



ANNUAL REPORTS: 2013 and 2014

Accreditation Commission for Homeopathic Education in North America

Overview of Major Accomplishments:

1. Worked with a diverse and representative committee from the homeopathic community to complete review of 99 public comments and finalize the September 2013 “Standards for Homeopathic Education and Competencies for Homeopathic Practitioner in North America.”
2. Worked with the Council for Homeopathic Certification to develop and release a “Strategic Vision for Homeopathy” with the objectives of 1) strengthening the accrediting and credentialing practices within the field, 2) providing clarity and assurances to prospective students of homeopathy regarding the path toward earning the CCH credential; and, 3) promoting the professional homeopathic practitioner as a viable profession for practice in homeopathy-only practice settings as well as within the larger integrative health care landscape.
3. Completed work on “Standards for the Doctoral Degree in Homeopathy” which would prepare graduates from the program to serve as primary care practitioners, play a role in advancing homeopathic research and serve in a leadership capacity in the homeopathic community and the conventional medical community.
4. Conducted two Community Forums to discuss issues related to the accreditation of schools offering educational programs that prepare professional homeopathic practitioners. The sessions focused on accreditation and academic freedom, review of curriculum, the process for achieving accreditation and costs associated with accreditation.
5. Posted for public comment and finalized updated “Eligibility and Initial Curriculum Review Standards”, with an emphasis on ensuring that the standards are achievable by small schools while still meeting generally accepted practices of accrediting bodies.
6. ACHENA continued its membership in several important national organizations including the Association of Specialized and Professional Accreditors, the Academic Consortium for Complementary and Alternative Health Care and the Homeopathic Action Alliance.
7. ACHENA engaged in ongoing work to refine its Policies and Procedures manual to ensure ACHENA operations are in accordance with national standards and protect the confidentiality, integrity and independence of accreditation decision-making.

Details of ACHENA Accomplishments:

“Standards for Homeopathic Education and Competencies for Homeopathic Practitioner in North America”: The “Standards for Homeopathic Education and Competencies for the Homeopathic Practitioner in North America” is an important reference document that helps to inform, along with other sources, ACHENA’s accreditation standards as well as the Council for Homeopathic Certification’s (CHC) practitioner certification competencies. In 2010, ACHENA worked with other national homeopathic organizations to sponsor a Summit in Toronto, Canada to review and update the “2001 Standards and Competencies for the Professional Practice of Homeopathy in North America”. The Summit provided a forum to review and vote on updates to the standards for homeopathic education and competencies for homeopathic practice. In April of 2013, the updated document was posted for public comments from the larger homeopathic community. In conjunction with a diverse and representative committee, ACHENA reviewed and deliberated upon 99 submitted comments and finalized the document. The final document and the summary of comments and committee deliberations are available on the ACHENA website at: <http://achena.org/Standards.htm>.

“A Strategic Vision for Homeopathy”: Representatives from ACHENA and CHC began meeting regularly in 2012 to discuss issues related to promoting the growth of our profession and ensuring that each organization acts in accordance with general practices of accrediting and certifying bodies, respectively. The “Strategic Vision for Homeopathy” was released in February of 2014 and sought to lay out recommendations for: 1) ensuring that ACHENA and CHC are pursuing policies and practices that are mutually supportive of the growth of the profession while being consistent with national standards for independence of accrediting and credentialing bodies; 2) defining a clear path for prospective students to graduate from strong educational programs and earn the CCH credential; 3) providing opportunities for schools to learn more about the accreditation process; 4) encouraging more schools to seek accreditation, and 5) moving the profession forward to promote inclusion in the larger integrative health care landscape. The Strategic Vision was met with a wide range of reactions from the homeopathic community and ACHENA representatives have worked hard to be available to respond to comments and concerns. Consistent with recommendations outlined in the strategic plan, ACHENA held a series of forums with schools to discuss issues related to school accreditation.

“Standards for the Doctoral Degree in Homeopathy”: In February of 2014, ACHENA completed work on, and released, the document titled “Standards for the Doctoral Degree in Homeopathy”. The standards outline a course of study that would prepare the graduate to: 1) serve as a primary care provider responsible for diagnosing medical conditions and employing the art and science of homeopathy to treat disease, 2) advance homeopathic research; and 3) serve in a leadership capacity in the medical community. The release of this document represents the completion of a public comment process and culmination of over two years of work. Details are available on the ACHENA website at: <http://achena.org/Standards.htm>.

Community Forums on Homeopathy School Accreditation: In the summer of 2014, ACHENA conducted two sessions for schools of homeopathy to explore issues related to school accreditation. The focus of the meetings was on: 1) academic freedom and review of

curriculum, 2) the process of achieving accreditation with an emphasis on Eligibility standards, and 3) costs associated with accreditation. Each session was recorded and the sessions have been archived on the ACHENA website. Significant time during each session was devoted to school feedback and dialogue regarding the accreditation process. Details are available on the ACHENA website at: <http://achena.org/ForSchools.htm>.

Eligibility and Initial Curriculum Review Standards: In November of 2014, ACHENA released updated “Eligibility and Initial Curriculum Review Standards”. The updated standards were released after a public comment period and careful deliberation on all public comments received. The emphasis of these revisions was to ensure that ACHENA standards were achievable by a wide range of schools while still meeting generally accepted standards of accrediting bodies. The updated standards removed the requirement for an on-site peer review and self-study during the eligibility phase and clearly articulated the process for completing the first phase of the accreditation process. Along with the updated standards, ACHENA released a new *Initial Application*, a *Checklist of ACHENA Eligibility Standards* and a *Template for Submission of an Eligibility Packet*. These materials should help provide clear directions to schools and “demystify” the eligibility phase of the accreditation process.

ACHENA Policies and Procedures Manual: ACHENA worked with a consultant with expertise in accreditation to review and refine the ACHENA Policies and Procedures Manual. The emphasis of the work was on ensuring that ACHENA’s practices are consistent with standards for accrediting bodies established by the US Department of Education. In 2014, ACHENA updated standard Confidentiality and Conflict of Interest attestations to be signed by all Commissioners. Organizational by-laws were also updated to ensure that composition of the Commission is consistent with national standards of accrediting bodies and to ensure ACHENA meets organizational standards for ensuring independence in decision-making of accrediting bodies.

For more information about ACHENA and its activities, visit the ACHENA website at: www.achena.org