

1 **ACHENA Eligibility and Initial Curriculum Review Standards:**
2 **Final Updated Standards - November 2014**

3
4 **Part One: Procedural Changes in ACHENA’s Eligibility Process**

5 ACHENA has removed from the eligibility phase the requirement of conducting a self study and
6 peer review site visit. Self study and peer review would be required only during the candidacy
7 phase and every five years thereafter to establish reaccreditation.

8 Rationale: The purpose of the eligibility phase is to determine whether an institution or
9 program is prepared to pursue accreditation. ACHENA commissioners believe that schools that
10 meet the 15 eligibility standards outlined below can be determined to be prepared to pursue
11 accreditation. ACHENA seeks to establish a sound and efficient process for accreditation that is
12 consistent with the standard practices of accrediting bodies. Removing the requirements for
13 self-study and peer review site visit during the eligibility phase will reduce costs for schools,
14 make ACHENA’s accreditation practice more stream-lined while keeping ACHENA’s
15 accreditation process within the general standards of accrediting bodies.

16 **Part Two: Eligibility Standards**

- 17 1. The homeopathic educational program is located in an educational institution that is legally
18 authorized to offer post-secondary education by an appropriate agency. * see Note to
19 Standard One.

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21 Rationale: Schools should operate in accordance with the law and be authorized to offer
22 certificates, degrees or diplomas to students.

- 23
24 2. The institution or program has a governance structure and a clear, concise and realistic
25 mission statement. The mission statement is accompanied by a set of programmatic goals,
26 objectives and institutional values that guide the program in establishing its specific
27 measurable educational outcomes for students in the program.

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29 Rationale: A governance structure provides leadership for the educational program and the
30 mission statement and values establish the unique identity of the school. Establishing
31 measurable educational outcomes is essential for evaluating whether the program is
32 achieving its stated goals.

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34 3. The course of study provided is congruent with ACHENA’s Program of Study as defined in
35 Standard 8 of the 2012 Accreditation Manual. A syllabus is in place that minimally describes

36 learning objectives, topics to be covered, teaching modalities, resources/ reference
37 material, out of class assignments and assessment methods used to evaluate learning
38 outcomes.

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40 Rationale: Students enrolled in a professional homeopathic educational program should be
41 assured that they will receive sequential instruction in all areas required for practice. A
42 school's Program of Study signals credentialing bodies and the public that its program
43 conveys all the information, skills, practices and attitudes required for effective practice.

44

45 4. Faculty is sufficient in number, background and experience to support the homeopathic
46 educational programs offered and includes a core of faculty with sufficient responsibility to
47 the institution to assure the continuity and coherence of its homeopathy programs. An
48 individual instructor's qualifications shall be commensurate with the specific courses being
49 taught. All faculty responsible for delivering clinical training or providing clinical supervision
50 should hold the CCH or similar designation. The institution provides a clear statement of
51 faculty responsibilities that includes: opportunities for development or review and input
52 into curriculum; a role in assessment of learning outcomes; and, a process for faculty
53 evaluation.

54

55 Rationale: Qualified, well informed faculty who are aware of their responsibilities and who
56 are regularly evaluated, are the core of an effective educational program. It is important
57 that faculty who deliver the curriculum have input into development and assessment of
58 that curriculum. Faculty providing clinical supervision should have extensive clinical
59 experience and hold the CCH designation or a similar designation.

60

61 5. The institution documents a funding base and financial resources adequate to support its
62 mission and goals and to assure financial stability. The institution has performed or will
63 perform an external audit by a certified public accountant or an appropriate public audit
64 agency within one year before or after applying for eligibility.

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66 Rationale: A school's financial stability is important for assuring students and the general
67 public of its ongoing viability. An audit is not required to establish eligibility but would be
68 required within one year before or after applying for eligibility.

69

70 6. There are policies in places that address: (i) "conflict of interest" for members of the
71 governance structure, and (ii) equal opportunity and nondiscrimination in hiring and
72 admissions practices.

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74 Rationale: Conflict of interest policies, equal opportunity and nondiscrimination policies
75 establish that the school operates in a fair, unbiased manner.

76

77 7. The institution has a chief executive officer or administrative team that is responsible for
78 the entire operation of the institution or program and is responsible for the administration
79 of the policies and procedures set forth by the governing body.

80

81 Rationale: The tasks associated with running an educational program extend beyond
82 classroom instruction. Examples of some of these tasks include: handling admissions;
83 scheduling; record keeping; preparing educational materials; developing course
84 descriptions; marketing; evaluation; and others. Administrative leadership and support are
85 required to complete these tasks.

86

87 8. The institution has qualified administrative staff which provides the administrative services
88 necessary to support its homeopathic program(s) and mission, goals and objectives.

89

90 Rationale: The tasks associated with running an educational program extend beyond
91 classroom instruction. Examples of some of these tasks include: handling admissions;
92 scheduling; record keeping; preparing educational materials; developing course
93 descriptions; marketing; evaluation; and others. Administrative leadership and support are
94 required to complete these tasks.

95

96 9. The program has developed a plan for: (i) evaluating each student's academic and clinical
97 performance and achievement in relation to the program's mission and educational
98 requirements, and (ii) assessing overall program outcomes and effectiveness in relation to
99 the program's mission and programmatic objectives.

100

101 Rationale: Establishing a plan for evaluation is important for documenting achievement of
102 mission and learning objectives. Evaluation results are not required at this stage, only that a
103 plan is in place. Evaluation results will be reported on in the accreditation phase as part of
104 the self-study.

105

106 10. The institution maintains ownership or has access to rented or free physical facilities and
107 learning resources (including instructional resources, a physical or virtual library, other on-
108 line resources and/or digital learning tools) for administration, faculty and students that are
109 appropriate for the institution's mission and its homeopathic educational programs.

110

111 Rationale: In order to be successful, the school community requires access to minimum
112 facilities and resources to achieve the school's stated mission.

113

114 11. If the institution offers distance education, information technology resources and expertise
115 are adequate to ensure coursework is delivered effectively and faculty and students are
116 able to use the technology as intended.

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118 Rationale: To be successful, distance learning programs must have resources to ensure
119 faculty and students can effectively use the technology as intended.

120

121 12. The institution has published and adheres to admissions policies consistent with its mission
122 that specify student minimum requirements and any specific personal characteristics
123 needed for success in its homeopathic educational program(s).

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125 Rationale: Students have a right to clear information about admissions policies so that they
126 can: 1) self-evaluate their qualifications for the program before applying for admission, and
127 2) be assured that all admission decisions are fair and unbiased.

128

129 13. The institution provides student services which are consistent with student characteristics
130 and its mission, goals, objectives and outcomes.

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132 Rationale: Students engaged in a course of study sometimes need additional support to
133 meet educational objectives. Recognizing this, effective schools offer a reasonable level of
134 student services.

135

136 14. The institution publishes in its catalog or other appropriate places such as its website,
137 accurate and current information that describes:

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a. Educational program(s) offered and their purposes and objectives

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b. Admission requirements and procedures

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c. Academic calendar

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d. Rules and regulations directly affecting students

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e. Credentials offered and their requirements

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f. Cost and refund policies

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g. Grievance procedures

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h. Academic credentials of faculty and administrators, and

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i. Other items relative to attending and withdrawing from the homeopathic
147 program(s).

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149 Rationale: Schools have a responsibility to disclose all relevant information, policies and
150 requirements to students who are considering attending their program. Full disclosure is
151 required for students to make informed decision about attending the program.

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153 15. The institution or program is prepared to undertake a comprehensive self study in
154 relationship to ACHENA’s accreditation standards as outlined in the 2012 Accreditation
155 Manual.

156 Rationale: The purpose of the eligibility phase is to determine if an institution or program is
157 prepared to pursue accreditation. Since conducting a self study is a core component of the
158 accreditation process, providing evidence that an institution or program is prepared to
159 undertake self-study is an essential component of establishing eligibility.

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161 **Note to Standard # 1:**

162 ACHENA recognizes that the governmental and nongovernmental agencies that authorize
163 institutions to offer post-secondary homeopathic educational programs in some jurisdictions
164 may not recognize the professional homeopathic practitioner. Therefore, these agencies may
165 lack policies, procedures or be silent with regards to authorizing programs or institutions to
166 offer homeopathic educational programs. In the instance where a jurisdiction is silent with
167 regard to providing authorization, ACHENA will accept as meeting this standard, a summary of
168 the school’s research into this issue or an explanation of steps taken by the school to obtain
169 such authorization. Schools with concerns about their jurisdiction’s political – legal
170 environment toward homeopathy are encouraged to contact ACHENA to discuss approaches to
171 meeting this standard.