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# **GUIDE FOR PREPARING THE ELIGIBILITY REPORT**

## **Master's Level Programs**

- **The Eligibility Requirements**
- **The 14 Standards & Criteria**
- **The Narrative Report**
- **The Supporting Documentation**
- **Report Layout**

**ACCREDITATION COMMISSION FOR  
ACUPUNCTURE & ORIENTAL MEDICINE**

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## I. INTRODUCTION

**NOTE:** Consistent with ACAOM policies, the Commission will not accept an Eligibility Report unless a program has been in operation for at least one year prior to submission. If your institution is in the planning stage for its acupuncture or Oriental medicine program, careful review of ACAOM standards is recommended as a guide to institutional program development.

*Candidacy* is a pre-accreditation status that must be successfully achieved before applying for accreditation. A program that wishes to achieve candidacy status, as the initial step toward accreditation, must:

- Host a one-day ACAOM staff orientation visit (Master's-level programs only);
- Submit a letter of intent to pursue the candidacy review process;
- Attend an ACAOM Eligibility workshop (Master's-level programs only);
- Complete an Eligibility Report for Candidacy;
- Host a candidacy site visit; and,
- Submit a formal institutional response to the site visit report with other required documentation.

**The Eligibility Report is the most critical document used by site visit teams, by ACAOM review committees and by the Commission in considering a program for candidacy.** The purpose of the Eligibility Report is to provide baseline information about all aspects of the institution/program and its plan for further development relative to compliance with ACAOM standards. This Guide is designed to provide institutions and programs information on preparing an Eligibility Report that meets ACAOM requirements.

### A. Preparing the Narrative Report

The narrative report is a comprehensive document addressing all program characteristics and activities relative to each ACAOM Eligibility Requirement and standard. The Eligibility Report will have a narrative section on the ACAOM Eligibility Requirements and additional narrative sections for each of the fourteen Standards and related Criteria.

#### 1. Eligibility Requirements

For each Eligibility Requirement, describe how and document that your institution/program meets the requirement.

#### 2. Standards

Under each Standard, describe and document the degree to which your institution/program meets the standard and your plans for strengthening compliance with the standard in question. Standards should be named, e.g.: Standard 1 – Purpose.

**3. Criteria**

Each criterion should be named, e.g.: Criterion 1.1 – Content. Most Standards have several *criteria* under them which elaborate specifically on issues pertinent to the Standard. You must describe and document the degree to which your program meets each of these criterion and your plans for strengthening compliance with the criterion in question.

**4. Guidelines**

Guidelines are not named. Guidelines are listed under relevant ACAOM standards to help interpret specific Standards and Criteria. They should be incorporated into the narrative of the associated ACAOM standard.

**5. Expectations for Report Quality, Coherence and Usefulness**

The report must be written in a style that reflects clarity of ideas, required transition language, grammatical and syntactical conventions, and demonstrates the degree to which the institution/program is in compliance with ACAOM Eligibility Requirements, standards and criteria and plans for coming into full compliance. The report must also be user friendly, enabling the reader to verify that each Eligibility Requirement is met and to understand the degree to which each ACAOM Standard is met. If a program does not currently meet a standard or a criterion, the report must document in what ways it does not meet the standard, as well as provide plans for achieving compliance. At all times, the report should be written in a straight forward manner that concentrates on compliance with the Eligibility Requirements, standards and criteria and the achievement of the institution/program's mission, goals, objectives and student learning outcomes.

**5. Supporting Documentation**

A limited number of documents must be submitted with the report to support the narrative and demonstrate that basic policies, procedures, structures and other essential elements needed to meet ACAOM Eligibility Requirements and standards are in place. These are described later in this guide.

**B. Report Layout**

The Eligibility Report must be organized to include the following components:

**1. The Cover Sheet**

The Cover Sheet to the Eligibility Report must be completed by the program and inserted at the beginning of the Report. The cover sheet can be downloaded from ACAOM's web site [www.acaom.org](http://www.acaom.org) under the "Documents and Forms" link, or can be forwarded, upon request, by ACAOM staff.

**2. Table of Contents**

Following the completed Cover Sheet, the report must include a table of contents that indicates how the report is organized, how supporting documents are arranged and where they can be located in the report. The table of contents must include clear references to tabs or page numbers where specific Eligibility Requirements and standards are addressed, and where supporting documents can be located.

**3. Introduction**

The Report must then provide an introduction, which briefly describes the background and history of the institution and its AOM programs(s). This chapter must describe the process the institution/program used to prepare the Eligibility Report.

**4. Narrative on the Eligibility Requirements, Standards and Accreditation Criteria**

Following the introduction, the Eligibility Report must provide its narrative on each of the Eligibility Requirements, Standards and related Criteria. The narrative must provide a useful and meaningful vehicle for ACAOM, the review committee and its site visit team to assess the institution/program's compliance with the Eligibility Requirements and its plans for further development of the program relative to compliance with the Standards and Criteria.

The narrative must be broken out into separate chapters, one for the Eligibility Requirements and one chapter for each of the 14 Standards in which the program describes and documents the extent to which it meets ACAOM standards and criteria and its plans for strengthening compliance.

**5. Materials to Be Appended to the Report**

Particular documents are required to support each chapter. These are noted in this Guide under the relevant Standard. In appending documents to the report, the program is required to cite in the narrative where they can be found in the appendices. In addition, the narrative chapter for the Eligibility Requirements and for each Standard must list the supporting documents for that narrative, with a citation to the tab and page number where they can be located.

**6. Summary**


In this final part of the Eligibility Report, the institution/program summarizes the major areas addressed in the report, particularly as the Eligibility Requirements, standards and criteria relate to institution/program plans for further development.


**II. GENERAL ELIGIBILITY REQUIREMENTS**

***DO NOT SUBMIT A REPORT UNTIL SUCH TIME AS YOU CAN CLEARLY DEMONSTRATE THAT YOUR PROGRAM HAS THE STRUCTURES (governing, administrative, financial, etc.), SYSTEMS, POLICIES AND PROGRAMS IN PLACE TO MEET EACH OF THE ELIGIBILITY REQUIREMENTS.***


To be eligible for Candidacy status, Initial Accreditation or Reaccreditation, an institution and its acupuncture and Oriental medicine (AOM) program(s) must demonstrate that it meets or continues to meet the following Eligibility Requirements of ACAOM. Once eligibility is established, institutions and their AOM programs must then demonstrate that they meet ACAOM Standards.


**ELIGIBILITY REQUIREMENTS:**


 The institution is authorized to operate as an educational institution and to award postsecondary degrees, certificates or diplomas by an appropriate governmental organization and other agencies as required by each of the jurisdictions in which it operates. Based on review of individual institutional/program requests, the Commission may determine that governmental authorization from a foreign government or other agency is an acceptable alternative.

 For those seeking candidacy, the institution and its AOM program(s) are operational with students actively pursuing AOM degree, certificate or diploma programs. For those seeking initial or reaccreditation, the AOM program(s) has graduated students and can demonstrate appropriate student learning outcomes.


 The institution and its AOM programs comply with all federal, state and local laws and regulations applicable to their operations.


 The institution/program's mission, goals, objectives are clearly defined and adopted by its governance structure consistent with its legal authorization, and are appropriate to the degrees, certificates or diplomas granted upon AOM program completion.

 The institution and its AOM program(s) provide evidence of basic planning that integrates plans for academic, personnel, information, learning resources, and financial development.



 The institution and its AOM program(s) document a funding base, financial resources, and plans for financial development adequate to support mission, goals, and objectives of the AOM program(s) and to assure financial stability. The institution regularly undergoes and makes available to the Commission an external audit by a certified public accountant or an audit by an appropriate public audit agency.



 The institution devotes a sufficient portion of its income to the support of its AOM educational programs.



 The institution has a functioning governance structure responsible for the quality and integrity of the institution and its AOM programs, as well as to ensure that the institution/program's mission, goals and objectives are being carried out. Its membership is sufficient in size and composition, with public representation adequate to fulfill all responsibilities of the governance structure. The governance structure is an independent policy-making body capable of reflecting constituent and public interest within governance activities and decisions pursuant to ACAOM standards.



 There is in operation a "conflict of interest policy" for the governance structure (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose con-

flicts of interest, and that assures that those interests are disclosed and do not interfere with the impartiality of members of the governance structure or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution and its AOM programs.



  The governance structure is able to assure that the institution and its AOM program(s) adhere to the Eligibility Requirements, describes itself in identical terms to all accrediting agencies, can be reasonably expected to adhere to ACAOM accreditation Standards and Policies, communicates any changes in its accredited status, and assures that the governance structure and the institution make freely available to the Commission accurate, fair, and complete information on all aspects of its AOM programs and their operations consistent with the Commission's *Policy Statement on Integrity in the Accreditation Process* (Refer to Section 3.8 of the *Policies and Procedures of the Accreditation Process*).

  The institution has a Chief Executive Officer/President who is appointed by the governance structure, whose primary responsibility is to the institution, and who does not serve as the chair of the institution's governing body.



  The institution has qualified administration and staff who provide the administrative services necessary to support its AOM programs and mission, goals and objectives.



  The AOM programs are congruent with the institution's mission; they have clearly defined and published objectives; they are of sufficient content and length; they are conducted at levels of quality and rigor appropriate to the credentials offered upon program completion.


  The AOM program engages in systematic evaluation of student achievement.


  The institution/AOM program engages in evaluating systematically how well and in what ways it is accomplishing its purposes, goals, objectives and outcomes, including assessment of student learning and documentation of effectiveness.


  The institution provides sufficient learning and information resources and services to support the nature, scope, and level of the AOM programs offered.

  The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its AOM programs.

  Faculty is sufficient in number, background and experience to support the AOM programs offered and includes a core of faculty with sufficient responsibility to the institution to assure the continuity and coherence of its AOM programs. The institution provides a clear statement of faculty responsibilities that include development and review of curriculum as well as assessment of learning outcomes.

 The institution maintains physical facilities for administration, faculty, students, and programs and services that are appropriate for the institution's mission and its AOM educational programs.

 The institution provides student services and development programs to students in its AOM programs, which are consistent with student characteristics and its mission, goals, objectives and outcomes.

 The institution publishes in its catalog or other appropriate places accurate and current information that describes purposes and objectives, admission requirements and procedures, academic calendars, rules and regulations directly affecting students, AOM programs and courses, credentials offered and their requirements, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, and other items relative both to attending and withdrawing from the AOM program(s).

## NARRATIVE

### Instruction:

Describe how your institution meets each of the 21 General Eligibility Requirements. If an Eligibility Requirement is addressed in more detail in response to a specific ACAOM Standard or Criterion, include a cross reference and citation to the section and page number(s) of the Eligibility Report where the requirements is addressed. For some requirements the institution need only submit documentation demonstrating compliance (e.g., for Eligibility Requirement #1, submit a copy of a letter from the State Department of Education or other appropriate government agency that the institution is authorized within the jurisdiction to operate as an educational institution and to award postsecondary degrees, certificates or diplomas).

### Documentation:

Either providing relevant supporting documentation to support the narrative under this section or provide a reference or citation in the narrative citations to essential supporting documentation addressed under separate ACAOM standards (e.g., state authorization to operate and grant degrees; mission, goals, objectives; evidence of planning).

## III. THE 14 STANDARDS

### A. STANDARD 1 - Purpose

*The institution shall have a mission statement that provides clear direction for the institution and its programs. The acupuncture/Oriental medicine program shall include as a formally adopted statement of purpose the preparation of health care practitioners as acupuncture or Oriental medical professionals.*

#### Criterion 1.1 – Content

The statement of purpose must include a brief description of the program's goals.

➤ **Guideline:** The statement of purpose and goals should reflect the purpose for which the program was founded, the philosophies it represents, the community in which it is located, the constituencies it serves, the needs -- social, cultural and material -- of its community and clientele, and the institution's resources -- human, physical, and financial.

### **Criterion 1.2 – Educational Objectives**

The program must maintain clearly specified and measurable educational objectives which reflect the effects the educational program is designed to have on students and are consistent with its purpose and with the degree or certificate it awards.

➤ **Guideline:** The educational objectives should provide the parameters within which the program's instructional activities can be verified.

### **Criterion 1.3 – Relationship**

The program must demonstrate that its resources and its current or projected programs, services, and activities are consistent with its statement of purpose and educational objectives, and that the institution is currently achieving its purposes and objectives.

➤ **Guideline:** The statement of purpose should guide the adoption of priorities in allocating resources, and should ensure consistency in the conduct of the institution's activities.

### **Criterion 1.4 – Review**

The mission, statement of purpose, and educational objectives must be reviewed periodically by the institution's relevant communities of interest, and revised when necessary to ensure their relevance and accuracy.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 1**

- Provide the institution's mission statement and describe how it complies with the standard. (In the case of a multipurpose institution, provide both the institution's mission statement and the mission statement for the acupuncture or Oriental medicine program).
- Describe how the mission statement was developed and how it represents the institution, the program and the community it serves.

#### **Under Criterion 1.1**

- Provide the goals of the institution/program and describe how they are related to the mission.

**Under Criterion 1.2**

- Provide the educational objectives for the acupuncture and/or Oriental medicine program and describe how they were developed and how the program is designed to assure that the students will achieve the educational objectives.
- Also describe how the educational objectives are consistent with the degree or certificate it awards upon program completion.
- Describe how the educational objectives can be evaluated.

**Under Criterion 1.3**

- Describe the degree to which the institution's resources, programs, services and activities support the statement of purpose and program objectives.

**Under Criterion 1.4**

- Describe how the statement of purpose is reviewed and by whom.

**Documentation:**

- ☞ Minutes of Board of Governance meetings in which the statement of purpose and educational objectives were adopted, periodically reviewed and/or amended;
- ☞ Minutes of Faculty, Advisory Board (if applicable) meetings where statement of purpose and educational objectives have been reviewed;
- ☞ Documentation demonstrating input by students and school administrators to review the statement of purpose and educational objectives;
- ☞ Public documents issued to students and prospective students regarding institutional and program purposes and educational objectives (e.g., Catalog, Student Handbook);
- ☞ Evidence supporting the degree to which the program is achieving its statement of purpose and educational objectives as well as evidence that the educational objectives can be verified and measured (e.g., sample outcome data on student/graduate achievement).

**B. STANDARD 2 - Legal Organization**

*The program shall be in a legally organized institution and authorized to conduct its operation under the laws of its own state and community as far as the state and community provide for such authorization, and shall be in compliance with all local, state, and federal (including OSHA) regulations applicable to it.*

**Criterion 2.1 - Off-campus Control**

The institution must have ultimate responsibility for all of its off-campus educational activities, regardless of whether the activity has been arranged by agreement with other organizations or individuals.

## NARRATIVE

### Instruction:








#### Under Standard 2

- Describe how the institution is legally organized, with dates and under what authority.
- Indicate what degrees or diplomas it issues and under what authority. Indicate whether state approval is required for graduates to sit for licensure and whether the program has achieved such approval or its plans for doing so.
- Under this requirement, also describe the insurance policies held by the institution (malpractice, liability, etc.), safety code compliance, OSHA, HIPAA, and ADA compliance.
- If your institution has already achieved accreditation or pre-accreditation (i.e., Candidacy) with another accreditation commission, please explain.

#### Under Criterion 2.1

- Describe the institution/program's policies, procedures and practices for ensuring quality of training provided at off-campus locations.

### Documentation:

-  Articles of Incorporation, charter, or partnership agreement;
-  State authorization to operate, including the authority to grant degrees or diplomas;
-  Your state's regulations regarding the practice of acupuncture and/or Oriental medicine along with current approval of the program by the state's acupuncture/Oriental medicine licensing authorities, if applicable;
-  Current approval of the program by another state's acupuncture licensing body, if applicable;
-  If applicable, the most recent accreditation or pre-accreditation by another accrediting agency, including the most recent decision letter and site visit report, or if accreditation was not conferred, the reason(s);
-  OSHA compliance reports, relevant building code, elevator and other permits.
-  HIPAA compliance manual.

## C. STANDARD 3 – Governance

*The institution shall have a governance structure that must exercise ultimate and general control over the institution's affairs. There shall be adequate and effective representation of the public in the governance of the institution.*

- ➡ **Guideline:** A public member is defined as a person who is not an employee, owner, or shareholder of, or a consultant to, an institution or program in ACAOM's accreditation process; a member of any trade association or membership organiza-

tion related to the field of Oriental medicine; a spouse, parent, child or sibling of an individual as defined above; or, a practitioner of acupuncture or Oriental medicine.

➤ Guideline: Governance input may come from advisory boards.

### **Criterion 3.1 - Membership**

The membership of the governance structure must effectively represent the needs of the institution's communities of interest.

### **Criterion 3.2 - Role**

The governance structure must include responsibility for establishing broad policy and long-range planning, appointing and evaluating the chief executive officer, ensuring financial stability, reviewing and approving the annual budget, approving major program changes and playing a major role in the development of external relations.

➤ Guideline: Decisions of the governing entity should be made based on input from relevant interested parties.

### **Criterion 3.3 - Bylaws**

The governance structure must have bylaws that explain clearly the power, duties, policies, meeting and membership requirements, terms of office, responsibilities to the program, and a code of ethics.

### **Criterion 3.4 - Meetings**

The governance meetings must be held at regularly stated times and be of sufficient length for the board to fulfill competently its responsibilities to the institution. Agendas of the meetings must be prepared and accurate minutes of the meetings kept and filed.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 3**

- Describe the structure and composition of the governance structure of the institution, including its advisory board, if applicable.
- If a multipurpose institution, describe how the acupuncture/Oriental Medicine program is represented in the institution's governing structure and what advisory structure is in place for the program.
- Describe how the governance structure exercises ultimate and general control over the institution's affairs.
- Describe the degree to which the composition of the governance structure reflects effective representation of the public (e.g., *How many members of the governance structure are public members? What are the backgrounds of Board members and what expertise do they bring to the Board?*)

**Under Criterion 3.1**

- Describe how the governance structure effectively represents the needs of the institution's communities of interest, e.g., how does the governance structure receive input from its communities of interest, including faculty, students, staff?

**Under Criterion 3.2**

- Describe how the governance structure develops and is responsible for establishing broad policy and long-range planning, appointing and reviewing the chief executive officer, ensuring financial stability, reviewing and approving the annual budget, approving major program changes and playing a major role in the development of external relations.
- Describe the processes used by the governance structure to undertake these functions.
- If there is an Advisory Board, describe how it advises the proprietors, partners or the governing board on governance matters concerning the institution or program.
- In a multipurpose institution, describe how input from the acupuncture/Oriental medicine program is considered by the governance structure.

**Under Criterion 3.3**

- Briefly describe the governing board (and, if applicable, advisory board) Bylaws that clearly explain the duties, policies, meeting, and membership requirements, terms of office, and responsibilities to the program.

**Under Criterion 3.4**

- Describe the schedule of board and advisory board meetings and whether the present schedule and duration are adequate to meet the planning and development needs of the institution/program.
- Describe how agendas are set and minutes retained of meetings and their adequacy in documenting decisions of the governance structure.

**Documentation:**

- ☞ List of members of the governing Board(s) and/or Advisory Board and their affiliations and backgrounds, with an indication of their representation of either the institution/program or the public;
- ☞ Bylaws of the governance structure (including Advisory Board, if applicable) that clearly explain the duties, policies, meeting, and membership requirements, terms of office, and responsibilities to the program.
- ☞ Sample Board of Directors, proprietor, or partnership meeting minutes demonstrating areas in which control is exercised over the institution and its programs.
- ☞ Sample meeting minutes of any Advisory Boards and related evidence that their advice is being considered.
- ☞ Schedule of proposed future meetings of the governance structure.

- ☞ Sample meeting minutes (governance structure, faculty, staff) demonstrating responsibility and deliberations on outside educational activities, if applicable;
- ☞ Affiliation agreements with outside individuals, consultants or entities responsible for implementing outside educational activities, if applicable.

#### **D. STANDARD 4 - Administration**

*The program shall have a qualified administrator whose full-time or principal responsibility is to the program and a qualified administrative staff of a size and organizational structure that is appropriate to the size and purpose of the program.*

##### **Criterion 4.1 - Chief Administrator**

The chief administrator must be responsible for the entire operation of the institution or program, and must be directly responsible for the administration of the policies and procedures as set forth by the Board.

- The chief administrator shall serve as the liaison between the governing entity and program staff. He or she shall delegate responsibilities and authority to the administrative staff and provide for regular evaluation of the administrative staff.
- The chief administrator shall provide leadership for the development and operation of all institutional or program functions, shall ensure the development and use of appropriate procedures of plant maintenance and fiscal management, shall maintain a sound administrative structure for the orderly operation of the institution or program, and shall be responsible for communications between the institution and its community.

☞ **Guideline:** The chief administrator should possess a higher education degree and substantial higher education administration experience.

##### **Criterion 4.2 - Organization of Staff**

The administration must demonstrate stability, be qualified, and be well organized with clearly defined roles and responsibilities.

##### **Criterion 4.3 - Academic Leadership**

The program must have a clearly defined and effective structure for academic leadership. The academic leadership structure must effectively facilitate curriculum development and the ongoing assessment of the program. The individuals responsible for the academic leadership of the program must be qualified for those positions.

##### **Criterion 4.4 - Integrity**

The program must conduct its operation with honesty and integrity.

**✍ NARRATIVE****Instruction:****Under Standard 4**

- Briefly outline the overall administrative structure and adequacy of the administration to support the program.
- Indicate the number and roles of administrative staff, both full-time and part-time, to support the program.

**Under Criterion 4.1**

- Describe the functions of the Chief Administrator of the program and/or Chief Executive Officer (CEO), indicating how much time is spent in these positions.
- Describe the roles and responsibilities of the Chief Administrative Officer/CEO and the degree to which s/he is responsible to the governance structure for the entire operation of the institution/program and for the administration of the policies and procedures as set forth by the governance structure.
- Describe how and in what areas the chief administrator provides leadership for the institution/program, including oversight of staff and how s/he delegates responsibilities and authority to the administrative staff.
- Describe the staff evaluation process.

**Under Criterion 4.2**

- Describe the administrative staff positions, full-time and part-time, and the degree to which their roles and responsibilities are defined.
- Also explain any recent changes in administrative staff (i.e., stability/turnover).
- Briefly describe the qualifications of administrative staff.
- Describe all administrative/academic committees, their responsibilities and membership.
- Discuss the adequacy of the current administrative structure and future plans for the development of administrative staff.

**Under Criterion 4.3**

- Describe how the academic leadership is structured and how it operates to facilitate curriculum development and ongoing program assessment, including who is involved with curriculum development and program assessment.
- Also describe the effectiveness of academic leadership functions related to program supervision and oversight (didactic and clinical), faculty evaluation, and overall assessment of effectiveness of academic affairs.

**Under Criterion 4.4**

- Describe what methods the institution has in place to ensure that all its operations and programs are conducted with honesty and integrity.

**Documentation:**

- ☞ Letter from the CEO authorizing the application of Candidacy and its review and evaluation by ACAOM;
- ☞ Organizational chart which details by position, title and incumbent's name, the institution's ownership, management, and administrative organization for educational services. The Chart must include the position and name of all administrative/academic leadership staff who support the program, and their reporting lines within the administrative structure;
- ☞ Job descriptions for each administrative staff position (including the Chief Administrative Officer) in which their roles and responsibilities are clearly defined, including administrative reporting lines and required job qualifications.
- ☞ Resumes or biographies for the Chief Administrator/CEO and all key administrative staff, which include educational backgrounds and prior work history, professional activities and scholarly activity (if applicable).
- ☞ Program plans for assessment of program effectiveness, including appropriate evaluation forms, academic committees, policies and procedures.

**E. STANDARD 5 - Records**

*The program shall have accurate and complete record keeping systems.*

**Criterion 5.1 - Permanent Records**

Observing the requirements of right-to-privacy legislation, the program must maintain and safeguard accurate permanent academic records that reasonably document the satisfaction of program requirements.

☞ Guideline: The program should have a written plan for storage of permanent student records in the event that the institution closes.

☞ Guideline: For convenient access by students, all student records, including academic, attendance, and financial records, should be maintained and stored at the site at which the substantial portion of the training is provided.

**Criterion 5.2 - Clinical Records**

The program must maintain clinical records of patients currently being seen by students which are accurate, secured, and complete and are kept confidential with respect to the generally accepted standards of health care practice.

☞ Guideline: To maintain the highest level of patient care through accessibility to patient records by all current and future caregivers, the program should have provisions for translating into English, if needed, patient clinical records that are recorded in a foreign language.

- **Guideline:** Clinical charts should be signed by the student and the supervisor.

### **Criterion 5.3 - Data**

The program must maintain data that will facilitate the compilation of the following records and statistics: student profiles showing number of students enrolled, graduated and readmitted; admissions data showing the number of applications received and accepted; and ages, sex, educational backgrounds, and racial origins (optional) of the student body.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 5**

- Describe the institution/program's overall record keeping systems and how they are monitored and assessed to ensure accuracy and completeness.
- Describe, in general terms, the system for maintaining curriculum, financial, faculty and personnel files.
- Describe the types of documents that are kept in such files.

#### **Under Criterion 5.1**

- Describe the program's system for maintaining student and academic records, ensuring the right-to-privacy and security of student records.
- Describe what records are kept in each student's file.
- Describe the written agreement the program has for permanent storage of student records in the event that the institution closes.

#### **Under Criterion 5.2**

- Describe the program's clinical records and how the program ensures their accuracy, security, and confidentiality.
- Describe the program's policies, procedures and practices for patient records storage and retention.
- Describe provisions, if any, for translating into English patient clinical records that are recorded in a foreign language.

#### **Under Criterion 5.3**

- Describe the systems used to maintain data that will facilitate the compilation of the following records and statistics: student profiles showing number of students enrolled, graduated, readmitted; admissions data showing the number of applications received and accepted; the ages, sex, educational backgrounds, and racial origins (optional) of the student body.
- Describe whether or how these data are used to assess institutional and program effectiveness.

**Documentation:**

- ☞ Sample of student transcript and/or permanent record card;
- ☞ Policies/procedures for the maintenance of student records addressing accuracy, completeness, security, and confidentiality;
- ☞ Policies/procedures for the maintenance of faculty records and ensuring current documentation, licensures, continuing education, etc.;
- ☞ Policies/procedures for the maintenance of personnel files and ensuring current documentation and personnel information;
- ☞ Policies/procedures for the maintenance of clinical records for patients being seen by students, addressing accuracy, completeness, security and confidentiality as well as copies of sample clinical record forms;
- ☞ For each program, or if a program is offered in more than one language, for each language, or if the program is offered in more than one location, for each location or campus, a table indicating the number of students enrolled in each level of the program in each academic year of the preceding three years (or since the inception of the program, if that is less than three years), the number of those students who continued into each succeeding academic year and, where applicable, the number who graduated from the program in each academic year;
- ☞ Demographic statistics of the student body (i.e., ages, sex and educational backgrounds of the current student body);
- ☞ Copy of diploma, degree or certificate awarded upon program completion.

**F. STANDARD 6 - Admissions**

*The program shall have implemented an admissions policy that as a prerequisite for admission into the professional program requires the satisfactory completion of at least two academic years (60 semester credits/90 quarter credits) of education at the baccalaureate level that is appropriate preparation for graduate level work, or the equivalent (e.g., certification in a medical profession requiring at least the equivalent training of a registered nurse or a physician's assistant), from an institution accredited by an agency recognized by the U.S. Secretary of Education.*

**Criterion 6.1 - Assessment of Prior Learning**

A maximum of 30 semester credits (or 50%) of the prerequisite two-year education requirement may be earned through prior learning assessment using either or a combination of the following assessment techniques:

- (1) Credit by examination through the use of standardized tests and/or
- (2) Assignment of credit for military and corporate training based on recommendations established by the American Council on Education.

☞ **Guideline:** Credit by examination can be earned through successful testing and the recommended college credit equivalencies of the College Scholarship Service's

AP (Advanced Placement) examinations, the College Scholarship Service's CLEP (College Level Examination Program) examinations, the American College Testing PEP (Proficiency Examination Program) examinations, PONSI (N.Y. State Department of Education Program on Non-collegiate Sponsored Instruction), the USAFI (U.S. Armed Forces Institute) program, and the DANTES (Defense Activity for Non-Traditional Education Support) tests.

➤ **Guideline:** Credit for military and corporate training may be assigned according to the recommendations established by the American Council on Education in *The National Guide to Educational Credit for Training Programs* and the *Guide to the Evaluation of Educational Experience in the Armed Services*.

➤ **Guideline:** The program should inform students, who are awarded credit through prior learning assessment, that some state licensing agencies and some institutions may not accept prior learning assessment credits that have been awarded by a non-regionally accredited institution.

➤ **Guideline:** The program may accept credit toward its admissions requirement that has been awarded by portfolio assessment or may accept >50% of credit toward its admission requirement earned through Credit By Examination if that assessment was performed and credit was awarded by an institution (other than the institution itself) accredited by an institutional agency recognized by the Secretary of Education.

### **Criterion 6.2 - Transfer Credit**

The program may accept transfer credit toward the professional program that the program judges to be equivalent to its requirements for graduation from the professional program; however, at least one academic year required for completion of the professional program must be taken in the program granting the certificate or degree designating successful completion of the professional program.

➤ **Guideline:** Admissions standards should reflect that only those applicants who can achieve the educational objectives of the program should be accepted into the program.

### **Criterion 6.3 - Policy Publication**

The program's admissions policy, including policies for evaluating transfer credit and prior learning, must be clearly stated in institutional publications.

### **Criterion 6.4 - Policy Planning**

The admissions policy must involve careful planning to determine whether it is serving the needs and interests of its students, and how it could be doing so more effectively.

➤ **Guideline:** In situations beyond the control of a foreign applicant, when transcripts and documents are not available to confirm completion of prior postsecond-

ary education, a special admissions procedure may be employed, on a case by case basis, to determine the level of education earned and/or what additional preparation will be required in order to meet the admissions standard.

### **Criterion 6.5 - Advanced Standing**

The program must demonstrate an acceptable process for assuring equivalent competence in the acceptance of transfer and prior learning credits.

- Guideline: A statement of the applicant's prior experience, which may be considered as an equivalency to part of the entrance requirement or to the program's requirements, should be articulated and filed, along with the applicant's materials, when the applicant is accepted, and before any classes are commenced.
- Guideline: All prior learning and transfer equivalencies should be established, and credit granted, by the end of the first year of enrollment in the professional program, or the student should be dropped from the program.
- Guideline: Assessment of prior learning and transfer credits should be completed by persons qualified to make such assessments.
- Guideline: In considering the acceptance of education and training obtained in foreign countries, the program should obtain advisory assistance from a reputable foreign credentials assistance agency for the interpretation of foreign educational credentials to assist with approximating comparable levels of educational achievement in the U.S.

### **Criterion 6.6 - Prerequisites**

The program must show evidence that it has developed appropriate course prerequisites and that students enrolled in a course have completed all prerequisites.

### **Criterion 6.7 - Recruitment**

The program must observe honest, ethical, and legal recruiting practices.

### **Criterion 6.8 - English Language Competency**

- (a) English language competency must be required of all students seeking admission to the program taught in English. This may be satisfied by scoring at least 500 on the Test of English as a Foreign Language (TOEFL) and at least the currently reported mean score on the Test of Spoken English (TSE);
- (b) For those who shall complete the program in another language, a TOEFL score of at least 450 must be obtained and a mean score on the TSE, or the student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education or from an equivalent English language institution in another country. Applicants who do not satisfy this requirement may be consid-

ered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

### **Criterion 6.9 - Enrollment**

Participation in courses in Oriental medicine (including studies in acupuncture and herbal therapies) presume two years of accredited, postsecondary education at the baccalaureate level prior to enrollment in such courses. Non-matriculated students must meet all entry requirements and course prerequisite requirements for participation in particular courses with the exception of physical exercise courses such as Qi Gong and Tai Chi which may be open to the general public. Programs must have clearly defined policies with respect to allowing non-matriculated students to take courses and must ensure that their participation does not adversely affect the quality of instruction.

### **Criterion 6.10 - Retention and Graduation Rates**

If the program's student retention rate falls below sixty-five percent (65%) or if the program's graduation rate falls below fifty percent (50%), ACAOM shall review the program to determine if it remains in compliance with the accreditation criteria.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 6**

- Explain and describe the program's admissions requirements and how they were established.

#### **Under Criterion 6.1**

- If the program allows some of the admissions requirement to be met through prior learning assessment (as opposed to accredited college transcripts), describe what forms of prior learning will be accepted, how it is evaluated, and how much will be accepted in lieu of successful attendance at an accredited college.

#### **Under Criterion 6.2**

- If the program accepts transfer credit towards course work within the professional program, describe the process that is used to evaluate and award credit for such work, including the program's policy as to how much prior training may be transferred.

#### **Under Criterion 6.3**

- Describe in which institutional publications the program's admissions, evaluation and transfer policies are fully presented.

#### **Under Criterion 6.4**

- Describe how the program plans its admissions policies and procedures.

- Describe and assess the degree to which they are meeting the needs of program students relative to earning a degree or diploma at the Master's level.

**Under Criterion 6.5**

- Describe the process that is used by the program to assure equivalent competence in the acceptance of transfer and prior learning credits (e.g., What is the process implemented by the program to ensure that the content of coursework earned at other institutions is equivalent to program courses prior to awarding transfer credit?).

**Under Criterion 6.6**

- Describe any program/course prerequisites (or co-requisites), the purpose of these and how the program assures that they have been completed either prior to entry, in the case of prerequisites, or the timeline for completion and rationale, if co-requisites.

**Under Criterion 6.7**

- Describe the student recruitment process, including for admission application review, interviews and acceptance decisions.
- Describe the program's policy for ensuring that official transcripts have been received, which document compliance with program admissions standards.
- Describe the policies, procedures and practices implemented by the program to evaluate student foreign transcripts.

**Under Criterion 6.8**

- Describe the program's policy and process for assuring English language competency where the program is offered in English for students whose first language is not English.
- If the program uses tests or methods other than TOEFL and TSE, list what is accepted by the school to document competency and the ability to undertake a rigorous the program of study in AOM at the Master's level taught in English.
- If the school is offering the AOM program in another language, describe its policies, procedures and practices for ensuring English language competency prior to entering the clinical experience, including its methods for tracking compliance with this requirement.
- Indicate the process for enforcing the English language competency requirements when students fail English language competency exams.

**Under Criterion 6.9**

- Describe the program's policies, procedures and practices regarding non-matriculated students taking program courses and which courses, if any, are open to non-matriculated students on a general basis.

- Describe the program’s methods for ensuring that the participation of non-matriculated students in program courses does not adversely impact the quality of instruction.

#### **Under Criterion 6.10**

- Describe how the program monitors its retention and graduation rates.
- If the program has a less than 65% retention rate or a 50% graduation rate, identify the reasons and discuss how the program plans to improve these rates.

#### **Documentation:**

- ☞ The program's admission requirements and policies, including documents made available to the public, students, and prospective students;
- ☞ The program's policies and methods for assessing prior learning and transfer credit, if applicable, and policy for the review and verification of foreign transcripts;
- ☞ Admissions data showing the number of applications received and the number of applications accepted in each of the past three years, or since the inception of the program if less than three years;
- ☞ Data showing the number of students who transferred into the program in the past three years, or since inception of the program, if less than three years;
- ☞ Data showing the students who were accepted into the program and the credit they were given for prior learning, if applicable, in the past three years, or since inception of the program, if less than three years;
- ☞ Policies for non-matriculated students’ participation in courses.

### **G. STANDARD 7 – Assessment**

*The program demonstrates a commitment to excellence through assessment, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its institution's mission and program educational objectives and competencies. The program shall demonstrate and document an assessment system that provides accurate information to the student and to the program of the student's educational progress regarding relevant knowledge, skills, competencies, and attitudes.*

#### **Criterion 7.1 - Programmatic Review**

- a) The program, with appropriate involvement from all program constituencies, engages in regular, ongoing assessment, which addresses:
  - Its effectiveness in achieving program goals and objectives (i.e., its outcomes);
  - How its goals and objectives are met (i.e., its processes); and
  - Its procedures to make program changes as necessary (i.e., feedback loop for improvement).

- b) The program demonstrates commitment to excellence through periodic, systematic reviews of its goals and educational objectives, training model, and curriculum to ensure their appropriateness in relation to:
  - The program's mission and goals;
  - Local, regional and national needs for acupuncture/Oriental medicine services;
  - National standards of professional competency and practice;
  - The evolving body of scientific and professional knowledge; and,
  - Its graduates' job placements and career paths.
- c) The program must assess the effectiveness of its training and the accomplishment of its stated objectives by measuring and documenting achievements of a sufficient number of students and graduates in verifiable and internally consistent ways.

### **Criterion 7.2 - Measurement of Student Achievement**

The program must establish principles and methods for the ongoing assessment of student achievement. A variety of assessment measures must be systematically and sequentially applied throughout the professional program in acupuncture/Oriental medicine. Assessment processes must measure student performance in the professional competency areas in accord with the outcome expectations as outlined in Standard 8 and the achievement of program educational objectives.

### **Criterion 7.3 - Assessment of Graduates Success**

The program must maintain appropriate records of the professional career development of its graduates.

### **Criterion 7.4 - Standard Measurement**

Equivalent methods and standards of student assessment must be applied at all institutional sites, including externships.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 7**

- Describe the program's methods for assessing student's educational progress and achievement, including indicators or measures of clinical acupuncture competence, and if applicable, herbal competence.
- Describe the program's process for ensuring that students are achieving the program's mission, goals, objectives and outcomes?

#### **Under Criterion 7.1**

- Describe the program's general systems for assessing program effectiveness, including the degree to which it is achieving its mission, goals, objectives and student learning outcomes.

- Describe the outcome data that are reviewed by the academic leadership to assess program effectiveness and to identify program content areas that may require further development.
- Describe the program's policies, procedures and practices for determining the need for program changes, and for implementing such changes.
- Describe the methods by which the program reviews its goals, objectives, training model and curriculum to ensure their appropriateness in relation to the elements listed in this standard.
- Describe how the program evaluates the effectiveness of its training and the accomplishment of its published objectives by measuring and documenting the achievement of students in verifiable and internally consistent ways.

#### **Under Criterion 7.2**

- Describe the principles and methods for the ongoing assessment of student achievement, including the variety of assessment methods and tools, how they are implemented systematically and sequentially throughout the program, and the degree to which they document student achievement of the program's educational objectives and the required professional competencies set forth in Standard 8.

#### **Under Criterion 7.3**

- Describe the process that is used, or will be used by the program, to make a systematic effort to record the professional career development of its graduates.

#### **Under Criterion 7.4**

- Describe how the program ensures that equivalent methods and standards of student assessment are applied to all students at all institutional sites, including externships.

#### **Documentation:**

- ☞ Policies and procedures, including those made available to students and prospective students, regarding academic progress, grading and student assessment;
- ☞ Samples of instruments used by the program to measure the outcomes of students throughout the course of the program, at the completion of the program, and after graduation (e.g., year-end competency exams, pre-clinic exams, graduation exams, intern evaluation forms, graduate survey instruments);
- ☞ The pass rates of graduates on licensing exams by states and on the NCCAOM exam, if applicable. (If the program is taught in multiple languages, specify the results for each language program);
- ☞ List of competencies to be achieved by graduates and the methods used to systematically evaluate the attainment of competencies;
- ☞ Any recent changes made to the program to enhance student learning as a result of reviews of program outcome data.

## H. STANDARD 8 – Program of Study

*The professional program in acupuncture shall be based on the following critical elements: It must be at least three academic years in length; it must be a resident program; it must demonstrate attainment of professional competence; it must have an adequate clinical component; and it must include the following minimum core curriculum (#1-10) designed to train students to achieve the competencies of an independent acupuncture provider.*

*The professional program in Oriental medicine shall be based on the following critical elements: It must be at least four academic years in length; it must be a resident program; it must demonstrate attainment of professional competence; it must have an adequate clinical component; and it must include the following minimum core curriculum (#1-12) designed to train students to achieve the competencies of an independent Oriental medical provider.*

*The structure and content of these curriculum areas must lead students to achieve or exceed the professional competencies of an independent acupuncture or Oriental medicine provider as listed in Criterion 8.10.*

These requirements may be satisfied by courses at a college or university accredited by an agency recognized by the U.S. Secretary of Education provided that the core content is consistent with the program's objectives. The program must ensure that the sequencing, duration, nature and content of all didactic, practical, and clinical training courses are appropriately integrated and consistent with the program's purposes and educational objectives.

### 1. History of Acupuncture and Oriental Medicine

- Discussion of different traditions in acupuncture and Oriental Medicine and how they relate to Chinese medical history.
- History of the development of acupuncture and Oriental medicine in the U.S. and of development of current professional trends.
- Discussion of history and professional trends in acupuncture and Oriental medicine outside the U.S. and China.

### 2. Basic Theory

- Qi
- Tonification (supplementation) and sedation (draining) of qi, creation of harmony
- Dao
- Yin Yang
- Eight Parameters/Ba Gang
- Five Elements (phases, correspondences)/Wu Xing and their laws and cycles
- Twelve Officials/Shi Er Guan

- Viscera & Bowels/Zang Fu
  - Theory of channel vessels (Meridians)/Jing Luo
  - Internal and External causes of disease such as Six External Evils/Liu Xie, Seven Emotions/Qi Qing and Non-internal or External Reasons/bu nei wai yin
  - Oriental medicine pathology (bing ji)
  - Meaning (significance) of disease, symptoms, signs
  - Fundamental Body Substances (e.g. shen, qi, blood, fluid, etc.)
3. Acupuncture, Point Location and Channel (Meridian) Theory
- Location systems: anatomically, proportionally, by palpation, Anatomical Chinese inch (cun), fen.
  - Systems of nomenclature and knowledge of standards of the WHO Scientific Group to Adopt a Standard International Acupuncture Nomenclature, 1991
  - Anatomical locations
  - All points on the twelve bilateral channels (meridians) and the Conception/Ren and Governing/Du vessels
  - Forbidden points, contraindications of points
  - Classification of points
  - Functions and Indications of acupuncture points
  - Extra Acupuncture Points
  - Other categories and types of acupuncture points (e.g. auricular points, scalp points, hand points)
  - Special groupings of acupuncture points (for example: transport points, painful or tender points (Ah Shi), local and distal points, Associated Effect and Alarm points, Windows of the Sky, Internal and External Dragons, Seas and Oceans, thirteen ghost points), and other recognized point combinations.
  - Traditions of acupuncture; respect for different traditions of evaluating and diagnosing and influencing and correcting the balance of Qi.
4. Diagnostic Skills
- History Taking/Charting
  - Acupuncture and Oriental Medicine: Methods: Observation/Wang, Audio Olfaction/Wen, Inquiry/Wen, Palpation/qie, Differential diagnosis
  - Biomedical: Measuring and recording vital signs, i.e., respiratory rate, pulse rate, temperature and blood pressure
  - Referrals: Recognition of symptoms requiring referrals, including infectious disease.
5. Treatment Planning in Acupuncture and Oriental Medicine
- Methods and systems for planning, carrying out and evaluating a treatment
  - Prognosis
  - Contraindications of treatment

- Making appropriate referrals
  - Consideration of special factors or symptoms indicating: potential for increased risk to the patient (e.g., immune compromised patient, diabetic patient), the need to modify standard therapeutic approach (e.g., infants and children, pregnancy), and apparently benign presentations that may have a more serious cause (hypertension, headaches).
6. Treatment Techniques
- Needle insertion: depth, duration, manipulation and withdrawal
  - Moxa: application, direct & indirect. etc.
  - Other techniques (e.g., bleeding, moxibustion, cupping, gua sha, seven star)
  - Tonification (supplementation)/bu and sedation (draining)/xie
  - Knowledge of methods and application of acupuncture relating to the treatment of acute and chronic conditions, first aid, analgesia, anesthesia, and electrical stimulation
  - Safety issues
  - Oriental bodywork therapy (e.g., tui na, shiatsu, amma, acupressure etc.)
7. Equipment and Safety
- Selection & maintenance of equipment:
  - Needles: gauge, types, selection, replacement, inspection
  - Other equipment: cups, moxa, seven star, etc.
  - Sterilization: necessity and various methods
  - Electronic equipment: selection, maintenance, inspection for hazards
  - Relevant State and Federal regulations concerning equipment
  - Safety of patient and practitioner:
  - Asepsis, Clean Needle Technique
  - Avoiding harm from typical procedures: needling, moxa, cupping, bloodletting, etc.
  - Fainting during treatment
  - Relevant State and Federal regulations concerning safety
  - First Aid and CPR
  - Personal & office cleanliness and hygiene
8. Counseling and Communication Skills
- Communications skills: listening, counseling, explaining, and teaching
  - Managing psychological reactions that may arise during the course of treatment and the ability to make appropriate referrals
9. Ethics and Practice Management
- Confidentiality
  - Informed Consent

- Understanding the scope of practice
- Record Keeping: legal requirement, release of data
- Ethical and legal aspects of referring patients to another practitioner
- Professional conduct and appropriate interpersonal behavior
- Overview of the status of acupuncture and Oriental medicine in the U.S.
- Understanding laws and regulations governing the practice of acupuncture and Oriental medicine in the state where the program is offered and that laws and regulations vary from state to state
- Recognition and clarification of patient expectations
- General liability insurance and legal requirements
- Professional liability insurance: risk management and quality assurance
- Building and managing a practice including ethical and legal aspects of third party reimbursement
- Professional development
- Basic bookkeeping

10. Biomedical Clinical Sciences

- Relevant basic sciences that are directed toward attaining the biomedical clinical competencies
- Biomedical and clinical concepts and terms
- Human anatomy and physiology
- Pathology and the biomedical disease model
- The nature of the biomedical clinical process including history taking, diagnosis, treatment and follow-up
- The clinical relevance of laboratory and diagnostic tests and procedures as well as biomedical physical examination findings
- Infectious diseases, sterilization procedures, needle handling and disposal, and other issues relevant to blood borne and surface pathogens
- Biomedical pharmacology including relevant aspects of potential medication, herb and nutritional supplement interactions, contraindications and side effects and how to access this information
- The basis and need for referral and/or consultation
- The range of biomedical referral resources and the modalities they employ

11. Oriental Herbal Studies

This component shall be included in any continuing education program in herbal therapy or any herbal component of any other type of program that provides students with sufficient knowledge to enable them to use Oriental herbs in the practice of Oriental medicine.

- Introduction to Oriental Herbal Medicine
- Development of herbal medical systems throughout the Orient

- History of the development of Oriental herbal medicine in the USA
- Legal and ethical considerations of herbal medicine

#### Basic Herbal Medicine Theory

- Plant-part terminology and significance to usage
- Herbal properties, e.g., concepts of herbal categories, taste, temperature, entering meridians
- Methods of preparation, i.e., dried, honey-baked.
- Methods of delivery, e.g., decoction, topical, timing (before meals)
- Laws of combining, including common contraindications, prohibitions, precautions
- Methods of treatment, i.e., induce sweat, clearing, harmonize

#### Oriental Diagnostic and Treatment Paradigms as They Pertain to Herbal Medicine, e.g.:

- Shan Han/6 stages
- Wen Bing/4 levels
- Zang Fu
- Chinese Internal and External Medicine

#### Herbal Treatment Strategies

- Methods and systems for planning, carrying out and evaluating a treatment
- Differentiation and modifications of herb formula for various patterns of disharmony according to Chinese medical principles
- Chinese herbal medicine protocols applied to patients with a biomedical diagnosis

#### *Materia Medica* - Instruction in a minimum of 300 different herbs

- Categories: functions and meaning
- Visual identification including differing methods of cutting
- Temperature, taste, and entering meridians
- Taxonomy and nomenclature
- Introduction to Chinese names of herbs
- Functions and actions; classical and new developments
- Specific contraindications for each herb
- Applications of herbal dosages
- Current developments in individual herb research
- Endangered species and substitutions for them

#### Herbal Formulas - Instruction in a minimum of 150 formulas

- Traditional formula categories, functions and meanings
- Meanings of the traditional Chinese formula names
- Functions and actions; classical and new developments

- Specific contraindications for each formula
- Current developments in formula research
- Composition and proportion of individual herbs in each formula
- Major modifications of formulations
- Patient education regarding administration, potential side effects, preparation and storage of formulas
- Prepared herbal formulations: modifications and format of delivery

#### Food Therapy/Nutrition

- Categorization of foods with regard to temperature, taste, and function
- Dietary advice for various conditions
- Preparation of common food/herbal recipes

#### Clinical Internship and Herbal Dispensary

- Clinical internship in which students interview, diagnose and write appropriate herbal formulae moving from complete supervision to independent formula development
- Standards of cleanliness in a herbal dispensary
- Storage of herbs (both raw and prepared formulas), covering issues of spoilage and bugs
- Practice in the filling of herbal formulas in an herbal dispensary setting; Western Science for Herbal Medicine
- Botany, non-botanical and horticulture (e.g., changes in the characteristics of herbs due to environmental factors) as they pertain to herbal medicine
- General principles of pharmacognosy:
  - a) Biochemical components of herbs and natural substances
  - b) Considerations of pharmaceutical interactions with reference to current texts

#### 12. Other Oriental Medicine Modalities

- Oriental manual therapy, including bodywork and physiotherapies
- Exercise/breathing therapy
- Diet counseling

➡ **Guideline:** The program should provide either as an elective or as part of the core program, courses required for licensure in the state in which the program is located and in states in which the program is explicitly approved for its graduates to sit for licensure. Prerequisite college level courses available in colleges and universities accredited by an agency recognized by the U.S. Secretary of Education are acceptable.

**Criterion 8.1 - Program Length***(a) Minimum Length*

(These credit requirements are over and above the 60 semester credits required for admission to the professional master's degree level program).

The minimum length of the professional acupuncture curriculum must be at least three academic years (a minimum of 105 semester credits or 1905 hours). This must be composed of at least:

- 47 semester credits (705 hours) in Oriental medical theory, diagnosis and treatment techniques in acupuncture and related studies,
- 22 semester credits (660 hours) in clinical training, and
- 30 semester credits (450 hours) in biomedical clinical sciences.
- 6 semester credits (90 hours) in counseling, communication, ethics and practice management.

The minimum length of the professional Oriental medicine curriculum must be at least four academic years (a minimum of 146 semester credits or 2625 hours). This must be composed of at least:

- 47 semester credits (705 hours) in Oriental medical theory, diagnosis and treatment techniques in acupuncture and related studies,
- 30 semester credits (450 hours) in didactic Oriental herbal studies,
- 29 semester credits (870 hours) in integrated acupuncture and herbal clinical training,
- 34 semester credits (510 hours) in biomedical clinical sciences.
- 6 semester credits (90 hours) in counseling, communication, ethics and practice management.

➡ **Guideline:** Herb certificate training programs for Master of Acupuncture students and practitioners will be a minimum of 450 hours of didactic instruction in herbs and 210 hours of herbal clinical training.

*(b) Minimum/maximum time frame*

The professional acupuncture program must require a minimum of 90 instructional weeks to be completed in not less than 27 calendar months. The professional Oriental medicine program must require a minimum of 120 instructional weeks to be completed in not less than 36 calendar months. The program must set a maximum time frame to complete the program, which should be no more than 6 calendar years for the acupuncture program and no more than 8 years for the Oriental medicine program.

*(c) Clock to credit hour conversion*

One semester credit is granted: for each 15 hours of classroom contact plus appropriate outside preparation or the equivalent; for each 30 hours of supervised laboratory or

clinical instruction plus appropriate outside preparation; and for each 45 hours of clinical externship or independent study. One quarter credit is granted: for each 10 hours of classroom contact plus appropriate outside preparation or the equivalent; for each 20 hours of supervised laboratory or clinical instruction plus appropriate outside preparation; and for 30 hours of clinical externship or independent study.

- Guideline: An academic year is defined as at least 30 instructional weeks.
- Guideline: If translation is provided for a class taught by an instructor who is not fluent in the language of the students, the program should take into account an adjustment to the class-to-credit-hour-ratio to allow for the extra time needed for translation.
- Guideline: The program should regularly assess the impact of its academic load on students. While the maximum load that can be taken in one semester is left up to the program, it should have a policy in place so that the public is aware of how an academic load is authorized.
- Guideline: Program length in terms of clock or credit hours and the number of courses per semester should be sufficient to enable the student to achieve the program's educational objectives and should be in accordance with acceptable educational practices.
- Guideline: The program is expected to articulate its curriculum for each academic year, identifying semesters, courses and precise clock or credit hours. A credit hour is 50 minutes of instruction per week for a specified term or semester.

### **Criterion 8.2 - Completion Designation**

To each person successfully completing the professional program, the program must award a certificate, diploma, or degree following both the general practices of higher education and the requirements of individual state jurisdictions.

- Guideline: The preferred designation for a degree in the field of acupuncture is the Master of Acupuncture.
- Guideline: The preferred designation for a degree in the field of Oriental medicine is the Master of Oriental Medicine.

### **Criterion 8.3 - Consistent with Purpose**

The program in acupuncture or Oriental medicine must offer a program of study that is consistent with and clearly related to its statement of purpose and educational objectives.

**Criterion 8.4 - Appropriate Level of Instruction**

The program must be appropriate to an institution of higher education offering a professional master's degree level program in acupuncture or Oriental medicine. The program must be sufficiently rigorous in breadth and depth and appropriate to the education and training of independent practitioners in the field of acupuncture and/or Oriental medicine. For a program taught in multiple languages or locations, the level of instruction must be consistent.

**Criterion 8.5 - Off-Campus Training**

If components of the program are conducted at sites geographically separated from the main campus, the academic leadership of the program must ensure that all educational components and services of the program are sufficient in quality. The academic leadership shall be responsible for the conduct and maintenance of quality of the educational experiences offered at the geographically separated sites and for identification of faculty at all sites.

**Criterion 8.6 - Syllabi**

A syllabus must be prepared for each course or major unit of instruction, must be distributed to each student in the course and must be maintained in the program's curriculum files. A syllabus must contain at least the following: the purpose of the course; the objectives of the course in specific terms; the prerequisites of the course; an outline of the content of the course and laboratory instruction in enough detail to permit the student to see its full scope; the method(s) of instruction; the requirements of the course with important dates (e.g., papers, projects, examinations); the type of grading system used; and the required and recommended reading.

➤ **Guideline:** Syllabi should be made available to faculty members so that they may learn what the various courses in the curriculum include and can relate their instruction to other courses.

**Criterion 8.7 - Clinical Training**

Clinical education and training must consist of clinical observation and the supervised care of patients which leads the student through gradually increasing levels of responsibility for patient care resulting in the ability to function independently by graduation. The program must provide a clinical education program of sufficient volume, variety, and quality to fulfill its educational purposes. The number of clinical supervisors must be sufficient to ensure effective instruction of and safe practice by interns. Student interns must receive training from a variety of clinical faculty members.

➤ **Guideline:** Generally, a supervisor should not simultaneously supervise the treatments of more than four patients by interns.

**Criterion 8.8 - Clinical Observation**

The program must assure that each student fulfill at least 150 hours observing acupuncturists and senior student interns performing acupuncture and/or Oriental medicine therapies in a clinical setting. A significant portion of the clinical observation experience must be with experienced practitioners.

- Guideline: A clinical setting is defined as a place where patients are regularly treated. If any observation is conducted outside of a clinical setting, an educationally justifiable reason for considering it to be observation is necessary.

**Criterion 8.9 - Supervised Clinical Practice**

The program must assure that each student participate in a minimum of 500 hours in the supervised care of patients for an acupuncture program or 700 hours for an Oriental medicine program. This portion of the clinical training, conducted under the supervision of program-approved supervisors, must consist of a least 250 intern-performed treatments for an acupuncture program or 350 intern-performed treatments for an Oriental medicine program where interns conduct patient interviews, perform diagnoses and treatment planning, perform appropriate acupuncture and/or Oriental medicine treatments, and follow-up on patients' responses to treatment. The supervised clinical practice must be an internship (see definition of “internship” in Accreditation Glossary) and must be conducted in a teaching clinic operated by the institution or in a clinical facility with a formal affiliation with the institution where the institution exercises academic oversight substantially equivalent to the academic oversight exercised for teaching clinics operated by the institution, where:

- 1) Clinical instructors' qualifications meet school requirements for clinical instruction;
- 2) Regular, systematic evaluation of the clinical experience takes place; and
- 3) Clinical training supervision procedures are substantially equivalent to those within the teaching clinic operated by the institution.

- Guideline: Generally, no more than two interns should receive patient treatment +credit for a single patient, absent an educationally justifiable reason.

**Criterion 8.10 - Professional Competencies**

The acupuncture program of study must lead to the following professional competencies (#1-7) to be attained through learning experiences included in the curriculum.

The Oriental medicine program of study must lead to the following professional competencies (#1-10) to be attained through learning experiences included in the curriculum.

- 1) *Collecting Data and Using the Following Examinations of the Patient in Order to Be Able To Make a Diagnosis:*
  - Observation - noting the spirit, color, body structure, tongue, symptom site and complexion of the patient
  - Olfactory examination - noting the general odor of the patient's body and of the patient's secretions, discharges and breath
  - Audio examination - listening to the sound of the patient's voice, abdominal sounds, sounds of respiration and cough quality
  - Palpation - noting the temperature, moisture, texture, sensitivity, tissue structure, rhythms and qualities of the abdomen, the chest, the ear, the channels and points, and the radial and regional pulses
  - Inquiry - asking general questions, questions about medical history, chief and secondary complaints, sleep patterns, excretions, thirst and appetite, digestion, nutritional levels and patterns, medications, chills and/or fever, perspiration, pain, emotional state, lifestyle, exercise, use of alcohol, tobacco and drugs, reproductive cycles and menstruation, leukorrhea, sensations of heat, cold, dizziness, tinnitus, palpitations and chest constriction
  - Physical examination adjuncts such as akabane and electrical stimulation
- 2) *Formulating a Diagnosis by Classifying the Data Collected and Organizing It According to Traditional Oriental Medical Theories of Physiology and Pathology. This Skill Implies Comprehensive Understanding of the Following Fundamental Theories and Concepts:*
  - Five Phases Theory
  - Yin-Yang Theory
  - Channel Theory
  - Organ Theory
  - Causes of Disease, including the exogenous, endogenous and independent factors
  - Stages of Disease Progression, including the six-stage and four-aspect disease progressions
  - Triple Warmer Theory
  - The natural progression of untreated disease
- 3) *Determining Treatment Strategy Based on the Diagnosis Formulated:*
  - The availability of additional appropriate modalities for patient referral
  - The ability to communicate with other health professionals regarding patient care, utilizing commonly understood medical terminology
  - The functions of the acupoints

- 4) *Performing Treatment by Applying Appropriate Techniques, Including Needles, Moxa, Manipulation, Counseling, and the Utilization of Skills Appropriate For Preparation of Tools and Instruments:*
  - Proper sterilization and aseptic procedures
  - Preparation of the patient, including proper positioning for application of techniques
  - Effective communication with the patient regarding the nature of the illness and the treatment plan
  - Accurate location of acupoints
  - Safe and effective needle insertion techniques based upon the function of the point, the recommended needling depths, the underlying anatomy at the site, the desired effect of needling, and the nature of the illness
  - Accepted clean needle insertion practices, including protocols adequate to allow compliance with NCCAOM guidelines on sanitation, asepsis, and clean needle handling
  - Safe and effective application of adjunctive techniques, including moxibustion, electrical stimulation and manipulation
  - Effective control of emergency situations
- 5) *Assessing the Effectiveness of the Treatment Strategy and its Execution:*
  - By re-examination of the patient
  - By comparison with previous conditions and expectations
  - By modification of the treatment plan, if required, based upon that assessment
- 6) *Complying with Practices as Established by the Profession and Society at Large Through:*
  - Application of a code of ethics
  - Practice of responsible record keeping and patient confidentiality
  - Maintenance of professional development through continuing education
  - Maintenance of personal development by continued cultivation of compassion
- 7) *In order to be able to:*
  - Recognize situations where the patient requires emergency or additional care or care by practitioners of other health care (or medical) modalities, and to refer such patients to whatever resources are appropriate to their care and well-being
  - Appropriately utilize relevant biomedical clinical science concepts and understandings to enhance the quality of Oriental medical care provided
  - Protect the health and safety of the patient and the health care provider related to infectious diseases, sterilization procedures, needle handling and disposal, and other issues relevant to blood borne and surface pathogens

- Communicate effectively with the biomedical community

**The Student Must Have an Adequate Understanding of:**

- Relevant biomedical and clinical concepts and terms
- Relevant human anatomy and physiological processes
- Relevant concepts related to pathology and the biomedical disease model
- The nature of the biomedical clinical process including history taking, diagnosis, treatment and follow-up
- The clinical relevance of laboratory and diagnostic tests and procedures, as well as biomedical physical examination findings
- Relevant pharmacological concepts and terms including knowledge of relevant potential medication, herb and nutritional supplement interactions, contraindications and side effects

8) *Making A Diagnosis/Energetic Evaluation by:*

- Identifying position, nature and cause of the dysfunction, disorder, disharmony, vitality and constitution. This evaluation is based on the 13 concepts below plus knowledge of distinctive patterns of herbal combinations and recognition of medical emergencies.

9) *Planning and Executing an Herbal Treatment using the following knowledge:*

- Identification of most commonly used raw and prepared substances in *Materia Medica*
- Use of common foods as healing modalities
- Properties of substances in *Materia Medica*:  
Taste, temperature, entering meridians, actions and clinical applications; identification of common biochemical constituents and common dosage guideline
- Contraindications of individual herbs:  
Toxicity, both traditional and biochemical; rules of combination, effect of preparation, dosage variance, and possible side effects
- Traditional strategies of herbal formulation:  
Sweating (sudorific), Clearing, Ejecting (emetic), Precipitating (purgative), Harmonizing, Warming, Supplementing (tonic), Dispersing
- Composition of formulas:  
Hierarchy of ingredients, internal dynamics of ingredients, changes in hierarchy of ingredients by modification of ingredients or dosage
- Preparation and administration of formulas:  
Dosage, timing, frequency, duration, extraction times, etc.
- Indications and functions of representative herbal formulas
- Selection, modification and development of appropriate formulas consistent with the pattern of disharmony and treatment plan

- Current types of prepared formulations available (pills, powder, tincture, etc.)
  - Dosage variances, side effects and toxicity associated with usage, timing, frequency, duration, extraction times, etc.
  - Understanding the issues surrounding non-traditional additives to prescriptions
- Selection of the appropriate modality or modalities for treatment:
  - Acupuncture, herbs, Oriental manual therapy, exercise, breathing therapy, and diet counseling
- Consultation with patient regarding treatment plan, side effects, outcomes, and healing process
- Biomedical considerations of herbal preparations:
  - Contraindications, drug interactions, etc.

10) *Understanding Professional Issues Related to Oriental Herbs:*

- The ethical considerations with respect to prescribing and selling herbs to patients
- How and when to consult and refer with appropriate biomedical or allied health practitioners regarding drug interactions and herbal therapy
- The appropriate management, care, and storage of herbs and herbal products

**Criterion 8.11 - Continuing Education**

When continuing education programs and special instructional activities are offered, provision for such activities must include an adequate administrative structure, a sound financial base, and appropriate facilities. Continuing education courses cannot be converted to usable credits that will meet the program's graduation requirements.

**Criterion 8.12 - Licensure and Certification Exam Rates**

If the program's licensure examination "pass rate" falls below sixty percent (60%) or if its NCCAOM certification examination "pass rate" falls below seventy percent (70%), ACAOM shall review the program to determine if it remains in compliance with the accreditation criteria.

 **NARRATIVE**

**Instruction:**

**Under Standard 8**

- Provide an introductory description of the overall program, how it is structured and how a student progresses through the program.
- Describe whether the program has full-time and/or part-time tracks.
- Provide a detailed description of how the program meets the core curriculum requirements 1-10 for acupuncture programs and 1-12 for Oriental Medicine programs in the cover sheet to the Eligibility Report.

- Also describe any other subjects that your program includes as part of its training.

**Under Criterion 8.1**

- Describe the overall length of the program in terms of academic years.
- Describe the overall length of the program in terms of calendar years for a full time student.
- Show that the program meets the minimum length requirements for the entire program and for each of the required subject areas.
- Provide the minimum time for program completion relative to this criterion.
- Provide the maximum time frame that the program allows for completion (which includes any leaves of absence).
- Describe the program's policies regarding minimum and maximum length for completion and what program formats are used if students are given a choice of full-time or part-time attendance with varying lengths for completion.
- Describe the credit system (e.g., semester, trimester, quarter) used and how it is calculated relative to this criterion.

**Under Criterion 8.2**

- Provide the name of the program designation that appears on the document awarded upon successful completion of the program.

**Under Criterion 8.3**

- Describe the degree to which the program is consistent with and related to its statement of purpose and educational objectives.

**Under Criterion 8.4**

- Describe how the program assures that the quality and level of instruction is appropriate for a Master's degree level program in acupuncture or Oriental medicine.
- Discuss program rigor in terms of breadth and depth.
- If the program is taught in multiple languages or locations, discuss how the program assures that the quality and level of education is consistent between each language and location.

**Under Criterion 8.5**

- Describe any off-site training facilities and how the program ensures adequate administrative and academic oversight of training at these locations, including adequate and appropriate student services, academic quality and assessment.
- Describe the program's policies, procedures and practices for ensuring proper oversight and quality assurance of off-campus training activities.

**Under Criterion 8.6**

- Describe the content of course syllabi relative to the required elements of this criterion.

**Under Criterion 8.7**

- Describe how clinical training is organized, the training activities of students during each phase of the clinical experience, how students are tracked through the various phases, and how the program assures an adequate variety and volume of patients and different clinical experiences, including supervisors.
- Describe how the program ensures that clinical training leads the student through gradually increasing levels of responsibility for patient care as clinical training progresses.
- If off-site clinics are utilized, describe the type and purpose of each clinic relative to the program.
- Describe the qualifications required for supervisors and how the program provides a variety of experience from appropriately trained clinical faculty.
- Describe the range of medical conditions treated by interns during the clinical experience.
- Describe the level of supervision provided to interns and how the program ensures effective instruction of and safe practice by interns.
- Indicate the program's limit on the number of patient treatments that may be simultaneously supervised by a single clinical supervisor.

**Under Criterion 8.8**

- Describe how students are monitored and evaluated through the clinical observation phase of their training, including the minimum hours required and how student performance is assessed.
- Describe how the program determines when the student is adequately prepared to begin the internship experience.

**Under Criterion 8.9**

- Provide the program requirements for minimum internship hours and patient treatments consistent with this criterion.
- Describe how the program monitors successful completion of the required internship hours and patient treatments consistent with this standard.
- Describe how the program determines intern credit for a patient treatment.

**Under Criterion 8.10**

- Describe, in general terms, the professional competencies that the program expects of its graduates.
- Show how the program plans to meet the competencies required under this section in the coversheet to the Eligibility Report.

**Under Criterion 8.11**

- Describe any continuing education programs offered by the school.
- If such programs are offered, describe the administrative support and faculty resources devoted to CE offerings.

- Describe whether resources are sufficient for the institution's CE programs without adversely impacting the resources needed to support adequately the program which is seeking ACAOM candidacy status.

#### **Under Criterion 8.12**

- Describe the pass rates of your students on the NCCAOM certification exam (if applicable) and on state licensure exams for the most recent 2 year period.

#### **Documentation:**

- ☞ Full current program curriculum outline, including specific courses taught term by term and the number of credits/hours for each course);
- ☞ Notation of which courses in the program provide the curriculum content of the minimum core curriculum and professional competencies expected of an independent practitioner (i.e., list courses that correspond to the core curriculum and competency requirements in Standard 8 on the charts contained in the Eligibility Report Cover Sheet);
- ☞ Descriptions of each program course;
- ☞ Class and clinic schedules for the current term;
- ☞ Sample course syllabi in each major subject area (e.g., bioscience, AOM theory, treatment techniques, herbal therapy);
- ☞ Full curriculum outline of courses offered, on an elective basis, for specific licensing exams;
- ☞ Description of each program offered at the institution with an indication of the number of students enrolled in each program;
- ☞ Clinic handbook, which includes the policies, procedures and evaluation and tracking forms for meeting the clinical training requirements of the program;
- ☞ Documents describing each phase of clinical training and the competencies expected of students during those phases;
- ☞ Statistics on volume and type of patient conditions seen at the clinic;
- ☞ Program policies governing program length and maximum and minimum time for program completion.
- ☞ Addresses and descriptions of any and all off-site locations and training being offered.

## **I. STANDARD 9 - Faculty**

*The program shall have faculty adequate for the educational programs offered.*

### **Criterion 9.1 - Faculty Size and Qualifications**

The program must maintain a faculty that is academically qualified and numerically sufficient to perform the responsibilities assigned to it.

### **Criterion 9.2 - Faculty Background and Experience**

The general education, the professional education, the teaching experience and the practical professional experience must be appropriate for the subject area taught. Every

faculty member must demonstrate successful experience and provide continuing evidence of keeping abreast of developments in his or her field.

- Guideline: The program should verify the appropriate credentials of its faculty and maintain such in the faculty member's file.

### **Criterion 9.3 - Professional Development and Benefits**

Conditions of service must be adequate and equitable, and administered ethically, to provide faculty members with academic freedom, opportunities for professional growth and development, and adequate preparation time.

- Guideline: Provisions for benefits and/or professional development should be reviewed periodically.
- Guideline: Faculty contracts should clearly specify responsibilities.
- Guideline: Evaluation of individual faculty performance should be carried out periodically.

### **Criterion 9.4 - Policies and Procedures**

The recruitment, appointment, promotion and retention of well-qualified faculty members must be outlined in policies and procedures that are stated clearly in institutional documents. Due attention must be given to pertinent legal requirements in areas of non-discrimination, equal opportunity, and affirmative action employment practices.

### **Criterion 9.5 - Communication**

Provision must be made for regular and open communication among members of the faculty and between the faculty and administrative officers of the institution.

- Guideline: The faculty should adopt, subject to the approval of the board, a set of by-laws, which delineate faculty governance and faculty responsibilities within the institution.
- Guideline: The faculty should hold meetings several times a year to consider educational policies and issues.
- Guideline: Minutes of faculty meetings should be taken and should be kept in a permanent file within the institution.

## **NARRATIVE**

### **Instruction:**

#### **Under Standard 9/Criterion 9.1**

- Describe the number of program faculty, including the number who are full-time core faculty and those who are part-time adjunct faculty.

- Describe the program's standards for the appointment of faculty in relevant subject areas of the program.

#### **Under Criterion 9.2**

- Describe the degree to which faculty are academically qualified and numerically sufficient to perform the training responsibilities assigned to them.
- Describe whether program faculty possess the teaching experience, professional education, and practical experience appropriate for the subject areas taught.
- Describe the degree to which faculty keep abreast of developments in the fields in which they teach.
- Describe the program's policies governing the expected qualifications of faculty and requirements for maintaining currency in the fields in which they teach.

#### **Under Criterion 9.3**

- Describe the degree to which the conditions of faculty service at the institution are adequate, equitable and administered ethically to provide faculty with academic freedom and opportunities for professional growth and development and adequate preparation time.
- Describe the program's provisions and programs for faculty development, if applicable.

#### **Under Criterion 9.4**

- Describe the recruitment, appointment, promotion, and retention policies for faculty members and where they are outlined in policies and procedures that are clearly stated in institutional documents.
- Describe any policies governing non-discrimination and equal opportunity.
- Indicate in what document policies governing faculty are published and whether they are distributed to faculty.
- Describe the documents that are kept in each faculty member's file.

#### **Under Criterion 9.5**

- Describe how the faculty is organized for program review.
- Describe what provisions exist for regular and open communication among members of the faculty and between faculty and the administrative officers of the institution.

#### **Documentation:**

- ☞ List of current full-time and part-time faculty members along with vitae or biographies that fully describe their academic qualifications and background, professional and educational experiences, and designation of rank;
- ☞ List of courses taught by each faculty member;
- ☞ Sample of actual faculty contracts;

- ☐ Faculty manual or handbook, which includes the procedures for the evaluation of faculty performance, recruitment, appointment and promotion of faculty, the conditions of employment and academic freedom;
- ☐ Bylaws describing the organization and policies of faculty, if applicable;
- ☐ Sample faculty meeting minutes.

## **J. STANDARD 10 - Student Services and Activities**

*The program shall provide student services and activities that reflect the program's objectives, create good student morale, and assist students in the achievement of personal and professional growth while making progress toward their career goals.*

### **Criterion 10.1 - Support Fulfillment of Objectives**

Student services and activities must fulfill the objectives of the program and meet public and community service needs.

- Guideline: The institution or program should assure all students access to a well-developed program of counseling, advisement, orientation, financial aid, career development, placement and health services. The organization of the services, as well as the resources and staffing provided, should be determined by the institution as long as provision is made for all the above services.

### **Criterion 10.2 - Published, Fair Student Policies**

The program must develop a statement of the rights, privileges, and responsibilities of students and of disciplinary proceedings for violations of those responsibilities. This statement must be made available to students through the catalog, student handbook, or other appropriate means.

- Guideline: There should be a fair and relatively formal process for the faculty or administration to follow when taking any action that adversely affects the status of a student. The process should include timely notice of the impending action, disclosure of the evidence on which the action would be based, and an opportunity for the student to respond.
- Guideline: Enrollment, cancellation and refund policies should comply with applicable federal and state laws and regulations.

### **Criterion 10.3 - Opportunity to Be Heard**

Some provision or vehicle must be provided for obtaining student views and input into institutional decision making.

- Guideline: The interest of students and alumni in institutional development should be encouraged.

➤ **Guideline:** Student personnel policies should foster associations among students, faculty, and the administration and provide opportunities for the development of individual potential.

#### **Criterion 10.4 - Grievances**

The program must have fair and efficient procedures for reviewing and responding to legitimate grievances made by students and must maintain a record of all student complaints during the preceding three-year period demonstrating that these complaints were handled in a fair and equitable manner. The program must disclose the Commission's address in its published policy on student complaints so that, if upon the program's disposition of a legitimate student complaint, the student is not satisfied that the program has adhered to its policy or been fair in its handling of the complaint, the student may contact the Commission.

### **NARRATIVE**

#### **Instruction:**

##### **Under Standard 10**

- List and describe all services and activities provided to program students.
- Develop this under Criterion 10.1.

##### **Under Criterion 10.1**

- Describe in detail the student services and activities that the School provides, e.g., program counseling, advisement, orientation, financial aid, career development, placement and health services.
- Describe what resources are devoted to support an adequate student services program.

##### **Under Criterion 10.2**

- Describe the rights, privileges and responsibilities that are expected of students and the disciplinary proceedings for violations of those responsibilities.
- Describe requirements for academic progress and grading, student conduct policies and the policies governing disciplinary proceedings.
- Describe where policies governing students are published.

##### **Under Criterion 10.3**

- Describe the provisions or vehicles for obtaining student views and input into institutional decision making.

##### **Under Criterion 10.4**

- Describe the program's grievance procedure and show that the program has fair and efficient procedures for reviewing and responding to legitimate student

grievances. Also describe the program's complaint record retention and maintenance protocols relative to this criterion.

**Documentation:**

- ☞ Handbook for students and other published documents, which describe student services, activities, rights, privileges, and responsibilities, as well as policies and procedures governing disciplinary procedures, grievances, and policies for obtaining student views and input into institutional decision making;
- ☞ Other student personnel policies;
- ☞ Description of student activities that meet program objectives and public and community service needs.

## **K. STANDARD 11- Library and Learning Resources**

*The program shall have learning resources and equipment adequate for the educational programs offered, or shall have made specific long-term written arrangements for access to such resources.*

### **Criterion 11.1 - Resources and Access**

The institution must have its own library or collection of learning resources, or must have executed long-term written contracts providing for usage of other specific library resources for the students if adequate and reasonable accessibility is ensured.

- ☞ Guideline: The library's materials, services, and related equipment should facilitate and improve learning, foster inquiry and intellectual development, and support the educational program.
- ☞ Guideline: The library should be housed in a convenient location, be available to students, faculty, and the community, as appropriate, and it should contribute sufficiently to the achievement of the educational objectives of the program.
- ☞ Guideline: Expenditures and materials should be consistent with accepted standards.

### **✍ NARRATIVE**

**Instruction:**

#### **Under Standard 11**

- Describe the learning resources and equipment available to program students and faculty.

**Under Criterion 11.1**

- Describe the library collection in terms of adequacy of holdings to support the various subject areas in the curriculum.
- List the journals in which the institution has a subscription. For programs taught in more than one language describe the adequacy of library holdings in terms of whether they support adequately each language track.
- Describe any provisions with other institutions or entities to make additional library resources available to program students and faculty.
- Describe the library facilities and layout as well as hours of library operation.
- Describe the provisions for library supervision and oversight.
- Discuss the budget allocated for library and learning resources development and the program's plans for continued library and learning resources development.

**Documentation:**

- ☞ Approximate total number of volumes and journals, by language, which support the professional program, including the number of texts by professional subject matter (e.g., biomedicine, acupuncture, Oriental medicine theory, Oriental herbal medicine).
- ☞ A list of textbook holdings that support the program.
- ☞ A list of all professional journals that support the program to which the institution is currently subscribed.
- ☞ The program's library development plan.
- ☞ Description of other learning resources and equipment;
- ☞ Contracts with any entity(ies) or institution(s) providing student and faculty access to library and learning resources.

**L. STANDARD 12 - Physical Facilities and Equipment**

*The program shall provide facilities that are safe, accessible, functional, flexible, appropriately maintained and sufficient to house the program, to provide for effective functioning, and to accommodate the staff and the student body. The facilities shall include a clinic and, if applicable, an herbal dispensary; appropriate media and learning equipment adequate for the educational programs offered; or in lieu of a clinic, have made specific long-range written arrangements for reasonable student access to such resources.*

**Criterion 12.1 - Classroom Size and Equipment**

The program must provide classroom space properly equipped and appropriate to its curriculum and size.

**Criterion 12.2 - Compliance with Standards**

Facilities must meet federal, state and local fire, safety and health standards.

**Criterion 12.3 - Upkeep**

Provisions for the cleaning, repair and maintenance of buildings and grounds, and specific responsibilities for care of grounds, security, fire protection, utilities and plant upkeep must be appropriately assigned.

**Criterion 12.4 - Staff and Faculty Space and Equipment**

Adequate facilities and appropriate media and learning equipment must be available for administrative and faculty support as well as for students.

➤ Guideline: Conference space should be accessible to faculty and administrators.

➤ Guideline: Facilities and equipment should be adequate to maintain and process records.

**Criterion 12.5 - Clinic Space and Equipment**

The program must provide clinic space with sufficient equipment and facilities, including sterilizers, sinks, work areas, storage and disposal.

** NARRATIVE****Instruction:****Under Standard 12/Criterion 12.1**

- Describe the facilities and equipment, in general terms, including the number of classrooms, clinic facilities, library space, administrative offices, etc.
- Describe the facilities in terms of functionality, flexibility and adequacy to support the needs of the program, its staff, faculty and students.

**Under Criterion 12.2**

- Describe the degree to which program facilities comply with federal, state and local fire, safety and health standards.

**Under Criterion 12.3**

- Describe the provisions for cleaning, repair and maintenance of buildings and grounds, security, fire protection, utilities and plant upkeep.
- Indicate who is responsible for physical plant maintenance relative to the foregoing areas.

**Under Criterion 12.4**

- Describe the staff and faculty space and equipment, their adequacy, as well as the sufficiency of equipment for maintaining and processing records.
- Also describe any conference space for faculty and administrators.

**Under Criterion 12.5**

- Describe the clinical facility or facilities utilized by the program, including accessibility to sterilizers, sinks, work areas, storage and disposal.

- Describe patient treatment rooms and equipment contained therein.
- Describe clinic reception space and space for maintenance of patient records.
- Describe the herbal pharmacy, if applicable, and the number of raw herbs, prepared and patented products regularly maintained with appropriate container and storage facilities.

**Documentation:**

- ☞ Floor plan of facility(ies)/leased space, including clinic, administrative offices, and space where didactic training takes place;
- ☞ If facilities are leased, a copy of the lease;
- ☞ Inventory of classroom and clinical equipment;
- ☞ Plans for deferred maintenance;
- ☞ State and local government inspection certificates (e.g., building permits, fire, elevator, OSHA);
- ☞ Hazardous waste disposal contract.

## **M. STANDARD 13 - Financial Resources**

*The program shall have an adequate financial base for existing program commitments, shall provide evidence of adequate financial planning and shall have an appropriate financial management system. The program must be financially stable, with resources sufficient to carry out its objectives, to complete the instruction of all enrollees, and to support adequately its programs and activities now and in the foreseeable future. (In the case of a program in an institution that is a sole proprietorship, books and bank accounts for the program are required, and those books shall be distinct from the books and accounts for any other enterprise owned by the proprietor).*

### **Criterion 13.1- Resources**

The program shall have the financial capacity to respond to financial emergencies or unforeseen occurrences. If an accumulated deficit has been recorded, a realistic plan with reasonable and attainable benchmarks to eliminate the deficit must be clearly presented, understood, and approved by the governing entity. If a program has an operating loss for two consecutive years, it will be required to submit a financial plan.

### **Criterion 13.2 - Control**

The institution must have control of its financial resources and budgetary process and be free from undue influence or pressure from external funding sources or agencies. In multi-purpose institutions, the program must have sufficient control over its program budget.

### **Criterion 13.3 - Expenditure**

The income of the program must be expended to provide adequately for instruction, administration, learning resources, student services and activities, maintenance, equip-

ment, supplies, and other specific functions that are consistent with the goals of the program.

**Criterion 13.4 - Budgetary Process**

The process by which the program's annual budget is established, and resources allocated, must be clearly defined and consistently implemented. It must provide a realistic projection of the program's revenue and expenditures. The budget must be reviewed and approved by the institution's governing entity. The program must be able to project its expenditures and revenues for at least a three-year period. The budget shall include notes explaining the assumptions upon which the projected figures are based, e.g., the basis for increases or decreases in revenue or expenses.

**Criterion 13.5 - Management**

The financial management system must be set up to allow for a full audit by an outside independent certified public accountant. Each year, a minimum of a reviewed financial statement must be prepared. An accrual basis of accounting is required.

**Criterion 13.6 - Audit**

For the most recent year prior to submitting an Eligibility or Self-Study Report, a full audit with a management letter, certified by a licensed CPA, must be available to provide a detailed and accurate picture of the financial status of the program since the preceding year's reviewed financial statement. It must include a balance sheet statement, certified for one year, the statement of revenue and expenditures, and change in fund balance and/or financial position, all certified by an independent auditor with no relation to the institution. This audit must be reviewed by the appropriate individuals or responsible groups within the program.

➤ **Guideline:** The accountant that conducts the school's audit should be knowledgeable regarding higher education institutions.

**Criterion 13.7- Indebtedness**

Adequate resources must be available to meet debt-service requirements of short-term and long-term indebtedness without adversely impacting the quality of the program.

**Criterion 13.8 - Financial Aid Operation**

If the program utilizes public resources for financial aid, the financial aid operation must be capably administered as documented by reports from the funding source.

**Criterion 13.9 - Default Rate**

If the program's cohort default rate exceeds 25%, or if it is 15% or higher and has increased 50% over the prior year's rate, the Commission shall review the program to determine if it remains in compliance with the accreditation criteria.

**Criterion 13.10 - Refund Policy**

The program must clearly define and uniformly follow a fair and equitable refund policy for unearned tuition that complies with applicable state and federal laws and regulations.

➤ **Guideline:** The pro rata amount may be computed by using the ratio of the number of weeks of instruction completed to the total number of weeks of instruction scheduled for the period of enrollment.

➤ **Guideline:** Refund computations should apply to the stated tuition charges attributable to each school term.

**✍ NARRATIVE****Instruction:**

**Under Standard 13:** Describe the institution's financial resources in terms of available fiscal resources needed to meet current and projected program commitments and to provide resources sufficient to support program objectives. If the program is in a multipurpose institution, show that the institution has the overall financial resources to support the acupuncture/Oriental medicine program/s. Describe the institution's financial management systems, including its planning processes to assure that it will have sufficient financial resources to develop the program consistent with its mission and enrollment objectives, and to provide adequate support for the program.

**Under Criterion 13.1**

- Describe how income is derived. What reserve system is in place for emergencies, such as unanticipated expenditures or declines in revenue?
- Describe how the institution could remain financially stable and able to meet the needs of its student body if enrollment dropped 25% or 50%.
- Describe whether the institution has a debt load that will restrict its ability to use revenues for future development.
- If the institution is experiencing financial difficulty, what plans has the institution adopted to improve financial stability?

**Under Criterion 13.2**

- Describe how the institution's finances are controlled (e.g., lines of authority, management and oversight).
- Discuss any outside requirements imposed on the institution or program regarding financial resources (e.g., bond requirements, specific reserve levels) or by outside loan agreements from banks or private lenders (e.g., directors, stockholders).

**Under Criterion 13.3**

- Describe how financial resources are allocated to support the program.

- What financial resources are allocated to administrative salaries, faculty salaries, learning resources, plant, equipment and supplies.

**Under Criterion 13.4**

- Describe how the institution and program's budget is developed and approved.
- If the program is in a multipurpose institution, describe how the program budget interfaces with the institution's overall budget process.
- Describe the assumptions on which projected budget figures are based.

**Under Criterion 13.5**

- Describe how the financial records are managed and maintained.
- What types of financial reports are prepared on an annual basis for monitoring the financial status of the institution and its programs (e.g., CPA-prepared audited statements, CPA-prepared reviewed financial statements, CPA-prepared compiled financial statements, internally generated financial reports)?

**Under Criterion 13.6**

- List what is enclosed in the appendix for the ACAOM-required audited financial statement.
- If an audited financial statement for the most recent year is unavailable, indicate when the institution will submit its full audited financial statements.

**Under Criterion 13.7**

Describe the institution's short and long-term debt load, if any, and the institution's plans to assure that the debt service requirements will not adversely impact the program.

**Under Criterion 13.8:**

- If the program is eligible for student financial aid programs, describe the policies, procedures and practices for administering financial aid to students in the program.
- If the program offers any private financial aid sources, please describe here.

**Under Criterion 13.9**

Indicate the institution/program's student financial aid cohort default rates relative to this standard, if applicable.

**Under Criterion 13.10**

Describe the program's refund policies.

**Documentation:**

- 📄 Full audit for the most recent year, conducted by an independent certified public accountant, certifying the balance sheet at the end of the fiscal year, statement of revenue and expenses, profit and loss, and change in fund balance and/or financial

position (the audit must include a letter to management including a report on the internal controls with any qualifications or reportable conditions explained)

- ☞ Balance sheets with accompanying statements of income and expenses, profit and loss and assets and liabilities for the last three years (or since program inception if less than three years) and for the current year (only the statements from the most recent fiscal year need be certified audited statements; the others may be reviewed by an outside auditor);
- ☞ Budget for the past fiscal year, for the current year and for the next two fiscal years, with notes containing the assumption(s) upon which key line items in the budgets are based-- show relation to actual income and expenses for past and current year to date;<sup>1</sup>
- ☞ The institution/program's financial management, planning and budgeting policies and procedures;
- ☞ Tuition and fee schedule for the program;
- ☞ The program's refund policy;
- ☞ A chart showing percentages of expenditures for different items in the current fiscal year budget;
- ☞ If the program is authorized to disburse financial aid, the default rate and any reports from the funding agency on the program's compliance with the funding source's management and resource requirements.

#### **N. STANDARD 14 - Publications and Advertising**

*The program shall publish, and make available to students and to the general public, a catalog or comparable official publication that honestly and accurately sets forth its:*

- Current purposes and educational objectives
- Entrance requirements and procedures
- Admissions and transfer credit policies
- Rules and regulations for conduct and attendance
- Opportunities and requirements for financial aid (if applicable)
- Procedures for discipline and or dismissal (for academic and other reasons)
- Grievance procedures for students
- Grading policy
- Fees and equitable refund policies
- Program completion and performance requirements
- Members of the administration
- Professional education and qualifications of full- and part-time faculty (If degrees are listed, the institution from which the higher degree was issued must be listed; when in-

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<sup>1</sup> If a program operates in a multipurpose institution that offers other programs, the above financial data must clearly indicate budget and financial data specifically for the Master's degree level program and its relationship to those of the total institutional operation.

dicating an earned doctorate, designation of the country of origin, other than the U.S., in which the degree is conferred shall be listed, e.g., Ph.D. (China), M.D. (China)

- Members of the governing and advisory boards
- Non-discrimination policy
- Curriculum with course descriptions of each course
- Academic calendar
- Course schedule
- Description of each academic program and course of study
- Description of the learning and other physical resources
- Sources from which students and prospective students can obtain the legal requirements for licensure and entry into the profession in the state in which the program is located and other states in which the program is explicitly approved for its graduates to sit for licensure. The program shall also state whether its graduates are eligible for licensure in the state in which the program is located.

#### **Criterion 14.1 - Completeness and Accuracy**

Publications, advertising, and other communications of information concerning the institution's programs, services, activities, and personnel must fully disclose the institution's educational offerings and must represent them to students, faculty, staff, the public and the Commission in language that is accurate, honest, clear, and unambiguous.

➔ Guideline: Degree titles of faculty should reflect the actual degree conferred.

#### **Criterion 14.2 - Accurate Disclosure**

Programs, courses, services, and personnel not available during a given academic year must be identified clearly.

#### **Criterion 14.3 - Representation of Opportunities**

Publications and advertising must not misrepresent employment, career, or licensure opportunities.

#### **Criterion 14.4 - Status with ACAOM**

The program must report accurately to the public its status and relationship with the Commission according to the statements provided to it by the Commission.

### **NARRATIVE**

#### **Instruction:**

#### **Under Standard 14**

Describe the institution's publications and in which publications the required policies and procedures under this Standard can be located.

**Under Criterion 14.1**

- Describe what forms of advertising the program undertakes and what publications and electronic mediums the institution or program uses for advertising.
- Describe the established oversight measures that assure all publications and advertisements are kept up-to-date and are complete and accurate.

**Under Criterion 14.2**

Describe how the program ensures accurate disclosure of any programs, courses, services or personnel (faculty) that will not be available during a given academic year.

**Under Criterion 14.3**

Describe how the institution represents employment and career or licensure opportunities in its advertising or other documents.

**Under Criterion 14.4**

**IMPORTANT NOTE:** Programs that are in the application process, or have not yet applied to ACAOM, may not make any representation in their publications regarding possible future status with ACAOM, with the exception of schools located in jurisdictions where licensing boards require that a school indicate that it **does not** currently have candidacy or accreditation with ACAOM.

**Documentation:**

- ☞ All current catalog(s), brochure(s), bulletin(s), student handbook(s), faculty manuals, clinic manuals, administrative policies, newsletter(s), advertisements, and any other documents setting forth the program, curriculum, faculty, clinic, policies, services and activities of the program;
- ☞ Catalog for the current year;
- ☞ Samples of recruiting materials and other published materials aimed at attracting students to the program(s);
- ☞ Foreign language publications and their translations, if applicable.

#### **IV. ACAOM CONTACT INFORMATION**

Correspondence should be addressed to:

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