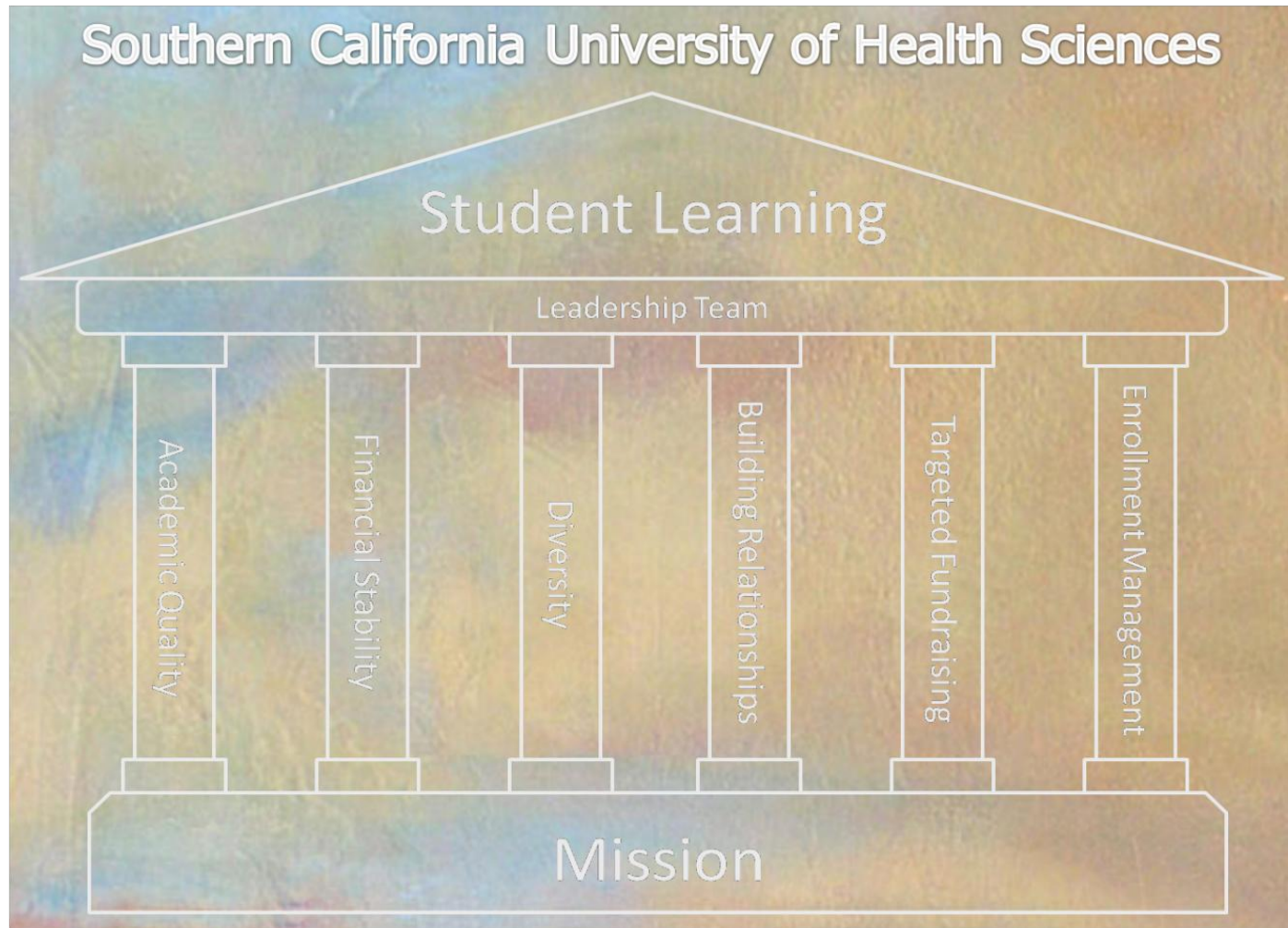


# **Southern California University of Health Sciences**

## **Fact Book Academic Year 2008- 2009**



*Created by the Office of Supported and Institutional Research (OSIR)*

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## ***PRESIDENT'S MESSAGE***

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It is with great pride that I present to you the second annual Southern California University of Health Sciences (SCU) Fact Book. This book covers the 2009 academic year (Sep 2008-August 2009). The Fact Book, developed by the Office of Supported and Institutional Research (OSIR), is a compilation of the most frequently requested data and statistical information about SCU. The publication provides both current and historical information about SCU, its students, alumni, faculty and staff, programs, and instruction. It is intended to be a comprehensive source of official university data.

An electronic version of the Fact Book is available on the OSIR web site at <http://www.scuhs.edu/research.aspx>. We hope that it will be a valuable resource to many.

Since 1911, our institution has been dedicated to the highest levels of education and patient care. We have gained a reputation for excellence in evidence-based education. We provide students with the knowledge, skills, and attitudes necessary to meet the many challenges of the changing healthcare environment. SCU offers outstanding graduate education in the healing arts through the Los Angeles College of Chiropractic, the College of Acupuncture and Oriental Medicine, and the School of Professional Studies. The academic programs are backed by excellent and dedicated faculty, an outstanding learning resource network, and a strong academic support system.

I would like to express my gratitude to the individuals who participated in the development of this edition for their valuable contributions in suggesting changes, providing data, and preparing the information for publication. Any additional feedback for future editions will also be greatly appreciated. Please contact OSIR at [osir@scuhs.edu](mailto:osir@scuhs.edu) with any questions or comments.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. Scaringe". The signature is fluid and cursive, with a large, stylized "S" at the end.

Dr. John G. Scaringe  
SCU President

## *HISTORY OF SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES*

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Dr. Charles Cale and his wife, Linnie, committed themselves to disseminate the knowledge of a little known, yet ancient, healing art – chiropractic. Dr. Cale sought to formalize the training of chiropractic physicians. By 1911, when moderate chiropractic was only 16 years into its history, Dr. Cale applied for and received a charter for Los Angeles College of Chiropractic (LACC). The Cales began the first classes in their home; a nine-month course of study that included anatomy, chiropractic principles and technique. Eleven years later, the College moved to larger and more modern facilities. The curriculum covered 18 months of study. During this period, it absorbed the Eclectic College of Chiropractic, a progressive, yet fledgling, school with a five-year history.

The Chiropractic Initiative Act of 1922 established legal requirements for chiropractic education, California licensure guidelines and the first Board of Chiropractic Examiners. All of this served as the catalyst for enhanced academic programs and accelerated growth at LACC. The next 28 years were marked with continued curricular improvements and material expansion. During that time, LACC acquired many institutions, including Golden State College of Chiropractic; Dr. Cale's second school, Cale Chiropractic College; College of Chiropractic Physicians and Surgeons; Southern California College of Chiropractic; Hollywood College of Chiropractic; California College of Chiropractic and the California College of Natural Healing Arts. The course of study was extended to 32 months. In the late 1940s, a nonprofit corporation, the California Chiropractic Educational Foundation (CCFE) was organized. It acquired several colleges, including LACC. As a holding company, CCEF created a new chiropractic college and retained the name Los Angeles College of Chiropractic. By 1950, the course of study had expanded to four years and the College moved to Glendale, California, consolidating its basic science subjects and chiropractic sciences into one comprehensive curriculum taught in one modern facility. In the late 1970s, the Board of Regents moved the institution in a bold, new direction.

Determined to assure the stability of a progressive chiropractic college, it sought professional educational administrators to develop academic planning, facility usage and economic independence. In three years, the Board had succeeded in creating one of the most responsive and responsible institutions in chiropractic education. In November of 1981, LACC realized a dream-come-true when it purchased a new 38-acre campus in Whittier, California. LACC became the first and only chiropractic program to obtain accreditation from the Western Association of Schools and Colleges (WASC) and was one of the first chiropractic institutions to obtain federal grant money for research. The end of the twentieth century brought a major change to what had been LACC for the past 89 years. The College of Acupuncture and Oriental Medicine (CAOM) was added and the Southern California University of Health Sciences (SCU) was created to house both LACC and CAOM. This marked a turning point from an institution offering a single program to a multi-program university with plans of offering additional programs in what society has labeled alternative health sciences. In 2005, CAOM became the first AOM facility accredited by both WASC and the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). As the new millennium proceeds, and as society continues to expand its embrace of non-medical forms of care, SCU stands as a leader to integrate the training of those who will be the providers of healthcare in the future. Armed with an evidence-based education and led by scholarly faculty, SCU will continue to be this century's standard bearer of knowledge and training for practitioners of the healing arts.

## BOARD OF REGENTS

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Harry E.  
Douglas, III, PhD  
*Chairs*  
Term Expiration  
6/2013



Martin Gallegos,  
DC Term  
Expiration  
2/2011



Ron Lau, Ed.D.,  
MBA  
Term Expiration  
2/2011



Steve Chiang  
Term Expiration  
2/2012



Alexander Ediss, DC  
*Secretary*  
Term Expiration  
2/2011



Caleb K. Zia,  
MSEE, PE, Ed.D  
Term Expiration  
2/2013



William  
Valusek, D.C.,  
Term Expiration  
2/2012



Roberto Morales,  
DC, QME, AME,  
IME, FAFICC  
Term Expiration  
2/2012



Timothy R. Noble,  
DC, DACBSP,  
CSCS  
*Vice Chair*  
Term Expiration  
2/2011



Harry Jacobs, MA  
Term Expiration  
2/2013



Jeff Bowne, DC  
Term Expiration 2/2011

## *MISSION, VISION, VALUES AND STRATEGIC PRIORITIES*

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### SCU Mission:

The mission of the Southern California University of Health Sciences is to educate students as competent, caring and successful healthcare practitioners of integrative medicine.

### SCU Vision:

Southern California University of Health Sciences will be recognized as the premier educational institution for complementary and alternative medicine in the United States.

### SCU Values:

Excellence, Leadership, Integrity, Learning Effectiveness, Evidence-based.

### SCU Strategic Priorities:

#### 1.0 LEARNING INTO PRACTICE

Ensure a learning community where academic excellence in our programs results in caring, competent practitioners.

#### 2.0 CULTURE OF INQUIRY

Ensure a culture of inquiry that provides leadership opportunities in scholarly activity to enhance complementary and alternative medicine.

#### 3.0 SERVICE EXCELLENCE

Enhance service opportunities and programs that support the creation of caring and competent healers.

#### 4.0 RESOURCE UTILIZATION

Optimize the learning environment through effective management of university resources

*THE PRESIDENT, SCU LOGO, VICE PRESIDENT AND DEANS*

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President of SCU

John Scaringe (Interim)



Vice Presidents

J. Todd Knudsen, Interim VP of Academic Affairs

Regina Webster, VP of Institutional Advancement

Debra Mitchell, Associate VP of Enrollment Management

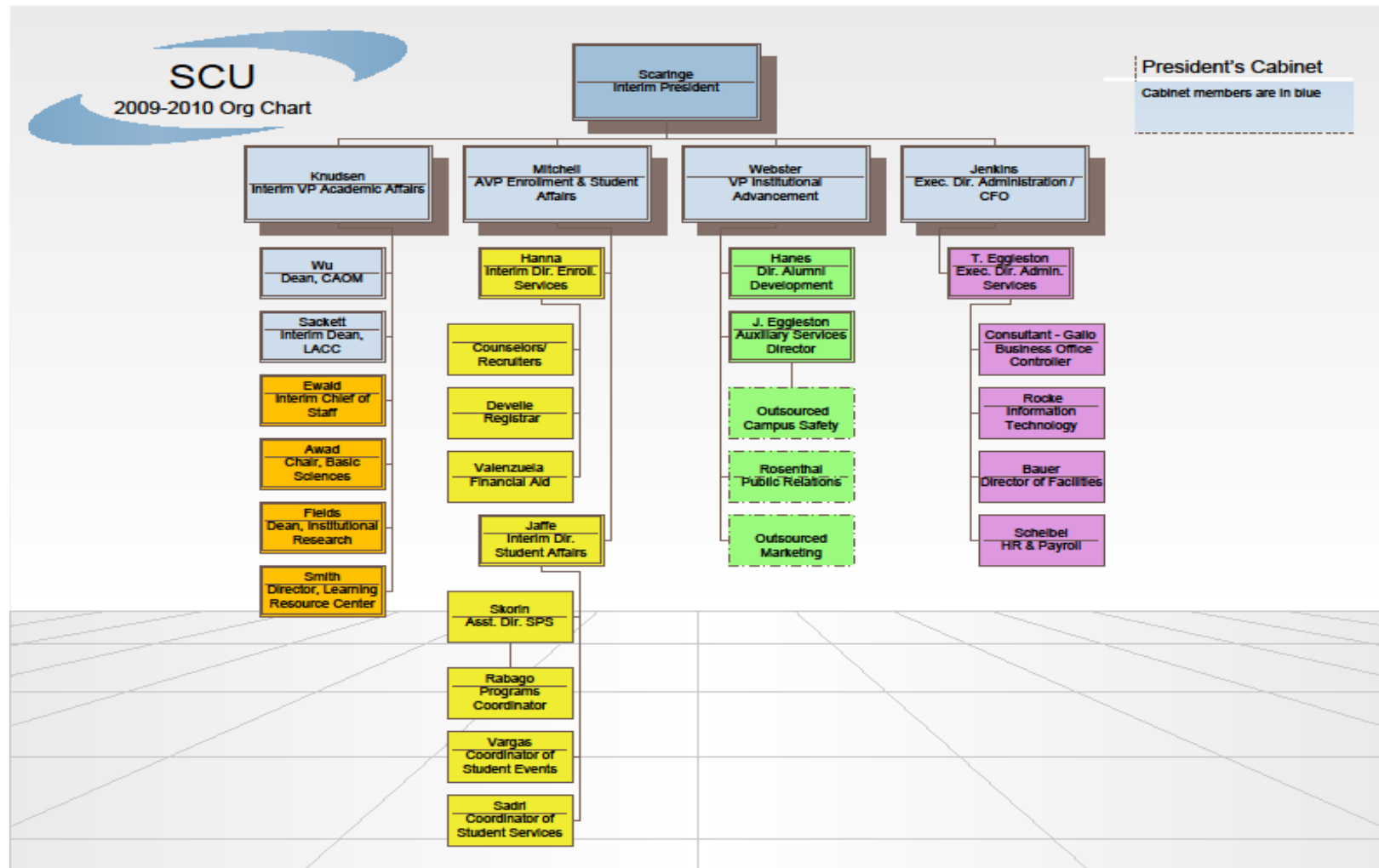
Deans

Wen-Shuo Wu, Dean of CAOM

Mike Sacket, Interim Dean of LACC

Melea Fields, Dean of OSIR

## ADMINISTRATIVE ORGANIZATIONAL CHART





## *SCU CAMPUS*

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## *ACADEMIC PROGRAMS OFFERED 2008-2009*

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### Doctor of Chiropractic

The prerequisites for consideration of acceptance into the Doctor of Chiropractic program are in compliance with the standards, policies, and guidelines of the Council of Chiropractic Education. Prior to matriculation, applicants must have completed a minimum of 90 semester units or 135 quarter units, applicable to a bachelor's degree, with a minimum cumulative grade point average (GPA) of 2.50 on a 4.00 scale. A grade of "C" (2.0 on a 4.0 scale) or better is required in the 90 semester units. Meeting this minimum requirement, however, does not guarantee admission to the Doctor of Chiropractic program.

### Requirements for the Doctor of Chiropractic Degree

The doctor of chiropractic degree may be conferred upon those who have fulfilled the following requirements:

1. 21 years of age and exhibit good moral character.
2. Spent at least 10 terms of resident study as a matriculated chiropractic student in an accredited college of which the final 25% of the total credits required must be from Los Angeles College of Chiropractic;
3. Completed all courses in the curriculum (or their equivalent) and met minimal hours of attendance at Los Angeles College of Chiropractic;
4. Demonstrated at least a 2.0 cumulative grade point average from courses at Los Angeles College of Chiropractic;
5. Fulfilled the clinical internship requirements as stated in the Internship Manual;
6. Are free of all indebtedness and other obligations to the University;
7. Are recommended for graduation by the faculty and the president of the University.

## Master of Acupuncture and Oriental Medicine

Students entering the College of Acupuncture and Oriental Medicine must have at least two years (60 semester/90 quarter credits) of education at the baccalaureate level. Additional courses (two units each) in biology, chemistry, physics, and psychology must be completed within three trimesters (one calendar year) of matriculation.

Applicants must have a minimum prerequisite GPA of 2.25, as calculated by the Office of Admissions, in their baccalaureate level work. Applicants with questions about their GPA should contact a counselor in the Office of Admissions.

## Requirements for the Master of Acupuncture and Oriental Medicine Degree

The master of acupuncture and oriental medicine degree (MAOM) is conferred upon those who have fulfilled the following requirements:

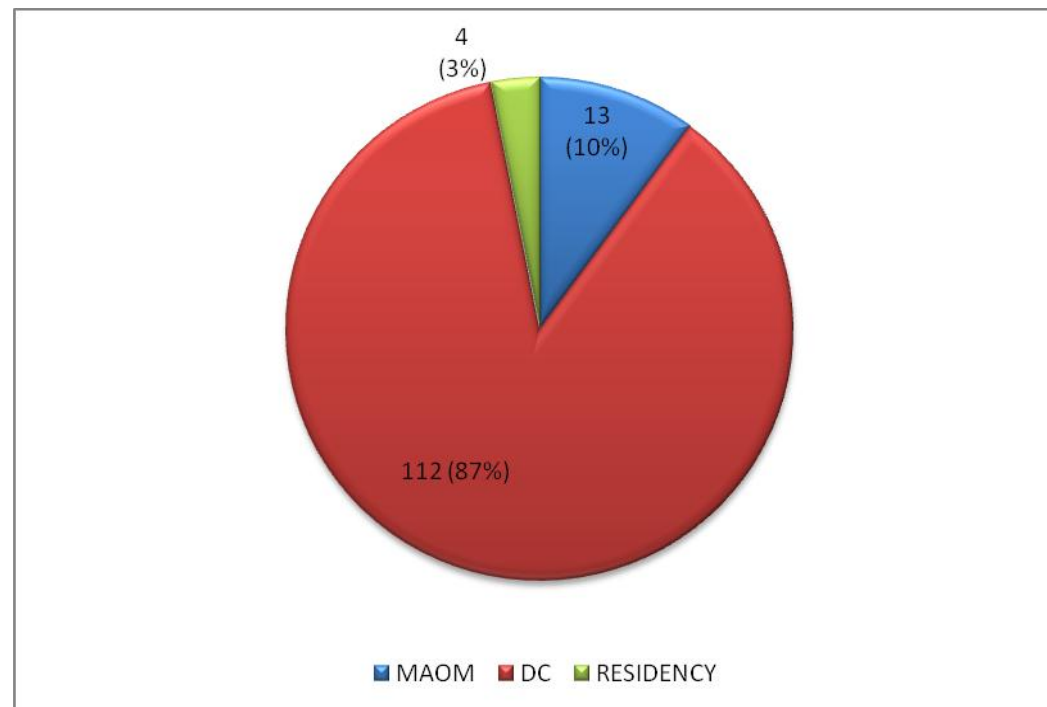
1. Are 21 years of age and exhibit good moral character;
2. Successfully completed four (4) academic years, eight (8) semesters, twelve (12) quarters, nine (9) trimesters or thirty-six (36) months at an accredited or candidate program of which a minimum of three (3) trimesters must be completed in residency at SCU/College of Acupuncture and Oriental Medicine;
3. Demonstrated at least a 2.0 cumulative grade point average from courses at CAOM.
4. Fulfilled the clinical internship requirements as stated in the Internship Manual;
5. Are free of all indebtedness and other obligations to the University;
6. Are recommended for graduation by the faculty and the president of the University.

Additionally, all graduates of both programs are expected to attend public commencement exercises. In extreme hardship cases, a student may be excused, but only upon written request, that will be presented to the Student Affairs Office for approval.

### *Degree and Residency Certifications Award Summary*

#### Degree and Residency Certifications Awarded by Programs, 2008-2009

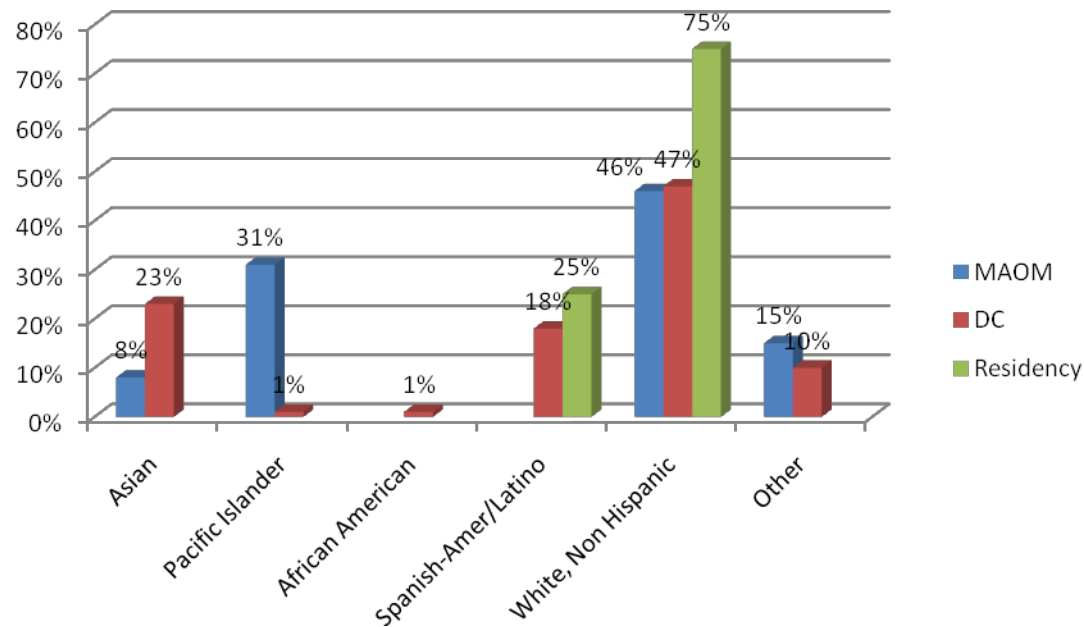
MAOM	DC	RESIDENCY
13 (10%)	112 (87%)	4 (3%)



### *Degree and Residency Certifications Awarded by Race and Level*

#### Degree and Residency Certifications Awarded by Ethnicity, 2008-2009

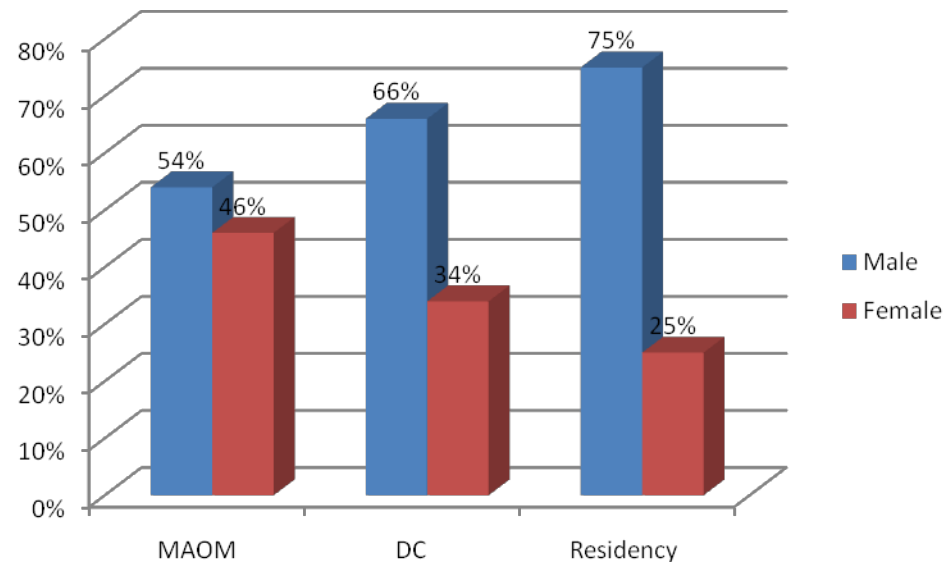
	MAOM	DC	Residency
Asian	1 (8%)	26 (23%)	0
Pacific Islander	4 (31%)	1 (1%)	0
African American	0	1 (1%)	0
Spanish-Amer/Latino	0	20 (18%)	1 (25%)
White, Non Hispanic	6 (46%)	53 (47%)	3 (75%)
Other	2 (15%)	11 (10%)	0



## *Degree and Residency Certifications Awarded by Gender*

Degree and Residency Certifications Awarded by Gender, 2008 -2009

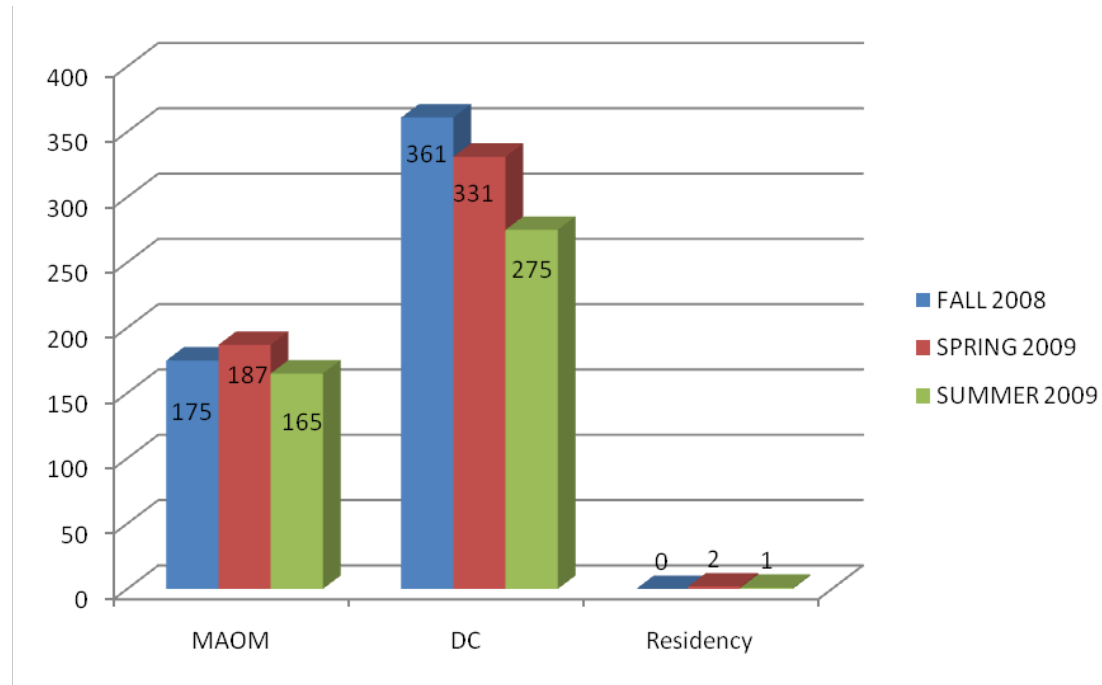
	MAOM	DC	Residency
Male	7 (54%)	74 (66%)	3 (75%)
Female	6 (46%)	38 (34%)	1 (25%)
Total	13	112	4



## *STUDENTS*

### Enrollment Summaries

Total Student Enrollment, 2008			
	MAOM	DC	Residency
FALL 2008	175	361	0
SPRING 2009	187	331	2
SUMMER 2009	165	275	1



## Enrollment by Age

Enrollment by Age, FALL 2008			
Age	MAOM	DC	RESIDENCY
21-25 yrs	30 (17%)	77 (21%)	0
26-30 yrs	69 (39%)	180 (50%)	0
31-35 yrs	37 (21%)	69 (19%)	0
36-40 yrs	14 (8%)	18 (5%)	0
41-45 yrs	8 (5%)	10 (3%)	0
46-50 yrs	8 (5%)	4 (1%)	0
Over 50	9 (5%)	3 (1%)	0

Enrollment by Age, SPRING 2009			
Age	MAOM 187	DC 331	RESIDENCY
21-25 yrs	36 (19%)	88 (27%)	0
26-30 yrs	75 (40%)	149 (45%)	2 (100%)
31-35 yrs	35 (19%)	60 (18%)	0
36-40 yrs	13 (7%)	16 (5%)	0
41-45 yrs	10 (5.3%)	10 (3%)	0
46-50 yrs	8 (4%)	4 (1%)	0
Over 50	10 (5.3%)	4 (1%)	0

Enrollment by Age, SUMMER 2009			
Age	MAOM	DC	RESIDENCY
21-25 yrs	33 (20%)	88 (32%)	0
26-30 yrs	68 (41%)	121 (44%)	1 (100%)
31-35 yrs	31 (19%)	40 (15%)	0
36-40 yrs	13 (8%)	14 (5%)	0
41-45 yrs	6 (4%)	7 (3%)	0
46-50 yrs	6 (4%)	4 (1%)	0
Over 50	8 (5%)	1 (0.3%)	0



## Enrollment by Ethnicity and Gender

### Enrollment by Ethnicity and Gender, Fall 2008 DC

	DC	
	Male	Female
African American	0 (0%)	3 (8%)
Chinese/Chinese American	2 (1%)	0 (0%)
Filipino/Filipino-American	1 (0.2%)	1 (0.2%)
Other Spanish-American/Latino	30 ( 8%)	13 (3.6%)
Japanese/Japanese-American	1 (0.2%)	0 (0%)
Other Asian	52 (14%)	38 (11%)
Other	36 (10%)	30 (8%)
Pacific Islander	0 (0%)	1(0.2%)
Vietnamese/Viet-American	1(0.2%)	0 (0%)
White/Caucasian	107(30%)	45 (12%)

### Enrollment by Ethnicity and Gender, SP 2009 DC

	DC	
	Male	Female
African American	0 (0%)	3 (1%)
Chinese/Chinese American	2 (1%)	0 (0%)
Filipino/Filipino-American	1 (0.3%)	1 (0.3%)
Other Spanish-American/Latino	30 ( 9%)	13 (4%)
Japanese/Japanese-American	1 (0.3%)	0 (0%)
Other Asian	52 (16%)	38 (11%)
Other	36 (11%)	30 (9%)
Pacific Islander	0 (0%)	1 (0.3%)
Vietnamese/Viet-American	1 (0.3%)	0 (0%)
White/Caucasian	107 (32%)	45 (14%)
East Indian/Pakistani	0	1 (0.3%)

### Enrollment by Ethnicity and Gender, SU 2009 DC

	DC	
	Male	Female
African American	3(1%)	3 (1%)
Chinese/Chinese American	2(1%)	0 (0%)
Filipino/Filipino-American	1(0.4%)	1(0.4%)
Other Spanish-American/Latino	17 (6%)	6 (2%)
Japanese/Japanese-American	1(0.4%)	0 (0%)
Other Asian	38 (14%)	34 (12%)
Other	33(12%)	24 (9%)
Vietnamese/Viet-American	1(0.4%)	0 (0%)
White/Caucasian	77(28%)	34 (12%)

### Enrollment by Ethnicity and Gender, FA 2008 MAOM

	MAOM	
	Male	Female
African American	1 (1%)	3(2%)
Amer Indian/Alaska Native	2 (1%)	1(1%)
Chinese/Chinese American	2 (1%)	1(1%)
Decline to State	0 (0%)	1(1%)
Filipino/Filipino-American	0 (0%)	1(1%)
Other Spanish-Amer/Latino	5 (3%)	10 (6%)
Japanese/Japanese-American	1(1%)	0 (0%)
Other Asian	40(23%)	29 (17%)
Other	9(5%)	14 (8%)
White/Caucasian	29(17%)	26 (15%)

### Enrollment by Ethnicity and Gender, SP 2009 MAOM

	MAOM	
	Male	Female
African American	2 (1%)	3 (2%)
Amer Indian/Alaska Native	2 (1%)	1(1%)
Chinese/Chinese American	1 (1%)	1(1%)
Decline to State	0 (0%)	1(1%)
Filipino/Filipino-American	0 (0%)	1(1%)
Other Spanish-Amer/Latino	4 (2%)	14(7%)
Japanese/Japanese-American	1(1%)	0 (0%)
Other Asian	44(24%)	35 (19%)
Other	9(5%)	14(7%)
White/Caucasian	28(15%)	26(14%)

### Enrollment by Ethnicity and Gender, SU 2009 MAOM

	MAOM	
	Male	Female
African American	2 (1%)	2 (1%)
Amer Indian/Alaska Native	0 (0%)	1(1%)
Chinese/Chinese American	1(1%)	1(1%)
Decline to State	0 (0%)	1(1%)
Filipino/Filipino-American	0 (0%)	1(1%)
Other Spanish-Amer/Latino	5 (3%)	12 (7%)
Japanese/Japanese-American	2 (1%)	0 (0%)
Other Asian	39(24%)	31(19%)
Other	8 (5%)	11(7%)
White/Caucasian	26(16%)	22(13%)

## Graduation Rate DC/CAOM/Resident Programs

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### Graduation Rates:

This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

Graduation rates are calculated based on graduates only. A graduate is a student who completed locally-defined requirements for graduation. If a student is not considered a graduate by the local board of education, then he/she is not included in the graduation rate calculation.

### On Time Graduation Rates:

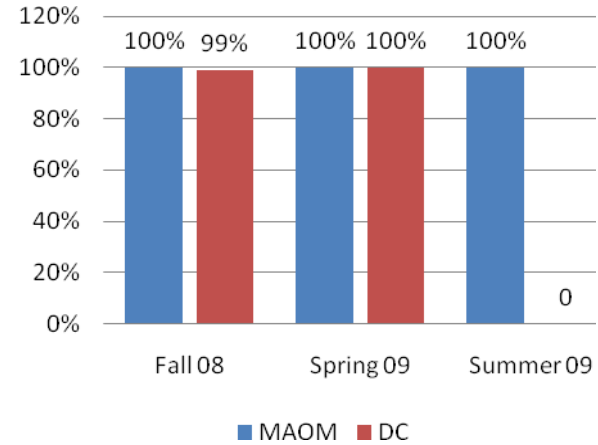
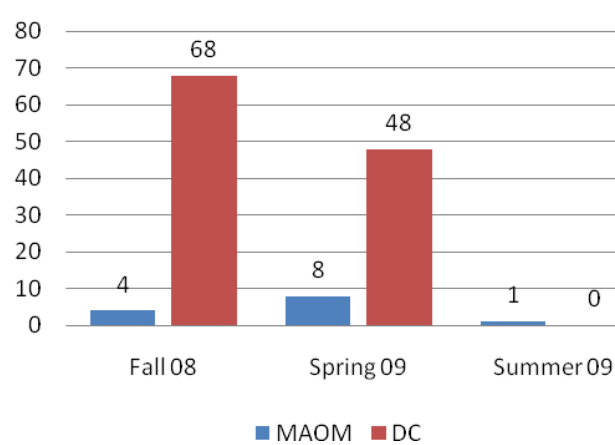
Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion.

### Reference:

Graduation rate and on time graduation rate, Retrieved on March 11<sup>th</sup> 2009 from the <http://nces.ed.gov/IPEDS/>

On time Graduation Rate <i>(includes 150%)</i>		
GRADUATION TERM	MAOM	DC
FALL 2008	4/4 (100%)	68/69 (99%)
SPRING 2009	8/8 (100%)	48/48 (100%)
SUMMER 2009	1/1 (100%)	0

This is according to the term of graduation and includes those graduating within 150%.



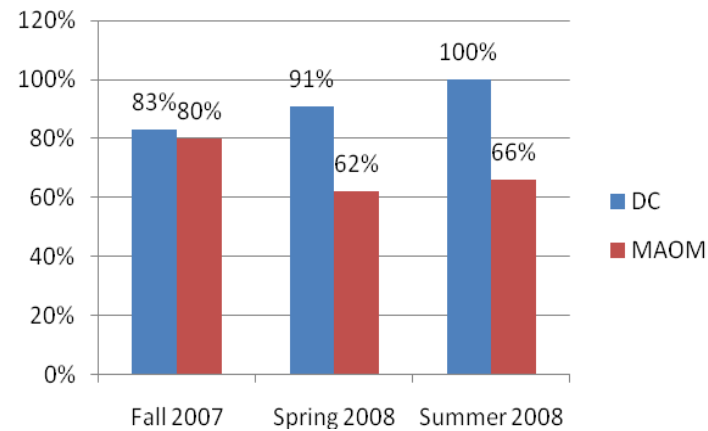
## Retention Rate

### Retention Rate from 0708 to 0809 DC

Class	Retention rate
Class Entering FA 07:	45/54 (83%)
Class Entering SP 08	30/33 (91%)
Class Entering SU08	1/1(100%)

### Retention Rate from 0708 to 0809 MAOM

Class	Retention rate
Class Entering FA 07:	16/20 (80%)
Class Entering SP 08	13/21(62%)
Class Entering SU08	6/9 (66%)



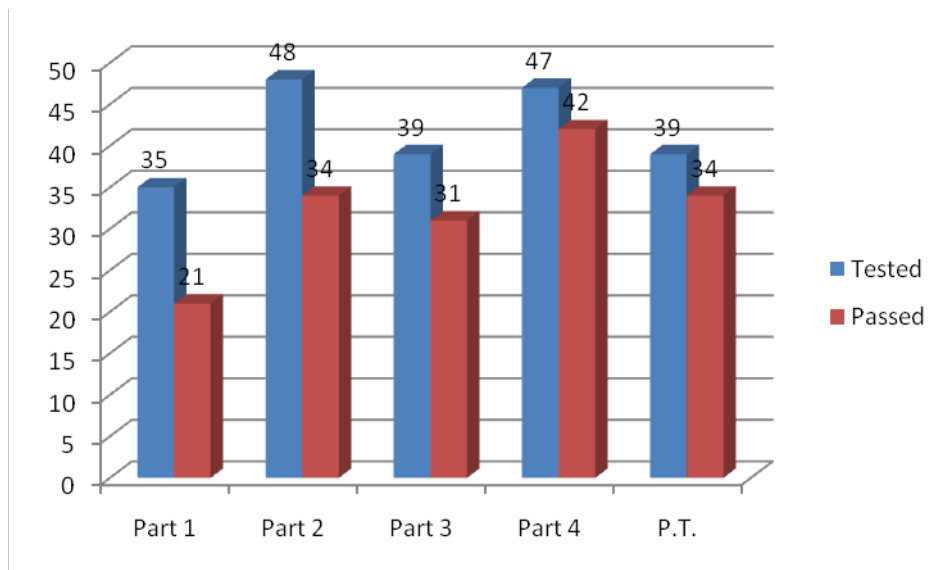
*Explanation about the retention rate: For example Retention rate of FA 07 is 45/54. Here the second number (54) represents students of the incoming class registered for courses by the end of their first term (FA07) and the first number (45) represents the students who were still registered by the end of FA08.*

## Passing Rate NBCE Board Exam

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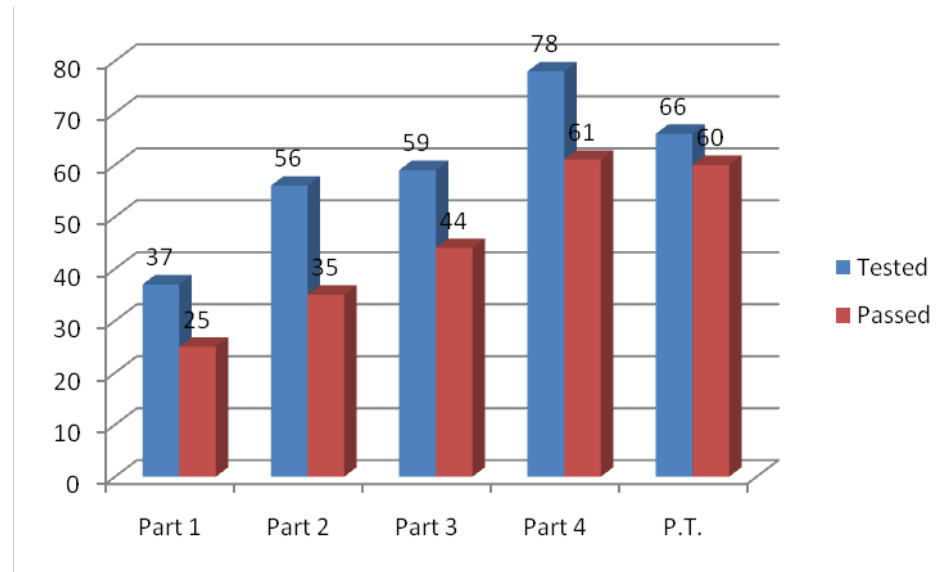
Fall 2008 (First Time Passing Rate)

	Part 1	Part 2	Part 3	Part 4	P.T.
Tested	35	48	39	47	39
Passed	21	34	31	42	34
SCU % Passed	60%	71%	79%	89%	87%



# Spring 2009 (First Time passing Rate)

	Part 1	Part 2	Part 3	Part 4	P.T.
Tested	37	56	59	78	66
Passed	25	35	44	61	60
SCU % Passed	68%	63%	75%	78%	91%



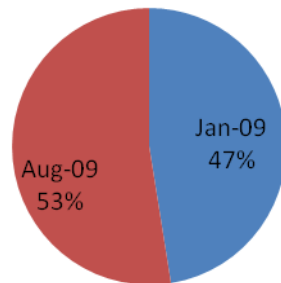


## Passing Rate CA Acupuncture Board Exam (Academic year 2009)

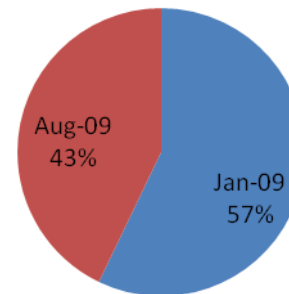
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	1 <sup>st</sup> Time Takers			Overall		
	# Passed	# Failed	Passing Rate	# Passed	# Failed	Passing Rate
January 2009	3	1	75%	6	4	60%
August 2009	5	1	83%	5	6	45%

**Passing Rate First  
time takers**



**Passing Rate  
Over All**



## *FACULTY*

### Faculty Profile

Full Time Instructional Faculty	
Rank	Total Numbers
Professor	9 (23%)
Assoc. Professor	7(18%)
Asst. Professor	19(49%)
Instructor	4 (10%)
Gender	
Male	27 (69%)
Female	12 (31%)
Race	
Asian	10 (26%)
Black	0
Hispanic	3(8%)
Native American	0
Multiracial	0
White	26 (67%)

## Highest Earned Degree of Faculty

Highest Earned Degree of Faculty	
Highest Degree	Total Number
Doctor of Philosophy	7
Doctor of Medicine	5
Doctorate in Chiropractic	21
Doctorate in Acupuncture and Oriental Medicine	3
Masters in Acupuncture	6
Bachelor's	1

## Average Faculty Compensation

Faculty Rank	Average
Instructor	\$ 44,392
Assistant Professor	\$ 53,106
Associate Professor	\$ 59,139
Professor	\$ 72,218

## *STAFF*

### Average Staff Compensation

Administered Grade	Average
<b>Grade 14</b>	<b>\$ 83,468</b>
Director, Institutional Advancement	
Executive Director, Support Services	
Executive Director, Business Services/CFO	
<b>Grade 13</b>	<b>\$ 72,595</b>
Director of Admissions	
Director of Facilities	
Software Development Manager	
<b>Grade 12</b>	<b>\$ 63,107</b>
Director of Student Services	
Director of Development/Alumni Affairs	
Director of Learning Resource Center	
Systems Support Specialist	
CARS Super User/Project Manager	
Business Office Manager	
Health Services Operations Director	
<b>Grade 11</b>	<b>\$ 54,899</b>
Sr. Staff Accountant	
User Support/Operations Manager	
Health Center Administrator	
Accounting Manager	

## *SCHOOL OF PROFESSIONAL STUDIES*

### Programs Offered

Courses	Number of courses	Number of Students enrolled
Alumni Programs	2	54
Acupuncture	7	0
Annual Extravaganza	14	117
Annual License Renewal	24	226
CA School	1	1
Certified Chiropractic Sports Practitioner	6	137
Chiropractic General Education	0	0
Chiropractic Rehabilitation	0	0
Community Education	0	0
Distance Learning	36	265
Integrated Science Program	38	300
Massage Therapy	3	6
Master's of Applied Science Musculoskeletal Management	3	4
Ayurvedic	1	11
Other	127	1628
Total	262	2749

## *FINANCIAL AID*

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### **Scholarships**

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It is the policy of Southern California University of Health Sciences to assist students as fully as possible to afford a health sciences education. The Financial Aid Office is available to help students secure funds through various aid programs. Programs include: scholarships, which are based on need or academic excellence; student loans, which must be repaid; and federally funded part-time work study.

#### **Scholarships**

*(Exclusive to SCU)*

Scholarships are offered to students who demonstrate high academic standards and/or financial need.

#### *Alumni Scholarship Program*

SCU is committed to the development of awards for the students of the University. The Alumni Association has created the Alumni Scholarship Program. Alumni scholarship at entrance and Alumni scholarship for continuing students are available. The criteria for these scholarships generally include service to the Institution, grade point average, financial need and an essay. Special awards are periodically established by outstanding graduates. These scholarships range from \$250 to \$1,000.

#### *Dr. Charles L. Cooke Scholarship*

The endowed award was developed to emphasize the importance of creating and furthering the awareness of chiropractic within the African-American community. The criteria for this scholarship include a GPA of 2.75 or higher and financial need. African-American students, fourth term and above, are eligible to apply.

#### *Dr. Gertrude Dunsworth Scholarship*

Through the generous support of the Meyer Distributing Co., an endowed award is made available every summer term to a student from an under-represented (Native American, African American and Latin American) ethnic group. The criteria for this scholarship include a GPA of 2.7 or higher and financial need. Students from all terms are eligible to apply.

*Dr. James W. Fitches Fellowship*

An award is available to students who are members of the Church of Jesus Christ of Latter Day Saints. Criteria include a GPA of 2.5 to 3.0, financial need, an essay and activity in extra-curricular support of the chiropractic profession. This fellowship provides a \$1,000 tuition grant which is available to students entering the University.

*Dr. Matthew A. Snider Scholarship*

This scholarship was established to recognize students with strong character and a personal philosophy of chiropractic. Applicants must be in their seventh term or above with a minimum GPA of 3.3 at the time the scholarship is awarded.

*Joyce King-Stoops & Emery Stoops Scholarship*

This award is to recognize the most academically and professionally meritorious student(s). Candidates must possess a minimum GPA of 3.0. Selection of the awardees shall be made upon the basis of academic and professional merit only.

*Dr. and Mrs. E. Maylon Drake Scholarship.*

This scholarship program was established by the Board of Regents in recognition of the dedication of Dr. and Mrs. E. Maylon Drake to the advancement of the Los Angeles College of Chiropractic and the chiropractic profession during his tenure as president, chancellor, and regent of the institution. The Drake Scholarship reflects an appreciation of a commitment to service as well as academic performance. The recipient must be and LACC student 5<sup>th</sup> term or above with a GPA of 3.0 at the time that the scholarship is awarded.

*Dr. Lester McCoy Scholarship.*

This scholarship program was endowed by Dr. and Mrs. Melvin Morrow in honor of their good friend and fellow LACC graduate, Dr. Lester McCoy. The purpose of the scholarship is to attract students with good character, integrity, and a commitment to service and humanity into the field of chiropractic and to the University. The Mc Coy Scholarship will be awarded upon entrance to SCU. The recipient must have a minimum accumulated GPA of 2.75 in all undergraduate courses prior to matriculation to SCU.

*Dr. Shui-Sheng Wu Scholarship:*

This scholarship program was endowed in honor of Dr. Shui-Sheng Wu, father of the CAOM Dean, Dr. Wen-Shuo Wu. Dr. Shui-Sheng Wu is a well know and respected practitioner of Traditional Chinese Medicine in Taiwan. The purpose of the scholarship is to provide financial assistance to deserving students in the College of Acupuncture and Oriental Medicine at SCU. Applicants must be a full-time student in the CAOM with a minimum accumulated GPA of 3.5 who actively participate in AOM clubs and/or off campus AOM state and national association activities.

## Budget

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Operating Budget reflects the total approved operating budget for 2008-2009

Operating Budget		Amount
Total		\$16,928,945

Actual expense by campus reflects the actual expenses for 2008-2009

Actual Expense by Campus		Amount
Total		\$16,027,011

## Student Financial Assistance by Source

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### Student Financial Aid Awarded by Source, FY 2008-2009

Type of Financial Aid Program	Number of Students	Amount of Award
Federal Work Study	321 students	578,714.00
GradPlus Loans	36 students	232,774.00
Subsidized Loans	493 students	4,498,540.55
Unsubsidized Loans	497 students	10,132,821.79



## Tuition and Required Fees

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### Doctor of Chiropractic

Tuition and Fees/trimester	8554.00
Technology Fee/trimester	100.00
ASB Fee/trimester	90.00
CPR Fee-7 <sup>th</sup> term	20.00
Mal Practice Insurance Fee/trimester – 7 <sup>th</sup> term	35.00
Mal Practice Insurance Fee/trimester – 8 <sup>th</sup> term	65.00
Lab fee- 1 <sup>st</sup> term	35.00
Lab fee – 7 <sup>th</sup> term	250.00
Graduation Fee 6 <sup>th</sup> -10 <sup>th</sup> term	20.00 per term

### Master of Acupuncture and Oriental Medicine

Tuition and Fees/unit	224.00
Technology Fee/trimester -	100.00
ASB Fee/trimester -	90.00
Mal Practice Insurance Fee/trimester -	10.00
Graduation Fee w/Clinical Internship	100.00

## *AWARDS*

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### Faculty Awards

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Faculty awards are one way of recognizing outstanding faculty for their achievements in the areas of teaching, service and scholarship. This university-wide recognition is also a means to encourage faculty to continue to excel in their professional fields and express appreciation for their contribution to the university and the health care professions at large.

Three major areas have been identified in the Faculty Performance Appraisal system that represent the various activities in which faculty are involved; these being teaching, service and scholarship. Since the settings may be different in the areas of teaching and scholarship, these areas may require awarding more than one type of award.

#### Awarding the winners:

The awards shall include:

1. A plaque inscribed with the name of the award, the name of the awarded faculty, the area of the award, and the year achieved.
2. This information will also be posted on a “Faculty Awards” web page on the university’s website.
3. A congratulatory letter from the President/VPAA should be presented to the awarded winners.
4. This information (except the year achieved) should also be published in the campus newspaper.

Following are the awards recipients in 2008.

#### *A. LACC Award recipients:*

Outstanding Pre-Clinical Teaching: Sameh Awad

Outstanding Clinical Teaching:

Outstanding Service: Mike Sackett

Outstanding Scholarship: Christine Lemke

Outstanding Research Award: Anupama Kizhakkeveetil

Special Recognition Award for Part-time DC Faculty: Brad Smith, Paul Wanlass, Beth Dominicis

*B. CAOM Award recipients:*

Outstanding Pre-Clinical Teaching: Sivarama Vinjamury  
Outstanding Clinical Teaching: San Hwang  
Outstanding Service: Leigh Caldwell  
Outstanding Scholarship: Lung-Sheng Hsiao  
Outstanding Research Award: Li-Min Fu

*C. Blood of the Turnip Award Recipients*

LACC: Mike Sackett  
CAOM: Leigh Caldwell

*Outstanding Preclinical Award- LACC*



*Outstanding Service- CAOM*



*Outstanding Preclinical Award- CAOM*



*Outstanding Scholarship Award- CAOM*



*Special Recognition Award- LACC*



*Outstanding Service Award- LACC*



## Students Awards

### LACC President's Leadership Award

The president's leadership award is presented to a student from each college that demonstrates strong leadership in campus programs, advocates for the profession and / or the needs and concerns of the students. Also contributes to enhancing or improving a major program or event and participation in community service programs.

### CAOM President's Leadership Award

The president's leadership award is presented to a student from each college that demonstrates strong leadership in campus programs, advocates for the profession and / or the needs and concerns of the students. Also contributes to enhancing or improving a major program or event and participation in community service programs.

### E. Maylon Drake Humanitarian Award

The E. Maylon Drake Humanitarian Award is received by an individual who has shown a high degree of humanitarianism and has exhibited leadership in organizing and planning community outreach programs and events.

### Hua Tuo Clinical Award

This award is presented to an Acupuncture & Oriental Medicine student who has demonstrated exceptional qualities throughout his or her educational experience in knowledge, technical skills, patient care and management, community service, professionalism, and attitude in a clinical setting. With these qualities, the recipient of the Hua Tuo Clinical Award exemplifies the ideal CAOM intern.

### Lester McCoy Clinical Excellence Award

This award is presented to the chiropractic intern who has demonstrated excellence in all aspects of diagnosis, treatment and patient management. In addition, this intern has demonstrated strong leadership qualities, has been outstanding in their service to the University and has exhibited a high degree of professionalism. The winner of this award serves as a role model for all who participate in the internship.

### San Hong Hwang Technique Award

This award is presented to the Acupuncture & Oriental Medicine student who best exhibits excellence in his or her knowledge, ability, and performance of acupuncture technique procedures, and serves as a role model among students through interactions in the classroom, laboratory, and clinical settings.

#### Dr. Herbert Magee Jr. Technique Award

This award is presented to a graduate who best embodies the following characteristics: displays excellence in her / his knowledge and performance of chiropractic technique procedures; renders service to the Principles and Practice Department, or to the College at large, in the area of chiropractic procedures, serves as a role model for other students through interactions within the classroom, laboratory and other clinic settings; and displays a marked aptitude for chiropractic technique procedures in the clinical setting.

#### Shen Nong Herbology Award

This award is presented to the Acupuncture & Oriental Medicine student who exhibits excellence in all aspects of herbal studies and practice, including herbal identification, clinical application, formula prescription, and herbal pharmacy management. The recipient of this award serves as a role model for other students through interactions within the classroom, clinical, and herbal pharmacy settings.

#### Dr. George H. Haynes Memorial Alumni Award

After nearly a decade of effort, Dr. Haynes became the man most singly responsible for the accreditation of chiropractic education through the Council on Chiropractic Education, as empowered by the Department of Health, Education and Welfare in August of 1974. Because of his academic contributions, professional achievement, personal and financial sacrifice, Dr. Haynes stands as an example of dedication and purpose to all new graduates. Any member of the University's Alumni Association, including members of the faculty and staff may nominate a student. Selection is based on interaction with and contribution to the Alumni Association and on-campus student / club activities. The Alumni Association votes on the selection by majority vote.

#### Student Affairs Awards

The Student Service Award is presented to a student who strongly advocates student needs and concerns and contributes to improving Student Affairs programs or events.

## ADDITIONAL FACTS

### Alumni Association

Alumni of the Southern California University of Health Sciences have a wide range of interests in their chosen field of health care. In addition to applying their skills and knowledge to the health and well being of a wide variety of patients, many also choose to specialize in sports, pediatrics, rehabilitation, and nutrition. Graduates of both LACC and CAOM live and practice throughout the United States and Canada, as well as internationally.

States	Number of Alumni
Alabama	6
Alaska	6
Arizona	241
Arkansas	8
California	4,291
Colorado	119
Connecticut	31
Delaware	0
District of Columbia	3
Florida	110
Georgia	21
Hawaii	58
Maine	5
Idaho	62
Illinois	25
Indiana	8
Iowa	7
Kansas	4
Kentucky	5
Louisiana	1
Maine	5

Maine	5
Maryland	22
Massachusetts	56
Michigan	11
Minnesota	15
Missouri	16
Montana	18
Nebraska	6
Nevada	150
New Hampshire	7
New Jersey	72
New Mexico	10
New York	91
North Carolina	32
North Dakota	1
Ohio	25
Utah	105
Oklahoma	7
Oregon	80
Pennsylvania	31
Rhode Island	4
South Carolina	6
South Dakota	4
Texas	85
Tennessee	12
Vermont	3
Virginia	45
Washington	95

West Virginia	3
Wisconsin	10
Wyoming	9
Puerto Rico	1

### Canada

Alberta	22
British Colombia	36
Manitoba	6
New Brunswick	0
Newfoundland	0
Nova Scotia	1
Ontario	20
Prince Edward Island	0
Quebec	4
Saskatchewan	0
Yukon Territory	1

### International

Countries	Number of Alumni
Argentina	1
Australia	16
Bermuda	1
Bolivia	2
China (Hong Kong)	5
Colombia	1
Denmark	27
Fiji	1
France	7
Germany	3
Ireland	1
Malaysia	1
Israel	4
Italy	9
Kenya	1
Japan	8
Jordan	1
Liechtenstein	2
Mauritius	1
Mexico	6
Thailand	4
United Arab Emirates	1
Malta	1

### International

Mexico	6
Netherlands	8
New Zealand	3
Norway	5
Portugal	2
Singapore	1
South Africa	1
South Korea	2
Spain	5
Sweden	3
United Kingdom	6
West Indies	4
Switzerland	15
Taiwan	6
Thailand	4
United Arab Emirates	1
Malta	1



## SCU Alumni Association

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The mission of the Southern California University of Health Sciences Alumni Association is to promote the continued growth and development of the University, its Colleges, its alumni and students. The Alumni Association is committed to building strong relationships and fostering communication between alumni, their alma mater and its students.

A Board of Directors and an Executive Committee, consisting of dedicated alumni chosen by the alumni dues paying members, govern the Alumni Association. Also serving as Directors on the Board, are student and faculty representatives who bring their unique perspective to their service in the Association.

In 1994 the Board of Directors enacted a dues structure for membership that provided the Alumni Association with funds to support a variety of activities that advance its vision and mission. Since that time the Association has donated thousands of dollars in support of the University by supporting a variety of student and University programs and projects.

### Alumni Association Scholarship Program

In 1984 the Alumni Association endowed a scholarship program to provide financial assistance to outstanding students who exhibit great potential for service and leadership to the University and alternative health care. Since that time the Alumni Association Scholarship program has awarded scholarships each term in two categories:

- ❖ *Scholarship for Continuing Students – a \$1,000 scholarship for a student in terms 2 through 10.*
- ❖ *Scholarship at Entrance – a \$500 scholarship for a new student entering SCU.*

### *Alumni Mentor Network*

The SCU Alumni Association is committed to bridging the gap for students between the academic environment of the University and the realities of private practice. The Alumni Mentor Network was developed to facilitate the exchange of knowledge, experience, and ideas between our practicing alumni and potential students as well as current students. Alumni from both LACC and CAOM have volunteered their time to interact with students on a personal basis. The AOM Mentor Network is available to all potential and current students through the SCU website.

### Board of Directors of the SCU Alumni Association

Alumni serving on the Board of Directors of the Alumni Association for the 2009/2010 academic year are:

#### Executive Committee

##### President

Robyne Captanis, DC (1990), Long Beach, CA

##### Vice President of Membership

Cristina Clifford, LAc (2004), Bellflower, CA

##### Vice President of Finance

Kurt von Rice, DC (1988), Phoenix, AZ

##### ASB Vice President of Alumni Affairs

Ryan D. Comeau

##### Immediate Past President

David Halverson (2000), Santa Ana, CA

## Directores

Kathleen Fessenden, DC (1990), Los Alamitos, CA  
Monte D. Hessler, DC (1985), Phoenix, AZ.  
Craig A. King, DC (2000), Redlands, CA  
George McClellan, DC (1979), Pomona, CA  
Alicia Martinique, DC (1987), Mission Viejo, CA  
Winifred Monaco, DC (1999), Costa Mesa, CA  
William L. Nelson, DC (1990), Diamond Bar, CA  
Tzerlin (Victor) Prong, DC, Rowland Heights, CA  
Howard B. Schneider, DC (1983), Walnut Creek, CA

## Alumni Representative to the Board of Regents

Timothy R. Noble, DC (1986), Anaheim Hills, CA

## Student Directors

Daniel Bronstein  
Stanton Hom

## Faculty Director

Gene Tobias, PhD, DC (1998)

## CAOM Director

Diane Suk Kim, LAc (2006), Los Angeles, CA

## Executive Director of SCU Alumni Association

Sheila A. Hanes, DC (1976)  
SCU Director of Alumni Affairs

## Seabury Learning Resource Center (LRC)

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The SCU Seabury Learning Resource Center is comprised of the library, Academic Support Center and the computer lab. Students and faculty have access to an extensive print and non-print collection as well as online electronic resources and databases.

The LRC is an active participant in DOCLine, CLIBCon and other library/resource consortia to better service our community.

1.) Total number of journals available: 77 print journals; of which 35 titles are also available electronically

2.) Search engine access:

EbscoHost (all full-text; accessible both on-site & off-site):

- Medline
- Alt Health Watch
- Academic Search Premier
- SPORTDiscus
- Cochrane Database of Systemic Reviews
- Database of Abstracts of Reviews of Effects
- Cochrane Central Register of Controlled Trials
- Cochrane Methodology Register
- NHS Economic Evaluation Database
- Health Technology Assessments

Independent DBs ( non-EbscoHost):

- OVID
- Index to Chiropractic Literature
- ERIC
- National Center for Complementary & Alternative Medicine (NCCAM)
- DC Consult
- Foundation for Chiropractic Education & Research (FCER)
- LOCUS Map

3.) Health division books: 9,323 titles

4.) Others:

- The book collection is broken down as 4% Reference, 3% Reserve materials, 8% Rare Book Collection, with the remainder as the Circulating Collection (81% of all holdings). The LRC tracks about 438 items loaned each month (2008/09).
- The library has a small audio/video collection (500) as well as select software (35) available for loan. Additionally, the library catalog includes 65 electronic books in the area of general medical education.

## Information Technology

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### 1.) Total Number of University owned work station:

- 265 Desktops and Laptops

### 2.) Total number of computer in labs, class rooms and library:

- Chesney Center, 4 WYSE Thin Clients
- LRC, 30 WYSE Thin Clients, 5 DELL PCs (terminal mode)
- Registrar, 1 DELL PC (terminal mode)
- Admissions, 1 DELL PC (terminal mode)
- AOM Lounge, 2 DELL PCs (terminal mode)
- E Building, 1 DELL PC (Anatomy Classroom), 4 Gateway PC's (ParScore Scan Room)
- G Building, 4 DELL PCs
- I Building, 1 Gateway Laptop
- J Building, 1 DELL PC
- M Building, 1 Gateway Laptop (M41), 1 DELL PC (M50), 1 DELL PC (Anatomy Lab)
- O Building, 4 DELL PC (Lecture Halls), 1 DELL Laptop (Massage Therapy)
- PAC, 1 Gateway Laptop, LCD projector, microphone

### 3.) Number of IT help desk/tech support personnel including department staff:

- 3 IT Dedicated Help Desk
- 3 Support staff.

## Facilities

Building	Building Use	Sq. Ft	Year Built
A	Administrative offices/Admissions	6,285	1961
B	School of Professional Studies/Registrar/Financial Aid	6,285	1961
C	Information Technology/HR/Business Offices	6,285	1961
E	Basic Science Lab/Faculty personal computer lab/Faculty/Staff lounge	4,920	1961
F	AOM faculty Offices/Safety Department	4,725	1961
H	Radiology	13,476	1963/1992
I	Diagnostic lab	5,370	1963/1992
J	Chiropractic Procedure lab	5,520	1963/1991
K	Faculty offices/Center Billing/preceptor	6,285	1966
L	Microbiology/Biochemistry lab/faculty office	3,750	1966
M	Small group study room/student class room, Anatomy Lab/OSIR	12,961	1961
N	Storage Shed	1,392	1961
O	Lecture Halls	12861	1961
P	Electronic power station	190	1961
Q	Gymnasium/weight room	15,537	1961/1989
R	Student Center	6,970	1961
S	Facilities building	8,160	1961
T	Cafeteria & Conference room	9,386	1961
V	Performance Arts Center (PAC), Learning Resource Center (LRC)	7,233	1973
W	Clinic	12,200	1998
Z	Conference room	922	1961
SVC	Sand Volleyball court	16,242	1996