

# SITE VISIT PREPARATION

An ACAOM  
Institutional Guide



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## I. MISSION

*The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) is a private, non-profit organization founded in 1982 by the Council of Colleges of Acupuncture and Oriental Medicine and the American Association of Acupuncture & Oriental Medicine. Recognized by the U.S. Secretary of Education as a “specialized” accrediting agency, ACAOM’s primary purposes are to establish comprehensive educational and institutional requirements for acupuncture and Oriental medicine programs, and to accredit programs and institutions that meet these requirements. As an independent agency, the Commission’s decisions are not subject to review or change by any outside organization or regulatory body.*

## II. PURPOSE OF ACCREDITATION

The higher education community recognizes the following purposes of accreditation:

- To foster excellence in postsecondary education through the development of criteria and guidelines for assuring educational effectiveness;
- To encourage institutional and programmatic self-improvement through continuous self-study and assessment;
- To assure the higher education community, the general public, and other agencies or organizations that an institution or program has clearly defined and appropriate objectives, has the resources for reasonable assurance of attainment of mission, goals and objectives, and is making a continuous effort to produce evidence of the attainment of its mission, goals and objectives;
- To provide counsel and assistance to developing institutions and programs;
- To encourage diversity, experimentation, and innovation within the boundaries of generally accepted standards and guidelines of academic quality;
- To protect institutions against encroachment that might jeopardize educational effectiveness or academic freedom.

## III. PURPOSE OF THE SITE VISIT

One of the key components of the accreditation process is the team site visit. The purpose of the site visit is to obtain in-depth information concerning all administrative and educational aspects of the program. In addition, the site visit permits a team of Commission-appointed peers to assess a program’s compliance with the ACAOM Standards and the achievement of its own stated mission, goals and objectives. The site visit confirms and complements the information contained in the comprehensive self-study report or eligibility report document completed by the institution, and the site visit team issues a site visit report of its findings to the program and the Commission.

### ***Site Visit Preparation Guide***

This guide should be used in conjunction with the *ACAOM Accreditation Manual: Structure, Scope, Process, Eligibility Requirements and Standards*, the *ACAOM Policies and Procedures Manual* and the *ACAOM Site Visitor Manual* (See, *ACAOM website to download manuals: [www.acaom.org](http://www.acaom.org)*). In particular, administrators at the host institution who have been assigned to coordinate the visit are advised to read the guide thoroughly in conjunction with making plans for the visit. The guide contains helpful hints for managing the details of the visit and comprehensive descriptions of the types of reports and documents that must be made available to the site visit team members.

## IV. PREPARATION FOR THE SITE VISIT

### A. Preliminary Information

ACAOM will submit a letter requesting the following information from applicant, accredited or candidate institutions and programs being reviewed:

- Dates the fall/spring/summer terms begin and end
- Dates of any mid-term or examination weeks
- Three preferred dates for a site visit that are within the review timelines
- Dates, including weekends, when the School would be available for a site visit
- Class and clinic schedules that are in session during the review dates
- Name, location, and schedule for any off-campus internship clinics
- Current organizational chart complete with names and titles of members of the program's administration
- Audited financial statements
- Contact person who will serve as a liaison between ACAOM, Site Visitors and School

The Site Visit Team Chair (See, "Selection of a Site Visit Team") is responsible for the drafting and finalizing the site visit agenda in cooperation with the school appointed liaison.

An institution or program hosting a **focused site visit** is only required to provide their class & clinic schedules if the school's prior action letter identified deficiencies relevant to class and/or clinic instruction.

The requested site visit information should be submitted by **June 1 for Winter Review Cycle** and **December 1 for Summer Review Cycle**. In order for schools to improve the likelihood of having their preferred site visit dates, it is important to submit the requested information by the specified deadline.

### B. Selection of a Site Visit Team

ACAOM maintains a pool of qualified individuals willing to serve as members of site visit teams. These individuals bring a wide range of experience and expertise in acupuncture and Oriental medicine and higher education, and serve strictly in their professional areas of expertise and individual capacities regardless of other organizational affiliations they may have.

Site visit teams normally consist of four members depending on the size and complexity of the institution/program being reviewed. The team is typically composed of:

- Acupuncture practitioners and educators familiar with the curriculum and, when applicable, an Oriental herbal specialist or specialist in other major curriculum areas emphasized by the program;
- An educational specialist familiar with instructional methods and educational processes; and,
- A management specialist or college administrator familiar with administration and the business aspects of school administration.

## C. Appointment of a Team Chair

Each site visit team will have an ACAOM-appointed site visit Team Chair. Once ACAOM receives the “Preliminary Information” listed above from each school, staff will review the list of qualified Team Chairs and assign a Team Chair to each school being reviewed.

## D. Role of the Site Visit Team Chair

The Team Chair is expected to:

- Provide leadership relative to all aspects of site visit review process
- Interpret Commission Standards
- Be familiar with how to use the “Site Visitor Manual”
- Draft and finalize the site visit agenda in cooperation with the school appointed liaison
- Conduct the visit
- Delegate work responsibilities amongst site visit team members to ensure that institutions and programs are reviewed relative to the degree of compliance with all ACAOM standards and the achievement of institution/program mission, goals and objectives.
- Understand “Group Dynamics”
- Ensure professional conduct among team members/reinforce during pre-visit meetings and during the visit
- Guide team in the preparation and submission of the Site Visit Report
- Lead the site visit Introduction and Exit Interviews with the visited institution/program.

## E. Site Team Members

Team members will be assigned to each team after a Chair has been selected. The team members serve as objective fact-finders for the Commission. Site visitors are responsible for gathering the facts through observations, interviews, and reviewing documents to determine whether the institution/program meets ACAOM standards.

A list of the proposed visiting team members is provided to the school for approval before inviting the team members to serve. The school has the right to reject a site visit member for the following:

- Conflicts of interest,
- Bias, or
- Other prejudicial infirmity.

### ***Site Visitor Acceptance Form***

After receipt, the School is responsible for completing the “Site Visitor Acceptance Form” and returning it to ACAOM within **5 business days**.

## V. SITE VISITOR CONDUCT

### A. Site Visitor Conduct Expectations

Site Visitors are expected to conduct themselves in a professional, objective and organized manner and to meet the following conduct expectations for ACAOM site visitors (See also, *The Code of Conduct and Professional Standards for ACAOM Site Visitors*):

1. **Fully comply with ACAOM site visitor conduct policies.**

- Members of a site visit team must fully comply with ACAOM site visitor conduct policies set forth in the **ACAOM Site Visitor Manual** and **The Code of Conduct and Professional Standards for ACAOM Site Visitors** (See, ACAOM website).
- 2. Serve in their professional and individual capacities.**  
Members of a site visit team pool shall serve in their professional and individual capacities and carry no implication of participation by any institution or other organization by which that person may be employed, a member or otherwise associated.
  - 3. Make known immediately any potential conflict of interest.**  
*Make known immediately* to Commission staff, any potential conflict of interest regarding your or another team member's review of the program. This is especially important in a small profession where there are many close friends; those who have previously worked with, consulted for or sought employment from a school; and for those who were rejected for employment by a school. This is also critically important for those who work, or have worked, in an educational program that is in close geographical proximity of the reviewed institution.
  - 4. Familiarize yourself with the procedures of accreditation of the site visit process.**  
*Familiarize yourself with* the Eligibility Requirements, Standards, Criteria, and Policies and Procedures of accreditation of the site visit process. (See, ACAOM Standard, and Site Visitor manuals on the website.)
  - 5. Fully review the institution's Eligibility/Self-Study Report.**  
*Fully review* the institution's Eligibility/Self-Study Report and be fully prepared prior to the site visit, making every effort to understand the institutional mission, goals and strategies, particularly compliance with the Standards and Criteria to which you may be assigned by the Team Chair.
  - 6. Cooperate with the Team Chair in site visit assignments.**  
*Cooperate with* the Team Chair in site visit assignments, and maintain collegiality with team members.
  - 7. Contact Commission staff if you have questions.**  
*Contact* Commission staff if you have questions about the program and/or the site visit process and procedures.
  - 8. Discuss the team's objective findings only in the Exit Interview.**  
*Discuss* the team's objective findings only in the Exit Interview and in the Team Summary Report; not judgments. The team's "judgment" or recommendation on candidacy or accreditation is shared only with the Commission, in the "Team Recommendation to the Commission."
  - 9. Make sure that the Team Summary Report and the Exit Interview are factual.**  
*Make sure* that the Team Summary Report and the Exit Interview are factual and not inflammatory, and that evaluative comments are rooted in the Standards.

## B. Site Visitor Conduct Violations

**The behaviors, conduct, and violations described below have the potential to impact negatively upon the site visitor, the institution and the Commission.** Dependent upon the circumstances, such behaviors may prove to be violations of the "Code of Conduct and Professional Standards for ACAOM Site Visitors" and, as such, may be subject to review and intervention by the Team Chair, ACAOM staff, and the Commission.

- 1. Breaching and Institution's Trust.**  
Site visitors have access to and are entrusted with many confidential documents and data. Do not release confidential information about the program and the team's findings to members of the public. Refrain from discussing any details of the team's deliberations with any party. Confidentiality is crucial to the success of the entire peer review process.
- 2. Engaging in Harassment.**  
The Commission will not tolerate any instance of unprofessional or unethical conduct, including instances of substance abuse or of sexual or other forms of harassment
- 3. Sharing Impressions Outside of the Team.**  
Personal impressions gathered during the visit with the host community must not be expressed to anyone outside of the team. Do not give personal impressions of findings to any-

- one at the program prior to the Exit Interview. It is particularly unacceptable and unprofessional for a site visitor to disparage the program with interviewed students, staff, faculty or other institutional constituencies, or to openly compare the visited institution with a visitor's home campus or any other educational institution or program.
4. **Acting as a Prosecutor.**

The site visit should be a collegial, peer review process where the team seeks sufficient information to assess compliance with ACAOM standards. Do not be hostile or adversarial in conducting interviews during the visit. Site visitors are required, throughout the visit, to act professionally and in a collegial manner.
  5. **Telegraphing Recommendations.**

The team's confidential recommendations on accreditation or candidacy status, if any, should not be communicated to anyone affiliated with the host institution. The Commission makes the final decision regarding the status of the institution; the team's recommendations may only be shared with the Commission.
  6. **Personalizing the Final Report.**

Personal views gathered during interviews and interactions with the host community should not be introduced into the Team Report. Do not *personalize* criticism and comments in the Exit Interview or Team Summary Report. Criticizing particular program staff or faculty members by name is inconsistent with ACAOM's expectations for site visitors.
  7. **Penalizing the Program Excessively.**

The institution will often describe areas of weakness in its Eligibility/Self-Study Report and incorporate recommendations for improvement. Although teams must cite programs for failing to meet particular standards, do not overly penalize a program for honestly expressing its weaknesses in its Eligibility/Self-Study Report or during the Site Visit, particularly when it has acknowledged such issues and formulated appropriate plans for improvement.
  8. **Taking Advantage of Your Position.**

Site visitors often discover promising personnel. Do not take advantage of the opportunity afforded by your position on the team to recruit good faculty or staff from the visited institution. Similarly, site visitors might see an opportunity to suggest themselves for a consultancy, temporary job, or a permanent position with the institution. Do not imply or suggest your availability until **after** your site visit report has been officially acted upon by the Commission.
  9. **Accepting Favors or Gifts.**

Site visitors may be invited to accept favors, services, or gifts from the institution. Do not accept, or even suggest that you would like to have, a sample of the wares of an institution--a book it publishes, a product it produces, or a service it performs.
  10. **Being a "Nit-Picker."**

Site visitors often see small problems that can be resolved by attention to minor details. Do not use the accreditation report, which should deal with major or serious policy-level matters, as the means of effecting minor mechanical reforms. By the same token, the accreditation process is designed to focus reviews on institutional, program and student outcomes. If the outcomes are positive and consistent with ACAOM standards, visitors should not overly question or criticize the manner in which those outcomes were achieved. Focus more of your attention on outcomes and much less on inputs and process.
  11. **Promoting Personal Agendas.**

Site visitors may have strong personal views on what should constitute quality education and training in the field. Visitors should not allow such personal views to unduly influence their review of the visited institution or program. Site visitors may only apply the accreditation standards adopted by the Commission. In reviewing a program, visitors may not apply and enforce personal views that are not reflected in ACAOM's published standards. Site visitors often see an opportunity to recommend their personal theories, philosophies, or techniques as the solution to a program's problems. Visitors must not suggest that an institution adopt specific measures that may be altered or reversed by the Commission or by subsequent site visit teams. Visitors should only address compliance with the standards; they must not specify or direct programs on how compliance must be achieved.

**12. Intimidating and Bullying Small Programs.**

The accreditation process is developmental, not punitive. Visitors must not use the site visit to deal in a heavy-handed manner with small programs that may feel that they are completely at the mercy of the site visitor.

**13. Wearing Blinders.**

Site visitors with “do-good” impulses may be blinded by good intentions and try to play the role of savior. Visitors must not compound weakness with sentimental generosity in the hope that a school’s problems will go away, if ignored or treated with unwarranted optimism. Site visitors must honestly document findings (both positive and negative) in the team summary report.

**14. Informing on Sectors of the Community.**

A visitor may be tempted to “tip off” the host school administration to suspected treachery or to warn one faction on a campus of hidden enemies. Visitors should not poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.

**15. Worshipping “Powerful” Institutions.**

Visitors must not be so in awe of a large and powerful institution that they are reluctant to criticize an obvious problem in some department.

**C. Appropriate Action by Institution in Response to Perceived Site Visitor Conduct Violations**

Host institution and program administrators are urged to contact the Team Chair immediately to report possible violations of site visitor conduct expectations. Based upon the effort of the Team Chair to investigate and to resolve immediately the issue of conduct violation to the satisfaction of all parties involved or, in the event the Team Chair determines that a resolution cannot be reached at that time by his or her efforts, under ACAOM polices the Team Chair, if necessary, will consult with the ACAOM Executive Director on the appropriate course of action to be taken, including the possible dismissal of a site visitor that has violated the Code of Conduct of ACAOM site visitor policies contained in the Site Visitor Manual.

**D. Commission Action in Response to Conduct Violations**

The Commission may take action on the following bases:

1. Failure on the part of any site visitor to adhere to the requirements outlined above in Section V, or to any of the other conduct requirements set forth in the **ACAOM Site Visitor Manual**, is grounds for the permanent removal from the Commission’s roster of site visitors.
2. If the Commission receives evidence that a site visitor may have violated any of these requirements, including the violations described above in Section V, “Site Visit Conduct,” subsections A and B of this guide, the Commission will submit to the site visitor, written notice of the allegations providing the site visitor an opportunity to respond. Based on its review of the record, the Commission may remove or retain the site visitor on the Commission’s official site visitor roster. Site visitors removed from the roster for cause will be excluded from participation on future site visits.

**VI. VISIT LOGISTICS**

**A. Travel and Hotel Accommodations**

Once the site visit teams are compiled and approved by each School, ACAOM will send out Site Visit Instructions to the team and the school. Site Visit Instruction Packets will include the instruc-

tions for making travel and hotel arrangements, site visit agenda, and site visit fees to be submitted to ACAOM prior to the visit.

The School is responsible for contacting each member of the site visit team to coordinate travel and hotel accommodations well in advance of the visit. All travel and hotel expenses should be arranged and pre-paid directly by the School in accordance with the site visit team members' schedules. There should be single-room accommodations for each site visit member during the entire visit; transportation for team members between hotel and campus; and a team meeting room at the hotel.

Although hotel room and taxes are pre-paid by the School, site visit team members are responsible for paying incidental expenses. (See, Attachment 1, "Financial Guidelines for Site Visitors and Institutions.")

## B. Site Visit Costs

As stated in the *ACAOM Policies and Procedures Manual*, the Commission must receive a check in advance to cover the cost of the site visit. The cost of a site visit employing 3-4 evaluators is a flat rate of \$7,600, which includes local transportation, meals, honoraria and ACAOM overhead expenses. This fee does not include the cost of airline transportation or hotel accommodations, for which the school is responsible.

**Site visit fees must be paid by the due date.** Failure to submit payment on schedule may jeopardize the conduct of the visit, possibly causing the visit to be either rescheduled or cancelled.

Checks must be made payable to "ACAOM" and mailed to the following address:

ACAOM  
Maryland Trade Center Bldg. #3, Suite 760  
7501 Greenway Center Drive  
Greenbelt, MD 20770-3514

## C. Site Visit Meeting Room and Documents

The School will need to provide an on-campus meeting room for the visiting team for the entire visit. The room should be a secure location where site visitors can meet privately to review records, discuss findings and prepare the site visit report. The team should have access to the room throughout the entire visit.



The School is responsible for supplying supporting documents, among others, to the Team, prior to or during the site visit. These may include the following:

### ➤ Reports in Advance

Copies of the following document(s) must be submitted to each site visitor in advance of the visit:

- The school's **Eligibility Report** (for a Candidacy Visit) or
- The school's **Self-Study Report** (for an Accreditation Visit) or
- The school's **Interim Reports** (for an Interim Site Visit) and
- Any supplemental information reports

➤ **Standard 1: Purpose**

To substantiate the school's progress toward compliance with **Standard 1**, provide the following documents:

- Statement of the institution/program's mission, goals and educational objectives
- Meeting minutes that document review by relevant communities of interest the statement of mission, goals and objectives
- Strategic plans
- The program's outcome data and statistics that document achievement of mission, goals, objectives and outcomes

➤ **Standard 2: Legal Organization**

To substantiate the school's progress toward compliance with **Standard 2**, provide the following documents:

- Articles of Incorporation for the institution
- Documentation of state authorization to operate and grant degrees in the state
- Your state's laws and regulations regarding the practice of AOM
- If applicable, the most recent accreditation or pre-accreditation action letters and site visit reports by other accrediting agencies
- If applicable, the most recent state agency reports on the institution/program
- HIPAA/OSHA Manuals and forms
- Insurance policies
- Documentation of compliance with state, local and federal laws and regulations (e.g., elevator permits, OSHA reports, fire code)

➤ **Standard 3: Governance**

To substantiate the school's progress toward compliance with **Standard 3**, provide the following documents:

- Bylaws, rules and policies of the governance structure, including for advisory boards, if any
- Meeting minutes and agendas of the governance structure
- List of current members of the governance structure with CVs; the list must indicate who are public members
- Strategic plans
- Studies and evaluations of governance effectiveness

➤ **Standard 4: Administration**

To substantiate the school's progress toward compliance with **Standard 4**, provide the following documents:

- Organizational chart for the institution and the program, which details by position, title, and incumbent's name the institution/program's ownership, management, and administrative organization
- Job descriptions and curriculum vitae for all key administrative and academic leadership staff
- Staff files, including performance evaluations
- Staff meeting minutes and meeting minutes of the academic leadership team
- Administrative manuals and handbooks
- Studies and evaluations of administrative effectiveness

### ➤ **Standard 5: Records**

To substantiate the school's progress toward compliance with **Standard 5**, provide the following documents:

- Enrollment agreement
- Institutional profiles showing the number of students enrolled, graduated and readmitted for the past three years
- Student demographic profiles including average ages, educational and professional backgrounds, and racial/ethnic composition for the past three years
- Control inventory record used to monitor students' satisfactory academic progress towards graduation requirements
- Student, faculty, staff, curriculum and other records
- Handbooks, which include the clinical, financial, attendance, complaint policies and procedures for the maintenance and security of academic, personnel and clinical records (e.g., FERPA and HIPAA policies)
- Studies and evaluations of the institution's record keeping systems

### ➤ **Standard 6: Admissions**

To substantiate the school's progress toward compliance with **Standard 6**, provide the following documents:

- Catalog, which includes published policies, procedures and protocols for admission, transfer credit, prior learning assessment, challenge exams, auditing courses, student recruitment and prerequisites
- Admissions data showing the number of applications received and the number accepted over the past 2 years
- Data showing the number of students who transferred into or out of the program in the past 3 years
- Student admission records
- Data showing the number of students accepted into the program and the credit they were given for prior learning in the past three years.
- Studies and evaluations of the effectiveness of the program's admissions policies, procedures and practices

### ➤ **Standard 7: Assessment**

To substantiate the school's progress toward compliance with **Standard 7**, provide the following documents:

- Documentation of the professional competencies to be achieved by graduates and the methods and instruments by which attainment is assessed and verified
- Policies and procedures governing curriculum development and program assessment, including program assessments and plans
- Policies and procedures for the assessment of student academic performance (didactic and clinical) and for portfolio assessment, if applicable
- Student evaluations of class & clinic instruction
- Course exams, comprehensive and pre-clinic exams, research project requirements
- Grade distribution reports for courses
- Reports summarizing results of alumni surveys
- Completed student assessments (i.e., year-end, pre-clinic, graduation exams; course exams; papers, clinic evaluations and other tools that are used to document success with respect to

*Standard 7 (cont'd)*

- student achievement)
- Meeting minutes documenting the curriculum development and program assessment process
- Clinical competencies assessment forms
- If applicable, the policies and procedures for assessing student research projects and student-completed research projects

➤ **Standard 8: Program of Study**

To substantiate the school's progress toward compliance with **Standard 8**, provide the following documents:

- Catalog, which lists the full curriculum outline, including course sequencing, hours/credits and prerequisites
- Class and clinic schedules for the current term
- Curriculum documents (including syllabi, lesson plans, etc) regarding the content of each program course and clinical phase
- All program syllabi including those in major areas of the program such as: theory, diagnosis and treatment techniques; biomedical clinical sciences; herbal studies, counseling, communication, ethics and practice management
- Documents that explain each phase of the clinical training experience, their educational objectives and standards for satisfactory performance
- Clinical Manuals and Handbooks (including CNT, OSHA and HIPAA), and which list objectives and requirements for each phase of clinical training
- NCCAOM & State licensing exam reports on exam pass rates for program students
- Portfolios of actual student work in the program which documents student achievement
- Studies and assessments of the curriculum, curriculum breadth and depth, quality of instruction, instructional methods, and other materials documenting program quality and achievement of competencies by students

➤ **Standard 9: Faculty**

To substantiate the school's progress toward compliance with **Standard 9**, provide the following documents:

- List of full and part-time faculty for the current academic year with an outline of their professional and educational credentials as well as their length of service with the program
- Faculty contracts
- Faculty Manuals & Handbooks
- Faculty files, including evaluations, CVs, I-9's, documentation of professional development, etc.
- Faculty governance documents, if applicable (e.g., Bylaws)
- Faculty committee assignments
- Faculty meeting minutes
- Studies and assessments of faculty qualifications, competence and effectiveness

➤ **Standard 10: Student Services**

To substantiate the school's progress toward compliance with **Standard 10**, provide the following documents:

- Handbook for students that explains the policies and procedures governing students
- Documents respecting student services provided to enrollees

*Standard 10 (cont'd)*

- Student complaint files
- Brochures and documents describing public service activities of the programs
- Studies and assessments of the adequacy of student support services (orientation, counseling, advising, discipline, placement, etc.)

➤ **Standard 11: Library**

To substantiate the school's progress toward compliance with **Standard 11**, provide the following documents:

- List of library holdings, including professional journals, broken out by subject area and language
- Assessment plans for continued library and learning resources development
- Contracts with other entities providing student access to learning resources
- Information literacy programs
- Assessments of library holdings, organization and management

➤ **Standard 12: Physical Facilities and Equipment**

To substantiate the school's progress toward compliance with **Standard 12**, provide the following documents:

- Floor plan for facilities used to conduct training
- Lease for facilities
- Documents of compliance with health, fire, safety and building standards
- Inventories of equipment
- Copies of insurance coverage for the institution & its program
- Assessments of facilities and equipment relative to whether they are sufficient to support the program

➤ **Standard 13: Financial Resources**

To substantiate the school's progress toward compliance with **Standard 13**, provide the following documents:

- Full CPA-prepared audit certifying the balance sheet at the end of the fiscal year, the statement of revenue and expenses, and changes in fund balance and/or financial position. The audit must include a management letter, and any qualifications or reportable conditions
- Balance sheet, with statements of income and expenses, profit and loss and assets and liabilities, for the current and last two years; show budget to actual comparisons for past year and for year-to-date
- Institutional **and** program budget for the past fiscal year, for the current year, and for the next two fiscal years
- Documentation showing the percentages of expenditures for different items in the current fiscal year budget
- Fiscal plans, particularly if the institution/program is experiencing financial difficulty

➤ **Standard 14: Publications and Advertising**

To substantiate the school's progress toward compliance with **Standard 14**, provide the following documents:

- Current catalog
- Copies of other institutional and program publications (e.g., handbooks, manuals, brochures, advertisements)
- Recruiting materials
- The program's foreign language publications and their translations, if applicable
- Minutes reflecting review of institutional publications.

## D. Computer Resources

ACAOM requests that teams produce a first draft of the Site Visit Report by the end of the scheduled visit. Prior to the visit, the School should ask the team members about computer hardware and software needs for report writing during the visit. **The Site Visit Team will need access to computer resources in the team meeting room and at the hotel.** Schools are responsible for providing and/ or making arrangements for computer access by the team.

## E. Informing Campus Community

Schools are responsible for informing administrators, alumni, board members, faculty and students of the upcoming site visit. Once the site visit dates and team are confirmed, Schools must publish and/or post notices about the visit so that each member of their faculty, administrators and student body is aware of the date of the visit and of the opportunity, if they so wish, to meet privately with the site visitors. The name of the site visitors as well as the hotel where the team is staying must be included in the notice. Recruitment for parties to participate in the site visit interviews should be assigned immediately.

*Note:* A pending visiting team may contact institutions regarding persons who wish to meet with the team.

## VII. HOSTING THE SITE VISIT TEAM

***Reminder:* To avoid conflicts of interest, ACAOM's site visit policies prohibit site visitors from accepting gifts, services or other gratuities from visited institutions. Please do not make such offers to site visit team members.**

### A. Support for the Team

The site visit team will only have approximately three to four days to gather the data for the Site Visit Report. The Site Visit Agenda is extremely intense requiring the team to work throughout the day using a variety of methods to collect data. To ensure that the site visit runs smoothly, schools must provide the following information:

1. Identify a key staff liaison (not a principal administrator) who will be available in case the team has questions or problems with the team meeting room, computer equipment, duplication of materials, etc

2. Details of transportation arrangements between hotel and campus each day, and to the airport on the final day
3. Any reminders about class and clinic schedules, interview roster, etc.

## B. Meeting with the Team

Since the site visit team only has a short period of time to gather data and write the Site Visit Report, those who are scheduled to meet with the team should be encouraged to be on time for their scheduled appointments. Note that at times the team may need to adjust the site visit agenda during the course of the visit. Accordingly, individuals scheduled to meet with the team should be reminded to be flexible with their schedules.

The team will always begin the visit by meeting with the President/CEO/Director of the School. This is an opportunity for him/her to welcome members of the team. During the meeting the team Chair will briefly discuss the role of the team and the site visit process.

## C. The Exit Interview

Before leaving the campus, the entire team will meet with the Chief Administrator/CEO for the program and whomever he/she invites to attend to hear the summary of findings. The exit interview will provide the program with an oral preview of all the major points that will be made in the team's written summary report.

**The meeting is only held to present the summary of the teams' findings and is not open for debate.** Teams will not communicate to the visited institution their confidential recommendations on accreditation or candidacy status, if any, to the Commission. The Commission will make the final decision regarding the status of the institution/program.

## D. Helpful Hints



Here are some helpful hints for participating in an exit interview:

- ☺ Keep an open mind.
- ☺ Invite the *appropriate* senior administrators to attend the meeting (academic deans, clinic directors, admissions, financial aid, etc.).
- ☺ Take note of the “Areas of Non-Compliance” and “Areas Requiring Further Development” findings.
- ☺ Ask questions about the next steps of the process prior to Commission action.
- ☺ **You will have an opportunity to respond to the report following the visit;**
- ⊗ **Do not argue with the team or dispute findings during the Exit Interview.**

# VIII. AFTER THE SITE VISIT

## A. Response to Site Visit Report

After the site visit is conducted, the site visit Team Chair, in collaboration with the full team, will prepare a draft site visit report, which will be forwarded to the school for review and comment on **“factual” errors only**. The school will have **five (5)** business days to review the report and provide comments regarding potential errors in the report to the team Chair. The school is then responsible for responding directly to the Team Chair in writing regarding factual errors, if applicable.

After receiving feedback from the schools on factual errors only, if there is consensus among the team that the factual errors are legitimate, the team Chair will modify the site visit report to correct factual errors. If the team does not believe that the program has adequately demonstrated factual errors in the report, citations in the first version of the report remain intact. If the school finds no factual errors in the first version of the report, the school must notify the team Chair in writing.

The team Chair will then proceed to send the final report to the Commission staff reviewer. Staff will forward the final report to the school with the date by which the program must submit its formal institutional response. The formal institutional response is the final opportunity for the school to provide a written response to the report, which becomes part of the official record reviewed by the Commission in its decision on the institution/program.

## B. The Formal Institutional Response

***In preparing the formal institutional response, keep in mind that the Commission does not consider, as part of its accreditation or candidacy reviews, the remediation of citations after the site visit; therefore, site visit reports are not modified to include last minute “corrections” that were accomplished by a program after the site visit was conducted.***

The program must submit a formal institutional response to the final site visit report with the requisite number of copies of its catalog and financial statements. Under typical conditions, the formal institutional response **should not exceed 15 pages** including essential documentation.

**Only in those rare instances** in which the institution or program can document that the findings of the team are at variance with the facts being supplied by the institution may the formal institutional response exceed the 15-page limit. **In no instance may a formal institutional response exceed 25 pages. Responses exceeding 25 pages will not be accepted by the Commission.**

## C. Commission Procedures and Actions

ACAOM will forward the final site visit report to Commissioners. The assigned Commissioner reviewers will lead the discussion during the Commission’s deliberations on the program. The Commission meets to consider the candidacy/accreditation status of the program based upon the program record. A hearing with the program to clarify the record may be conducted at the request of either the Commission or the program.

If a hearing is requested, the Chief Executive Officer of the institution in which the program resides shall be notified of the time and place of the hearing. The Chief Executive Officer and/or other person(s) authorized to represent the institution, should appear for the hearing. These persons have the opportunity to make any statements, including a response to any matter in the Site Visit Report or to third party written testimony, if there be any.

The Commission deliberates and takes action on the candidacy/accreditation status of the program in executive session based on its review of the record. Only Commissioners and Commission staff attend these deliberations, excluding any Commissioner or staff who has an actual or potential conflict of interest. However, the Commission may, at its discretion invite to observe its deliberations, any official of a state, federal or accreditation agency.

### Commission Actions

The Commission notifies programs of Commission actions within 30 days of the hearing date. The types of actions that may be taken include:

- Granting Candidacy or Accreditation Status

- Monitoring Actions
- Procedural Actions
- Non-Compliance Actions
- Adverse Actions
- Administrative Actions
- Lapsed Candidacy or Accreditation

These actions are described in detail in Sections 1.8 and 2.8 of the ***ACAOM Policies and Procedures Manual***.

## **1. Candidacy**

### ***Candidacy Granted***

The Commission deems that the program:

- Has met the General Eligibility Requirements for Candidacy (See, “ACAOM Accreditation Manual - Structure, Scope, Process, Eligibility Requirements and Standards”);
- Has adopted and initiated action plans to comply fully with the Standards and Criteria for Accreditation during the candidacy period;
- Is capable of undertaking and completing the self-study process required for accreditation within three (3) years of achieving Candidacy status; and
- Provides documented evidence that it is making progress towards accomplishing its stated objectives and has a plan for assessing its effectiveness and program and student learning outcomes.

### ***Procedural Actions – Postponement/Lapse/Deferral***

The Commission may postpone a decision and request a supplemental information or interim report when it has determined that there is insufficient information to substantiate institutional/program compliance with one or more ACAOM Eligibility Requirements, Standards or Criteria. Supplemental information reports are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. A Lapse of Candidacy is also considered to be a procedural action. After consideration of the record for the program, the Commission is unable to act on Candidacy status due to a program’s non-compliance with the accreditation standards, a lack of information, conflicting information, or a temporarily unstable situation in the program, yet judges that clarity and/or resolution may be accomplished by the next Commission meeting or at a time otherwise determined by the Commission, the Commission may defer action on consideration of Candidacy status. In such cases, the Commission may require additional information in an interim report and/or another site visit.

### ***Probationary Candidacy***

The Commission may, for reasonable cause, place a program on Probationary Candidacy. An institution/program placed upon probation shall receive written notice of the reason for probationary status and a notice of the right to reconsideration and appeal of such a decision under Section 3.5 of the *ACAOM Policies and Procedures Manual*. The placing of a program on probation is a clear warning that, if the program does not substantially correct the deficiencies noted by the Commission by the end of the probationary period, Candidacy status will be withdrawn.

### ***Candidacy Denied***

If the Commission finds that the program does not meet the fundamental Eligibility Requirements for Candidacy and/or has not adopted and initiated action plans for fully complying with the Standard and Criteria, and finds that there is insufficient evidence that these deficiencies will be easily

corrected, Candidacy will be denied, and the Chief Executive Officer of the institution will be notified in a written report from the Commission specifying the reason for denial. This report shall include a notice advising the program that it has a right to seek reconsideration and/or appeal of the decision consistent with reconsideration and appeal policies published in the *ACAOM Policies and Procedures Manual*.

A program is encouraged to seek consultation with ACAOM staff before seeking reconsideration of a decision to deny or withdraw candidacy status.

## **2. Accreditation**

### ***Accreditation Granted***

If the Commission deems that the program is in substantial compliance with the Standards and Criteria for Accreditation, the program is granted Accreditation.

### **Procedural Actions – Postponement/Lapse/Deferral**

The Commission may postpone a decision and request a supplemental information or interim report when it has determined that there is insufficient information to substantiate institutional/program compliance with one or more ACAOM Standards or Criteria. Supplemental information reports are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action. A Lapse of Accreditation is also considered to be a procedural action. After consideration of the record for the program, the Commission is unable to act on Accreditation status due to a program's non-compliance with the accreditation standards, a lack of information, conflicting information, or a temporarily unstable situation in the program, yet judges that clarity and/or resolution may be accomplished by the next Commission meeting or at a time otherwise determined by the Commission, the Commission may defer action on consideration of (re)accreditation status. In such cases, the Commission may require additional information in an interim report and/or another site visit.

### ***Probationary Accreditation***

The Commission may, for reasonable cause, place a program on Probationary Accreditation. A program placed upon probation shall receive written notice of the reason for probationary status and a notice of the right to reconsideration and appeal of such a decision under Section 3.5 of the *Policies and Procedures Manual*.

The placing of an institution or program on probation is a clear warning that, if the program does not substantially correct the deficiencies noted by the Commission by the end of the probationary period, accreditation status will be withdrawn.

### ***Accreditation Denied/Withdrawn***

If the Commission finds that the program does not meet the Standards and Criteria and that there is insufficient evidence that these deficiencies will be easily corrected, accreditation will be denied/withdrawn, and the Chief Executive Officer of the institution will be notified in a written report from the Commission specifying the reason for denial/withdrawal. This report shall include a notice advising the program that it has a right to seek reconsideration and appeal of the decision consistent with the reconsideration and appeal policies published in the **ACAOM Policies and Procedures Manual**. The program is encouraged to consult with Commission staff before seeking reconsideration of a decision to withdraw or deny candidacy or accreditation status.

A program that has been denied candidacy or accreditation or that has had its candidacy or accreditation status withdrawn may not reapply for accreditation until, in the judgment of the Com-

mission, the reasons for the withdrawal/denial of candidacy or accreditation have been satisfactorily addressed.

A doctoral program whose accreditation status is denied or withdrawn shall be prohibited from enrolling any additional students under the Commission's institutional accreditation, if applicable. If the doctoral program nevertheless continues to admit students, ACAOM's institutional accreditation shall convert to programmatic only, which may jeopardize Title IV eligibility for the institution's Master's degree or Master's level program(s).

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## ATTACHMENTS

## Attachment 1

### ACAOM FINANCIAL GUIDELINES FOR SITE VISITORS AND INSTITUTIONS

To help create predictability on the part of the visited institution and the Commission for the expenses of each site visit, the following rules must be followed by all site visitors traveling on official business for the Accreditation Commission for Acupuncture & Oriental Medicine (ACAOM). All financial arrangements for site visits are the responsibility of the institution and the Commission. Therefore, except in rare circumstances that require Commission approval, site visitors are not expected to incur any expenses that have to be reimbursed.

In order to receive remuneration at the conclusion of a site visit authorized by ACAOM, each site visitor is required to complete and submit to the Commission the attached ACAOM site visit voucher. All vouchers must be accompanied by receipts or invoices for any extraordinary expenses not paid directly by the institution or the Commission in order to comply with the minimum accounting standards established by the Internal Revenue Service and the reporting standards of the Commission. Failure to submit vouchers within one month following a site visit could result in the forfeiture of remuneration. Please note that a signed voucher must be returned to the Commission even if no extraordinary expenses are incurred.

Similarly, team members should not accept any form of direct payment from the institution except as explicitly provided for in these instructions.

#### I. INSTITUTION/PROGRAM RESPONSIBILITIES

The visited institution or program is responsible for arranging and paying for the following site visit costs directly in consultation with each site visitor:

##### A. TRAVEL TO AND FROM THE SITE VISITOR'S HOME AND THE VISITED INSTITUTION:

**General Considerations:** When an institution arranges a means of transportation with the individual team members, a balance must be struck between the need for economy on the one hand and the efficient use of time on the other. Taking that into consideration, the visitor should use public transportation (e.g., air travel, airport buses/shuttles, commuter trains), unless group taxi fares are most convenient and no more costly.

##### 1. Travel by Air or Rail

###### *Air Travel*



All visitors are expected to travel at coach rate fares, unless the institution has allowed for an upgrade. Even within coach, airline fares may vary considerably, depending on the airline, the travel agent, and other factors such as a Saturday night stay. The use of the least expensive reasonable transportation is encouraged. Airlines often will offer special rates for travel that includes a Saturday night stay. If the potential savings exceed the cost of an overnight stay at a hotel, the traveler may be instructed by the visited institution to take advantage of this option if it is convenient to do so, unless the ticket is non-refundable and the traveler anticipates a change or cancellation. If non-refundable tickets cannot be used by the traveler, they must be surrendered to the institution. **The visited institution or program makes the ultimate decision, in consultation with the site visitor, on the selection of an air carrier and for paying the costs of air travel in advance of the visit.**

### Rail Travel



All travelers are expected to travel at coach rate fares. Although travel on Amtrak's *Acela* Express is permissible, travelers should not use First Class unless they are prepared to pay the difference themselves or the institution has approved the expense. Regular Amtrak or *Metroliner* is preferable to *Acela*. **The visited institution or program makes the ultimate decision in consultation with the site visitor on the selection of a rail carrier and for paying the costs of rail travel in advance of the visit.**

### 2. Private Automobiles



**Use of private automobiles for travel to and from the institution must be paid to the visitor directly by the institution at a rate of .585 per mile; reimbursement cost must not exceed the costs of a round trip air fare by coach.**

Travel by private automobile is generally limited to round-trip distances of no more than 500 miles and expenses are reimbursed at a flat mileage rate of .585 per mile consistent with IRS regulations. The flat rate is intended to cover all operating expenses including gas, depreciation and insurance. For travel by private automobile in excess of 500 miles, for which specific exemption has been obtained, reimbursement will be based on either the flat mileage rate or the air coach fare rate, whichever is less. Rental cars should be at competitive rates, and the traveler should purchase insurance for liability and collision, unless it is already covered by personal automobile insurance. **The visited institution or program makes the ultimate decision with the site visitor on the use of an automobile or rental car and is responsible for paying the costs to the visitor directly.**

### 3. Rental Car



Any rental car use during the visit must be approved by and paid for directly by the visited institution.

## B. HOTEL AND LODGING

**All hotel arrangements and costs are the direct responsibility of the visited institution.** Unless otherwise approved by the visited institution, ***only room and tax charges will be paid by visited institution.*** Site visitors must be prepared to cover all other expenses. **The Commission will not honor any hotel reimbursement requests listed on vouchers submitted to ACAOM.**

## C. SUBMISSION OF VISIT FINANCIAL DOCUMENTATION TO ACAOM BY THE INSTITUTION

The institution undergoing a peer review site visit must submit to the Commission true copies of all financial documents related to site costs for travel and lodging. This requirement is to ensure that the Commission has financial documentation for audit and recordkeeping purposes.

## II. ACAOM RESPONSIBILITIES

ACAOM will pay each site visitor the following fixed amounts:

### A. Honorarium

The Site Visit Team Chair is paid \$300 for each day of the actual visit plus an additional \$300 for one travel day. Regular site visitors will be paid \$200 for each day of the actual visit plus an additional \$200 for one travel day. For example, if the site visit team conducts a 3-day visit, the honorarium reimbursement amount would be \$1200 for the Site Visit Team Chair and \$800 for each of the other site visit team members.

### B. Per Diem

The Commission has established \$50 as the automatic per diem for “meals and incidentals.” There will be no exceptions to the rate unless the *per diem* in the location where the visit takes place is higher as reflected in the standard Federal rates (*See the following link*):

[http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA\\_BASIC](http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_BASIC)

For meals and incidentals, it is up to each evaluator to use the funds allotted in whatever manner he or she deems fit.

### C. Other Expenses

#### ***Incidental Expenses***

Each site visitor will receive an additional \$60 per visit to cover any other additional incidental expenses associated with the visit.

#### ***Local Travel***

Each site visitor will be reimbursed for local travel expenses such as cost of transportation between the school site and the hotel, or transportation to and from the site to the airport or bus and train terminals. Receipts for local travel expenses must be submitted to ACAOM along with any other receipts attached to the ACAOM site visit voucher.

### D. Expenses for Other Persons

Neither the Commission nor the institution hosting a site visit team is responsible for paying for persons not directly involved in the conduct of official Commission business.



**ONLY THE FIXED AMOUNTS DESCRIBED ABOVE WILL BE PAID BY THE COMMISSION.**

## Attachment 2

### SITE VISITOR PROFILE

**Please complete and forward to ACAOM by mail or fax (301) 313-0912.**

Name: \_\_\_\_\_ Office Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Mobile Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

<p>Best time I can be reached:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Morning</li> <li><input type="checkbox"/> Afternoon</li> <li><input type="checkbox"/> Evenings</li> </ul> <p>Site Visitor Categories: Please check all that apply</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrator</li> <li><input type="checkbox"/> Educational Specialist</li> <li><input type="checkbox"/> Practitioner</li> <li><input type="checkbox"/> ACAOM Commissioner</li> <li><input type="checkbox"/> Other _____</li> </ul>	<p>Please indicate all of your credentials, licenses or certifications:</p> <p>Are all your credentials, licenses or certifications current?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No, specify</li> </ul> <p>Have you been disciplined within the last 5 years (license/certification) revoked or suspended?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, use the space on the opposite side to explain the disciplinary action</li> </ul>
<p>Please list all of your school and organization affiliations:</p>	<p>Areas of Expertise: Please check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic Affairs</li> <li><input type="checkbox"/> Accreditation</li> <li><input type="checkbox"/> Administration</li> <li><input type="checkbox"/> Acupuncture &amp; Oriental Medicine Curriculum &amp; Clinic</li> <li><input type="checkbox"/> Faculty Development</li> <li><input type="checkbox"/> Financial Management</li> <li><input type="checkbox"/> Financial Aid</li> <li><input type="checkbox"/> Five Elements</li> <li><input type="checkbox"/> Governance</li> <li><input type="checkbox"/> Higher Education</li> <li><input type="checkbox"/> Herbalist</li> <li><input type="checkbox"/> Languages, specify _____</li> <li><input type="checkbox"/> Library Science</li> <li><input type="checkbox"/> Program Evaluation</li> <li><input type="checkbox"/> Technology</li> </ul>

**Please attach your current Curriculum Vita and copies of current licenses and certifications.**

By signing this document, you are affirming all the information recorded is correct. If there is a change of information, please inform ACAOM as soon as possible.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Attachment 3

### Site Visit Team Approval Form

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Date: \_\_\_\_\_ Institution/Program: \_\_\_\_\_

Proposed Site Visit Dates: \_\_\_\_\_

After reviewing the list of site visitors presented in the instruction letter, please respond to the following statements within fifteen days of receipt of the instruction letter.

**Please check the appropriate response:**

Yes, I \_\_\_\_\_ approve of the composition of the Site Visit Team as presented.

I \_\_\_\_\_ approve of the composition of the Site Visit Team with exception of the following proposed visitors:

**Member(s) not approved:**

\_\_\_\_\_

Reasons for rejecting site visit member (s):

- Member is affiliated with an institution or program in the same geographical area.
- Member is a prior employee, graduate, consultant, or governance appointee of institution/program.
- Member has publicly expressed opinions or biases bearing on the accreditability of the institution/program.
- Reason unknown to ACAOM

\_\_\_\_\_  
\_\_\_\_\_

Comment on reasons for rejecting each site visitor:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Attachment 4

### SITE VISIT AGENDA

*(Sample Only)*

#### AFTERNOON/EVENING OF THE DAY BEFORE THE VISIT

Team arrives at hotel and meets in the evening to prepare for the visit, review the site visit process, and confirm review responsibilities with the team members.

#### FIRST DAY OF VISIT

##### Morning

- 8:30 Team arrives at school and is shown private meeting room and sets up
- 9:00-9:30 **Introductory meeting with the CEO/President** and any key administrative personnel the CEO/President wishes present. The team agenda and appointments must be finalized during the introductory meeting.
- 9:30-10:15 Team is given a **tour** of the campus
- 10:30-12:30 Team members **review records** – Individual assignments:
- **Student records** – admissions, transcripts, academic records including records documenting student performance in off-site clinical training and in biosciences, evaluations
  - **Staff/Faculty records** – faculty credentials, meeting minutes, evaluations
  - **Academic/curriculum records**- course syllabi, exams, grading policies, student course evaluations, alumni surveys, curriculum assessment/development meeting minutes
  - **School policies, complaint record, publications and advertising**
  - **Clinic records** – contracts/agreements with off-site clinics, Clinic Manual
  - **Financial records** – financial statement, budgets, insurance coverage, etc.
  - **Governance records** – Bylaws, agendas, meeting minutes

##### Afternoon

- 12:30-2:00 **LUNCH**
- 2:15-4:00 **Individual Assignments:**
- Team member observes clinic  
(Reviews clinic records, patient files, student clinic files that track treatments and clinic evaluations, clinical asepsis and sanitation, OSHA/HIPAA standards.)
- Team members continue with **records review**
- 4:00-4:45 **Team Discussion/Consensus Meeting/Continuing Work on Preliminary Site Visit Report**

(Sample Agenda Only- Cont'd)

- 4:45-5:30      **Interviews:**
- Director of Admissions
  - AOM Registrar
  - Asst. Dean of Student Affairs

5:30-6:00      **BREAK**

- 6:00-7:00      Individual Assignments:  
Team member(s) **observes classes:**
- Oriental Medicine Theories 1
  - *Materia Medica* I
  - Acupuncture Medians & Points III
  - Ethics in Oriental Medicine
  - Acupuncture Prescriptions II

7:15            Team **departs** for hotel

8:30-10:00    **Team Discussion/Consensus Meeting/Refine Site Visit Report**

## **SECOND DAY OF VISIT**

### **Morning**

8:30            Team arrives at school

9:00-11:00    Team members **interview faculty**

11:00-12:30   **Team Discussion/Consensus Meeting/Refine Site Visit Report**

### **Afternoon**

12:30 – 2:00   **LUNCH**

2:15 – 3:30    Team members tour library and interview library manager

3:30 – 4:00    **BREAK**

4:00 - 6:00    Team interviews students, alumni and faculty in small groups  
(in small groups of 4-5 students, i.e., first/second/third-year students, alumni and faculty)

(Sample Agenda Only- Cont'd)

- 6:15 -7:00 Team members **observe classes:**
- Tui-Nai Massage/Acupressure
  - Anatomy/Physiology III Lecture
  - Formulas & Strategies I
- 7:15 Team departs for hotel/Restaurant
- 8:30-10:00 **Team Discussion/Consensus Meeting/Refine Draft Team Report**

### **THIRD DAY OF VISIT**

#### **Morning**

- 8:30 Team arrives at school
- 9:00-11:00 Team members **observe clinic:**  
Team members observe clinic and review clinic records, student clinic files that track treatments and clinic evaluations, clinical asepsis and sanitation, OSHA/HIPAA standards
- 11:00-12:00 Team **interviews:**
- Asst. Vice President for Institutional Research & Accreditation
  - Vice President/CFO
- 12:00-1:30 **LUNCH**

#### **Afternoon**

- 1:30-2:30 Team **interviews:**
- Director of Financial Aid
  - Director of Business Office
- 2:30-3:30 **Team Discussion/Consensus Meeting/Refine Draft Team Report**
- 3:30-6:00 Team **interviews:**
- Clinic Director
  - Academic Dean of AOM
  - Vice President/Chief Academic Officer
- 5:30-6:00 **BREAK**
- 6:00-7:00 **Individual assignments:**  
**Interviews** with students, alumni and faculty in small groups  
(in small groups of 4-5 students, i.e., first/second/third-year students, alumni and faculty)

*(Sample Agenda Only- Cont'd)*

- Team member(s) **observes classes:**
- Western Nutrition
  - Acupuncture Prescriptions
  - OM Internal Medicine II

7:15 Team **departs for hotel**

8:30-10:00 **Team Discussion/Consensus Meeting/Refine Draft Team Report**

#### **FOURTH DAY OF VISIT**

##### **Morning**

8:30 Team arrives at school

9:00-10:00 Team meets with **representatives of Board of Directors**

10:00-11:00 Team interviews **CEO/President**

##### **Afternoon**

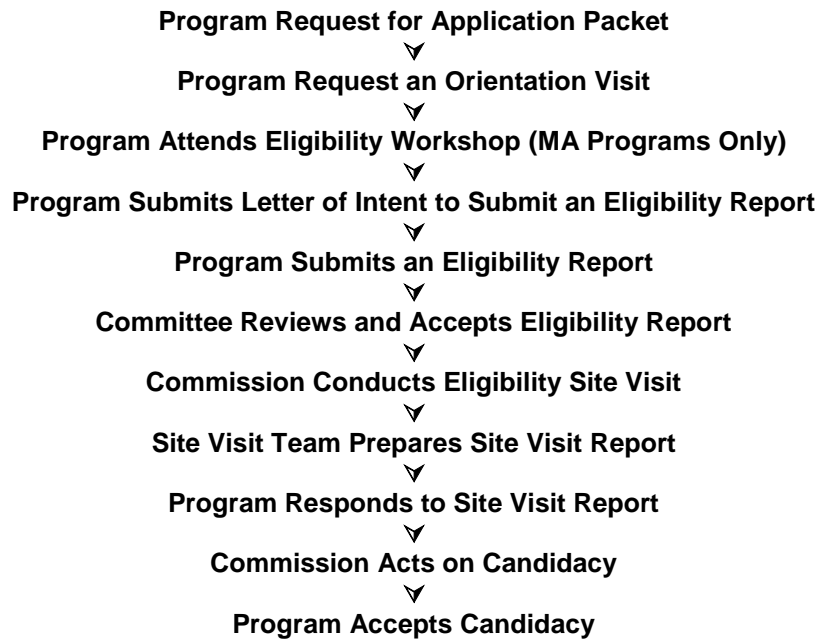
11:00-2:00 **WORKING LUNCH/ finalize draft site visit report**

2:00-5:00 Team continues to **finalize draft site visit report**

5:00-6:00 **Exit Interview**

6:15 **Team departs for hotel**

**TIMELINE OF THE ACCREDITATION PROCESS\***



**CANDIDACY**



**ACCREDITATION\***

\* *The Timeline reflects only the sequence of steps in the accreditation process and is not to be taken as a guarantee of achieving candidacy or accreditation status. Institutions and programs must first satisfy ACAOM's Eligibility Requirements and comply with ACAOM's published Standards and Criteria under the Commission's assessment process prior to being granted candidacy or accreditation status.*

## DISCOVER ACAOM RESOURCES & LINKS

[www.acaom.org](http://www.acaom.org)


☞ Click on **SITE VISITOR RESOURCES** to access and download:

Site Visitor Documents: <http://www.acaom.org/Documents.htm>

- Site Visitor Manual
- Site Visitor Evaluator Checklist
- Master's Site Visit Programs
- Post Graduate Doctoral Programs
- Site Visit Report Templates  
Master's Programs  
Postgraduate Doctoral Programs
- Site Visitor Profile
- Meeting Reimbursement Form

☞ Click on LINK <http://www.acaom.org/Documents.htm> to access and download Other ACAOM Resources:

- ☞ ACAOM Homepage for the Accreditation Manuals – [www.acaom.org](http://www.acaom.org) ; then, click on **Manuals**
- ☞ ACAOM News and Meeting Announcements - [www.acaom.org](http://www.acaom.org) ; then click on **News and Meetings**
- ☞ ACAOM Newsletters -[www.acaom.org](http://www.acaom.org) ; then click on **Newsletters**
- ☞ ACAOM "Frequently Asked Questions - [www.acaom.org](http://www.acaom.org) ; then click on **FAQs**
- ☞ Council of Colleges of Acupuncture and Oriental Medicine - [www.ccaom.org](http://www.ccaom.org)
- ☞ American Association of Acupuncture and Oriental Medicine - [www.aaaomonline.org](http://www.aaaomonline.org)
- ☞ National Certification Commission for Acupuncture and Oriental Medicine - [www.nccaom.org](http://www.nccaom.org)



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