate supervisor (faculty, staff, etc.) and documented using the campus-wide software.
  - Major critical lapse is reported in writing to the VP of Student Services. Student is advised that the incident has been noted and will be reviewed at MAC meeting. The student is sent a copy of the report.
  - Student provides the MAC a written statement of the event within seven AOMA business days.
• The Vice President of Student Services convenes the MAC within 10 AOMA business days from the report.
• The student gives testimony as to the allegation of misconduct and provides any and all evidence refuting the allegation. Student may designate one other individual to be present with them and to speak on their behalf at the MAC meeting.
• MAC reviews incident. MAC may adjourn to private session for deliberation. If misconduct is identified, MAC classifies lapse as minor, major, or critical. MAC also determines appropriate consequences and remediation plan.
• When establishing consequences, the MAC must consider the following:
  ▪ Classification of the lapse
  ▪ Whether the student has had previous lapses
  ▪ The level of responsibility shown by the student
  ▪ Extenuating circumstances
• Student is notified in writing of MAC’s decision. All major and critical lapses will also be communicated to the departmental directors. Decisions of the MAC are final.
Acupuncture Resources
For information about programs, testing, and licensure for acupuncture, Oriental medicine, and Asian bodywork therapy:

**ACAOM**  
Accreditation Commission for Acupuncture and Oriental Medicine  
Maryland Trade Center #3  
7501 Greenway Center Drive, Suite 760  
Greenbelt, MD 20770  
(301) 313-0855  
www.accaom.org

**CCAOM**  
Council of Colleges of Acupuncture and Oriental Medicine  
600 Wyndhurst Avenue, Suite 112  
Baltimore, MD 21210  
(410) 646-6040  
www.ccaom.org

**NAF**  
National Acupuncture Foundation  
P.O. Box 137  
Chaplin, CT 06235  
860.455.4424

**NCCAOM**  
National Certification Commission for Acupuncture and Oriental Medicine  
76 South Laura Street, Suite 1290  
Jacksonville, FL 32202  
904-598-1005  
www.nccaom.org

**TSBAE**  
Texas State Board of Acupuncture Examiners  
P.O. Box 2018  
Austin, TX 78768-2018  
(512) 305-7021  
www.tsbme.state.tx.us/index.htm
## Calendar – Winter 2012 – Spring 2013

<table>
<thead>
<tr>
<th>Winter 2012</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
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</thead>
<tbody>
<tr>
<td>Dec 18 - Jan 8</td>
<td>Winter break</td>
<td>Summer/Spring intermission</td>
</tr>
<tr>
<td>Jan 9</td>
<td>New student orientation</td>
<td>July 15 - 22</td>
</tr>
<tr>
<td>Jan 13</td>
<td>First day of class</td>
<td>July 19 - 21</td>
</tr>
<tr>
<td>Feb 19 - 26</td>
<td>Graduation applications due</td>
<td>July 23</td>
</tr>
<tr>
<td>Feb 27 - 29</td>
<td>Mid-term break</td>
<td>July 27</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Spring registration</td>
<td>Graduation applications due</td>
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<tr>
<td>Mar 16</td>
<td>Add/drop period begins</td>
<td>Aug 13 - 15</td>
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<tr>
<td>Mar 24</td>
<td>End of free add/drop period</td>
<td>Fall registration</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Benchmark exams</td>
<td>Aug 17</td>
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<tr>
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<td>Last day of class</td>
<td>Aug 31</td>
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<tr>
<td></td>
<td></td>
<td>End of free add/drop period</td>
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<td></td>
<td></td>
<td>Sept 1</td>
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<tr>
<td>Fall 2012</td>
<td>Winter 2013</td>
<td>Spring 2013</td>
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<tr>
<td>Sept 16 - 23</td>
<td>Summer/Fall intermission</td>
<td>Winter/Spring intermission</td>
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<tr>
<td>Sept 28</td>
<td>Graduation applications due</td>
<td>July 23</td>
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<tr>
<td>Nov 5 - 7</td>
<td>Winter registration</td>
<td>July 27</td>
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<tr>
<td>Nov 9</td>
<td>Add/drop period begins</td>
<td>Graduation applications due</td>
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<td>Nov 18 - 25</td>
<td>Thanksgiving break</td>
<td>Aug 13 - 15</td>
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<td>Fall registration</td>
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<td>Dec 1</td>
<td>Benchmark exams</td>
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<td>Aug 31</td>
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<td>Sept 1</td>
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<tr>
<td></td>
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<td>Benchmark exams</td>
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</table>

### The Academic Year

The AOMA Graduate School of Integrative Medicine operates on four terms each year. The fall, winter, and spring quarters consist of twelve weeks of study with a one-week break during and after each term. The summer quarter is eight weeks of study, including expanded class hours with no mid-term break. Several classes and clinics are offered during the summer term and students should plan to attend one or more full summers during the course of their studies. New students may apply for admission in the fall, winter, and summer quarters. Transfer students may apply for admission in any term.

### Part-time vs. Full-time Study

Certain classes are offered only in the daytime, on the weekend, or in the evening, and students should plan accordingly. Students should also be aware that the program must be completed within eight calendar years of initial enrollment, and within six years if the student is on federal financial aid.
AOMA Faculty Senate By-laws

I. NAME AND PURPOSES

ARTICLE 1 NAME
The name of the faculty organization at AOMA is the Faculty Senate.

ARTICLE 2 PURPOSES. The purposes of the Faculty Senate are to:

A. Provide a mechanism for active participation in the academic governance of the institution with particular emphasis on matters of curriculum, degree requirements, subject matter, methods and standards of instruction, grading criteria, research, academic budget, general faculty welfare issues and those aspects of student life which relate to the educational process

B. Provide a means by which faculty can advise and make recommendations to academic administrators

C. Act as the deliberative body for the faculty in the formulation of policies, regulations and procedures

D. Insure academic freedom and integrity

II. COMPOSITION, MEMBERSHIP AND MEETINGS

ARTICLE 1 MEMBERSHIP AND PRIVILEGES
Full-time, part-time and supervising faculty of the AOMA are members of the Faculty Senate.

ARTICLE 2 QUORUM
A quorum of the AOMA Faculty Senate requires one half of the current faculty to be in attendance.

ARTICLE 3 MEETINGS

A. Regular Meetings: The AOMA Faculty Senate will meet at least once in the fall and spring terms.

B. Special Meetings: Special meetings of the Faculty Senate may be called by the Chairperson of the Senate, the President of AOMA, or upon written request of any nine faculty members of AOMA, on the date and time specified in the call of the meeting, but not earlier than seven days after such request.

III. FACULTY SENATE LEADERSHIP

ARTICLE 1 OFFICERS
Officers of the AOMA Faculty Senate must hold full-time faculty appointments. Officers include Chair, Vice-Chair, and Secretary-Treasurer. Officers are elected biennially in the spring term of odd years and assume their positions in the fall term of that year. (See section III article 3 below)

ARTICLE 2 DUTIES AND RESPONSIBILITIES

A. The Chair of the AOMA Faculty Senate:
   • Presides at all meetings of the Senate
   • Represents the faculty at official functions
   • Serves as an ex-officio member of all Senate committees
   • Create ad hoc committees
   • Carries out the directives of the Faculty Senate
   • Represents the issues and views of the faculty to administration

B. The Vice-Chair of the AOMA Faculty Senate:
   • Acts in the place of the Chair in the absence of that officer
   • Succeeds and fills the unexpired term of the office of Chair in the event that office becomes vacant
• Acts as a member of and regularly attends Faculty Senate meetings
• Acts a parliamentarian at all Senate meetings
• Performs duties as directed by the Chair or Senate

C. The Secretary-Treasurer of the AOMA Faculty Senate:
• Prepares, corrects, distributes and maintains minutes of all Senate meetings
• Assures that standing committees maintain minutes
• Prepare an annual budget request for the Senate and submit it to the Vice President of Finance
• Maintain financial reports and information for the Faculty Senate
• Disburse funds as directed by the Senate

ARTICLE 3 OFFICER ELECTIONS

The Senate Officers will be elected by nomination and voting during the Spring term senate meetings of every even-numbered year. The sitting Vice-Chair will remind the departments of the need for the election by a memorandum sent one month prior to the meeting date of the appropriate year. Nominations can be made in writing prior to the meeting by responding to the Vice-Chairs request or they may be offered at the meeting.

The three persons receiving the most votes will become the new Senate Officers. A second vote from the membership will determine the positions of Chair, Vice-Chair and Secretary-Treasurer.

ARTICLE 4 TERMS OF OFFICE

All elected officers will serve for two academic years.

IV. STANDING COMMITTEES

ARTICLE 1 SENATE COMMITTEES
A. Curriculum Council
This group conducts periodic reviews of the AOM curriculum, makes revisions as necessary, and monitors the standards, policies and criteria for the curriculum. Membership: Five members, one representative from each academic department.

B. Admissions Committee [Representatives]
This committee reviews applications, conducts interviews and makes recommendations regarding admission. Membership: Two full-time faculty.

C. Faculty Affairs Board
This committee interviews prospective faculty, recommends faculty appointments, works with administration on faculty issues, and promotes the general welfare of the faculty. Membership: Five members, one from each department.

D. Elections Committee
This committee collects nominations, prepares ballots and conducts elections for the Faculty Senate including biennial elections of officers. Membership: Three members from the faculty.

E. Awards Committee
This committee will review candidates and select recipients for scholarship awards as are available to AOMA students. This group will also establish criteria for and monitor the recipient selection process. Membership: Three full-time faculty members.

F. Faculty Development advisory committee
This committee will plan, monitor and review the continuing education programs and activities conducted by AOMA, including but not limited to Southwest Symposium, outside speakers for faculty development, etc. Membership: Five members from the faculty
ARTICLE 2 GENERAL DUTIES AND RESPONSIBILITIES OF SENATE COMMITTEES
A. Each senate committee will elect a chair and secretary. The chair shall convene and preside over meetings. The secretary will assure that minutes are taken and distributed, corrected as necessary, maintained in a retrievable manner and a copy provided to the Senate Chair.

B. Senate committee chairs will contribute to the agendas for Senate meetings.

C. A written report from each Senate committee will be provided for each Faculty Senate meeting.

D. Senate committee members will be selected by the membership at large when the need arises. Committee members are expected to serve for at least two academic years and may choose to serve in the committee indefinitely.

V. AMENDING THE BYLAWS

ARTICLE 1 VOTING
The Bylaws may be amended by a two-thirds majority of the attending faculty at a regular or special meeting.

ARTICLE 2 IMPLEMENTATION OF AMENDMENT
Unless otherwise specified, an approved amendment will take effect in the fall term following the term in which the amendment was approved.
Campus/Clinic Addresses

Main Campus
Address 4701 West Gate Blvd
Austin, TX  78745
Web site www.aoma.edu
Phone Numbers
Administration  (512) 454-1188 (see directory for individual phone numbers)
Student Clinic  (512) 371-3738
White Crane  (512) 323-6720
Student Clinic  (512) 693-4373
Fax  (512) 454-7001
General Email info@aoma.edu

AOMA Herbal Medicine North
2700 W. Anderson Ln., Ste. 512
Austin, TX  78757
www.aoma.edu/store
512-323-6720

AOMA Herbal Medicine South
4701 West Gate Blvd Bldg. B
Austin, TX  78745
www.aoma.edu/store
512-693-4372

AOMA Clinics

AOMA South Clinic
4701 West Gate Blvd, Bldg A
Austin, TX 78745
(512) 693-4373

AOMA North Clinic
2700 W. Anderson Ln., Ste. 512
Austin, TX  78757
(512) 371–3738

Clinic Affiliates

Seton Topfer Community Clinic
8193 Collinfield Road
Austin, TX 78757

Seton McCarthy Community Clinic
2811 East Second Street
Austin, TX 78702

People’s Community Clinic
2909 IH35
Austin, TX 78722

Austin Pain Associates
2501 W. William Cannon Drive, Suite 401
Austin, TX 78745
### Contact Information

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Address changes</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
<td>492-3011</td>
<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Academic Advisors</td>
<td>Robert Laguna</td>
<td>492-3010</td>
<td><a href="mailto:rlaguna@aoma.edu">rlaguna@aoma.edu</a></td>
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<tr>
<td></td>
<td></td>
<td>Lesley Hamilton</td>
<td>492-3040</td>
<td><a href="mailto:lhamilton@aoma.edu">lhamilton@aoma.edu</a></td>
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<tr>
<td></td>
<td></td>
<td>Kymberlie Landgraf</td>
<td>492-3010</td>
<td><a href="mailto:klandgraf@aoma.edu">klandgraf@aoma.edu</a></td>
</tr>
<tr>
<td>Billing (invoices)</td>
<td>Coord. Financial Services</td>
<td>Nicole Cadena</td>
<td>492-3007</td>
<td><a href="mailto:ncadena@aoma.edu">ncadena@aoma.edu</a></td>
</tr>
<tr>
<td>Business cards</td>
<td>Admissions Coordinator</td>
<td>Jillian Butler</td>
<td>492-3013</td>
<td><a href="mailto:jbutler@aoma.edu">jbutler@aoma.edu</a></td>
</tr>
<tr>
<td>Classes - Absences</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
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<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
</tr>
<tr>
<td>Classes - Adds/drops</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
<td>492-3011</td>
<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
</tr>
<tr>
<td>Classes - Grades</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
<td>492-3011</td>
<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
</tr>
<tr>
<td>Classes - Schedule</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
<td>492-3011</td>
<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
</tr>
<tr>
<td>Clinic - Absences</td>
<td>Clinic Receptionist</td>
<td>Various</td>
<td>492-3020</td>
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<tr>
<td>Clinic - Make up clinics</td>
<td>Clinic Receptionist</td>
<td>Various</td>
<td>492-3020</td>
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</tr>
<tr>
<td>Clinic - Name tags</td>
<td>Admissions Coordinator</td>
<td>Jillian Butler</td>
<td>492-3013</td>
<td><a href="mailto:jbutler@aoma.edu">jbutler@aoma.edu</a></td>
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<td>Clinic - Schedule</td>
<td>Registrar</td>
<td>Kristen Borthwick</td>
<td>492-3011</td>
<td><a href="mailto:kborthwick@aoma.edu">kborthwick@aoma.edu</a></td>
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<tr>
<td>Clinic - Tally sheets</td>
<td>Clinic Receptionist</td>
<td>Various</td>
<td>492-3020</td>
<td>See addresses page for site</td>
</tr>
<tr>
<td>Computing – Faculty Portal</td>
<td>Dir. of IT</td>
<td>Mario Castillo</td>
<td>492-3005</td>
<td><a href="mailto:tech.support@aoma.edu">tech.support@aoma.edu</a></td>
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<tr>
<td>Computing - CAMS</td>
<td>Dir. of IT</td>
<td>Mario Castillo</td>
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<td><a href="mailto:tech.support@aoma.edu">tech.support@aoma.edu</a></td>
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<tr>
<td>Computing - Support</td>
<td>Dir. of IT</td>
<td>Mario Castillo</td>
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<td><a href="mailto:tech.support@aoma.edu">tech.support@aoma.edu</a></td>
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<tr>
<td>Computing - Wireless</td>
<td>Dir. of IT</td>
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<td><a href="mailto:tech.support@aoma.edu">tech.support@aoma.edu</a></td>
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<tr>
<td>EBSCO Database</td>
<td>Librarian</td>
<td>David York</td>
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<td><a href="mailto:dyork@aoma.edu">dyork@aoma.edu</a></td>
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<tr>
<td>Emergencies</td>
<td>Dir. of Facilities</td>
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<tr>
<td>Emergency Loans</td>
<td>Coord. Financial Services</td>
<td>Nicole Rivera</td>
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<tr>
<td>Employment at AOMA</td>
<td>Human Resources</td>
<td>Kylie Watson</td>
<td>492-3003</td>
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<tr>
<td>Graduation Ceremony</td>
<td>Dir. Of Admissions</td>
<td>Justine Meccio</td>
<td>492-3017</td>
<td><a href="mailto:ththornton@aoma.edu">ththornton@aoma.edu</a></td>
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<tr>
<td>Health Insurance</td>
<td>Dir. of Admissions</td>
<td>Justine Meccio</td>
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<td><a href="mailto:admissions@aoma.edu">admissions@aoma.edu</a></td>
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<tr>
<td>Informal Classes</td>
<td>Dir. of Community Relations</td>
<td>Sarah Bentley</td>
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<td><a href="mailto:sbentley@aoma.edu">sbentley@aoma.edu</a></td>
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<tr>
<td>Lost and Found</td>
<td>Facilities Assistant</td>
<td>David Surgers</td>
<td>492-3033</td>
<td><a href="mailto:aoma-facilities@aoma.edu">aoma-facilities@aoma.edu</a></td>
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<td>Payments</td>
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<td>Nicole Rivera</td>
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<td>Repair requests</td>
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<td>Sarah Bentley</td>
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<tr>
<td>Student Association</td>
<td>ASA President</td>
<td>Natalie Villarreal</td>
<td></td>
<td><a href="mailto:aomastudentreps@yahooogroups.com">aomastudentreps@yahooogroups.com</a></td>
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<td>Student ID's</td>
<td>Admissions Coordinator</td>
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<td>Theft/vandalism</td>
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<td><a href="mailto:aoma-facilities@aoma.edu">aoma-facilities@aoma.edu</a></td>
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<td>Transfer credit</td>
<td>Transfer Advisor</td>
<td>Robert Laguna</td>
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<td><a href="mailto:rlaguna@aoma.edu">rlaguna@aoma.edu</a></td>
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<tr>
<td>Tutoring services</td>
<td>Dean of Students</td>
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<td>492-3010</td>
<td><a href="mailto:rlaguna@aoma.edu">rlaguna@aoma.edu</a></td>
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<td>VA benefits</td>
<td>Dir. of Financial Aid</td>
<td>Nicole Rivera</td>
<td>492-3038</td>
<td><a href="mailto:ncadena@aoma.edu">ncadena@aoma.edu</a></td>
</tr>
<tr>
<td>Withdrawal (program)</td>
<td>Dean of Students</td>
<td>Robert Laguna</td>
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<td><a href="mailto:rlaguna@aoma.edu">rlaguna@aoma.edu</a></td>
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