

STANDARDS AND CRITERIA MANUAL: Postgraduate Doctoral [DAOM]

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Accreditation Commission for Acupuncture and Oriental Medicine
8941 Aztec Drive | Suite 2 | Eden Prairie, MN 55347 | p: 952-212-2434 | f: 952-657-7068 | info@acaom.org

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Eligibility Requirements

To be eligible for pre-accreditation or accreditation, ACAOM requires institutions and programs to demonstrate that they meet or continue to meet the applicable Eligibility Requirements established by the Commission:

General Eligibility Requirements

General Eligibility Requirement 1

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

General Eligibility Requirement 2

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

General Eligibility Requirement 3

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

General Eligibility Requirement 4

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

General Eligibility Requirement 5

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

General Eligibility Requirement 6

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

General Eligibility Requirement 7

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

General Eligibility Requirement 8

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

General Eligibility Requirement 9

There is in operation a "conflict of interest policy" for the governance structure (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and do not interfere with the impartiality of members of the governance structure or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution and its AOM programs.

General Eligibility Requirement 10

The governance structure is able to assure that the institution and its AOM program(s) adhere to the eligibility requirements, describes itself in identical terms to all accrediting agencies, can be reasonably expected to adhere to ACAOM accreditation standards and policies, communicates any changes in its accredited status, and assures that the governance structure and the institution make freely available to the Commission accurate, fair, and complete information on all aspects of its AOM programs and their operations.

General Eligibility Requirement 11

The institution has a chief executive officer who is appointed by the governance structure, whose primary responsibility is to the institution, and who does not serve as the chair of the institution's governing body.

General Eligibility Requirement 12

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

General Eligibility Requirement 13

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

General Eligibility Requirement 14

The AOM program engages in systematic evaluation of student achievement.

General Eligibility Requirement 15

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

General Eligibility Requirement 16

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

General Eligibility Requirement 17

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

General Eligibility Requirement 18

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

General Eligibility Requirement 19

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

General Eligibility Requirement 20

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

General Eligibility Requirement 21

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

Eligibility Requirements for Postgraduate Doctoral Programs [DAOM]

In addition to the General Eligibility Requirements, ACAOM requires postgraduate doctoral programs [DAOM] to demonstrate that they meet or continue to meet the following additional Eligibility Requirements:

DAOM Eligibility Requirement 1

The program's purpose must be within the Commission's scope of recognition and must be pursued in an institutional setting appropriate for doctoral education in acupuncture and/or Oriental medicine. The program shall be supported by an academic, clinical, and administrative infrastructure consonant with the goals and standards of professional doctoral education within the United States.

DAOM Eligibility Requirement 2

The program must be sponsored by an institution accredited: (1) by ACAOM; (2) an accrediting agency recognized by the U.S Secretary of Education; or, (3) in the case of Canadian programs, the institution must be publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.

DAOM Eligibility Requirement 3

The program must be offered in an institution that offers a master's degree program in acupuncture or a master's degree program in Oriental medicine which is accredited by ACAOM or its equivalent.

DAOM Eligibility Requirement 4

The program must be an integral part of the mission of the academic department, college, school or institution in which it resides. The program must be represented in the institution's operating budget and strategic plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient numbers and the facilities necessary to ensure meaningful peer interaction, support and socialization.

DAOM Eligibility Requirement 5

The institution in which the program is offered has formal authorization from the appropriate state agency to offer the postgraduate doctoral degree(s) or must be actively seeking doctoral degree-granting status for the proposed program and must receive state authorization prior to accepting applications.

DAOM Eligibility Requirement 6

The program must consist of a minimum of 1200 hours of advanced training at the doctoral level.

DAOM Eligibility Requirement 7

The program must demonstrate that its ACAOM-accredited master's degree program(s) has/have resolved any outstanding area(s) of "non-compliance".

DAOM Eligibility Requirement 8

The program must conduct its operations with honesty and integrity.

Standards and Criteria for Postgraduate Doctoral Programs [DAOM]

The following standards and criteria apply to postgraduate doctoral programs [DAOM] and to their sponsoring institutions as appropriate. ACAOM standards and criteria are periodically reviewed, in keeping with the ACAOM [Standards Review Policy](#).

Standard 1 – Purpose

The institution shall have a formally adopted statement of purpose that provides clear direction for the institution and its postgraduate doctoral (DAOM) program. The doctoral program must have a formally adopted statement of purpose that provides clear direction for the program and is based upon the following principles:

- A. The program will provide advanced training for the purpose of deepening the practitioner's existing knowledge and skills and broadening their competencies in core, specialty and clinical areas particularly in the areas of clinical assessment, diagnosis, and intervention.
- B. The program shall impart a deepened ability to apply major acupuncture and/or Oriental medicine (AOM) related specialties or areas of concentration:

Guideline: Specialty areas may include, but are not limited to: family or general practice, acute and critical care, pain management, rehabilitation medicine, internal medicine, immunology, cardiac and pulse disorders, neurology, dermatology, mental health, orthopedics, pediatrics, geriatrics, obstetrics, gynecology, physiotherapy and exercise, or public health.

Guideline: AOM-Related Areas of Concentration may include, but are not limited to: acupuncture and moxibustion, herbal medicine, qi cultivation, therapeutic movement and exercise, breathing techniques, diet and nutrition, and manual / non-manual therapies.

- C. The program will provide the practitioner with a broadened perspective with which to engage in collaborative interactions between AOM practitioners and other health care practitioners and patients.
- D. The program will develop students' abilities to synthesize knowledge, engage in scientific and scholarly inquiry, and to think critically and creatively.
- E. The program shall provide the competencies necessary to facilitate the growth of knowledge, skills, and attitudes in the AOM practitioner as a lifelong learner.
- F. The program shall encourage the academic discourse between faculty and students which results in the development of an academic community that will enrich and advance the profession, and contribute to the development of future generations of practitioners, faculty, researchers, clinical supervisors, and leaders of the profession.

Criterion 1.01: Relationship

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

1.01 Guideline 1:

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

Criterion 1.02: Review

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

1.02 Guideline 1:

The re-examination of purpose should determine whether programs are relevant to stated purposes, whether they are being fulfilled, and whether the statement is understood adequately by all those involved. This review process should be accomplished by representatives of the student body, faculty, administration, governing board, AOM practitioners and other appropriate members of the community.

Criterion 1.03: Educational Objectives

The program must maintain clearly specified and measurable educational objectives which reflect the effects the educational program is designed to have on students and are consistent with its purpose and with the degree or certificate it awards. The educational objectives must provide the parameters within which the program's instructional activities can be verified through its evaluation processes.

Standard 2 – Legal Organization

The program shall be in a legally organized institution and authorized to conduct its operation under the laws of its own state and community as far as the state and community provide for such authorization, and shall be in compliance with all local, state and federal regulations applicable to it. The institution in which the program is a part must have or actively pursue doctoral degree-granting status for the program with the appropriate state authorities.

Standard 3 – Governance

The composition of the governance structure of the institution must be appropriate to an institution offering doctoral education.

Criterion 3.01: Off-Campus Activities

The institution must be directly responsible for all of its off-campus educational activities, regardless of whether the activity has been arranged by agreement with other organizations or individuals. If components of the program are conducted at sites geographically separated from the main campus

or the program is offered through a consortium at separate sites, the institution(s) and consortium must ensure that all educational components and services of the program are equivalent in quality. Any agreement with the institution for off-campus training or for the establishment of consortiums must be consistent with the school's mission.

Criterion 3.02: Consortium

A doctoral program may only be offered by a college or program that is ACAOM- accredited and in good standing. Such schools or programs may formally agree to pool resources to offer a doctoral program in the form of a consortium. A consortium comprises multiple, independently administered entities that have, in writing, formally agreed to pool resources to conduct a doctoral training program.

Written consortium agreements must articulate:

- a) The nature and characteristics of the participating entities;
- b) The rationale for the formation of the consortium;
- c) Each partner's commitment to the training/educational program, its philosophy, model, and goals;
- d) Each partner's obligations regarding contributions and access to resources;
- e) Each partner's adherence to central control and coordination of the training program; and
- f) Each partner's commitment to uniform administration and implementation of the program's training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.

Standard 4 – Administration

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

Criterion 4.01: Organization of Staff

The administrative staff must be stable, qualified, and well organized with clearly defined roles and responsibilities. Individuals in the organization should be knowledgeable of their responsibilities and aware of those of each of the other principal positions in the administrative structure.

Criterion 4.02: Academic Leadership

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

- a) The program shall designate a qualified individual responsible for the educational aspects of the doctoral program. This position will provide oversight of the doctoral program including faculty hiring, in-service training and evaluation as well as responsibility for overall academic affairs including curriculum development, evaluation and quality assurance. This individual

shall possess a doctorate from an accredited institution. This individual shall also have competence in dealing with the issues of doctoral level education in the United States or Canada.

- b) The program shall designate a qualified clinical director, as documented through significant education, training and professional experience appropriate to doctoral level training, who is responsible for the oversight and coordination of all doctoral clinical education activities.
- c) All individuals responsible for the leadership of the program (e.g., program director, academic dean, clinical director) must hold tenured or senior appointments at the institution and must be role models for faculty, staff and students as demonstrated (in addition to licensure/certification) by recognition or distinction within professional organizations or their field(s) of expertise. They should possess documented qualifications through education, training and professional experience appropriate to their respective roles.

4.02b Guideline 1:

A qualified clinical director should have a minimum of 10 years of documented professional experience as an AOM practitioner.

Standard 5 – Records

The program shall have accurate and complete record keeping systems.

Criterion 5.01: Permanent Records

Observing the requirements of right-to-privacy legislation, the program must maintain and safeguard accurate permanent academic records that reasonably document the satisfaction of program requirements. The program must have a written plan for storage of permanent student records in the event that the institution closes.

Criterion 5.02: Clinical Records

The program must maintain clinical records of patients currently being seen by students that are accurate, secured, complete, and are kept confidential with respect to the generally accepted standards of health care practice. Clinical charts must be signed by the student and the supervisor. To maintain the highest level of patient care through accessibility to patient records by all current and future caregivers, the program must have provisions for translating patient records into English or, where mandated, into the language of the country or province in which the program is located if patient clinical records are recorded in other languages.

Criterion 5.03: Data

The program must have clearly defined and effective information systems to facilitate design, collection, maintenance, and analysis of data typical in higher education settings, including but not limited to the following records and statistics: student profiles showing number of students enrolled, graduated and readmitted; admissions data showing the number of applications received and accepted or rejected; and ages, sex, educational backgrounds, and racial origins (optional reporting

by student when permitted by law) of the student body.

Standard 6 – Admissions

The program must have clearly documented admission policies, procedures and practices that are appropriate for doctoral education. Admissions policies, procedures and practices must result in a body of matriculated students who are capable of meeting the rigors of an AOM clinical doctoral program.

Criterion 6.01: Standard Admissions

The program shall have implemented an admissions policy that as a prerequisite for the admission into the professional doctoral program requires the satisfactory completion of a master's degree or master's level program in acupuncture or in Oriental medicine from an ACAOM-accredited or candidate institution or its equivalent.

For applicants to a doctoral program that includes advanced study or specialty concentrations in herbal medicine, who have not completed herbal training in a Master's level program, the admissions policy must require satisfactory completion of ACAOM's Masters' core curriculum requirements for herbal training.

Applicants to a doctoral program that does not include advanced study or specialty concentrations in herbal medicine must document satisfactory completion of a minimum of three (3) semester credits (45 hours) of introductory curriculum in the fundamentals of Chinese herbal medicine either as a prerequisite or as a co-requisite.

Criterion 6.02: Special Admissions

A. Admissions with Deficiencies

The program may admit students with particular educational deficiencies of a limited nature who possess an ACAOM-accredited or candidate degree or its equivalent provided that such persons complete any course work deficiencies prior to taking relevant doctoral program courses for which such course work is a prerequisite.

B. Experienced Practitioners

The program may admit students who are experienced practitioners that do not otherwise meet the criteria for standard admissions who meet all the following criteria:

- 1) A thorough entrance evaluation of each candidate to establish a foundation of knowledge and skills that are appropriate for admission to a clinical doctoral program.
- 2) Documentation of five years of full-time AOM clinical practice.
- 3) Successful completion of an identified curriculum from the institution's master's level program to rectify any deficiencies identified through the program's entrance evaluation and admission standards. Completion of the identified curriculum can be accomplished through the successful completion of specified courses, or by demonstrating achievement of the

specific course objectives through successful completion of challenge examinations.

The program must identify the specific courses of the master's level curriculum that the applicant must complete, articulate and document the rationale for its decision in relation to the doctoral program, and maintain a record of this process with respect to each candidate.

Criterion 6.03: Transfer Credit

The program may accept transfer credit for prior course work toward the clinical doctoral program that the program judges to be equivalent to its requirements for graduation from the doctoral program. The program must demonstrate an acceptable process for assuring equivalent competence in the acceptance of transfer credit. Transfer credit awarded by the program shall be no more than one-third of the credits beyond the master's level program. Transfer credit may only be awarded for course work at the doctoral level that supports the program's objectives and meets the standards for completion of the program. All transfer credit must be fully documented on the student transcript. All transfer credit must come from an institution accredited by an agency recognized by the U.S. Secretary of Education or its international equivalent.

Criterion 6.04: Policy Publication

The program's admissions policies and procedures must be fully and clearly stated in institutional publications.

Criterion 6.05: Policy Planning

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

Criterion 6.06: Recruitment

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

Criterion 6.07: English Language Competency

ADVISORY: The Commission has [amended the standards for English language competency](#); changes will be implemented in two phases beginning January 1, 2019.

- A. English language competency must be required of all students seeking admission to the program taught in English. This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam;
- B. For those who shall complete the program in another language, a TOEFL iBT score of at least 45 must be obtained with a minimum speaking exam score of 18 and a minimum listening exam score of 15, or the student must have completed a two-year (60 semester credits or 90 quarter

credits) baccalaureate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education or from an equivalent English language institution in another country. Applicants who do not satisfy this requirement may be considered for admission with English as a second language, but they must satisfy the proficiency requirement in English before beginning the clinical experience.

Criterion 6.08: Non-Matriculated Students

Non-matriculated students who are enrolled in doctoral-level courses must meet all entry requirements and course prerequisites for participation in particular courses or demonstrate sufficient prior education and experience to successfully complete the specific course. Doctoral programs must have clearly defined policies with respect to allowing non-matriculated students to take courses and must ensure that their participation does not adversely affect the quality of instruction.

Criterion 6.09: Retention and Graduation Rates

- A. Program performance data must be used to assess the extent to which the program is achieving its goals and learning outcomes. Programs shall provide to ACAOM or ACAOM shall receive performance data on an annual basis, including but not limited to graduation rate.
- B. If a program falls below published performance data thresholds, ACAOM shall review program performance to determine if the program remains compliant with this criterion.

Standard 7 – Assessment

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

Criterion 7.01: Programmatic Review

- A. The program, with appropriate involvement from all program constituencies, engages in regular, ongoing self-evaluations that addresses:
 - 1) its effectiveness in achieving program goals and objectives (i.e., its outcomes);
 - 2) how its goals and objectives are met (i.e., its processes); and
 - 3) its procedures to make program changes as necessary (i.e., feedback loop for improvement).
- B. The program demonstrates commitment to excellence through periodic, systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to:
 - 1) the program's mission and goals;
 - 2) local, regional and national needs for AOM services;
 - 3) national standards of professional competency and practice;

- 4) the evolving body of scientific and professional knowledge; and
- 5) its graduates' job placements and career paths.

C. The program must assess the effectiveness of its training and the accomplishment of its stated objectives by measuring and documenting the achievement of a sufficient number of students and graduates in verifiable and internally consistent ways.

Criterion 7.02: Measurement of Student Achievement

The program must establish principles and methods for the ongoing evaluation of student achievement. A variety of evaluation measures must be systematically and sequentially applied throughout the professional program in Oriental medicine. Assessments must measure the following: advanced patient assessment and diagnosis; advanced clinical intervention and treatment; consultation, collaboration, clinical supervision and management skills; clinical research skills; and competencies in the specialty area(s) of the program. The evaluation processes must measure student performance in the professional competency areas in accord with outcome expectations as outlined in the Program of Study section.

Criterion 7.03: Assessment of Graduates Success

The program must make a systematic effort to record the professional career development of its graduates.

Criterion 7.04: Standard Measurement

Equivalent methods and standards of evaluation must be applied to students at all institutional sites, including externships.

Standard 8 – Program of Study

The postgraduate doctoral program shall be a clinically based, professional degree program. The doctoral program shall provide advanced graduate studies in core, clinical, and specialty areas and require a clinical research project. The program must ensure that the sequencing, duration, nature, and content of all didactic, practical, and clinical training courses are appropriately integrated and consistent with the program's goals and objectives.

Criterion 8.01: Core Curriculum

The core curriculum must include content necessary to achieve knowledge and skill development in critical thinking, problem solving, and communication skills that transmit the essence of the AOM profession and prepare graduates for leadership roles within the field. The need for lifelong learning must be reflected as an integral theme of the curriculum. The core curriculum must emphasize knowledge and skill development that reflects the changing roles and responsibilities of the practitioner and the dynamic nature of the profession.

The clinical doctoral program must provide a curriculum covering the competencies in the following

core areas:

1. Advanced patient assessment and diagnosis;
2. Advanced clinical intervention and treatment;
3. Consultation and collaboration;
4. Clinical supervision and practice management;
5. Clinical evaluation and research

The first two areas constitute a qualitatively advanced level of training which involves a significant broadening and deepening of those competencies achieved at the master's level.

Consultation and collaboration refers to the interaction between the AOM practitioner and others, including patients, clients and other health care professionals. Clinical supervision is clinical teaching with the goal of enhancing the supervisee's competencies. Clinical practice management consists of those activities that direct or organize the provision of patient care services. Evaluation and research enables graduates to become critical consumers of the body of professional literature. These latter competencies must further encompass the competencies that will enable graduates to participate in research projects within the AOM profession.

Across the core curriculum, the doctoral program must have an articulated, clear and coherent curriculum plan for students to acquire and demonstrate the following competencies:

- 1) Utilizing AOM assessment, diagnosis, intervention and treatment modalities of Oriental medicine with advanced and deepened competence in core, specialty and clinical areas;
- 2) Understanding the foundations of AOM as represented in the classical texts of acupuncture and Oriental Medicine, including interpretation and use of historical cultural perspectives and demonstrating relevant Chinese language terminology skills sufficient to clarify essential concepts in Oriental medicine;
- 3) Demonstrating biomedical assessment knowledge, skills, and abilities including, but not limited to, physical exams, related laboratory tests, and narrative report writing sufficient to evolve the practice of AOM and facilitate patient care in collaboration with other health care personnel;
- 4) Demonstrating consultative and collaborative knowledge and skills when interacting with biomedical health care personnel in case management;
- 5) Demonstrating general clinical management and supervision knowledge and skills; and
- 6) Demonstrating knowledge and skills in clinical research and design sufficient to provide an understanding of currently accepted research standards and methodology as well as the current scientific literature in the field.

Criterion 8.02: Clinical Training / Specialties

A. The doctoral program shall provide an in-depth level of practical and clinical training and experience in specific specialty areas that will distinguish the candidate as having advanced expertise in acupuncture and/or Oriental medicine. The program shall offer a concentration in at least one clinical specialty area and/or AOM Areas of Concentration as noted under Standard 1(b) – Purpose, above.

B. The program must provide in-depth didactic and practical training in the area(s) of clinical

specialty sufficient to support the clinical experience. Clinical training for the doctoral program shall be characterized by a broader and more in-depth clinical experience than what is offered at the master's level.

- C. Both didactic and clinical components of specialty training may be completed through joint arrangements with other institutions. All institutional sites must be ACAOM-approved with the standards and rigor of training expected of a doctoral program. The program must closely and systematically monitor the structure, setting, organization, comprehensiveness, and the general quality of the specialty program provided to its students.
- D. The primary clinical experience must be in an internship, although the program may also offer externship experiences. Clinical training must place students in internship settings with an adequate number of professional supervisors and provide a wide range of educational experiences.
- E. The program must provide opportunities for interns to engage in collaborative interactions with other medical providers in appropriate clinical settings.
- F. The clinical curriculum of the doctoral program shall provide the student with the opportunity for assuming in-depth professional responsibilities and demonstrating professional role modeling. This may include supervised: teaching assignments, participation in administration of services, quality assurance activities, clinical research activities, and supervision responsibilities. The clinical program must promote the integration of practice and scholarly inquiry.

Criterion 8.03: Clinical Research Projects

- A. Doctoral candidates must demonstrate an integration of the knowledge and skills required in the core curriculum by completing an acceptable clinically oriented research project, which is evaluated by clinical doctoral faculty, in the final phases of the program in which students incorporate the use of current literature and research in acupuncture and/or Oriental medicine. The project must demonstrate the necessary knowledge and skills for designing and critiquing approaches to systematic inquiry and the use of qualitative and/or quantitative methods. The products from individual clinical projects must be of such a nature that they meet academic form and style standards suitable for peer-reviewed professional publications. The kinds of research projects may include the following:
 - Theoretical analyses
 - Surveys, analyses of archival data
 - Outcomes research
 - Systematic, qualitative investigations
 - Public policy issues
 - Case studies
 - Evaluative research
 - Interpretive translation research
 - Educational research - professional and patient

B. Students shall be required to routinely conduct critical analyses of the clinical and scientific literature in the AOM profession. The doctoral program shall provide the competencies necessary for practitioners to engage in lifelong learning, scholarly inquiry and professional problem solving in the field of AOM in the context of an evolving body of scientific and professional knowledge.

Criterion 8.04: Prerequisites

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

Criterion 8.05: Program Length / Maximum Time Frame

The minimum educational program length for the postgraduate clinical doctorate in acupuncture and/or Oriental medicine is 1200 hours, 650 hours of which must be in advanced clinical training. The doctoral program must be completed within 4 calendar years from the date of matriculation.

Criterion 8.06: Resident Program

Doctoral study includes residence at the educational institution in which the student pursues graduate study together with other students enrolled in the program. Residence provides students access to: a) a core AOM faculty who are committed to and responsible for the doctoral program; and b) other students matriculated in that program. Doctoral study in residence also requires education to be conducted on campus. A majority of the doctoral program must be taken as a resident program that is campus or classroom-based with students in attendance.

Criterion 8.07: Clock to Credit Hour Conversion

One semester credit is granted:

- for each 15 hours of classroom contact plus appropriate outside preparation or the equivalent;
- for each 30 hours of supervised laboratory or clinical instruction plus appropriate outside preparation; and
- for each 45 hours of clinical externship or independent study.

One quarter credit is granted:

- for each 10 hours of classroom contact plus appropriate outside preparation or the equivalent;
- for each 20 hours of supervised laboratory or clinical instruction plus appropriate outside preparation; and
- for each 30 hours of clinical externship or independent study.

8.07 Guideline 1:

If translation is provided for a class taught by an instructor who is not fluent in the language of the students, the program should take into account an adjustment to the class-to-credit-hour-ratio to allow for the extra time needed for translation.

8.07 Guideline 2:

The program is expected to articulate its curriculum for each academic year, identifying semesters, courses and precise clock or credit hours. A credit hour is 50 minutes of instruction per week for a specified term, semester or its equivalent.

8.07 Guideline 3:

Refer to relevant ACAOM glossary definitions and policies for Credit, Credit Conversion, Credit Hour and Credit Ratio.

Criterion 8.08: Completion Designation

To each person successfully completing the clinical doctoral program, the Doctor of Acupuncture and Oriental Medicine (“DAOM”) degree is awarded. A certificate of completion or a diploma may be awarded in the interim while the school is actively pursuing state authorization to grant a doctoral degree.

Criterion 8.09: Syllabi

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

8.09 Guideline 1:

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

8.09 Guideline 2:

Copies of syllabi should be kept in the library and the curriculum files.

Criterion 8.10: Challenge Examinations

Any procedures for challenge examinations which are available for didactic course work must be clearly articulated and must ensure that students have acquired the relevant knowledge and skills required by the challenged course(s). Clinical and research practicum courses cannot be challenged.

Standard 9 – Faculty

The program must have an identifiable core didactic and clinical faculty responsible for its leadership who:

- a) Function as an integral part of the program, including engaging in curriculum planning and development and program assessment;**
- b) Are sufficient in numbers for their academic and professional responsibilities;**
- c) Have theoretical perspectives as well as academic and applied experience appropriate to the program's goals and objectives;**
- d) Demonstrate substantial competence and have recognized credentials in those areas which are**

- at the core of the program's objectives and goals;
- e) Are available to function as appropriate role models for students in their learning and socialization into the discipline and profession and engage in actions that promote the students' acquisition of knowledge and competencies consistent with the program's training goals;
 - f) Are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program; and
 - g) Provide continuing evidence of keeping abreast of developments within the fields in which they teach.

The majority of faculty must possess a doctoral degree, the terminal degree or its international equivalent, in the areas in which they teach within 10 years of the start of the doctoral program. 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.

Standard 9 Guideline:

Clinical Supervisors should have a minimum of five years of documented professional experience as licensed AOM practitioners with expertise in the program's area(s) of concentration and/or specialization.

Criterion 9.01: Faculty Credentials

For each faculty member who does not possess a doctoral degree, the program must document the method(s) by which it determined the instructor's competence, including relevant education and training and significant experience and leadership in their areas of instruction, to teach at the doctoral level.

Criterion 9.02: Policies and Procedures

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

9.02 Guideline 1:

Faculty contracts should clearly specify responsibilities.

Criterion 9.03: Professional Development and Benefits

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

9.03 Guideline 1:

Provisions for benefits and/or professional development should be reviewed periodically.

Criterion 9.04: Communication

Provision must be made for regular and open communication among members of the faculty and between the faculty and administrative officers of the institution. The faculty must meet frequently enough to adequately consider educational policies and issues. Complete and accurate minutes of faculty meetings must be taken and kept in a permanent file within the institution.

9.04 Guideline 1:

The faculty should adopt, subject to the approval of the board, a set of bylaws, which delineate faculty governance and faculty responsibilities within the institution.

Standard 10 – Student Services and Activities

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

Criterion 10.01: Support Fulfillment of Objectives

Student services and activities must fulfill the objectives of the program and meet public and community service needs. The institution or program must assure all students access to a well-developed program of counseling, advisement, orientation, and career development.

Criterion 10.02: Published, Fair Student Policies

The program must develop a statement of the rights, privileges, and responsibilities of students and of disciplinary proceedings for violations of those responsibilities. The program's policies and procedures regarding student discipline, academic progress, and grading must be fair and consistent and published and made available to students. These policies and procedures must be made available to students through the catalog, student handbook, or other appropriate means.

Criterion 10.03: Student Input

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

Criterion 10.04: Grievances

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

Standard 11 – Library and Learning Resources

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

Criterion 11.01: Library Resources and Access

The library must include adequate resources, space and access appropriate for the size of the student body. Access must include physical access during on campus activities as well as off-campus access to online resources. Access and utilization of library resources by faculty and students in the core areas including acupuncture and Oriental medicine, biomedical sciences, research, specialty and clinic topics must be demonstrated by the institution.

Criterion 11.02: Professional Librarian

The program must have a professional librarian with a graduate degree in library science.

Criterion 11.03: Library Holdings

The program's library must regularly assess and update its holdings. Holdings must include the following materials in sufficient volume to accommodate students and faculty and must be provided in each language area in which the doctorate is offered:

- Current and relevant Acupuncture and/or Oriental medicine (AOM) texts;
- Current and relevant biomedicine texts;
- Professional journals covering AOM topics - Journal holdings must extend back three years or to journal inception, whichever is less;
- Biomedical journals - Journal holdings must extend back three years or to journal inception, whichever is less;
- Appropriate number and representation of both AOM and biomedicine journals and texts in the program's specialty area(s);
- Access to electronic/digital material such as eBooks, and eJournals and relevant databases;
- Sufficient holdings, or convenient and ready access to other library resources, covering subject matter in the curriculum other than AOM and biomedicine, including volumes concerning research, statistics, ethics, languages, counseling skills, and additional foundation areas related to the program;
- Sufficient dictionaries and general reference materials.

Criterion 11.04: Computer Resources

The program must have on-site computer resources sufficient to provide ready access to biomedical and other databases. At a minimum, CD-ROM and on-line access to Medline and the Internet must be provided.

Standard 12 – Physical Facilities and Equipment

The institution shall provide sufficient and appropriate facilities to house the doctoral program. These must include:

- Classroom space properly equipped and appropriate to the program's curriculum and size;
- Adequate staff, faculty, and student facilities and learning equipment; clinical facilities appropriate to doctoral training and clinical specialties with sufficient and appropriate equipment to meet the educational objectives of the program; and
- An herbal dispensary appropriately equipped for doctoral training in herbology for all programs that include advanced study or specialty concentrations in herbal medicine.

All program facilities must be safe, accessible, functional, flexible, appropriately maintained and sufficient to house the program, to provide for effective functioning, and to accommodate the staff, faculty, and the student body.

Criterion 12.01: Compliance with Standards

Facilities must meet all applicable laws and regulations including federal, state, and local; fire, safety, and health standards.

Criterion 12.02: Upkeep

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

Standard 13 – Financial Resources

Financial resources must be adequate so that continuing operation of the professional postgraduate doctoral program is assured at an acceptable level. A separate budget must be available for the doctoral program that provides for all programmatic needs, including but not limited to, faculty resources, materials and supplies, faculty development, library and learning resources, and evaluation for purposes of assessment of achievement and to ensure program effectiveness. The college or school must establish and manage student enrollment consistent with available resources.

Criterion 13.01: Financial Aid Operation

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

Criterion 13.02: Default Rate

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

Criterion 13.03: Refund Policy

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

13.10 Guideline 1:

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

13.10 Guideline 2:

Refund computations should apply to the stated tuition charges attributable to each school term.

Standard 14 – Publications and Advertising

All publications, advertising, and other communications of information concerning the institution and its programs, services, activities, and personnel must be accurate, honest, clear, and unambiguous.

Criterion 14.01: Catalog

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

- Current purposes and educational objectives
- Entrance requirements and procedures
- Admissions and transfer credit policies
- Rules and regulations for conduct and attendance
- Opportunities and requirements for financial aid (if applicable)
- Procedures for discipline and or dismissal (for academic and other reasons)
- Grievance procedures for students
- Grading policy
- Fees and equitable refund policies
- Program completion and performance requirements
- Members of the administration
- Professional education and qualifications of full-time and part-time faculty. If degrees 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 shall be listed, e.g., Ph.D. (China), M.D. (China)
- Members of the governing and advisory boards
- Non-discrimination policy
- Curriculum with course descriptions of each course
- Academic calendar
- Course schedule
- Description of each academic program and course of study
- Description of the learning and other physical resources
- Institutional Credit Hour Policy

Criterion 14.02: Accurate Disclosure

Programs, courses, services, and personnel not available during a given academic year must be clearly identified. Degree titles of faculty must reflect the actual degree conferred.

Criterion 14.03: Representation of Opportunities

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

Criterion 14.04: Status with ACAOM

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