

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.

20  
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.

28  
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.

- 33  
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.

39

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.

65

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.

73

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.

117

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).

124

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.

131

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:

138

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

139

b. Admission requirements and procedures

140

c. Academic calendar

141

d. Rules and regulations directly affecting students

142

e. Credentials offered and their requirements

143

f. Cost and refund policies

144

g. Grievance procedures

145

h. Academic credentials of faculty and administrators, and

146

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

148

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.

152  
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.

160

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.