



Accreditation Commission for Acupuncture and Oriental Medicine

8941 Aztec Dr., Eden Prairie, MN 55347 || tel 952-212-2434 || fax 952-657-7068 || info@acaom.org

ACCREDITATION STANDARDS

FOR THE

FIRST PROFESSIONAL DOCTORATE

in Acupuncture and/or Oriental Medicine

Copyright © ACAOM 2011-2013

Table of Contents

INTRODUCTION.....	5
History and Development.....	5
STANDARD 1 - PURPOSE.....	8
Criterion 1-1: Mission and Statement of Purpose.....	8
Criterion 1-2: Program Goals.....	8
Criterion 1-3: Program Learning Outcomes.....	9
Criterion 1-4: Resource Allocation.....	9
Criterion 1-5: Review.....	10
STANDARD 2 - LEGAL AND REGULATORY REQUIREMENTS.....	10
Criterion 2-1: Legal Organization.....	10
Criterion 2-2: Authorization.....	10
Criterion 2-3: Accreditation Status of Sponsoring Institution.....	10
Criterion 2-4: Degree Granting Authority.....	11
Criterion 2-5: Off-Campus Control.....	11
Criterion 2-6: Compliance with Federal Law.....	11
Criterion 2-7: Compliance with State Law.....	11
Criterion 2-8: Compliance with Local and Municipal Laws, Ordinances and Codes.....	12
STANDARD 3: GOVERNANCE AND ADMINISTRATION.....	12
Criterion 3-1: Governance Structure.....	12
Criterion 3-2: Roles of the Governance Structure.....	13
Criterion 3-3: Stakeholder Input into Institutional Governance.....	14
Criterion 3-4: Organization of Administrative Staff.....	14
Criterion 3-5: Administrative and Academic Leadership.....	14
STANDARD 4: RECORDS.....	16
Criterion 4-1: Record Keeping Systems.....	16
Criterion 4-2: Permanent Records.....	16
Criterion 4-3: Access and Storage of Records.....	17
Criterion 4-4: Discontinuation or Closure.....	17
Criterion 4-5: Clinical Records.....	17
Criterion 4-6: Data.....	18
STANDARD 5: ADMISSIONS AND STUDENT SERVICES.....	19
Criterion 5-1: Recruitment and Policy Publication.....	19
Criterion 5-2: Standard Admissions.....	19
Criterion 5-3: Transfer Credits/Transfer Students.....	20
Criterion 5-4: Non-Matriculated Students.....	21

Criterion 5-5: Student Services Support Fulfillment of Mission and Program Goals.....	21
Criterion 5-6: Published, Fair Student Policies	22
Criterion 5-7: Student Complaints and Grievances.....	22
STANDARD 6: ASSESSMENT	23
Criterion 6-1: Commitment to Excellence	23
Criterion 6-2: Dissemination of Assessment Information	23
Criterion 6-3: Assessment of Student Learning	23
Criterion 6-4: Assessment of Graduate Success	24
Criterion 6-5: Standard of Measurement.....	25
Criterion 6-6: Programmatic Review.....	25
STANDARD 7: PROGRAM OF STUDY	26
Criterion 7-1: Program Level, Length, Credits, and Hours	26
Criterion 7-2: Professional Competencies – see Appendix A	27
Criterion 7-3: Clinical Training	28
Criterion 7-4: Syllabi.....	30
Criterion 7-5: Continuing Education.....	30
STANDARD 8: FACULTY	31
Criterion 8-1: Core Faculty	31
Criterion 8-2: Faculty Credentials.....	31
Criterion 8-3: Faculty Policies and Procedures.....	32
Criterion 8-4: Faculty Conditions of Service, Professional Development, and Benefits.....	32
Criterion 8-5: Faculty Communication	33
STANDARD 9: INSTITUTIONAL AND PROGRAM RESOURCES	33
Criterion 9-1: General Sufficiency of Resources.....	33
Criterion 9-2: Library Resources and Access	34
Criterion 9-3: Professional Librarian	34
Criterion 9-4: Library Holdings.....	34
Criterion 9-5: Library and Information Resources to Support Learning	35
Criterion 9-6: Technological Resources	35
Criterion 9-7: Upkeep of Physical Facilities	35
Criterion 9-8: Institutional and Programmatic Financial Resources.....	35
Criterion 9-9: Control.....	36
Criterion 9-10: Expenditures.....	36
Criterion 9-11: Budgetary Process.....	36
Criterion 9-12: Financial Management	37
Criterion 9-13: Audit	37
Criterion 9-14: Financial Aid Operation.....	38
Criterion 9-15: Cohort Default Rate.....	38

Criterion 9-16: Refund Policy	38
STANDARD 10: PUBLICATIONS AND ADVERTISING	39
Criterion 10-1: Accuracy, Honesty, and Clarity of Information	39
Criterion 10-2: Catalog	39
Criterion 10-3: Accurate Disclosure	40
Criterion 10-4: Representation of Opportunities	40
Criterion 10-5: Status with ACAOM	41
Appendix A.....	41

INTRODUCTION

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) approved accreditation Standards for a First Professional Doctoral degree in Acupuncture and/or Oriental Medicine. ACAOM will begin accepting applications by June 1, 2013. By May 1, 2013, it is anticipated that ACAOM will have the application process defined. For those institutions with ACAOM accredited programs, the process will be through a Substantive Change. For schools without currently accredited ACAOM programs, the regular Eligibility process will be followed.

ACAOM wishes to thank all those who participated in the development, review, and comment process leading to the final Standards.

NOTE: ACAOM is not currently recognized by USDE to establish eligibility for Federal financial aid for FPD programs.

History and Development

The First Professional Doctorate (FPD) Standards document represents changes adopted by ACAOM in consideration of the review by the FPD Task Force of the comments received from January 4, 2012 to May 4, 2012 through the ACAOM website and public hearing as well as from AOM professional organizations. As a result of the input, ACAOM placed the professional competencies (Criterion 7.2) into Appendix A of these Standards to allow updating without a complete Standards revision process. ACAOM maintained a balance of communicating accreditation requirements without being overly prescriptive in those provisions. The Task Force presented its final recommendations to ACAOM as of October 22, 2012.

The second draft represented the end product of work done by the 2011 ACAOM First Professional Doctorate Task Force between May 14th and August 16th, 2011 and ACAOM through October 2011.

The first draft of the FPD standards was completed in July 2007 through wide ranging input from major organizations of the AOM profession, including practitioners and educators. As part of its work of updating the 2007 draft, a 2011 Task Force, reviewed and took into account the wide range of public comments, feedback, and suggestions received by the Commission following the publication of the first draft.

Standards/Criteria and Guidelines

Standards/Criteria and definitions are presented in regular font and constitute the requirements that an accredited institution/program is held accountable. Standards/Criteria are phrased with “must”. *Guidelines* are presented in *italics* font, and are descriptions, examples, or clarifications related to Standards/Criteria. *Guidelines* are generally phrased with “should” and are not required.

Institutional vs. Programmatic Standards/Criteria

ACAOM is recognized by the United States Department of Education (USDE) as both an institutional accreditor and as a programmatic accreditor (but not currently for FPD programs). Standards/Criteria are now differentiated into two types:

- **Institutional Criteria:** These criteria are defined as those relevant only to entities that are institutionally accredited by ACAOM. These institutional criteria are not relevant or pertinent to the schools that rely on ACAOM for programmatic accreditation only.
- **Program Criteria:** These criteria are defined as those that are relevant to FPD programs, regardless of the institutional accreditation.

The FPD professional competencies enumerated in Criterion 7.2 comprise two distinct sets of competencies: a core set of foundational competencies, which are at the master's level and which are to be required of both master's and doctoral graduates; plus a supplementary set of more advanced competencies, which are at the doctoral level and are thus to be required of doctoral graduates only.

A total of 54 professional competencies falling in the following domains were determined to be at the **core master's level**:

- Patient care – foundational knowledge (1 competency)
- Patient care – critical thinking/professional judgment (4 competencies)
- Patient care – history taking and physical examination (3 competencies)
- Patient care – diagnosis (6 competencies)
- Patient care – case management (13 competencies)
- Patient care – AOM treatment (6 competencies)
- Patient care – emergency care (6 competencies)
- Systems-based medicine – education and communication (9 competencies)
- Professional development – ethics and practice management (6 competencies)

(Note: all Master's level competencies are required for the corresponding FPD AOM program. As Master's Standards/Criteria are revised, those Master's competencies in these Standards are incorporated by reference.)

A total of 28 professional competencies falling in the following domains were determined by the Task Force to be at the **advanced doctoral level**:

- Patient care – advanced diagnostic studies (6 competencies)
- Systems-based medicine – patient care systems (5 competencies)

- Systems-based medicine – collaborative care (6 competencies)
- Professional development - formulating plans for individual professional development (5 competencies)
- Professional development – incorporating scholarship, research and evidenced based medicine into patient care (6 competencies)

STANDARD 1 - PURPOSE

Criterion 1-1: Mission and Statement of Purpose

Institutional Criteria	Programmatic Criteria
<p>The institution must develop and maintain a formally adopted mission statement that provides clear direction for the institution and its programs.</p>	<p>The program must develop and maintain a formally adopted educational statement of purpose.</p> <p>The statement of purpose for the FPD program must include reference to the training of AOM professionals, with the ability to practice as independent health care providers in a variety of settings.</p>

Criterion 1-2: Program Goals

Institutional Criteria	Programmatic Criteria
<p>[No applicable criteria in this category]</p>	<p>The program must enumerate a set of broadly defined goals.</p> <p>The FPD program's goals must address the following general principles:</p> <ul style="list-style-type: none"> A. Providing the learner with an advanced education in core didactic and core clinical areas, with an emphasis on clinical assessment, diagnosis, and intervention (broadly defined to include treatment and treatment planning). B. Developing the learner's knowledge and understanding of how to engage in collaborative interactions involving AOM practitioners and other health care practitioners. C. Improving the learner's ability to think critically and creatively, synthesize knowledge, and use research findings and the scientific and scholarly literature to support AOM professional practice. <p><i>Guideline: In addition to addressing these general principles, the FPD program may develop other more specific goals, reflecting the purpose(s) for which the program was founded, the philosophies it represents, the constituencies that it serves, etc.</i></p>

Criterion 1-3: Program Learning Outcomes

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>A. The program must establish and maintain a set of program learning outcomes.</p> <p><i>Guideline: In this document, the term “program learning outcome” replaces the term “educational objective” used in previous editions of ACAOM standards.</i></p> <p>B. Program learning outcomes must be consistent with the program's statement of purpose and its goals.</p> <p>C. Each program learning outcome must be clearly specified and measurable.</p> <p>D. The program learning outcomes that are established for the FPD program must relate to, and lead to the development of, the FPD professional competencies described in Criterion 7.2.</p>

Criterion 1-4: Resource Allocation

Institutional Criteria	Programmatic Criteria
The institution's academic programs, services, activities, resources, and resource allocation decisions must be consistent with its mission statement.	<p>A. Program services and activities must reflect and be consistent with the program's statement of purpose.</p> <p>B. The program must use its resources appropriately and effectively to facilitate the achievement of its goals and the program learning outcomes.</p> <p>C. The program must assess its resources, document their on-going effectiveness, and implement action plans to address identified deficiencies.</p>

Criterion 1-5: Review

Institutional Criteria	Programmatic Criteria
The institution's mission statement must be reviewed periodically by the institution's relevant communities of interest, and revised when necessary to ensure its continued relevance and accuracy.	The program's statement of purpose, goals, and learning outcomes must be reviewed periodically by stakeholders and communities of interest, and revised when necessary to ensure their continued relevance and accuracy.

STANDARD 2 - LEGAL AND REGULATORY REQUIREMENTS

Criterion 2-1: Legal Organization

Institutional Criteria	Programmatic Criteria
The institution must be a legally organized entity whose primary purpose is to provide graduate education in acupuncture and Oriental medicine/east Asian medicine.	The program's sponsoring institution must be a legally organized entity whose primary purpose is to provide post-secondary education.

Criterion 2-2: Authorization

Institutional Criteria	Programmatic Criteria
The institution must be authorized to conduct its operations under applicable state law or other acceptable authority in each state in which it operates.	The program's sponsoring institution must be authorized to conduct its operations under applicable state law or other acceptable authority in each state in which it operates.

Criterion 2-3: Accreditation Status of Sponsoring Institution

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	The sponsoring institution must be accredited or pre-accredited by an accrediting agency recognized by the US Department of Education, or by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA), or by an equivalent internationally recognized entity.

Criterion 2-4: Degree Granting Authority

Institutional Criteria	Programmatic Criteria
<p>The institution must comply with relevant state requirements for approval and awarding of degrees or certificates or diplomas to graduates of the programs it offers.</p>	<p>The sponsoring institution must seek and maintain relevant state approval to award degrees or certificates or diplomas to graduates of the programs it offers.</p> <p>The sponsoring institution must seek and maintain relevant state approval to award first professional doctoral degrees or certificates or diplomas to graduates of its FPD program.</p>

Criterion 2-5: Off-Campus Control

Institutional Criteria	Programmatic Criteria
<p>The institution must assume responsibility for all off-campus educational activities and programs, including activities arranged through agreements with other organizations or individuals.</p>	<p>[No applicable criteria in this category]</p>

Criterion 2-6: Compliance with Federal Law

Institutional Criteria	Programmatic Criteria
<p>The institution must continuously comply with all federal laws and regulatory requirements applicable to its operations, including but not limited to OSHA, HIPAA, ADA, USDE Title IV, Title IX, and FERPA.</p>	<p>The program's sponsoring institution must be in compliance with all federal laws and regulatory requirements.</p>

Criterion 2-7: Compliance with State Law

Institutional Criteria	Programmatic Criteria
<p>The institution must continuously comply with all state laws and regulatory requirements for operation within the state(s) in which it conducts its operations.</p>	<p>The program's sponsoring institution must be in compliance with all state laws and regulatory requirements.</p>

Criterion 2-8: Compliance with Local and Municipal Laws, Ordinances and Codes

Institutional Criteria	Programmatic Criteria
<p>The institution must continuously comply with all local and municipal laws, ordinances, codes and regulatory requirements for operation within the jurisdiction(s) in which it conducts its operations.</p>	<p>The program's sponsoring institution must be in compliance with all local and municipal laws, ordinances, codes, and regulatory requirements.</p>

STANDARD 3: GOVERNANCE AND ADMINISTRATION

Criterion 3-1: Governance Structure

Institutional Criteria	Programmatic Criteria
<p>A. The institution must have a governance structure that exercises ultimate and general control over the institution's affairs.</p> <p><i>Guideline: The institution's governance structure may, where appropriate, rely on input from an advisory board.</i></p> <p>B. The membership of the governance structure must effectively represent the needs of the institution's stakeholder groups.</p> <p>C. There must be adequate and effective representation of the public in the governance structure.</p> <p>Definition: A public member of the governance structure is defined as a person who is not: a) an employee, owner, or shareholder of, or a consultant to, an institution or program in ACAOM's accreditation process; b) a member of any trade association or membership organization related to the field of Oriental medicine; c) a spouse, parent, child or sibling of an individual as defined in "a" or "b", above; or, d) a practitioner of acupuncture or Oriental medicine.</p> <p>D. The governance structure of the institution must develop and maintain a set of bylaws, which must include:</p>	<p>The program's sponsoring institution must have a governance structure that is appropriate to an institution of higher education offering a graduate degree in AOM.</p> <p>The program's sponsoring institution must have a governance structure that is appropriate to an institution of higher education offering a first professional doctorate in AOM.</p>

<ol style="list-style-type: none"> 1. Descriptions of the powers, duties, terms of office, and responsibilities of members of the governance structure. 2. A description of meetings, including frequency and format. 3. A code of ethics, including provisions for addressing conflicts of interest and the appearance of such conflicts signed by each Board member. <p>E. The meetings of the governance structure must:</p> <ol style="list-style-type: none"> 1. Be held at regularly stated times. 2. Be of sufficient length for the governance structure to fulfill competently its responsibilities to the institution and its programs. 3. Include prepared agendas. 4. Document institutional decision-making in accurate meeting minutes, kept on file at the institution. 	
---	--

Criterion 3-2: Roles of the Governance Structure

Institutional Criteria	Programmatic Criteria
<p>The governance structure of the institution must be responsible for:</p> <ol style="list-style-type: none"> A. Establishing broad policy and long-range planning. B. Appointing and evaluating the institution's president/CEO. C. Ensuring financial stability D. Reviewing and approving the annual budget. E. Establishing and reviewing key financial indicators. F. Participating in the development of external relations and resources. G. Developing and ensuring processes to review and improve the 	<p>The governance structure of the institution must be responsible for major changes to the program, and may explicitly delegate approval of changes.</p>

Board's own effectiveness. H. Ensuring achievement of the mission.	
---	--

Criterion 3-3: Stakeholder Input into Institutional Governance

Institutional Criteria	Programmatic Criteria
<p>Decisions of the governance structure must be made based on input from the institution's stakeholder groups.</p> <p><i>Guideline: The institution should ensure that mechanisms are in place to allow students and faculty to provide input into institutional decision-making.</i></p>	<p>Governance-related decisions that affect the program must consider input from relevant program stakeholders.</p>

Criterion 3-4: Organization of Administrative Staff

Institutional Criteria	Programmatic Criteria
<p>The institution's administrative staff must:</p> <ul style="list-style-type: none"> A. Be qualified, organized, and effective. B. Have clearly defined roles and responsibilities that support the mission of the institution. C. Be knowledgeable of their duties and aware of those of each of the other principal positions in the institution's administrative structure. 	<p>The program's administrative staff must:</p> <ul style="list-style-type: none"> A. Be qualified, organized, and effective. B. Have clearly defined roles and responsibilities that support the program's goals and learning outcomes.

Criterion 3-5: Administrative and Academic Leadership

Institutional Criteria	Programmatic Criteria
<ul style="list-style-type: none"> A. The institution must employ a full-time president/chief executive officer (CEO) whose major responsibility is to the institution and its program(s). B. The president/CEO must be appropriately qualified by training and experience. C. The institution must employ a qualified administrative staff of a size and structure that is appropriate to the purpose and scope of the institution and its 	<ul style="list-style-type: none"> A. The program must have a clearly defined and effective structure for administrative leadership. B. The program must have a clearly defined and effective structure for academic leadership. C. Individuals serving in leadership roles in the program must be qualified for their positions, as documented by education, training, and professional experience.

<p>programs.</p>	<p>D. Individuals serving in leadership roles in the program must hold regular appointments at the institution.</p> <p>E. The FPD program must have a full-time employee who serves as program director.</p> <p>F. The director of the FPD program must:</p> <ol style="list-style-type: none">1. Be qualified and competent to provide effective supervision and oversight for the FPD program, including curriculum development and review, faculty recruitment, faculty professional development, and faculty and staff evaluation.2. Be responsible for the overall assessment of the effectiveness of the FPD program. <p>G. The FPD program must employ a director of clinical education.</p> <p>H. The director of clinical education for the FPD program must:</p> <ol style="list-style-type: none">1. Maintain an active current license and/or certification in the state(s) in which the FPD program operates.2. Be able to provide supervision, oversight, coordination, and assessment of all FPD clinical training activities.3. Be responsible for the collection, organization, and review of the variety of effectiveness data obtained during FPD clinical training.4. Be responsible for overall tracking of learner FPD clinical training outcomes.
------------------	--

STANDARD 4: RECORDS

Criterion 4-1: Record Keeping Systems

Institutional Criteria	Programmatic Criteria
<p>The institution must develop and maintain accurate and complete record keeping systems. There must be appropriate individual(s) with designated record keeping responsibility.</p> <p>Definition: Record keeping systems include, but are not limited to: admissions, student academic progress, permanent student transcripts, financial aid, grievances, patient health care activities and incident reports, governance-related decision making, faculty evaluation; records for Federal, State, and local compliance; and personnel/HR.</p>	<p>A. The program's sponsoring institution must maintain accurate and complete record keeping systems.</p> <p>B. The program must develop and maintain accurate and complete programmatic record keeping systems that document student academic progress and that track patient health care activities, including treatment records and incident reports.</p> <p>C. Record keeping systems must be regularly monitored and assessed, to enhance program learning outcomes and the achievement of professional competencies.</p>

Criterion 4-2: Permanent Records

Institutional Criteria	Programmatic Criteria
<p>A. The institution must maintain accurate permanent student records.</p> <p>B. The institution must safeguard all permanent records, and must provide for backup and storage as appropriate.</p> <p>C. In its record keeping activities, the institution must observe right-to-privacy laws and regulations.</p>	<p>A. Working with its sponsoring institution, the program must assist in the maintenance of accurate permanent program academic records that document the achievement of program requirements.</p> <p>B. Working with its sponsoring institution, the program must assist in safeguarding all permanent academic records that document the achievement of program requirements, and must provide for backup and storage where appropriate.</p> <p>C. In its programmatic record keeping activities, the program must observe right-to-privacy laws and regulations.</p>

Criterion 4-3: Access and Storage of Records

Institutional Criteria	Programmatic Criteria
<p>Institutional record keeping systems must facilitate convenient authorized access by students, program personnel, and external agencies.</p>	<p>Program record keeping systems must facilitate convenient authorized access by students, program personnel, and external agencies.</p>

Criterion 4-4: Discontinuation or Closure

Institutional Criteria	Programmatic Criteria
<p>A. The institution must have a written plan for the disposition and storage of electronic and paper student records in the event that the institution or any of its programs closes.</p> <p>B. The records disposition and storage plan must specify the nature, location, and accessibility of all permanent student records.</p>	<p>[No applicable criteria in this category]</p>

Criterion 4-5: Clinical Records

Institutional Criteria	Programmatic Criteria
<p>All institutional health records, either paper or electronic, must be maintained in accordance with applicable Federal and state privacy regulations.</p>	<p>A. The program must maintain accurate, secure, and complete clinical records of all patients involved in any part of the educational process.</p> <p>B. The program must demonstrate that clinical records are in language(s) that facilitate(s) inter-disciplinary collaboration appropriate to that program.</p> <p style="text-align: center;">Guideline: <i>The program should maintain appropriate provisions for translating clinical records recorded in a foreign language into English.</i></p> <p>C. The confidentiality of program clinical records must be maintained according to the generally accepted standards of health care practice.</p> <p>D. The program must ensure appropriate access to patient records, taking into account relevant legal concerns and the</p>

	<p>requirements of external regulatory agencies.</p> <p>E. The program must adopt and implement an appropriate written patient records storage and retention policy, which must address the time limit on the maintenance and storage of active and inactive patient records, in a way that complies with relevant laws and regulations and generally accepted standards of health care practice.</p> <p>F. Charts must be signed by the supervising clinical faculty member for each patient encounter.</p> <p><i>Guideline: The chart should be co-signed by any student(s) receiving credit for the patient encounter.</i></p>
--	---

Criterion 4-6: Data

Institutional Criteria	Programmatic Criteria
<p>The institution must collect and maintain data that will facilitate the compilation of meaningful records and statistics (including data required by these Standards).</p> <p><i>Guideline: Statistical data collected by the institution should generally include:</i></p> <ol style="list-style-type: none"> 1) <i>Student data, including: admissions data showing the number of applications received, accepted, and rejected; the age, gender, educational background, and ethnic/racial origin (optional) of members of the student body.</i> 2) <i>Faculty data, including: profiles of faculty including earned degrees, documentation of experience, certification and licensure; scholarly and service activities; and faculty evaluations by administrators and students.</i> 3) <i>Administrative data, including: assessments of administrative policies, procedures, and practices; quality assurance measures; personnel records; and</i> 	<p>The program must collect and maintain data that will facilitate the compilation of meaningful records and statistics (including data required by these Standards).</p> <p><i>Guideline: Statistical data collected by the program should generally include:</i></p> <ol style="list-style-type: none"> 1) <i>Clinical data, including: clinic utilization and patient care statistics.</i> 2) <i>Clinical incident reports.</i> 3) <i>Herb dispensary data.</i> 4) <i>Treatment room equipment inventories.</i> 5) <i>Inventories or external clinical resources.</i>

<p><i>staff evaluations.</i></p> <p><i>4) Institutional research reports, including: reports to external agencies such as IPEDS and state and accrediting agencies.</i></p> <p><i>5) Learning and technological resources, including: library holdings; instructional equipment inventories; computing resources; and facilities inventories.</i></p>	
---	--

STANDARD 5: ADMISSIONS AND STUDENT SERVICES

Criterion 5-1: Recruitment and Policy Publication

Institutional Criteria	Programmatic Criteria
<p>A. The institution must observe honest, ethical, and legal recruiting practices.</p> <p>B. The institution's admissions policies, procedures, and practices must be made available to applicants, students, and the public by means of print and/or electronic media.</p>	<p>The program's admissions policies, procedures, and practices must be made available to applicants, students, and the public by means of print and/or electronic media.</p>

Criterion 5-2: Standard Admissions

Institutional Criteria	Programmatic Criteria
<p>[No applicable criteria in this category]</p>	<p>A. Prospective students must meet the programmatic admissions requirements in effect at the time of their official matriculation.</p> <p>B. The program must have admissions policies, procedures, and practices that are consistent with students achieving the statement of purpose and goals of the program.</p> <p>C. The program's admissions policies, procedures, and practices must be periodically assessed to determine their effectiveness.</p> <p>D. English language competency must be demonstrated by all</p>

	<p>students seeking admission to the program. Specifically:</p> <ol style="list-style-type: none"> 1. For programs taught in English, competency may be demonstrated by scoring at least 550 on the Test of English as a Foreign Language (TOEFL) and an iBT score of at least 80. 2. For programs taught in languages other than English, competency may be demonstrated by scoring at least 550 on the Test of English as a Foreign Language (TOEFL) and an iBT score of at least 80. <p>E. The program must ensure that the student is proficient in the language(s) required for inter-disciplinary collaboration</p> <p>F. The admissions criteria for the FPD program must include the satisfactory completion of at least three (3) years of undergraduate-level education (90 semester credits, or 135 quarter credits) from an institution accredited by an agency recognized by the U.S. Secretary of Education, or an equivalent international entity.</p> <p>G. Prerequisite or co-requisite undergraduate-level education required for admission to the FPD program must include chemistry, biology, and psychology. Co-requisite credits must not be counted towards degree completion credits, or listed on degree transcripts.</p> <p><i>Guideline: If these courses are completed as co-requisites while enrolled in the program, there should be clear policies in place that specify co-requisite completion schedules.</i></p>
--	--

Criterion 5-3: Transfer Credits/Transfer Students

Institutional Criteria	Programmatic Criteria
<p>A. The institution must publish its policies on award of credit by transfer.</p> <p>B. Credits accepted for transfer by the institution must have been earned at an institution of higher education</p>	<p>Credits accepted for transfer to meet program graduation requirements must be demonstrated to be equivalent to published program degree requirements.</p>

<p>accredited by an agency recognized by the U.S. Secretary of Education, or its international equivalent.</p> <p>C. Credits accepted for transfer by the institution must be based on an official transcript received by the institution.</p> <p>D. Prior to being accepted for transfer by the institution, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.</p>	<p><i>Guideline: Credits earned more than five (5) years prior to admission should be accepted for transfer by the institution only where the student has retained the competencies of the course(s).</i></p> <p>The FPD program must ensure that transfer (or “advanced standing”) students take at least two academic years in residence before receiving the FPD degree.</p>
---	---

Criterion 5-4: Non-Matriculated Students

Institutional Criteria	Programmatic Criteria
<p>[No applicable criteria in this category]</p>	<p>A. The program must document that non-matriculated students who are enrolled in program courses meet all program admission requirements and course prerequisites, or have demonstrated sufficient prior education and experience to successfully complete those courses.</p> <p>B. The program must ensure that participation by non-matriculated students in program courses does not adversely affect the quality of instruction.</p>

Criterion 5-5: Student Services Support Fulfillment of Mission and Program Goals

Institutional Criteria	Programmatic Criteria
<p>A. Student services and activities must support the fulfillment of the institutional mission.</p> <p>B. The institution must ensure that all students have access to a well-developed and effective program of orientation, counseling, academic advising, and career development.</p>	<p>A. The program must develop and maintain program-specific student services and activities that support the accomplishment of the program's goals.</p> <p>B. Program-specific services and activities must be organized to ensure that student needs are met and that the program's learning outcomes are achieved.</p> <p>C. The program must ensure that all students enrolled in the program have access to program-specific services.</p>

Criterion 5-6: Published, Fair Student Policies

Institutional Criteria	Programmatic Criteria
<p>A. The institution must develop and maintain a statement of the rights, privileges, and responsibilities of students.</p> <p>B. The institution must develop and maintain policies and procedures relating to student disciplinary proceedings.</p> <p>C. The institution's policies and procedures regarding student discipline, academic progress, and grading must be fair and consistent and published and made available to students.</p>	<p>The program must utilize program policies that meet or exceed institutional policies that:</p> <p>A. Describe the rights, privileges, and responsibilities of program students.</p> <p>B. Describe program student disciplinary proceedings, academic progress, and grading.</p> <p>C. Are fair and consistent, and published and made available to program students.</p>

Criterion 5-7: Student Complaints and Grievances

Institutional Criteria	Programmatic Criteria
<p>A. The institution must maintain fair and efficient procedures for reviewing and responding to student complaints and grievances.</p> <p>B. The institution must maintain a record of all student complaints during the preceding three-year period</p> <p>C. The institution must be able to demonstrate that any student complaints or grievances were handled in a fair and equitable manner.</p> <p>D. The institution must disclose ACAOM's address and telephone number in its published policy on student complaints.</p>	<p>A. The program must appropriately utilize institutional policies and procedures for reviewing and responding to student complaints and grievances.</p> <p>B. The program must maintain a record of all student complaints during the preceding three year period.</p> <p>C. The program must be able to demonstrate that any student complaints or grievances were handled in a fair and equitable manner.</p>

STANDARD 6: ASSESSMENT

Criterion 6-1: Commitment to Excellence

Institutional Criteria	Programmatic Criteria
<p>A. The institution must design and implement systematic institutional assessment activities.</p> <p>B. The institution must use the results of institutional assessment activities to determine the extent to which it is fulfilling its mission and achieving its goals.</p>	<p>A. The program must implement a systematic assessment process to ensure that it is achieving its programmatic statement of purpose, goals, and learning outcomes.</p> <p>B. The program assessment process must be faculty driven, must include evaluations of the effectiveness of teaching and learning, and must utilize the results for program improvement.</p> <p>C. The results of programmatic assessment activities must be used to enhance the quality of professional education offered by the FPD program, and the success of its graduates.</p>

Criterion 6-2: Dissemination of Assessment Information

Institutional Criteria	Programmatic Criteria
<p>The institution must implement an assessment system that provides for the accurate and timely dissemination to stakeholders of the results of institutional assessment activities.</p>	<p>The FPD program must implement an assessment system that provides for the accurate and timely dissemination of information to the student and to the program regarding the student's educational progress in achieving a) the FPD competencies delineated in Criterion 7.2, and b) the program's learning outcomes.</p>

Criterion 6-3: Assessment of Student Learning

Institutional Criteria	Programmatic Criteria
<p>As part of its overall assessment plan, the institution must develop and implement systematic methods designed to assess student learning.</p>	<p>A. The program must develop and implement effective methods for assessing the successful achievement of its learning outcomes.</p> <p>B. A variety of measures must be systematically and sequentially assessed throughout the FPD program, in order to ensure that learners acquire the knowledge, skills, and behaviors needed at each stage of the program, and achieve the expected performance as an independent practitioner.</p>

	<p>C. Programmatic assessments must measure the extent to which FPD program learning outcomes are achieved.</p> <p>D. Programmatic assessments must measure the extent to which learners are successful in demonstrating the FPD professional competencies described in Criterion 7.2.</p> <p><i>Guideline: The evaluation of FPD clinical instruction should take into account knowledge, skills, understandings, attitudes, traits, achievements, personal and professional conduct, patient relationships, clinical laboratory facilities, equipment, and environment.</i></p>
--	---

Criterion 6-4: Assessment of Graduate Success

Institutional Criteria	Programmatic Criteria
<p>A. The institution must use systematic methods to track and evaluate the professional career development of its graduates.</p> <p>B. Graduate career development data must be used to assess the extent to which the institution is fulfilling its mission.</p>	<p>A. The program must use systematic methods to track and evaluate the professional career development of its graduates.</p> <p>B. Graduate career development data must be used to assess the extent to which the FPD program is achieving its goals and learning outcomes.</p> <p>C. The FPD program must maintain a graduation rate of at least seventy percent (70%) for each entering cohort.</p> <p>D. The FPD program must maintain an NCCAOM certification exam pass rate of at least seventy percent (70%), according to published ACAOM policies.</p> <p>E. The FPD program must maintain a state licensure exam pass rate of at least sixty percent (60%), according to published ACAOM policies.</p> <p>F. The FPD program must maintain a positive placement rate of at least 70%, according to published ACAOM policies.</p> <p>Definition: "Positive placement" means employed full or part-time in a related field or continuing one's education or serving in the military.</p>

Criterion 6-5: Standard of Measurement

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>A. The program must assess students at all program clinical training sites, including onsite internships, offsite externships, preceptorships, and mentorships.</p> <p>B. Methods of assessment must document the accomplishment of the specified program competencies for a given clinical training experience.</p>

Criterion 6-6: Programmatic Review

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>A. With appropriate involvement from all program constituencies, the program must engage in regular, ongoing self-evaluations, and must document its effectiveness in achieving program goals and learning outcomes, the processes leading to those outcomes, and changes made as a result of the self-evaluations.</p> <p>B. The program must periodically and systematically review its goals and learning outcomes, training model, and curriculum to ensure their appropriateness in relation to:</p> <ol style="list-style-type: none"> 1. The institution's mission. 2. The program's statement of purpose. 3. Local, regional, and national needs for acupuncture/Oriental medicine services. 4. National standards of professional competency and practice. 5. The evolving body of scientific and professional knowledge. 6. Its graduates' job placements and career paths. <p>C. The program must evaluate the effectiveness of its training and the accomplishment of its stated objectives by measuring and documenting the achievement of a sufficient number of students and graduates in</p>

	<p>verifiable and internally consistent ways.</p> <p>D. The program, with appropriate involvement from all program constituencies, engages in regular, ongoing self-evaluations that address:</p> <ol style="list-style-type: none"> 1. Its effectiveness in achieving its goals and learning outcomes. 2. How its goals and objectives are met (i.e., its processes). 3. Its procedures to make program changes as necessary.
--	---

STANDARD 7: PROGRAM OF STUDY

Criterion 7-1: Program Level, Length, Credits, and Hours

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>A. The program must be sufficiently rigorous in breadth and depth, and appropriate to graduate professional education and training for practitioners in the field of acupuncture and/or Oriental medicine.</p> <p>B. For programs taught in multiple languages, the level of instruction, supervision, and oversight must be comparable for each language track.</p> <p>C. For programs taught at multiple locations, the level of instruction, supervision, and oversight must be comparable at each location.</p> <p>D. All first professional doctoral programs in acupuncture or Oriental medicine must:</p> <ol style="list-style-type: none"> 1. Be at least four (4) academic years in length. <p style="text-align: center;">Definition: Four academic years is equivalent to at least 36 calendar months, or 120 instructional weeks.</p> 2. Demonstrate the adoption and implementation of a curriculum that reflects

	<p>the attainment of the program learning outcomes and the achievement of all required FPD professional competencies outlined in Criterion 7.2.</p> <p>3. Be appropriate to an institution of higher education offering a first professional doctoral degree in acupuncture or Oriental medicine.</p> <p>E. First professional doctoral programs in acupuncture must:</p> <ol style="list-style-type: none"> 1. Include a minimum of 121 semester credits of instruction, or its equivalent. 2. Include a minimum of 790 hours of clinical training. 3. Meet or exceed all existing ACAOM standards and criteria required for master's level acupuncture programs, in addition to meeting the FPD standards, criteria and professional competencies defined in this document. <p>F. First professional doctoral programs in Oriental medicine must:</p> <ol style="list-style-type: none"> 1. Include a minimum of 162 semester credits of instruction, or its equivalent. 2. Include a minimum of 1000 hours of clinical training. 3. Meet or exceed all existing ACAOM standards and criteria required for master's level Oriental medicine programs, in addition to meeting the FPD standards, criteria and professional competencies defined in this document.
--	--

Criterion 7-2: Professional Competencies – see Appendix A

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>The FPD program learning outcomes must address, and lead to the development of all Master's level competencies plus the set of doctoral professional competencies to be attained through learning experiences included in the curriculum.</p> <p><i>(Note: all Master's level competencies are required for the corresponding FPD AOM program. As Master's Standards/Criteria are revised, the Master's competencies in</i></p>

	<i>these Standards will be removed and incorporated by reference.)</i>
--	--

Criterion 7-3: Clinical Training

Institutional Criteria	Programmatic Criteria
<p>[No applicable criteria in this category]</p>	<p>A. The majority of the FPD clinical training experience must be a supervised internship in a clinical setting, although the program may also offer externship/clerkship or observation experiences.</p> <p>Definition: A clinical setting is defined as a place where patients are regularly treated.</p> <p>Definition: Internship is defined as clinical training that is completely controlled by the academic institution. Training is carried out by regular faculty, and the administration has immediate and complete access to the training environment. Faculty schedules as well as faculty replacement may be carried out by the administration, and the entire teaching environment is under faculty and administrative direction. Such training would preclude clinical training that is not within reasonable proximity to the academic institution or that does not provide for immediate, unannounced access by program administrators. All students qualified for clinical training are permitted to enter an internship.</p> <p>Definition: Externship/clerkship is defined as clinical training that involves a secondary, rather than a direct relationship to the academic institution. Externship training may be carried out in private practices or clinics where a written agreement has been established with the academic institution for such training to be made available. Externships involve monitoring the training by less direct means than internship. Externships may or may not be carried out by regular faculty in private practice or clinical settings, and students may be selected by the practitioners supervising the externship. Externships usually involve individual students or a small number of students working at an existing acupuncture practice. The academic institution generally has less direct supervision of externship training, but may add or eliminate externship sites rather than replace faculty or administration.</p> <p>B. The FPD internship must be conducted in a teaching clinic directly operated by the program itself, or in an affiliated clinical facility. If conducted in an affiliated</p>

clinical facility, there must be a formal agreement between the two institutions, and the program must exercise academic oversight substantially equivalent to the oversight exercised for its directly operated teaching clinics. Specifically:

1. All clinical instructors must meet program requirements for faculty qualifications and experience.
2. Regular, systematic evaluation of each type of clinical experience must take place.
3. Clinical training supervision procedures at affiliated facilities must be substantially equivalent to those within directly operated teaching clinics.

C. The FPD clinical training must provide sufficient patient contacts to fulfill the professional competencies expected of program graduates.

Guideline: Generally, at least 50 patient contacts should be required for each 100 hours of internship.

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

D. Clinical training must place FPD students in internship settings with an adequate number and variety of supervisors, and must provide a wide range of educational experiences.

E. The FPD clinical training must provide sufficient observation hours to fulfill the competencies expected of program graduates.

Guideline: If observation hours are conducted outside of a clinical setting, there should be an educationally justifiable reason for awarding credit for these hours.

F. A significant portion of the FPD program's clinical observation experiences must be with experienced practitioners.

Guideline: "Experienced" practitioners should generally have at least five (5) years of clinical experience.

G. The FPD program must incorporate two or more stages or levels of clinical training, which must be associated with clearly defined outcomes that describe the achievement of competency.

	H. As part of its clinical training, the FPD program must provide opportunities for interns to engage in collaborative interactions with other medical providers in appropriate clinical settings.
--	--

Criterion 7-4: Syllabi

Institutional Criteria	Programmatic Criteria
[No applicable criteria in this category]	<p>A. A syllabus must be prepared for each program course or major unit of instruction as well as clinical instruction.</p> <p><i>Guideline: Syllabi should include the purpose of the course; the course learning outcomes described in measurable terms; the prerequisites of the course; an outline of the content of the course and didactic and clinical instruction in enough detail to permit the learner to see its full scope; the method(s) of instruction; the requirements of the course with important dates (e.g., papers, projects, examinations); assessment and grading methods, and the type of grading system used; attendance policy; procedure for accommodations request, and the required and recommended reading.</i></p> <p>B. Syllabi must be maintained in the program's curriculum files, and distributed to each learner in the course/clinical experience.</p> <p>C. Syllabi must contain all required information needed for a learner to successfully complete the requirements of the course, including the schedule of required deadlines that the learner is expected to meet.</p>

Criterion 7-5: Continuing Education

Institutional Criteria	Programmatic Criteria
For institution offerings of continuing education programs and/or special instructional activities, provision for such activities must include an adequate administrative structure, a sound financial base, and appropriate facilities.	Continuing education credits or hours cannot be converted into transferable academic credits to meet the program's graduation requirements.

STANDARD 8: FACULTY

Criterion 8-1: Core Faculty

Institutional Criteria	Programmatic Criteria
<p>The institution must have written position descriptions for its faculty, stating at a minimum the responsibilities of the position and the required qualifications.</p>	<p>A. The program must employ an identifiable core of didactic and clinical faculty.</p> <p>B. The program's core faculty must:</p> <ol style="list-style-type: none"> 1. Be sufficient in numbers for their academic and professional responsibilities to the program. 2. Provide continuing evidence of keeping abreast of developments within the fields in which they teach. <p><i>Guideline: In addition to the core faculty, other individuals with demonstrated professional experience and adequate credentials who hold faculty appointments at the institution may be used to augment and expand students' educational experiences.</i></p>

Criterion 8-2: Faculty Credentials

Institutional Criteria	Programmatic Criteria
<p>The institution's faculty must possess recognized credentials and demonstrate competence in those areas they are assigned to teach.</p>	<p>A. Program faculty must possess recognized credentials and demonstrate competence in those areas they are assigned to teach.</p> <p>B. The FPD program must employ didactic and clinical faculty who are credentialed at the doctoral level. Within 10 years from the date of approval to begin an FPD program, the program or institution must demonstrate that a majority of core faculty teaching in the FPD program have achieved doctoral level degrees in acupuncture or acupuncture and Oriental medicine, or the terminal degree in the field in which they are currently teaching.</p> <p>C. The FPD program core faculty must demonstrate significant clinical or teaching experience.</p> <p><i>Guideline: FPD clinical supervisors should have a minimum of five (5) years of documented professional experience as licensed acupuncture/Oriental medicine practitioners.</i></p>

Criterion 8-3: Faculty Policies and Procedures

Institutional Criteria	Programmatic Criteria
<p>A. The recruitment, appointment, promotion and retention of faculty members must be described in institutional policy documents and procedures.</p> <p>B. Policies and procedures relating to the recruitment, appointment, promotion and retention of faculty members must address pertinent legal requirements in areas of non-discrimination, equal opportunity, and affirmative action employment practices.</p> <p>C. Each faculty member must have a letter of appointment or contract that specifies the terms of employment.</p>	<p>Program-specific policies and procedures pertaining to faculty work must be described in published documents that are made available to program faculty.</p>

Criterion 8-4: Faculty Conditions of Service, Professional Development, and Benefits

Institutional Criteria	Programmatic Criteria
<p>A. Conditions of service for faculty at the institution must be adequate, equitable, and administered ethically.</p> <p>B. The institution's faculty members must be accorded academic freedom in their work.</p> <p>C. Opportunities for professional growth and development must be made available to the institution's faculty.</p> <p>D. Institutional policies must provide for adequate preparation time if faculty members are involved in instructional work.</p> <p>E. Evaluation of faculty performance must be carried out periodically as part of the institutional assessment process.</p>	<p>A. Conditions of service for program faculty must be adequate, equitable, and administered ethically.</p> <p><i>Guideline: Provisions for benefits and/or professional development should be reviewed periodically.</i></p> <p>B. The program's faculty members must be accorded academic freedom in their work.</p> <p>C. Opportunities for professional growth and development must be made available to the program's faculty.</p> <p>D. Program policies must provide for adequate preparation time if faculty members are involved in instructional work.</p> <p>E. Evaluation of program faculty performance must be carried out periodically as part of the program assessment process.</p>

Criterion 8-5: Faculty Communication

Institutional Criteria	Programmatic Criteria
<p>A. Provision must be made for regular and open communication among members of the faculty, and between the faculty and administrative officers of the institution.</p> <p><i>Guideline: The institution's faculty should adopt, subject to the approval of the governance structure, a set of bylaws which delineate faculty governance and responsibilities within the institution.</i></p> <p>B. The institution's faculty must meet frequently enough to adequately consider educational policies and issues.</p> <p>C. Complete and accurate minutes of institutional faculty meetings must be maintained and kept in permanent files at the institution.</p>	<p>A. Provision must be made for regular and open communication among members of the program faculty, and between program faculty and members of the program administration.</p> <p>B. Program faculty must meet frequently enough to adequately consider program policies and issues.</p> <p>C. Provision must be made for program faculty to have appropriate input into the curriculum development process.</p> <p>D. Complete and accurate minutes of program faculty meetings must be maintained and kept in permanent files.</p>

STANDARD 9: INSTITUTIONAL AND PROGRAM RESOURCES

Criterion 9-1: General Sufficiency of Resources

Institutional Criteria	Programmatic Criteria
<p>Financial, library, technical, facilities, and other resources must be sufficient to achieve the institution's mission.</p>	<p>Financial, library, technical, facilities, and other resources of the sponsoring institution must be sufficient to support the FPD program's goals and learning outcomes, and ensure that learners successfully achieve the FPD professional competencies described in Criterion 7.2.</p>

Criterion 9-2: Library Resources and Access

Institutional Criteria	Programmatic Criteria
<p>A. The institution must have adequate learning resources and equipment appropriate to the programs offered.</p> <p>B. The institution must have a library with sufficient resources to support faculty and student scholarship and research at the professional level of its program(s).</p> <p>C. The library must have adequate space and access time, appropriate to the number of library users.</p>	<p>A. The sponsoring institution's library must include adequate space and access time appropriate to the numbers of learners enrolled in the program.</p> <p>B. The sponsoring institution's library must demonstrate access, utilization, and adequacy of library resources by program faculty and learners in the core areas of acupuncture and Oriental medicine, biomedical sciences, research, and clinic topics.</p> <p>C. The sponsoring institution's library must demonstrate library resources sufficient to support a first professional doctoral program in acupuncture and/or Oriental medicine.</p>

Criterion 9-3: Professional Librarian

Institutional Criteria	Programmatic Criteria
<p>The institution must employ one or more professional librarians with expertise in library development, acquisitions, cataloging, management, and on-line research.</p>	<p>A. The sponsoring institution must employ one or more professional librarians with expertise in library development, acquisitions, cataloging, management, and on-line research.</p> <p>B. Library professional staff must be familiar with the program, and must have adequate knowledge of relevant AOM content areas to support program learners and faculty.</p>

Criterion 9-4: Library Holdings

Institutional Criteria	Programmatic Criteria
<p>The holdings of the institution's library must be sufficient to support the needs of learners and faculty at the institution.</p>	<p>The library must provide access to specialized holdings and information resources sufficient to support the needs of the program's learners and faculty.</p>

Criterion 9-5: Library and Information Resources to Support Learning

Institutional Criteria	Programmatic Criteria
<p>The institution must provide resources sufficient to support library users (including learners, faculty and staff) in the appropriate utilization of information resources, with particular emphasis on information literacy.</p>	<p>The sponsoring institution must provide resources sufficient to support library users (including learners, faculty, and staff) in the appropriate utilization of information resources relevant to program requirements, with particular emphasis on information literacy.</p>

Criterion 9-6: Technological Resources

Institutional Criteria	Programmatic Criteria
<p>The institution must make available technological hardware and software sufficient to support the needs of its learners, faculty and staff, including computer and related equipment.</p>	<p>With the support of the sponsoring institution, the program must make available technological hardware and software sufficient to support the needs of its learners, faculty and staff, including computer and related equipment.</p>

Criterion 9-7: Upkeep of Physical Facilities

Institutional Criteria	Programmatic Criteria
<p>A. General provisions must be made for the cleaning, repair, and maintenance of the institution's buildings and grounds.</p> <p>B. Responsibilities for care of grounds, security, fire protection, utilities, and facilities upkeep must be appropriately assigned.</p> <p><i>Guideline: The institution should develop and maintain written equipment inventories, equipment replacement schedules, and plans for deferred maintenance.</i></p>	<p>The program must ensure provision for cleaning, repair, safety, and maintenance of facilities used by the program.</p>

Criterion 9-8: Institutional and Programmatic Financial Resources

Institutional Criteria	Programmatic Criteria
<p>A. The institution must have an adequate financial base to fund its commitments and priorities.</p> <p>B. The institution must have the financial capacity to respond to financial emergencies or unanticipated occurrences.</p>	<p>The program must be adequately funded, with resources sufficient to carry out its goals, achieve its program learning outcomes, provide instruction to all program learners, and support its activities presently and into the foreseeable future.</p>

<p>C. Adequate financial resources must be available to meet debt-service requirements of short-term and long-term indebtedness, without adversely impacting the institution.</p> <p>D. The institution must have a realistic plan with reasonable and attainable benchmarks approved by the governance structure to remedy unfunded deficits or insufficient fiscal resources.</p> <p>E. Institutions organized as sole proprietorships must have financial records and bank accounts, and those must be separate and distinct from any other enterprise owned by the proprietor.</p>	
--	--

Criterion 9-9: Control

Institutional Criteria	Programmatic Criteria
<p>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.</p>	

Criterion 9-10: Expenditures

Institutional Criteria	Programmatic Criteria
<p>The income of the institution must be expended to provide adequately for instruction (didactic, laboratory, clinical), administration, learning resources, student services and activities, maintenance, equipment, supplies, and other specific functions that are consistent with the institutional mission.</p>	

Criterion 9-11: Budgetary Process

Institutional Criteria	Programmatic Criteria
<p>A. The institution's annual budget must be reviewed and approved by the institution's governance structure.</p> <p>B. The process by which the institution's annual budget is established, and resources allocated, must be clearly defined and consistently implemented.</p>	<p>A. The sponsoring institution must provide information relating to program-specific revenues and expenditures.</p> <p>B. The program must have input into the annual programmatic budgeting process.</p>

<p>C. The institution's annual budget must provide a realistic projection of the institution's annual revenue and expenditures.</p> <p>D. The institution must project its anticipated expenditures and revenues for at least a three (3) year period.</p> <p>E. The institution's budget must include notes, when necessary, that explain the assumptions on which the projected figures are based.</p>	<p>C. The process by which the program's annual budget is established and approved, and resources allocated, must be clearly defined and consistently implemented.</p>
--	--

Criterion 9-12: Financial Management

Institutional Criteria	Programmatic Criteria
<p>A. The institutional financial management system must be set up to allow for a full audit by an outside independent certified public accountant.</p> <p>B. Each year, at minimum, a reviewed institutional financial statement must be prepared that describes the current state of institutional finances.</p> <p>C. The institution must utilize an accrual basis of accounting.</p>	

Criterion 9-13: Audit

Institutional Criteria	Programmatic Criteria
<p>A. When the institution submits an institutional Eligibility Report or Self-Study Report, it must also submit a full audit for the immediate prior fiscal year, conducted by an independent auditor.</p> <p><i>Guideline: The accountant conducting the institution's audit should have no other type of relationship to the institution, and should be knowledgeable regarding audits of higher education institutions.</i></p> <p>B. The audit must provide a detailed and accurate picture of the institution's financial status since the preceding year's reviewed financial statement, and must include a classified balance sheet statement certified for one year, the statement of revenue and expenditures, changes in fund balance and/or financial position, and</p>	<p>When the program submits a programmatic Eligibility or Self Study Report, it must also submit information on revenues and expenditures for the immediate prior, current, and next fiscal years.</p>

<p>a management letter.</p> <p><i>Guideline/Definition:</i> A “classified balance sheet” is one that classifies and arranges the balance sheet accounts into a format that is useful for the readers. <i>For example, most balance sheets use the following classifications when presenting assets: 1) current, 2) long-term investments, 3) property, plant, and equipment, 4) intangible assets, 5) other assets. Liabilities are usually classified as 1) current, or 2) long-term or noncurrent.</i></p> <p>C. The audit must be reviewed and approved by the governance structure.</p>	
---	--

Criterion 9-14: Financial Aid Operation

Institutional Criteria	Programmatic Criteria
<p>The financial aid operation must be capably administered, as documented by reports from the funding sources and by Federal financial aid audit.</p>	<p>The sponsoring institution's financial aid operation must be capably administered, as documented by reports from the funding sources.</p>

Criterion 9-15: Cohort Default Rate

Institutional Criteria	Programmatic Criteria
<p>The institutional cohort default rate on federal student loans must remain within current US Department of Education (USDE) requirements.</p> <p><i>Guideline: Financial aid offices should rely on current USDE published information to determine current requirements.</i></p>	

Criterion 9-16: Refund Policy

Institutional Criteria	Programmatic Criteria
<p>The institution must clearly define, publish, and follow a fair and equitable refund policy for unearned tuition that complies with applicable state and federal laws and regulations.</p>	

Guideline: The pro rata amount due to be refunded to a student who withdraws 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. Refund computations should apply to the stated tuition charges attributable to each school term.

STANDARD 10: PUBLICATIONS AND ADVERTISING

Criterion 10-1: Accuracy, Honesty, and Clarity of Information

Institutional Criteria	Programmatic Criteria
All institutional publications, advertising, and other communications of information concerning the institution and its programs, services, activities, and personnel must be accurate, honest, clear, and unambiguous.	All programmatic publications, advertising, and other communications of information concerning the program and its courses, services, activities, faculty, and administrative staff must be accurate, honest, clear, and unambiguous.

Criterion 10-2: Catalog

Institutional Criteria	Programmatic Criteria
<p>A. The institution must publish a catalog or comparable official publication(s).</p> <p>B. The institution's catalog or comparable official publication must be made available to current and prospective students, and to the general public.</p> <p>C. The institution's official publication(s) must honestly and accurately describe the institution's programs.</p> <p>D. The institutional official publication(s) must include:</p> <ul style="list-style-type: none"> • Mission statement • Description of all programmatic offerings • Governance structure, including membership of the governing board and, if appropriate, the advisory board • Administrative leadership 	<p>The portion of the institutional catalog that refers to the program must include:</p> <ul style="list-style-type: none"> • Program's statement of purpose and goals • Program's learning outcomes • Program entrance requirements and procedures • Program admissions and transfer credit policies • Program rules and regulations for student conduct • Program attendance policy • Program grading policy and satisfactory performance requirements • Program completion requirements • Program tuition and fee structures • Program equitable refund policies • Program administrative staff and academic leadership

<ul style="list-style-type: none"> • Opportunities and requirements for financial aid, if applicable • Procedures for discipline and/or dismissal for academic or other reasons • Grievance procedures for students • Non-discrimination policy • Available learning and other physical resources 	<ul style="list-style-type: none"> • Program academic calendar • Program curriculum and course of study, including credits and descriptions of each course, • Professional education and credentials of program faculty <ul style="list-style-type: none"> ○ For degrees that are listed, the institution from which the higher degree was issued must be listed. ○ When indicating an earned doctorate, designation of the country of origin, other than the U.S., in which the degree is conferred must be listed, e.g., Ph.D. (China), M.D. (China).
--	---

Criterion 10-3: Accurate Disclosure

Institutional Criteria	Programmatic Criteria
<p>In institutional publications:</p> <ul style="list-style-type: none"> A. Programs and services that are not available during a given academic year must be clearly identified. B. Degree titles of institutional employees must reflect the actual degree conferred by an appropriately authorized or recognized institution. 	<p>In programmatic publications:</p> <ul style="list-style-type: none"> A. Advance notice of scheduled courses for each academic session/term. B. Faculty and courses that are not available during a given academic year must be clearly identified. C. Degree titles of program faculty and staff must reflect the actual degree conferred by an appropriately authorized or recognized institution.

Criterion 10-4: Representation of Opportunities

Institutional Criteria	Programmatic Criteria
<p>Institutional publications and advertising must ensure that employment, career, and licensure opportunities are accurately represented.</p>	<p>Programmatic publications and advertising must ensure that employment, career, and licensure opportunities are accurately represented.</p>

Criterion 10-5: Status with ACAOM

Institutional Criteria	Programmatic Criteria
The institution must report accurately to the public its institutional accreditation status and relationship with the Commission using the language provided to it by the Commission.	The sponsoring institution must report accurately to the public the programmatic accreditation status and relationship with the Commission of its AOM programs using the language provided to it by the Commission.

Appendix A

Professional Competencies

The FPD program learning outcomes must address, and lead to the development of all Master's level competencies plus the following set of professional competencies to be attained through learning experiences included in the curriculum:

(Note: all Master's level competencies are required for the corresponding FPD AOM program. As Master's Standards/Criteria are revised, those Master's competencies in these Standards are incorporated by reference.)

PATIENT CARE COMPETENCIES

Definitions and Rationale: *Critical thinking is the cognitive process of analyzing and evaluating propositions that have been offered as true. It includes reflecting upon the specific meaning of statements and examining offered evidence and reasoning in order to form a judgment. Critical thinking in AOM is the use of these cognitive skills to increase the probability of desirable patient outcomes. Critical thinking also involves evaluating the thinking process - the reasoning that went into the conclusions arrived at - and the factors considered in making a decision concerning patient care. The development of critical thinking skills is a critical precursor of Professional Judgment.*

The practice of AOM professional judgment involves the application of professional knowledge and experience in defining objectives, solving problems, establishing guidelines, reviewing the work of others, interpreting results and providing and assessing advice or recommendations and other matters which have an element of latitude or decision making.

Diagnostic studies consist of comprehensive evaluations for the purpose of formulating an AOM diagnosis. AOM practitioners are expected to be able to review, understand and communicate about diagnostic studies pursuant to AOM principles and theory. Diagnosis is the act of collecting and analyzing relevant clinical information in order to inform AOM treatment.

Case management is a process of managing the patient's care, including treatment, follow up, referral and collaboration. The AOM treatment may include, but is not limited to, the use of acupuncture and Oriental medicine procedures using mechanical, electrical, magnetic, thermal, and laser acupoint stimulation, needle insertion (e.g., acupuncture, dry-needling), moxibustion, bleeding, cupping, gua sha, as well as manual therapy, tui na, taiqi, qigong, nutrition, lifestyle recommendations, and herbal therapy.

Emergency Care means inpatient and outpatient services necessary to prevent the death or serious impairment of the health of the recipient.

PATIENT CARE DOMAIN #1: Foundational Knowledge

Note: competencies in this domain are identified as core (master's level) competencies.

- The learner must demonstrate the ability to acquire and utilize the knowledge of AOM basic principles, modes of diagnosis, and treatment strategies in the care of patients.

PATIENT CARE DOMAIN #2: Critical Thinking/Professional Judgment

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Engage in good judgment that relies on knowledge and experience, is sensitive to context, and is self-correcting.
- B. Apply critical thinking skills, professional judgment, and cultural sensitivity to patient health care concerns.
- C. Document and support AOM treatment choices.
- D. Identify, locate, and assess appropriate sources of information to support professional judgment and the analysis of clinical courses of action.

PATIENT CARE DOMAIN #3: History Taking and Physical Examination

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Provide a comfortable, safe environment for history taking and the patient examination.
- B. Conduct a history and physical examination with appropriate documentation.
- C. Recognize clinical signs and symptoms that warrant referral to, or collaborative care, with other health professionals.

PATIENT CARE DOMAIN #4: Diagnosis

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Collect and organize relevant information to facilitate the development of a diagnosis
- B. Access relevant resources such as classical and modern literature, research literature, and clinical experience in arriving at a diagnosis.
- C. Formulate an Oriental medicine diagnosis pursuant to AOM principles and theory.
- D. Describe and apply the biomedical pathophysiological process responsible for the patient's clinical presentation.
- E. Integrate relevant physical exam findings, laboratory, and diagnostic tests and procedures into an AOM diagnosis.
- F. Explain the subjective and objective findings that warrant consultation with or referral to other health care providers.

PATIENT CARE DOMAIN #5: Case Management

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Describe the role of the patient in successful treatment outcomes.
- B. Demonstrate cultural competence in case management.
- C. Employ a comprehensive process for the care of patients.
- D. Collaborate with the patient to develop short, medium, and long term treatment plans.
- E. Modify plans consistent with changes in the patient's condition.
- F. Assess patient outcomes.
- G. Communicate with other health care providers to determine an appropriate plan of care.
- H. Manage inappropriate patient behavior.
- I. Educate patients about behaviors and lifestyle choices that create a balanced life and promote health and wellness.
- J. Provide a report of findings and health care plan to the patient.
- K. Create reports and professional correspondence relevant to the care of patients.
- L. Identify a range of referral resources and the modalities they employ.
- M. Use information systems in case management.

PATIENT CARE DOMAIN #6: AOM Treatment

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Describe the principles and methods of AOM treatment modalities including contraindications.
- B. Accurately locate acupuncture points and articulate their functions.
- C. Safely use acupuncture equipment and administer the acupuncture treatment consistent with CNT and OSHA protocols.
- D. Safely and effectively administer when appropriate other AOM treatment modalities which may include moxibustion, electrical stimulation, cupping, gua sha, bleeding and manual therapy and administer additional modalities such as magnetic and laser stimulation, taiqi, and qigong.
- E. For an Oriental medicine program: demonstrate knowledge of elementary concepts of botany and common plant chemical

constituents, materia medica, herbal dosages, formulary, dispensary practices, safety and toxicity issues, including contraindication, drug-herb interactions, herbal storage, and adverse events reporting, developments in herb research, endangered species and alternatives, diet counseling, and exercise/breathing therapy.

- F. For an Oriental medicine program, accurately prepare, explain and safely administer herbal formulas and patent medicines based on the patient condition.

PATIENT CARE DOMAIN #7: Emergency Care

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Identify subjective and objective findings that indicate urgent referral.
- B. Identify risk factors and findings that suggest medical conditions requiring referral.
- C. Implement key emergency first-aid procedures, including CPR.
- D. Describe the legal implications of providing emergency care.
- E. Describe correct emergency care documentation, and follow-up procedures.
- F. Develop an emergency care plan for private office and multi-disciplinary settings.

PATIENT CARE DOMAIN #8: Advanced Diagnostic Studies

Note: competencies in this domain are identified as advanced (doctoral level) level competencies.

The learner must demonstrate the ability to:

- A. Describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.
- B. Explain the clinical indications, risks, and benefits for diagnostic procedures.
- C. Outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
- D. Assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers.
- E. Review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. Communicate effectively with other health care providers regarding the results of diagnostic studies.

SYSTEMS-BASED MEDICINE COMPETENCIES

Definitions and Rationale: *Systems-based medicine is defined as the description of medical organization and practice from a whole--systems approach, describing the components of medicine in terms of the whole medical system, including medical theories, business practice, and policy. Medical systems are described in terms of the relationship between individuals and whole systems. Systems-based medicine ranges from cognitive approaches to organizational structures and practices. Individual and collective systems may be expressed in terms of: self-and-other, self-and-collective, and between collectives. More specifically, the systems view may be seen in terms of medical theories, but also in the areas of business practices and policy development. AOM Practitioners must be able to deliver and coordinate care within healthcare systems, provide collaborative care such as that found in team-based and multi-disciplinary health care settings, and engage other health care professionals regarding the appropriate use of AOM. Note that a critical component of AOM practice in integrative practice settings includes the competencies necessary to educate other health care professionals regarding the appropriate use of AOM. This requires practitioners to possess the attitudes, knowledge, and skills to communicate with other health care providers in appropriate terms that can be understood.*

SYSTEMS-BASED MEDICINE DOMAIN #1: Education and Communication

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Summarize the applicability of AOM to bio medically-defined diseases and syndromes.
- B. Communicate with other health care professionals in their own terms.
- C. Demonstrate knowledge of other health care disciplines.
- D. Discuss AOM in terms of relevant scientific theories.
- E. Articulate expected clinical outcomes of AOM from a biomedical perspective.
- F. Translate, explain and discuss AOM terminology in order to communicate effectively.
- G. Demonstrate AOM techniques and discuss their relevance in multi-disciplinary settings.
- H. Access relevant and appropriate information from a wide variety of sources to support the education of colleagues.
- I. Describe and discuss the clinical scope of AOM in an informed, authoritative, and appropriate manner.

SYSTEMS-BASED MEDICINE DOMAIN #2: Patient Care Systems

Note: competencies in this domain are identified as advanced (doctoral level) competencies.

The learner must demonstrate the ability to:

- A. Guide a patient into health care systems, e.g., homeless care, elder care, and family services.

- B. Identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.
- C. Describe the role of AOM professionals within current health care systems and the impact of that role on patient care.
- D. Employ patient care in the context of relevant health care systems.
- E. Differentiate between models of care and treatment modalities.

SYSTEMS-BASED MEDICINE DOMAIN #3: Collaborative Care

Note: competencies in this domain are identified as advanced (doctoral level) competencies.

The learner must demonstrate the ability to:

- A. Recognize the impact that organizational culture and established systems have on patient care.
- B. Interact appropriately and skillfully with other members of the health care team and within that health care system.
- C. Describe the prevailing and emerging organization, structure and responsibilities of the health care team.
- D. Discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the health care team.
- E. Articulate the importance of supporting and participating in professional activities and organizations.
- F. Compare and contrast common medical models.

PROFESSIONAL DEVELOPMENT COMPETENCIES

Definitions and Rationale: *Professional development is a process for continued development of individual practitioners, which enables them to expand their knowledge base and fulfill their potential to better meet the needs of patients. Scholarship is a systematic pursuit of a topic in the form of an objective, rational inquiry that involves critical analysis. Evidence-based medicine is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. Evidence-based medicine includes sophisticated methods of evidence collection, analysis, and integration. Evidence-informed practice is based on the principle that the development and implementation of interventions is informed by the most current, relevant, and reliable evidence about the effectiveness. AOM practitioners should have an understanding of the purpose and process of evidence-based medicine and evidence-informed practice, and be able to appraise and apply the evidence, then reflect on their practice. Scholarly research in source and contemporary works in the field of Oriental medicine constitutes an important evidentiary resource in support of clinical practice. Practitioners of acupuncture and Oriental Medicine must have a comprehensive knowledge of ethics and practice management to succeed in professional practice.*

PROFESSIONAL DEVELOPMENT DOMAIN #1: Ethics and Practice Management

Note: competencies in this domain are identified as core (master's level) competencies.

The learner must demonstrate the ability to:

- A. Apply data and information concerning confidentiality and HIPAA, informed consent, scope of practice, professional conduct, malpractice and liability insurance, requirements of third-party payors, OSHA, professional development, other applicable legal standards to improve practice management, and records management systems.
- B. Develop risk management and quality assurance programs.
- C. Practice ethically and behave with integrity in professional settings.
- D. Articulate the strengths and weaknesses of multiple practice and business models, and be able to create and implement:
 - 1. Practice/office policies and procedures.
 - 2. Business/professional plans designed to support success in professional practice.
 - 3. Marketing/outreach plans designed to support success in professional practice.
- E. Describe and apply a variety of billing and collection systems.
- F. Demonstrate use of electronic health records and electronic medical records systems.

PROFESSIONAL DEVELOPMENT DOMAIN #2: Formulating and Implementing Plans for Individual Professional Development

Note: competencies in this domain are identified as advanced (doctoral level) competencies.

The learner must demonstrate the ability to:

- A. Identify and remediate areas of professional weakness.
- B. Propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.
- C. Identify sources of ongoing professional development, education, and research, both classical and contemporary.
- D. Describe emerging technology systems for information access and management.
- E. Assess professional development needs, and use available professional development resources to respond to changes in the local, state, regional, and national health care environment.

PROFESSIONAL DEVELOPMENT DOMAIN #3: Incorporating Scholarship, Research and Evidence-Based Medicine/Evidence-Informed Practice into Patient Care

Note: competencies in this domain are identified as advanced (doctoral level) competencies.

The learner must demonstrate the ability to:

- A. Describe evidence-based medicine and evidence-informed practice, and differentiate between the two.
- B. Describe data collection methods to facilitate information dissemination in the field.
- C. Assess research, including hypothesis, design, and methods, both qualitative and quantitative.
- D. Describe the role and purposes of outcomes research.
- E. Modify treatment plans and protocols using new information from current quantitative and qualitative research.
- F. Use evidence-based medicine and/or evidence-informed practice to improve the patient care process.