

**Updated and Adopted ACHENA Accreditation Standards:
Summary of Public Comments and ACHENA Deliberations
March, 2022**

Background

ACHENA Accreditation Standards are community-accepted benchmarks that accredited schools follow to promote high quality education of professional practitioners of classical homeopathy. These standards support the presence of well-qualified faculty, up-to-date curriculum, adequate direction and resources to support educational programs, and appropriate consumer protections, including fair and unbiased assessment of student performance.

ACHENA is responsible for conducting periodic review of these standards and updating them in accordance with a well-defined public comment process. A Public Comment Period to solicit comments on the proposed revised Accreditation Standards began on December 13th and concluded on January 14th, 2022. Information about the opportunity for public comment was made widely available on multiple occasions through the ACHENA listserv, NCH communications, announcements at meetings, and other methods. A community forum was held on January 10th with accredited schools to review and discuss the proposed revisions.

Comments were received from six different sources: two sets of comments were received from general community members; two sets of comments were received from individuals involved in homeopathy education, but did not represent official correspondence from a school; and two sets of comments were presented as official correspondence from schools of homeopathy.

The ACHENA Standards Committee reviewed these comments carefully, made numerous revisions to the proposed standards based on the comments, and the full commission voted on February 18, 2022 to adopt the resulting set of updated standards.

Overarching Comments

The following were provided as overarching comments:

- Very well done. Should result in higher quality outcomes for students.
- Very nice work on this (a lot of work as it appears).
- Overall, the changes are excellent and make good sense.
- Overall, the guidance has come a very long way.
- They address needed areas of development in order for ACHENA to comply with Department of Education standards and to grow Homeopathy.
- I have no substantive objection to any of the criteria, especially knowing that these are also part of national educational requirements. My biggest comment is that many revisions have more "academic and admin speak" wording than the originals.

Below is a three-column table that outlines the proposed revised standards, the final updated and adopted standards, and a description of comments received and ACHENA's response. A document outlining the past standards and updated and adopted standards is also available.

Standard 1: Purpose

Proposed Revised Standard	Updated and Adopted Standard	Comments & Response
<p>Standard 1—Mission Statement</p> <p>The institution or program shall have a concise mission statement that provides clear direction for the institution and its programs. This is combined with the formal adoption of an additional statement regarding the training of professional practitioners of classical homeopathy.</p> <p>The ultimate aim is to establish an integrated and tiered series of achievable educational goals and objectives at the institutional, programmatic and course level. These serve as a benchmark against which all organizational outcomes can be measured to ensure fulfillment of the mission.</p>	<p>Standard 1—Mission Statement</p> <p>The institution or program shall have a concise mission statement that provides clear direction for the institution and its programs in the training of professional practitioners of classical homeopathy.</p> <p>Institutional, programmatic and course level goals and objectives flow from the mission statement and serve as a benchmark against which all organizational outcomes can be measured to ensure fulfillment of the mission.</p>	<p>Revisions made. Multiple commenters suggested simplifying/clarifying the language here, and specific suggestions were noted from the meeting with various ACHENA-accredited school leaders.</p>
<p>Criterion 1.1 – Description</p> <p>The mission statement should be precise and describe the institution’s fundamental purpose. Clearly specified programmatic and/or educational goals and objectives reflect how the mission statement is to be achieved and may address philosophical,</p>	<p>Criterion 1.1 – Description</p> <p>The mission statement should be precise and describe the fundamental purpose the program fulfills, the philosophies it represents, the community it serves and the social, cultural and economic needs of the institution and its community. Clearly</p>	<p>Revisions made. Multiple commenters suggested incorporating language from the original Standard.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments & Response
<p>social, cultural and or economic needs of the institution and its community.</p> <p>Guideline: The mission statement and objectives form a part of the strategic planning process that includes consultations and support from the community and is disseminated widely within.</p> <p>Guideline: The primary mode of delivery of the program is specified and a description as to how this supports the mission and how sufficient quality is maintained must be provided.</p>	<p>specified programmatic and/or educational goals and objectives reflect how the mission statement is to be achieved-</p> <p>Guideline: The mission statement and objectives form a part of the strategic planning process that includes input from stakeholders.</p> <p>Guideline: The primary mode of delivery of the program is specified and a description as to how this supports the mission and how sufficient quality is maintained must be provided.</p>	
<p>Criterion 1.2 – Educational Goals and Objectives</p> <p>The program must maintain clearly specified and measurable educational goals and objectives which reflect the desired program outcomes and is consistent with the degree, certificate or diploma it awards.</p> <p>Guideline: Educational goals and objectives should provide the parameters within which the institution’s instructional activities can be verified and consists of an inclusive</p>	<p>Criterion 1.2 – Educational Goals and Objectives</p> <p>The program must maintain clearly specified and measurable educational goals and objectives which reflect the desired program outcomes and is consistent with the degree, certificate or diploma it awards.</p> <p>Guideline: Educational goals and objectives provide a framework of outcomes from the institution’s educational activities that are reviewed through a process involving qualified stakeholders.</p>	<p>The first Guideline was revised for clarity based on commenter’s suggestions.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments & Response
<p>process that provides meaningful evidence of outcomes for that verification.</p> <p>Guideline: Goals and objectives may include but are not limited to:</p> <p>1 - Local, regional and national needs for homeopathic services. 2 - National standards of professional competency and practice. 3 – Contributing to the evolving body of scientific and professional knowledge; 4 - Job placements and possible career paths.</p>	<p>Guideline: Goals and objectives may include but are not limited to:</p> <p>1 - Local, regional and national needs for homeopathic services. 2 - National standards of professional competency and practice. 3 – Contributions to the evolving body of scientific and professional knowledge; 4 - Job placements and possible career paths.</p>	
<p>Criterion 1.3 – Strategic Planning and Review Process</p> <p>The regular reassessment of the program’s goals and objectives demonstrates whether the mission continues to be relevant and consistently fulfilled. Measurable indicators of student success derived from data and institutional progress provide the requisite key performance indicators to fulfill this requirement.</p> <p>Guideline: Reliable feedback loops gather data and other information about all areas of operations (e.g. Admissions, Technology, Academics, Finance, Alumni, Faculty, Human</p>	<p>Criterion 1.3 – Strategic Planning and Review Process</p> <p>The regular reassessment of the program’s goals and objectives demonstrates whether the mission continues to be relevant and consistently fulfilled. Measurable indicators of student success derived from data and institutional progress (such as grades, clinical progress and supervision reports) provide the requisite key performance indicators to fulfill this requirement.</p> <p>Guideline: Reliable feedback loops gather data and other information about all areas of operations (e.g. Admissions, Technology,</p>	<p>Revisions were made based on commenters suggestions for additional clarity in the language.</p>

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<p>Resources) to inform the planning and continuous improvement review process.</p> <p>Guideline: This process results in the development of action plans based on measured outcomes to help implement appropriate strategic priorities.</p> <p>Guideline: The review process should include representatives of the student body, faculty, administration, alumni, and the governing board.</p>	<p>Academics, Finance, Alumni, Faculty, Human Resources) to inform the planning and continuous improvement review process.</p> <p>Guideline: This process results in the development of action plans based on measured outcomes to help implement appropriate strategic priorities.</p> <p>Guideline: The review process should include representatives of the student body, faculty, administration, alumni, and the governing board, where appropriate.</p>	

Standard 2: Legal Organization

No proposed revisions to Standard 2 at this time.

Standard 3: Governance

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 3 - Governance</p> <p>The institution shall have a clearly defined governance structure that includes a governing body. The governing body consists of qualified individuals that are guided by a set of bylaws and an appropriate Conflict of Interest policy. The governing board exercises ultimate and general control over the institution's affairs.</p>	<p>Standard 3 - Governance</p> <p>The institution shall have a clearly defined governance structure that includes a governing body. The governing board exercises ultimate and general control over the institution's affairs. The governing board consists of qualified individuals that are guided by a set of bylaws and an appropriate Conflict of Interest policy. The program conducts its operations with honesty and integrity.</p>	<p>The language was re-ordered for clarity and 'operating with honesty and integrity' was added here based on a commenters strong suggestion that it not be cut (originally found in 4.4).</p>
<p>Criterion 3.1 – Membership</p> <p>The membership of the governing body is clearly identified of the institution.</p> <p>Guideline: Governing board members follow a prescribed and consistent selection pathway that includes the application of a stringent Conflict of Interest policy.</p> <p>Guideline: The Governing Board is responsible for selecting a highly qualified Chief Executive Officer to oversee the day-to-day operations of the institution.</p>	<p>Criterion 3.1 – Membership</p> <p>The membership of the governing body is clearly identified by the institution.</p> <p>Guideline: Governing board members follow a prescribed and consistent selection pathway that includes the application of a stringent Conflict of Interest policy.</p> <p>Guideline: The Governing Board is responsible for selecting a highly qualified Chief Executive Officer, Executive Director, Chief Administrator or President to oversee the day-to-day operations of the institution.</p>	<p>Additional terms for leadership role have been added based on suggestions from multiple commenters.</p> <p>Second guideline was revised for grammatic clarity.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Guideline: There shall be a clearly defined process which ensures a reasonable degree of faculty and student participation in governance of the institution.</p> <p>Guideline: Governing board members and their qualifications are depicted on the institution's website.</p> <p>Guideline: Governance input may emanate from advisory boards of faculty, students or the general public.</p>	<p>Guideline: There shall be a clearly defined process which ensures a reasonable degree of faculty and student participation in governance of the institution.</p> <p>Guideline: Governing board members and their qualifications are listed on the institution's website.</p> <p>Guideline: Governance input may emanate from advisory boards of faculty, students or the general public.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Criterion 3.2 -- Role</p> <p>The governance structure is responsible for administrative oversight and demonstrates capability and stability in the institution's efficient and effective deployment of resources. This includes ensuring that a highly qualified Chief Executive Officer provides for sufficient administrative capacity, succession and business continuity planning and that the institution demonstrates sufficient competence to fulfill its mission and is able to meet its responsibilities to students.</p> <p>Guideline: The institution's owners and/or board members possess the qualifications to effectively oversee its successful operation.</p> <p>Guideline: Board officials exhibit the skills and experience necessary for establishing broad policy, long-range planning, appointing and evaluating leadership, ensuring financial stability and reviewing and approving the annual budget, approving major program changes and playing a major role in the development of external relations.</p>	<p>Criterion 3.2 -- Role</p> <p>The governance structure allows for general oversight and stability in the institution's efficient and effective deployment of resources. This includes ensuring that a qualified Chief Executive Officer, Executive Director, Chief Administrator or President provides for sufficient administrative capacity, succession and business continuity planning and that the institution demonstrates sufficient competence to fulfill its mission and is able to meet its responsibilities to students.</p> <p>Guideline: The institution's leaders and/or board members possess the qualifications to effectively oversee its successful operation.</p> <p>Guideline: Board officials exhibit the skills and experience necessary for establishing broad policy, long-range planning, appointing and evaluating leadership, ensuring financial stability and reviewing and approving the annual budget, approving major program changes and playing a major role in the development of external relations.</p>	<p>Revisions were made based on two commenter's suggestions for clarity in language and avoidance of subjective language.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Criterion 3.3 – Bylaws, Policies and Procedures</p> <p>The governing-board has a set of bylaws and clearly define and/or oversee the formulation of a set of board and operational level policies and procedures that address and ensure all facets of the successful and consistent operation of the institution including the minimization of legal, operational and financial risk.</p> <p>Guideline: Board policies and procedures address the composition, responsibilities, duties and terms of office</p> <p>Guideline: Operational policies and procedures address academic and clinical teaching, faculty, legal and financial, student services, student and institutional assessments, records, admissions and recruitment, online learning, facilities and library aspects.</p>	<p>Criterion 3.3 – Bylaws, Policies and Procedures</p> <p>The governing/advisory board presides over a set of bylaws and a clearly defined set of board and operational policies that explain the power, duties, meeting schedule, membership requirements, terms of office, and responsibilities of the governing bodies. These address all facets of the operation of the institution including the minimization of legal, operational and financial risk.</p> <p>Guideline: Board policies and procedures address the composition, responsibilities, duties and terms of office of all board members and officers.</p> <p>Guideline: Operational policies and procedures address academic and clinical teaching, faculty, legal and financial, student services, student and institutional assessments, records, admissions and recruitment, online learning, facilities and library aspects.</p>	<p>This was revised for clarity at the request of multiple commenters. Additionally, subjective language was removed.</p>

Standard 4: Administration

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 4 - Administration</p> <p>The program has an appropriately qualified chief administrator who is fully dedicated to the institution and an appropriately qualified chief academic administrator who is able to effectively manage and revise the program as needed as well as an administrative team with sufficient capacity and definition of roles and responsibilities and of a size and structure that is appropriate to the size and purpose of the program.</p>	<p>Standard 4 - Administration</p> <p>The program has an appropriately qualified and dedicated Chief Executive Officer, Executive Director, Chief Administrator or President and an appropriately qualified chief academic administrator who is able to effectively manage and revise the program as needed as well as an administrative team with sufficient capacity and definition of roles and responsibilities and of a size and structure that is appropriate to the size and purpose of the program.</p>	<p>Additional roles were added here for consistency and the phrase 'fully dedicated' was revised for clarity based on feedback from a commenter.</p>
<p>Criterion 4.1 -- Chief Administrator and the Leadership Team</p> <p>The chief administrative officer is responsible for the entire operation of the institution or program, and is directly responsible for the formulation and administration of the policies and procedures as approved by the governing body.</p>	<p>Criterion 4.1 -- Chief Administrator and the Leadership Team</p> <p>The Chief Executive Officer, Executive Director, Chief Administrator or President is responsible for the entire operation of the institution or program, and is directly responsible for the formulation and administration of the policies and procedures as approved by the governing body.</p>	<p>Additional roles were added here for consistency. The last Guideline was revised for clarity, based on suggestions from a commenter.</p>

<p>Guideline: The chief administrator and members of the senior leadership team have clearly defined written job descriptions that describe the roles and responsibilities for each position. The job description requires periodic review and must be updated as the institution or program undergoes a significant change in operations, mission, scope or size.</p> <p>Guideline: The chief administrator serves as a liaison between the governing body and program staff. Responsibilities are delegated to the administrative staff. The chief administrator and all administrative staff participate in a regular evaluation process.</p> <p>Guideline: The chief administrator and the senior leadership team provide appropriate direction and control for the development and operation of all institutional and program functions, ensure the development and implementation of appropriate policies and procedures, of the strategic plan, execute a prudent fiscal management plan and maintain a sound administrative structure to ensure for accountability and sound communications between the institution and its community.</p>	<p>Guideline: The chief administrator and members of the senior leadership team have clearly defined written job descriptions that describe the roles and responsibilities for each position. The job description requires periodic review and must be updated as the institution or program undergoes a significant change in operations, mission, scope or size.</p> <p>Guideline: The chief administrator serves as a liaison between the governing body and program staff. Responsibilities are delegated to the administrative staff. The chief administrator and all administrative staff participate in a regular evaluation process.</p> <p>Guideline: The chief administrator and the senior leadership team provide appropriate direction and control for the development and operation of all institutional and program functions, ensure the development and implementation of appropriate policies and procedures, of the strategic plan, execute a fiscal management plan and maintain an administrative structure to ensure for accountability and sound communications between the institution and its community.</p>	
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<p>Guideline: It is advisable for the chief program administrator to possess a degree in higher education.</p>	<p>Guideline: It is advisable that the chief program administrator or someone on the Leadership Team, have a Masters or other advanced degree in Higher Education.</p>	
<p>Criterion 4.2 -- Organization of staff</p> <p>The administrative staff demonstrate stability, adequate qualifications and have clearly defined roles and responsibilities.</p> <p>Guideline: An organizational chart depicting roles, responsibilities and reporting lines exists.</p> <p>Guideline: All administrative staff have clearly defined, written job descriptions which undergo periodic review as necessary.</p>	<p>Criterion 4.2 -- Organization of staff</p> <p>The administrative staff have adequate qualifications and clearly defined roles and responsibilities.</p> <p>Guideline: An organizational chart depicting roles, responsibilities, and reporting lines exists.</p> <p>Guideline: All administrative staff have clearly defined, written job descriptions which undergo periodic review as necessary.</p>	<p>Language was revised here for clarity based on feedback from a commenter.</p>
<p>Criterion 4.3 -- Academic Leadership</p> <p>Program leadership has a clearly defined and effective structure that ensures effective teaching, programmatic review and student involvement. Academic leadership facilitates curriculum development and ongoing assessment of the program. Academic leadership are able</p>	<p>Criterion 4.3 -- Academic Leadership</p> <p>Program leadership has a clearly defined and effective structure that ensures effective teaching, programmatic review and student involvement. Academic leadership facilitates curriculum development and ongoing assessment of the program. Academic leaders</p>	

to demonstrate appropriate academic qualifications.	demonstrate appropriate academic qualifications.	
This criterion has been deleted as it has been addressed elsewhere.	This criterion has been deleted as it has been addressed elsewhere.	

Standard Five: Records

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 5 – Maintaining Record Keeping Systems</p> <p>The program shall maintain complete record keeping systems.</p>	<p>Standard 5 – Maintaining Record Keeping Systems</p> <p>The program shall maintain complete record keeping systems.</p>	
<p>Criterion 5.1 -- Permanent Student Records</p> <p>Observing the requirements of right-to-privacy legislation, the program maintains and safeguards accurate permanent academic records that document student participation and success.</p> <p>Guideline: The institution/program has a set of document retention policies and procedures for the maintenance and secure storage of all student records.</p> <p>Guideline: In the event that an institution is required to close, a plan to preserve and make available all student records has been formulated.</p> <p>Guideline: The institution/program ensures through the implementation of a records policy, the convenient access to academic,</p>	<p>Criterion 5.1 -- Permanent Student Records</p> <p>Observing the requirements of right-to-privacy legislation, the program maintains and safeguards accurate permanent academic records that document student participation and success.</p> <p>Guideline: The institution/program has a set of document retention policies and procedures for the maintenance and secure storage of all student records.</p> <p>Guideline: In the event that an institution is required to close, a plan to preserve and make available all student records has been formulated.</p> <p>Guideline: The institution/program ensures through the implementation of a records policy, the convenient access to academic,</p>	<p>The last Guideline was revised for clarity based on feedback from a commenter.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>attendance, and financial records by students. If records are not stored on-site, the institution/program must ensure secure and ready on-line access-</p> <p>Guideline: Institutions have a backup disaster recovery plan.</p>	<p>attendance, and financial records by students. If records are not stored on-site, the institution/program must ensure secure and ready on-line access-</p> <p>Guideline: Institutions have a backup electronic disaster recovery plan.</p>	
<p>Criterion 5.2 – Clinical Care and Student Records</p> <p>The program maintains clinical records of all clients attended to by students. The institution is responsible for maintaining complete, accurate, secure, and confidential records which abide by generally accepted standards of health care practice and federal HIPAA laws.</p> <p>Guideline: The program makes best efforts to translate foreign language records into English to maintain the highest level of homeopathic care possible by current and future caregivers. All records shall be maintained for a minimum of seven years.</p> <p>Guideline: Institutions develop, implement and closely monitor policies and practices to ensure that clinical records prepared by</p>	<p>Criterion 5.2 – Clinical Care and Student Records</p> <p>The program maintains clinical records of all clients attended to by students. The institution is responsible for maintaining complete, accurate, secure, and confidential records which abide by generally accepted standards of health care practice and federal HIPAA laws.</p> <p>Guideline: The program makes best efforts to translate foreign language records into English to maintain the highest level of homeopathic care possible by current and future caregivers. All records shall be maintained for a minimum of seven years.</p> <p>Guideline: Institutions develop, implement and closely monitor policies and practices to ensure that clinical records prepared by</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>students and shared between students and clinical supervisors are transmitted and maintained in a secure and confidential manner.</p> <p>Guideline: Clinical records resulting from student work require review and evaluation by the supervisor as well as signature by both student and supervisor.</p>	<p>students and shared between students and clinical supervisors are transmitted and maintained in a secure and confidential manner.</p> <p>Guideline: Clinical records resulting from student work require review and evaluation by the supervisor as well as signature by both student and supervisor.</p>	
<p>Criterion 5.3 – Data</p> <p>The program must maintain the following data:</p> <p>1 - Number of students applied and accepted, enrolled, graduated and readmitted.</p> <p>2 - Age, sex, educational background, and racial origins (optional) of the student body.</p>	<p>Criterion 5.3 – Data</p> <p>The program must maintain the following data:</p> <p>1 - Number of students who applied and were accepted, enrolled, graduated and readmitted.</p> <p>2 - Age, gender, educational background, and racial origins (optional) of the student body.</p>	<p>Language was revised for grammar and syntax based on suggestions from two commenters.</p>

Standard 6: Admissions

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 6 - Admissions</p> <p>The program has implemented an admissions policy that clearly states the educational requirements necessary to achieve academic and professional success. This requires the satisfactory completion of at least two academic years (60 semester credits/90 quarter credits) or its equivalent, of education at the baccalaureate level that is appropriate preparation for graduate level work. Admissions criteria align with the institution’s mission and student population served.</p> <p>The program formulates, documents and implements a robust, systematic and consistent assessment process by a qualified individual/s that determines an applicant’s level of academic readiness as well as acceptable prior learning or transfer credit/s to be applied towards completion of the professional program.</p> <p>The institution admits students regardless of race, national origin, ability, sex, gender,</p>	<p>Standard 6 - Admissions</p> <p>The program has implemented an admissions policy that clearly states the educational requirements necessary to achieve academic and professional success. This requires the satisfactory completion of at least two academic years (60 semester credits/90 quarter credits) or its equivalent, of education at the baccalaureate level. Admissions criteria align with the institution’s mission and target student population.</p> <p>The program formulates, documents and implements a robust, systematic and consistent assessment process by a qualified individual/s that determines an applicant’s level of academic readiness as well as acceptable prior learning or transfer credit/s to be applied towards completion of the professional program.</p>	<p>Revisions were made for clarity based on feedback from three commenters.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>sexual orientation or age.</p> <p>The institution is responsible for establishing a reliable and documented applicant/student verification process and admissions criteria requiring documentation that applicants possess the ability to be successful in the program and/or successful in a distance education environment if used as a mode of delivery.</p>	<p>The institution admits students regardless of race, national origin, ability, sex, gender, sexual orientation or age.</p> <p>The institution is responsible for establishing a reliable and documented applicant/student verification process and admissions criteria requiring documentation that applicants possess the likelihood to be successful in the program and/or successful in a distance education environment if used as a mode of delivery.</p>	
<p>Criterion 6.1 - General Admissions</p> <p>The entry criteria is a minimum of a 2-year Associate’s degree or 2 years completed of a Baccalaureate degree. In the absence of being able to verify the completion of the degree/credits, the program must demonstrate an acceptable process for assuring equivalent competence in the assignment of credit(s) and/or work experience for prior or experiential learning. Either or a combination of the following assessment techniques may be used: (1) credit by examination through the use of standardized tests and/or (2) assignment of credit for military and corporate training</p>	<p>Criterion 6.1 - General Admissions</p> <p>The entry criteria is successful completion of at least two academic years (60 semester credits/90 quarter credits) or 2 years completed of a Baccalaureate degree. In the absence of being able to verify the completion of the degree/credits, the program must demonstrate an acceptable process for assuring equivalent competence in the assignment of credit(s) and/or work experience for prior or experiential learning. Either or a combination of the following assessment techniques may be used: (1) credit by examination through the use of standardized tests and/or (2) assignment of</p>	<p>Revisions were made here for consistency with language above, based on a suggestion from a commenter.</p> <p>The fourth Guideline was revised for clarity based on suggestions from a commenter.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>based on recommendations established by the American Council on Education.</p> <p>Guideline: Credit by examination can be earned through successful testing and the recommended college credit equivalencies of the College Scholarship Service's AP (Advanced Placement) examinations, the College Scholarship Service's CLEP (College Level Examination Program) examinations, the American College Testing PEP (Proficiency Examination Program) examinations, PONSI (N.Y. State Department of Education Program on Non-collegiate Sponsored Instruction), the USAFI (U.S. Armed Forces Institute) program, and the DAN TES (Defense Activity for Non-Traditional Education Support) tests.</p> <p>Guideline: Credit for military and corporate training may be assigned according to the recommendations established by the American Council on Education in the National Guide to Educational Credit for Training Programs and the Guide to the Evaluation of Educational Experience in the Armed Services.</p>	<p>credit for military and corporate training based on recommendations established by the American Council on Education.</p> <p>Guideline: Credit by examination can be earned through successful testing and the recommended college credit equivalencies of the College Scholarship Service's AP (Advanced Placement) examinations, the College Scholarship Service's CLEP (College Level Examination Program) examinations, the American College Testing PEP (Proficiency Examination Program) examinations, PONSI (N.Y. State Department of Education Program on Non-collegiate Sponsored Instruction), the USAFI (U.S. Armed Forces Institute) program, and the DAN TES (Defense Activity for Non-Traditional Education Support) tests.</p> <p>Guideline: Credit for military and corporate training may be assigned according to the recommendations established by the American Council on Education in the National Guide to Educational Credit for Training Programs and the Guide to the Evaluation of Educational Experience in the Armed Services.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Guideline: The program should inform students who are awarded credit through prior learning assessment, that some state licensing agencies and some institutions may not accept prior learning assessment credits that have been awarded by a non-regionally accredited institution.</p> <p>Guideline: On a limited basis, institutions or programs offering the Professional Homeopathic Practitioner Level Diploma or Certificate Program (i.e. not the Master of Homeopathy) may exempt exceptional students from the requirement of prior academic experience but the rationale for the exemption and unique experience of the student must be clearly documented in admissions records of the student.</p> <p>Guideline: In situations beyond the control of a foreign applicant, when transcripts and documents are not available to confirm completion of prior postsecondary education, a special admissions procedure may be employed, on a case-by-case basis, to determine the level of education earned and/or what additional preparation will be</p>	<p>Guideline: The program should inform students who are awarded credit through prior learning assessment, that some state licensing agencies and some institutions may not accept prior learning assessment credits that have been awarded by a non-regionally accredited institution.</p> <p>Guideline: On a limited basis, institutions or programs offering the Professional Homeopathic Practitioner Level Diploma or Certificate Program (i.e. not the Master of Homeopathy) may exempt exceptional students from the requirement of prior academic experience or military and corporate training, but the rationale for the exemption and unique experience of the student must be clearly documented in admissions records of the student.</p> <p>Guideline: In situations beyond the control of a foreign applicant, when transcripts and documents are not available to confirm completion of prior postsecondary education, a special admissions procedure may be employed, on a case-by-case basis, to determine the level of education earned and/or what additional preparation will be</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>required in order to meet the admissions standard.</p> <p>Guideline: In considering the acceptance of education and training obtained in foreign countries, the program should obtain advisory assistance from a reputable foreign credentials assistance agency for the interpretation of foreign educational credentials to assist with approximating comparable levels of educational achievement in the U.S.</p>	<p>required in order to meet the admissions standard.</p> <p>Guideline: In considering the acceptance of education and training obtained in foreign countries, the program should obtain advisory assistance from a reputable foreign credentials assistance agency for the interpretation of foreign educational credentials to assist with approximating comparable levels of educational achievement in the U.S.</p>	
<p>Criterion 6.2 – Advanced Standing</p> <p>The program may accept transfer credit and or prior academic and/or professional learning that is judged to be equivalent to its requirements for graduation from the professional program; however, a minimum of one-quarter of the total-program clock hours [or equivalent credit hours required for completion must be taken in the program granting the certificate or degree designating successful completion of the program. This includes a minimum or ½ of the clock hours (or equivalent credit hours) of the clinical training program.</p>	<p>Criterion 6.2 – Advanced Standing</p> <p>The program may accept transfer credit and or prior academic and/or professional learning that is judged to be equivalent to its requirements for graduation from the professional program; however, a minimum of one-quarter of the total-program clock hours (or equivalent credit hours) required for completion must be taken in the program granting the certificate or degree designating successful completion of the program. This includes a minimum or ½ of the clock hours (or equivalent credit hours) of the clinical training program.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Guideline: The program must demonstrate an acceptable process for assuring equivalent competence in the acceptance of transfer credits and/or prior learning credits.</p> <p>Guideline: Assessment of prior learning and transfer credits should be completed by persons qualified to make such assessments.</p> <p>Guideline: In considering the acceptance of education and training obtained in foreign countries, the program should obtain advisory assistance from a reputable foreign credentials assistance agency for the interpretation of foreign educational credentials to assist with approximating comparable levels of educational achievement in the U.S.</p>	<p>Guideline: The program must demonstrate an acceptable process for assuring equivalent competence in the acceptance of transfer credits and/or prior learning credits.</p> <p>Guideline: Assessment of prior learning and transfer credits should be completed by persons qualified to make such assessments.</p> <p>Guideline: In considering the acceptance of education and training obtained in foreign countries, the program should obtain advisory assistance from a reputable foreign credentials assistance agency for the interpretation of foreign educational credentials to assist with approximating comparable levels of educational achievement in the U.S.</p>	
<p>Criterion 6.3 -- Policy publication</p> <p>The program's admissions policy, including policies for evaluating transfer credit and prior learning, must be clearly stated in institutional publications including, but not limited to website, catalogue and handbooks. Published transfer policies must include a statement established by the</p>	<p>Criterion 6.3 -- Policy publication</p> <p>The program's admissions policy, including policies for evaluating transfer credit and prior learning, must be clearly stated in institutional publications including, but not limited to website, catalogue and handbooks. Published transfer policies must include a statement established by the</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
institution regarding transfer of credit earned at another institution of higher education.	institution regarding transfer of credit earned at another institution of higher education.	
This criterion has been deleted as it has been addressed elsewhere.	This criterion has been deleted as it has been addressed elsewhere.	
This criterion has been deleted as it has been addressed elsewhere.	This criterion has been deleted as it has been addressed elsewhere.	
<p>Criterion 6.4 – Course Prerequisites</p> <p>The program must show evidence that it has identified appropriate course prerequisites where applicable, and that students enrolled in a course have completed all necessary prerequisites.</p>	<p>Criterion 6.4 – Course Prerequisites</p> <p>The program must show evidence that it has identified appropriate course prerequisites where applicable, and that students enrolled in a course have completed all prerequisites.</p>	The word 'necessary' was removed due to redundancy as suggested by a commenter.
<p>Criterion 6.5 -- Recruitment</p> <p>The program must observe honest, ethical, and legal recruiting practices. Marketing materials and representations made to prospective students must be clear and accurate.</p>	<p>Criterion 6.5 -- Recruitment</p> <p>The program must observe honest, ethical, and legal recruiting practices. Marketing materials and representations made to prospective students must be clear and accurate.</p>	
<p>Criterion 6.6 -- English language competency</p> <p>The institution's admissions criteria disclose procedures for verifying appropriate language proficiencies.</p>	<p>Criterion 6.6 -- English language competency</p> <p>The institution's admissions criteria disclose procedures for verifying appropriate language proficiencies.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>a) English language competency is required of all students seeking admission to any program. For English language programs, a recommended minimum score of 500 on the Test of English as a Foreign Language (TOEFL) (or equivalent score in IELTS) and a minimum of the currently reported mean score on the Test of Spoken English (TSE);</p> <p>(b) For non-English programs, a recommended TOEFL score of at least 450 must be obtained and a minimum mean score on the TSE, 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 the English proficiency requirement must be satisfied prior to commencing the clinical training phase.</p>	<p>a) English language competency is required of all students seeking admission to any program. For English language programs, a recommended minimum score of 500 on the Test of English as a Foreign Language (TOEFL) (or equivalent score in IELTS) and a minimum of the currently reported mean score on the Test of Spoken English (TSE);</p> <p>(b) For non-English programs, a recommended TOEFL score of at least 450 must be obtained and a minimum mean score on the TSE, 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 the English proficiency requirement must be satisfied prior to commencing the clinical training phase.</p>	
<p>Criterion 6.7 -- Enrollment</p> <p>Non- matriculated students must meet all entry requirements and course prerequisite</p>	<p>Criterion 6.7 -- Enrollment</p> <p>Non- matriculated students must meet all entry requirements and course prerequisite</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>requirements for participation in particular courses with the exception of courses which may be open to the general public. 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.</p> <p>Guideline: All prior learning and transfer equivalencies should be established, articulated and filed, along with the applicant's materials and applied to admission requirement and/or to advanced standing placement, by the start of the first enrollment period and/or before any classes are commenced.</p> <p>Guideline: A statement of the applicant's prior experience, which may be considered as an equivalency to part of the entrance requirement or to the program's requirements, should be articulated and filed, along with the applicant's materials, when the applicant is accepted, and before any classes are commenced.</p> <p>Guideline: The institution's enrollment agreements/documents clearly identify the</p>	<p>requirements for participation in particular courses with the exception of courses which may be open to the general public. 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.</p> <p>Guideline: All prior learning and transfer equivalencies should be established, articulated and filed, along with the applicant's materials and applied to admission requirement and/or to advanced standing placement, by the start of the first enrollment period and/or before any classes are commenced.</p> <p>Guideline: A statement of the applicant's prior experience, which may be considered as an equivalency to part of the entrance requirement or to the program's requirements, should be articulated and filed, along with the applicant's materials, when the applicant is accepted, and before any classes are commenced.</p> <p>Guideline: The institution's enrollment agreements/documents clearly identify the</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature.</p> <p>Guideline: Tuition (and all additional fees, i.e., applicant/student verification and other distance learning technologies, supervision, etc.) and refund policies are disclosed on all enrollment agreements.</p>	<p>educational offering and assure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the institution prior to applicant signature.</p> <p>Guideline: Tuition (and all additional fees, i.e., applicant/student verification and other distance learning technologies, supervision, etc.) and refund policies are disclosed on all enrollment agreements.</p>	
<p>Criterion 6.8 -- Retention and Graduation Rates</p> <p>The program's student retention rate must be a minimum of sixty-five percent (65%) and the graduation rate must be a minimum of fifty percent (50%).</p>	<p>Criterion 6.8 -- Retention and Graduation Rates</p> <p>The program's student retention rate must be a minimum of sixty-five percent (65%) and the graduation rate must be a minimum of fifty percent (50%).</p>	<p>One commenter noted that distance education programs can experience lower completion rates. The Standards Committee recommends to ACHENA that these minimum retention and graduation rates are maintained as they are quite low and on par with (or lower than) minimum rates from other comparable accreditation bodies.</p>

Standard 7: Assessment

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 7 – Evaluation of Student and Programmatic Assessment, Achievement and Satisfaction</p> <p>The program shall demonstrate a commitment to student academic and professional achievement through excellence in student and programmatic assessment processes. The institution shall demonstrate how its educational objectives and competencies are met and how this enhances the quality and satisfaction of professional education and training obtained by students.</p> <p>Goals and Objectives Programmatic goals and objectives describe the intended achievements of the institution.</p> <p>Course level goals and objectives describe the intended achievements at course level.</p>	<p>Standard 7 – Evaluation of Student and Programmatic Assessment, Achievement and Satisfaction</p> <p>The program shall demonstrate a commitment to student academic and professional achievement through excellence in student and programmatic assessment processes. The institution shall demonstrate how its educational objectives and competencies are met and how this enhances the quality and satisfaction of professional education and training obtained by students.</p> <p>Goals and Objectives Programmatic goals and objectives describe the intended educational achievements of the institution.</p> <p>Course level goals and objectives describe the intended educational achievements at the course level.</p>	<p>Language was removed and revised in this section based on feedback from a commenter. The Committee removed redundant/unclear language to help strengthen this section.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Outcomes Programmatic outcomes catalogue the overarching "end products" of the program and are the evidence for the extent to which successful learning and other institutional parameters contributed to the achievement of student competency and stated goals and objectives.</p> <p>Course level learning outcomes list measurable and essential mastered content-knowledge—reflecting skills and competencies that students can successfully demonstrate upon course completion.</p> <p>Assessable outcomes at the course and programmatic levels can be observed and evaluated against growing student competency and other institutional criteria to determine the extent to which stated goals and objectives have been attained.</p> <p>The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual and programmatic level learning and growth from multiple valid and reliable sources. Evidence of deficiencies in the achievement of outcomes initiates a process guided by</p>	<p>Outcomes The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual and programmatic level learning and growth from multiple valid and reliable sources. Evidence of deficiencies in the achievement of outcomes initiates a process guided by policies and procedures to improve curricular and programmatic effectiveness, instructional practices, professional development, and support services as needed. Student progress is systematically and regularly communicated and maintained on a collaborative basis among students, faculty and administration.</p> <p>An assessment system that provides accurate information includes an Assessment Plan that describes a range of fair, objective and consistent outcomes and assessment practices measuring students' progress regarding relevant knowledge, skills, clinical skills, competencies and attitudes. These comprise an important source of data for the institutional review process and contribute to the fulfillment of the institution's mission.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>policies and procedures to improve curricular and programmatic effectiveness, instructional practices, professional development, and support services as needed. Progress is systematically and regularly communicated and maintained on a collaborative basis among students, faculty and administration.</p> <p>An assessment system that provides accurate information includes an Assessment Plan that describes a range of fair, objective and consistent outcomes and assessment practices measuring students' progress regarding relevant knowledge, skills, clinical skills, competencies and attitudes. These comprise an important source of data for the institutional review process and contribute to the fulfillment of the institution's mission.</p>		
<p>Criterion 7.1 – Measurement of Student Achievement</p> <p>The institution defines standards for student achievement and assesses its performance against those standards. Through regular and systematic assessment, the institution demonstrates that students who complete programs achieve the identified outcomes and competencies and that the standards for</p>	<p>Criterion 7.1 – Measurement of Student Achievement</p> <p>The institution defines standards for student achievement and assesses its performance against those standards. Through regular and systematic assessment, the institution demonstrates that students who complete programs achieve the identified outcomes and competencies and that the standards for</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>student achievement are met. Program and course level learning outcomes describe academic competencies obtained as students progress through the program and define the knowledge and skills that students possess upon its successful completion.</p> <p>Guideline: Assessment processes measure student performance in the professional competencies. The institution uses the information gained from assessments to improve student learning in conjunction with faculty and students.</p> <p>Guideline: The program shall systematically and sequentially document quantitative and qualitative, direct and indirect as well as formative and summative evaluation processes to measure competency levels as outlined in the standard describing the Program of Study. These may include among others:</p> <ul style="list-style-type: none"> -Oral and written examinations of didactic material. -Clinical performance at all stages of the program -Milestone exams 	<p>student achievement are met. Program and course level learning outcomes describe academic competencies obtained as students progress through the program and define the knowledge and skills that students possess upon its successful completion.</p> <p>Guideline: Assessment processes measure student performance in the professional competencies. The institution uses the information gained from assessments to improve student learning in conjunction with faculty and students.</p> <p>Guideline: The program shall systematically and sequentially document quantitative and qualitative, direct and indirect as well as formative and summative evaluation processes to measure competency levels as outlined in the standard describing the Program of Study. These may include among others:</p> <ul style="list-style-type: none"> -Oral and written examinations of didactic material. -Clinical performance at all stages of the program -Milestone exams 	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<ul style="list-style-type: none"> -Case reports on clinical and differential diagnoses -Scientific literature reviews -Structured observation and evaluation -Student case taking and decision-making ability -Review of patient charts -Student self-evaluations and reflection -Student and patient surveys <p>Assessment practices are listed on course syllabi and grading procedures and random samples are available for evaluation.</p> <p>Guideline: Program Learning Outcomes are comprised of key performance indicators (KPI) such as:</p> <ul style="list-style-type: none"> -Minimum 65% programmatic retention rate. -Minimum 50% graduation rate in any one year. -% of student numbers completing within 3 years – full time. -% of student numbers completing within 6 years – part time. -% of student numbers employed (including self employed) within one year. -% graduating within 150% of time to completion. 	<ul style="list-style-type: none"> -Case reports on clinical and differential diagnoses -Scientific literature reviews -Structured observation and evaluation -Student case taking and decision-making ability -Review of patient charts -Student self-evaluations and reflection -Student and patient surveys <p>Assessment practices are listed on course syllabi and grading procedures and random samples are available for evaluation.</p> <p>Guideline: Program Learning Outcomes are comprised of key performance indicators (KPI) such as:</p> <ul style="list-style-type: none"> -Minimum 65% programmatic retention rate. -Minimum 50% graduation rate in any one year. -% of student numbers completing within 3 years – full time. -% of student numbers completing within 6 years – part time. -% of student numbers employed (including self employed) within one year. -% graduating within 150% of time to completion. 	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<ul style="list-style-type: none"> -Evaluation of programmatic and professional competencies. -Alumni satisfaction surveys at a minimum of every 3 years. -Annual faculty surveys. -Faculty training opportunities available. -Key financial ratios. -Matriculation rates <p>The program selects and justifies outcomes obtained.</p> <p>Guideline: Student achievement metrics are formalized, accessible to students and consistent with the mission. Compliance is ensured through an internal audit process.</p> <p>Guideline: Faculty receive regular training on optimal assessment practices and forms a part of the new faculty orientation process.</p> <p>Guideline: The program tracks remediation rates and quality that may point out program weaknesses.</p>	<ul style="list-style-type: none"> -Evaluation of programmatic and professional competencies. -Alumni satisfaction surveys at a minimum of every 3 years. -Annual faculty surveys. -Faculty training opportunities available. -Key financial ratios. -Matriculation rates. <p>The program selects and justifies outcomes obtained.</p> <p>Guideline: Student achievement metrics are formalized, accessible to students and consistent with the mission. Compliance is ensured through an internal audit process.</p> <p>Guideline: Faculty receive regular training on optimal assessment practices and forms a part of the new faculty orientation process.</p> <p>Guideline: The program tracks remediation rates and quality that may point out program weaknesses.</p>	
Criterion 7.2 – Measurement of Student Satisfaction	Criterion 7.2 – Measurement of Student Satisfaction	Revisions were made based on suggestions by one commenter.

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Guideline: Student satisfaction is measured by regular and comprehensive student surveys, program retention and pass rates and perception of administrative, educational and other support services provided including, as appropriate, consideration of course completion, provincial licensing and or duly recognized certification examinations and job placement rates.</p> <p>Student satisfaction is, in part, reflected by student achievement which can be measured in numerous ways. These may include:</p> <ul style="list-style-type: none"> 1-program referrals 2-Program retention rates 3-Grievance complaints 4-Alumni engagement 5-Job placement rates (including self employment) 6-By regular and comprehensive student surveys measuring program satisfaction and student perception of administrative, educational and other support services. 	<p>Guideline: Student satisfaction is measured by regular and comprehensive student surveys, program retention and pass rates and perception of administrative, educational and other support services provided including, as appropriate, consideration of course completion, state or provincial licensing and or duly recognized certification examinations and job placement rates (where applicable).</p> <p>Student satisfaction is, in part, reflected by student achievement which can be measured in numerous ways. These may include:</p> <ul style="list-style-type: none"> 1-Program referrals 2-Program retention rates 3-Grievance complaints 4-Alumni engagement 5-Job placement rates (including self employment) 6-By regular and comprehensive student surveys measuring program satisfaction and student perception of administrative, educational and other support services. 	
<p>Criterion 7.3 -- Assessment of Graduates' Success</p>	<p>Criterion 7.3 -- Assessment of Graduates' Success</p>	<p>Revisions were made based on suggestions by two commenters. The last Guideline</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Graduate success is measured by achievement levels on certification exams and job placement, including self-employment rates, if reliable and readily available. Data sources must be provided.</p> <p>Guideline: Reliably sourced success rates on certification examinations are provided on an annual basis.</p> <p>Guideline: Formal and informal alumni and/or employer surveys are performed and analyzed on an intermittent basis.</p> <p>Guideline: All programs, regardless of location or means of delivery including distance education, are consistent with the institution’s mission, are appropriate to higher education and culminate in the attainment of identified student learning outcomes and the achievement of diplomas, employment and transfer to other higher education programs.</p>	<p>Graduate success is measured by achievement levels on certification exams and job placement (gainful employment in the profession), including self-employment rates, if reliable and readily available. Data sources must be provided.</p> <p>Guideline: Accurate success rates on certification examinations are provided on an annual basis.</p> <p>Guideline: Formal and informal alumni and/or employer surveys are performed and analyzed on an intermittent basis.</p>	<p>was removed due to redundancy, pointed out by a commenter.</p>
<p>Criterion 7.4 -- Standard Measurement</p> <p>Equivalent methods and standards of student assessment must be applied and demonstrated for all externship and other external or outsourced clinical sites.</p>	<p>Criterion 7.4 -- Standard Measurement</p> <p>Equivalent methods and standards of student assessment must be applied and demonstrated for all externship and other external or outsourced clinical sites.</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Criterion 7.5 -- Programmatic Review Process</p> <p>The institution demonstrates a commitment to educational improvement through ongoing attention to defined goals for retention, persistence and completion rates that are appropriate to its mission and student population.</p> <p>Guideline: The institution collects and analyzes information on student retention, persistence and completion of programs to make improvements as warranted by the data.</p> <p>Guideline: The program, with appropriate involvement from all program constituencies, engages in regular and ongoing continuous improvement processes to:</p> <p>1 – Ensure its effectiveness in achieving program goals, objectives and outcomes. 2 – Ensure that policies and procedures are revised as necessary to ensure a reliable and representative feedback loop. 3 - The program demonstrates commitment to excellence through periodic and</p>	<p>Criterion 7.5 -- Programmatic Review Process</p> <p>The institution demonstrates a commitment to educational improvement through ongoing attention to defined goals for retention, persistence and completion rates that are appropriate to its mission and student population.</p> <p>Guideline: The institution collects and analyzes information on student retention, persistence and completion of programs to make improvements as warranted by the data.</p> <p>Guideline: The program, with appropriate involvement from all program constituencies, engages in regular and ongoing continuous improvement processes to:</p> <p>1 – Ensure its effectiveness in achieving program goals, objectives and outcomes. 2 – Ensure that policies and procedures are revised as necessary to ensure a reliable and representative feedback loop. 3 - The program demonstrates commitment to excellence through periodic and</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>systematic reviews of the effectiveness and suitability of its goals and educational objectives, training model, mode of delivery and appropriateness.</p>	<p>systematic reviews of the effectiveness and suitability of its goals and educational objectives, training model, mode of delivery and appropriateness.</p>	
<p>Criterion 7.6 -- Assessment Practices for Distance Learning Students The program must have policies and procedures to verify the authenticity of distance learning student’s work on exams, papers and casework. Programs that meet this standard would likely employ methods such as-- a secure login and pass code; proctored examinations; and use of new or other technologies and practices that are effective in verifying student identity.</p> <p>Guideline: Assessment practices for distance learning students must be of comparable intensity and comprehensiveness as assessment practices in place for on-campus students.</p> <p>Guideline: Institutions and programs that employ distance learning must have a process for direct observation and assessment of the clinical skills of distance learning students. This should include strategies such as: use of real-time</p>	<p>Criterion 7.6 -- Assessment Practices for Distance Learning Students The program must have policies and procedures to verify the authenticity of distance learning student’s work on exams, papers and casework. Programs that meet this standard would likely employ methods such as-- a secure login and pass code; proctored examinations; and use of new or other technologies and practices that are effective in verifying student identity.</p> <p>Guideline: Assessment practices for distance learning students must be of comparable intensity and comprehensiveness as assessment practices in place for on-campus students.</p> <p>Guideline: Institutions and programs that employ distance learning must have a process for direct observation and assessment of the clinical skills of distance learning students. This should include strategies such as use of real-time</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>synchronous distance learning technologies that allow for direct supervisor’s observation and assessment of the student’s clinical skills; or, supervisor’s review of videotaped sessions in which one camera is focused on the student and another camera is focused on the client; or similar arrangement.</p> <p>Guideline: Institutions and programs that employ distance learning must directly observe a sufficient body of the student’s clinical case work in order to effectively assess the student’s skills and provide clinical mentoring. Observation must be of sufficient intensity and frequency to ensure that, by graduation, students have attained competency in the full range of skills required for practice.</p>	<p>synchronous distance learning technologies that allow for direct supervisor’s observation and assessment of the student’s clinical skills; or, supervisor’s review of videotaped sessions in which one camera is focused on the student and another camera is focused on the client; or similar arrangement.</p> <p>Guideline: Institutions and programs that employ distance learning must directly observe a sufficient body of the student’s clinical case work in order to effectively assess the student’s skills and provide clinical mentoring. Observation must be of sufficient intensity and frequency to ensure that, by graduation, students have attained competency in the full range of skills required for practice.</p>	

Standard 8: Program of Study

No proposed revisions to Standard 8 at this time.

Standard 9: Faculty

Proposed Revised Standard	Updated Standard	Comments and Response
<p>Standard 9 - Faculty Qualifications</p> <p>Institutions demonstrate that qualified individuals serve in all relevant academic roles and contribute to the academic process. The program should provide for a sufficient number of qualified faculty to support the program. Professional training opportunities are monitored and made available where possible.</p>	<p>Standard 9 - Faculty Qualifications</p> <p>Institutions demonstrate that qualified individuals serve in all relevant academic roles and contribute to the academic process. The program should provide for a sufficient number of qualified faculty to support the program. Professional training opportunities are monitored and made available where possible.</p>	
<p>Criterion 9.1 -- Faculty Size</p> <p>The program maintains a sufficient number of faculty to meet program needs.</p>	<p>Criterion 9.1 -- Faculty Size</p> <p>The program maintains a sufficient number of faculty to meet program needs.</p>	
<p>Criterion 9.2 -- Faculty Qualifications</p> <p>All faculty members demonstrate an appropriate level of education and experience to achieve educational objectives and to be able to provide individualized instruction to students as needed.</p> <p>Guideline: Qualifications for core faculty include the following:</p>	<p>Criterion 9.2 -- Faculty Qualifications</p> <p>All faculty members demonstrate an appropriate level of education and experience to support the institution's achievement of its educational objectives.</p> <p>Guideline: Qualifications for core faculty include the following:</p>	<p>Revisions were made here for clarity based on feedback from one commenter.</p>

Proposed Revised Standard	Updated Standard	Comments and Response
<p>1. Completion of a full professional program in homeopathy.</p> <p>2. Completion of certification equivalent to that provided by The Council for Homeopathic Certification.</p> <p>3. A minimum of three years of professional practice experience.</p> <p>Guideline: The program implements appropriate policies and procedures and maintain hiring documents that verify the personal and professional credentials of its faculty and maintain such in the faculty member's file.</p> <p>Institutions consider pertinent legal requirements in the areas of non-discrimination, equal opportunity, and affirmative action employment practices.</p> <p>Guideline: Faculty resumes, official transcripts, copies of applicable licenses and other credentials are kept on file. Contracts should clearly specify responsibilities.</p>	<p>1. Completion of a full professional program in homeopathy.</p> <p>2. Completion of certification equivalent to that provided by The Council for Homeopathic Certification.</p> <p>3. A minimum of three years of professional practice experience.</p> <p>Guideline: The program implements appropriate policies and procedures and maintain hiring documents that verify the personal and professional credentials of its faculty and maintain such in the faculty member's file.</p> <p>Institutions consider pertinent legal requirements in the areas of non-discrimination, equal opportunity, and affirmative action employment practices.</p> <p>Guideline: Faculty resumes, official transcripts, copies of applicable licenses and other credentials are kept on file. Contracts should clearly specify responsibilities.</p>	
<p>Criterion 9.3 - Professional Conditions of Service</p>	<p>Criterion 9.3 - Professional Conditions of Service</p>	

Proposed Revised Standard	Updated Standard	Comments and Response
<p>Employment conditions are fair and equitable. Members are provided with opportunities for professional growth and development as well as academic freedom.</p> <p>Guideline: Provisions for benefits and/or professional development are reviewed periodically.</p> <p>Guideline: The institution has an academic freedom policy in place.</p> <p>Guideline: The institution regularly evaluates faculty performance using clear and consistent procedures and is carried out on a regular basis.</p>	<p>Employment conditions are fair and equitable. Members are provided with opportunities for professional growth and development as well as academic freedom.</p> <p>Guideline: Provisions for benefits and/or professional development are reviewed periodically.</p> <p>Guideline: The institution has an academic freedom policy in place.</p> <p>Guideline: The institution regularly evaluates faculty performance using clear and consistent procedures and is carried out on a regular basis.</p>	
<p>Criterion 9.4 – Faculty Training</p> <p>Continuous training on policies, student needs, instructional methods and technologies is available and required.</p>	<p>Criterion 9.4 – Faculty Training</p> <p>Continuous training on policies, student needs, instructional methods and technologies is available and required.</p>	
<p>Criterion 9.5 – Communication</p> <p>The institution promotes a climate of regular and open communication among members of the faculty and between the faculty and administrative officers of the institution.</p>	<p>Criterion 9.5 – Communication</p> <p>The institution promotes a climate of regular and open communication among members of the faculty and between the faculty and administrative officers of the institution.</p>	

Proposed Revised Standard	Updated Standard	Comments and Response
<p>Guideline: A culture of commitment and collaboration among administrators, faculty, and staff to provide quality educational programs for continued growth is apparent.</p> <p>Guideline: The faculty is encouraged to form an independent faculty body and hold meetings on a regular basis to consider relevant issues, educational policies and teaching/grading procedures.</p> <p>Guideline: Minutes of faculty meetings are maintained and stored within the institution.</p>	<p>Guideline: A culture of commitment and collaboration among administrators, faculty, and staff to provide quality educational programs for continued growth is apparent.</p> <p>Guideline: The faculty is encouraged to form an independent faculty body and hold meetings on a regular basis to consider relevant issues, educational policies and teaching/grading procedures.</p> <p>Guideline: Minutes of faculty meetings are maintained and stored within the institution.</p>	

Standard 10: Student Services

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 10 - Student Services</p> <p>The program provides accessible and effective student services and student support programming 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 educational goals.</p>	<p>Standard 10 - Student Services</p> <p>The program provides accessible and effective student services and student support programming 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 educational goals.</p>	
<p>Criterion 10.1 -- Fulfillment of objectives</p> <p>Student services and programming fulfills the objectives of the program and be guided by a philosophy that reflects the institution's mission and special character.</p> <p>Guideline: The Student Services program systematically identifies the characteristics and needs of its student population and shows evidence of designing, implementing, reviewing and revising programming to meet these needs.</p>	<p>Criterion 10.1 -- Fulfillment of objectives</p> <p>Student services and programming fulfills the objectives of the program and be guided by a philosophy that reflects the institution's mission and special character.</p> <p>Guideline: The Student Services program systematically identifies the characteristics and needs of its student population and shows evidence of designing, implementing, reviewing and revising programming to meet these needs.</p>	<p>Language in Guideline 2 was deleted due to redundancy based on commenter feedback.</p>

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Guideline: The program assures all students, including distance learning students, have access to effective counseling, advisement, orientation, financial aid, career development and placement support services. The organization of the services, as well as the resources and staffing provided, is determined by the institution as long as provision for all of the above services is made.</p> <p>Guideline: In providing services, the program adheres to both the spirit and intent of equal opportunity and its own goals for diversity, equity, and inclusion.</p>	<p>Guideline: The program assures all students, including distance learning students, have access to effective counseling, advisement, orientation, financial aid, career development and placement support services.</p> <p>Guideline: In providing services, the program adheres to both the spirit and intent of equal opportunity and its own goals for diversity, equity, and inclusion.</p>	
<p>Criterion 10.2 – Published student policies</p> <p>The program has a statement of student rights, privileges and responsibilities of students and of disciplinary proceedings for violations of those responsibilities. This statement is made available to students through the catalog, student handbook and other appropriate means.</p> <p>Guideline: There is a fair and formal process for the faculty or administration to</p>	<p>Criterion 10.2 – Published student policies</p> <p>The program has a statement of student rights, privileges and responsibilities of students and of disciplinary proceedings for violations of those responsibilities. This statement is made available to students through the catalog, student handbook and other appropriate means.</p> <p>Guideline: There is a fair and formal process for the faculty or administration to</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>follow when taking any disciplinary action that affects the enrollment status of a student.</p> <p>Guideline: The enrollment, cancellation, and refund policies comply with applicable federal and state laws and regulations.</p>	<p>follow when taking any disciplinary action that affects the enrollment status of a student.</p> <p>Guideline: The enrollment, cancellation, and refund policies comply with applicable federal and state laws and regulations.</p>	
<p>Criterion 10.3 – Inclusion of Student Voice</p> <p>Provision is made for obtaining student perceptions in the decision- making process of the institution.</p> <p>Guideline: A student(s) is part of and participates in a formal institutional decision-making body</p> <p>Guideline: The interests of students and alumni in institutional development are encouraged.</p> <p>Guideline: In order to develop community, institutional policies and procedures foster associations among students, faculty, and the administration.</p>	<p>Criterion 10.3 – Inclusion of Student Voice</p> <p>Provision is made for obtaining student perceptions in the decision- making process of the institution.</p> <p>Guideline: A student(s) is part of and participates in a formal institutional decision-making body.</p> <p>Guideline: The interests of students and alumni in institutional development are encouraged.</p> <p>Guideline: In order to develop community, institutional policies and procedures foster associations among students, faculty, and the administration.</p>	
<p>Criterion 10.4 -- Grievances</p> <p>The program has fair and efficient procedures for reviewing and responding to</p>	<p>Criterion 10.4 -- Grievances</p> <p>The program has fair and efficient procedures for reviewing and responding to</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>grievances made by students and must maintain a record of all student complaints during the preceding ten-year period demonstrating that these complaints were handled in a fair and equitable manner.</p> <p>The process includes genuine attempts at resolving conflict prior to any grievance process. Provision is made for the disclosure of the evidence on which the action is based and an opportunity for the student to respond. Actions are taken in a timely manner, be fair, orderly, equitable and organized.</p> <p>The program discloses the Commission's contact information 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. ACHENA's role in these matters relates specifically to the school's application of their own policies and procedures.</p>	<p>grievances made by students and must maintain a record of all student complaints during the preceding ten-year period demonstrating that these complaints were handled in a fair and equitable manner.</p> <p>The process includes genuine attempts at resolving conflict prior to any grievance process. Provision is made for the disclosure of the evidence on which the action is based and an opportunity for the student to respond. Actions are taken in a timely manner, be fair, orderly, equitable and organized.</p> <p>The program discloses the Commission's contact information 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. ACHENA's role in these matters relates specifically to the school's application of their own policies and procedures.</p>	

Standard 11: Physical Facilities

Past Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 11 - Infrastructure</p> <p>The program provides facilities that are safe, accessible, functional, flexible, appropriately maintained and sufficient to house the program, to provide for effective functioning, and to accommodate the staff and the student body. The facilities shall include a clinic and, if applicable, a homeopathic dispensary; appropriate media and learning equipment adequate for the educational programs offered. The program demonstrates that physical and IT resources are adequate to meet the school’s mission and that adequate data recovery and business continuity planning exists.</p>	<p>Standard 11 - Infrastructure</p> <p>The program provides facilities that are safe, accessible, functional, flexible, appropriately maintained and sufficient to house the program, to provide for effective functioning, and to accommodate the staff and the student body. The institution provides an in-person and/or virtual clinic and, if applicable, a homeopathic dispensary; appropriate media and learning equipment adequate for the educational programs offered. The program demonstrates that physical and IT resources are adequate to meet the school’s mission and that adequate data recovery and business continuity planning exists.</p>	<p>Revision was made here based on request for clarification from one commenter.</p>
<p>Criterion 11.1 Virtual and Physical Facilities and Equipment for Students</p> <p>Adequate physical facilities, such as classroom, clinic, and conference and study areas, and/or virtual spaces and</p>	<p>Criterion 11.1 Virtual and Physical Facilities and Equipment for Students</p> <p>Adequate physical facilities, such as classroom, clinic, and conference and study areas, and/or virtual spaces and</p>	

Past Standard	Updated and Adopted Standard	Comments and Response
appropriate media and learning equipment are provided that are appropriate to its curriculum and size in service of the school's mission.	appropriate media and learning equipment are provided that are appropriate to its curriculum and size in service of the school's mission.	
<p>Criterion 11.2 - Compliance with Safety Standards</p> <p>Program delivery infrastructure meets all federal, state, and local fire, safety, workplace and health standards and must have an emergency preparedness plan in place.</p>	<p>Criterion 11.2 - Compliance with Safety Standards</p> <p>Program delivery infrastructure meets all federal, state, and local fire, safety, workplace and health standards and must have an emergency preparedness plan in place.</p>	
<p>Criterion 11.3 – Upkeep and Capital Improvement Plans</p> <p>Provisions for the regularly scheduled cleaning, repair and maintenance and improvement of buildings and grounds, and specific responsibilities for the care of grounds, security, fire protection, utilities and plant upkeep are maintained appropriately. Additionally, provisions for systems protections and maintenance, IT support and contingency structures, and regular review of those systems and protections are maintained.</p>	<p>Criterion 11.3 – Upkeep and Capital Improvement Plans</p> <p>Provisions for the regularly scheduled cleaning, repair and maintenance and improvement of buildings and grounds, and specific responsibilities for the care of grounds, security, fire protection, utilities and plant upkeep are maintained appropriately. Additionally, provisions for systems protections and maintenance, IT support and contingency structures, and regular review of those systems and protections are maintained.</p>	
<p>Criterion 11.4 Staff and faculty space and equipment</p>	<p>Criterion 11.4 Staff and faculty space and equipment</p>	

Past Standard	Updated and Adopted Standard	Comments and Response
<p>Adequate physical facilities, such as classroom, clinic, and conference and study areas, and/or virtual spaces and appropriate media and learning equipment are available for administrative and faculty support.</p> <p>Guideline: Facilities and equipment are adequate to maintain and process records.</p>	<p>Adequate physical facilities, such as classroom, clinic, and conference and study areas, and/or virtual spaces and appropriate media and learning equipment are available for administrative and faculty support.</p> <p>Guideline: Facilities and equipment are adequate to maintain and process records.</p>	
<p>Criterion 11.5 - Clinic space and equipment</p> <p>The program provides clinic space with sufficient and well-maintained equipment and facilities.</p>	<p>Criterion 11.5 - Clinic space and equipment</p> <p>The program provides an in-person and/or virtual clinic space with sufficient and well-maintained equipment and facilities.</p>	

Standard 12: Financial Resources

Past Standard	Updated Standard	Comments and Response
<p>Standard 12 - Financial Resources</p> <p>The program has an adequate financial base for existing program commitments, shall provide evidence of adequate financial planning and shall have an appropriate financial management system. The program is financially stable, with resources sufficient to carry out its objectives, to complete the instruction and graduate all of enrollees, to support adequately its programs and activities, and to support programmatic improvement now and in the foreseeable future. In the case of a program in an institution that is a sole-proprietorship, books and bank accounts for the program are required, and those books shall be distinct from the books and accounts for any other enterprise owned by the proprietor.</p> <p>The institution’s financial planning, including contingency planning, is integrated with overall strategic planning and evaluation processes.</p>	<p>Standard 12 - Financial Resources</p> <p>The program has an adequate financial base for existing program commitments, shall provide evidence of adequate financial planning and shall have an appropriate financial management system. The program is financially stable, with resources sufficient to carry out its objectives, to complete the instruction and graduate all of enrollees, to support adequately its programs and activities, and to support programmatic improvement now and in the foreseeable future. In the case of a program in an institution that is a sole-proprietorship, books and bank accounts for the program are required, and those books shall be distinct from the books and accounts for any other enterprise owned by the proprietor.</p> <p>The institution’s financial planning, including contingency planning, is integrated with overall strategic planning and evaluation processes.</p>	

Past Standard	Updated Standard	Comments and Response
<p data-bbox="260 245 617 272">Criterion 12.1 -- Resources</p> <p data-bbox="260 321 814 428">The institution has sufficient planning for, management and allocation of the resources necessary to achieve its mission.</p> <p data-bbox="260 477 823 1013">Guideline 1: The program has the financial capacity and contingency planning to respond to financial emergencies or unforeseen occurrences. If an accumulated deficit has been recorded, a realistic plan with reasonable and attainable benchmarks to eliminate the deficit must be clearly presented, understood, and approved by the governing entity. If a program has an operating loss as measured by financial documents submitted in Annual Reports for three consecutive years, it will be required to submit a financial recovery plan.</p> <p data-bbox="260 1062 793 1354">Guideline 2: The program devotes sufficient resources to enhance its information and technological resources including, where applicable, online instructional design and training for faculty, training for faculty/students in online learning technologies and in the development and maintenance of online</p>	<p data-bbox="848 245 1205 272">Criterion 12.1 -- Resources</p> <p data-bbox="848 321 1402 428">The institution has sufficient planning for, management and allocation of the resources necessary to achieve its mission.</p> <p data-bbox="848 477 1411 1013">Guideline: The program has the financial capacity and contingency planning to respond to financial emergencies or unforeseen occurrences. If an accumulated deficit has been recorded, a realistic plan with reasonable and attainable benchmarks to eliminate the deficit must be clearly presented, understood, and approved by the governing entity. If a program has an operating loss as measured by financial documents submitted in Annual Reports for three consecutive years, it will be required to submit a financial recovery plan.</p> <p data-bbox="848 1062 1402 1354">Guideline: The program devotes sufficient resources to enhance its information and technological resources including, where applicable, online instructional design and training for faculty, training for faculty/students in online learning technologies and in the development and maintenance of online learning</p>	

Past Standard	Updated Standard	Comments and Response
learning technologies and digital learning resources.	technologies and digital learning resources.	
<p>Criterion 12.2 - Control</p> <p>The institution has control of its financial resources and budgetary processes and be free from undue influence or pressure from external funding sources or agencies. In multi-purpose institutions, the program must have sufficient control over its program budget.</p>	<p>Criterion 12.2 - Control</p> <p>The institution has control of its financial resources and budgetary processes and is free from undue influence or pressure from external funding sources or agencies. In multi-purpose institutions, the program must have sufficient control over its program budget.</p>	<p>A grammatical revision was made here based on a commenter's suggestion.</p>
<p>Criterion 12.3 - Expenditure</p> <p>The income of the program is expended to provide adequately for instruction, administration, learning resources, student services and activities, maintenance, equipment, supplies, and other specific functions that are consistent with the goals of the program.</p>	<p>Criterion 12.3 - Expenditure</p> <p>The income of the program is expended to provide adequately for instruction, administration, learning resources, student services and activities, maintenance, equipment, supplies, and other specific functions that are consistent with the goals of the program.</p>	
<p>Criterion 12.4 - Budgetary Process</p> <p>The process by which the program's annual budget is established, and resources allocated, is clearly defined and consistently implemented. It provides a realistic projection of the program's revenue and expenditures. The budget is</p>	<p>Criterion 12.4 - Budgetary Process</p> <p>The process by which the program's annual budget is established, and resources allocated, is clearly defined and consistently implemented. It provides a realistic projection of the program's revenue and expenditures. The budget is</p>	

Past Standard	Updated Standard	Comments and Response
<p>reviewed and approved by the institution's governing entity.</p> <p>Guideline 1: The program projects its expenditures and revenues for at least a three-year period. The budget shall include notes explaining the assumptions on which the projected figures are based, e.g., the basis for increases or decreases in revenue or expenses.</p>	<p>reviewed and approved by the institution's governing entity.</p> <p>Guideline: The program projects its expenditures and revenues for at least a three-year period. The budget shall include notes explaining the assumptions on which the projected figures are based, e.g., the basis for increases or decreases in revenue or expenses.</p>	
<p>Criterion 12.5 - Management</p> <p>An accrual basis of accounting is required. The financial management system must be set up to allow for a full audit by an outside independent licensed CPA if, in ACHENA's opinion, an audit is deemed necessary. Each year, a financial statement must be prepared by schools and submitted with its Annual Report. This yearly financial report must include:</p> <ul style="list-style-type: none"> ● Most recent Tax Return (prepared by a licensed CPA) ● Current Budget, Balance Sheet, Profit & Loss Statement (may be 	<p>Criterion 12.5 - Management</p> <p>An accrual basis of accounting is required. The financial management system must be set up to allow for a full audit by an outside independent licensed CPA if, in ACHENA's opinion, an audit is deemed necessary. Each year, a financial statement must be prepared by schools and submitted with its Annual Report. This yearly financial report must include:</p> <ul style="list-style-type: none"> ● Most recent Tax Return (prepared by a licensed CPA) ● Current Budget, Balance Sheet, Profit & Loss Statement (may be 	

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<p>prepared by bookkeeper or accountant).</p> <p>These documents must be reviewed for accuracy by the appropriate individuals or responsible groups within the institution. The above documents must be submitted with an affirmation sheet signed by the Director of the institution.</p>	<p>prepared by bookkeeper or accountant).</p> <p>These documents must be reviewed for accuracy by the appropriate individuals or responsible groups within the institution. The above documents must be submitted with an affirmation sheet signed by the Director of the institution.</p>	
<p>Criterion 12.6 - Evaluation of the School's Finances</p> <p>To provide a detailed and accurate picture of the financial status of the program, new applicants and applicants for reaccreditation must provide the following:</p> <ul style="list-style-type: none"> ● A current Financial Review (prepared by a licensed CPA). ● Three years most recent tax returns (prepared by a licensed CPA). ● Current budget and two years projected budgets (may be prepared by bookkeeper or accountant). 	<p>Criterion 12.6 - Evaluation of the School's Finances</p> <p>To provide a detailed and accurate picture of the financial status of the program, new applicants and applicants for reaccreditation must provide the following:</p> <ul style="list-style-type: none"> ● A current Financial Review (prepared by a licensed CPA). ● Three years most recent tax returns (prepared by a licensed CPA). ● Current budget and two years projected budgets (may be prepared by bookkeeper or accountant). 	

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<ul style="list-style-type: none"> ● Current Balance Sheet and two preceding years Balance Sheets (may be prepared by bookkeeper or accountant). ● Current Profit & Loss Statements and two preceding years Profit & Loss statements (may be prepared by bookkeeper or accountant). <p>These documents must be reviewed for accuracy by the appropriate individuals or responsible groups within the institution. The above documents must be submitted with an affirmation sheet signed by the Director of the institution.</p>	<ul style="list-style-type: none"> ● Current Balance Sheet and two preceding years Balance Sheets (may be prepared by bookkeeper or accountant). ● Current Profit & Loss Statements and two preceding years Profit & Loss statements (may be prepared by bookkeeper or accountant). <p>These documents must be reviewed for accuracy by the appropriate individuals or responsible groups within the institution. The above documents must be submitted with an affirmation sheet signed by the Director of the institution.</p>	
<p>Criterion 12.7 - Indebtedness</p> <p>Adequate resources are available to meet debt-service requirements of short-term and long-term indebtedness without adversely impacting the quality of the program.</p>	<p>Criterion 12.7 - Indebtedness</p> <p>Adequate resources are available to meet debt-service requirements of short-term and long-term indebtedness without adversely impacting the quality of the program.</p>	
<p>Criterion 12.8 - Financial aid operations</p> <p>If the program utilizes public resources for financial aid, the financial aid operation is</p>	<p>Criterion 12.8 - Financial aid operations</p> <p>If the program utilizes public resources for financial aid, the financial aid operation is</p>	

Past Standard	Updated Standard	Comments and Response
<p>capably administered as documented by reports from the funding source.</p> <p>If the program utilizes private resources for financial aid in the form of scholarships or work study, the financial aid operation must be capably administered as documented by reports.</p>	<p>capably administered as documented by reports from the funding source.</p> <p>If the program utilizes private resources for financial aid in the form of scholarships or work study, the financial aid operation must be capably administered as documented by reports.</p>	
<p>Criterion 12.9 - Student Loan Default rate</p> <p>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.</p>	<p>Criterion 12.9 - Student Loan Default rate</p> <p>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.</p>	
<p>Criterion 12.10 - Refund Policy</p> <p>The program clearly defines and uniformly follows a fair and equitable refund policy for unearned tuition that complies with applicable state and federal laws and regulations.</p> <p>Guideline: The pro rata amount may be computed by using the ratio of the number of weeks of instruction completed to the</p>	<p>Criterion 12.10 - Refund Policy</p> <p>The program clearly defines and uniformly follows a fair and equitable refund policy for unearned tuition that complies with applicable state and federal laws and regulations.</p> <p>Guideline: The pro rata amount may be computed by using the ratio of the number of weeks of instruction completed to the</p>	

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<p>total number of weeks of instruction scheduled for the period of enrollment. In some jurisdictions the state or provincial licensing guidelines take precedence.</p> <p>Guideline: Refund computations should apply to the stated tuition charges attributable to each school term (semester, quarter, trimester, etc.)</p>	<p>total number of weeks of instruction scheduled for the period of enrollment. In some jurisdictions the state or provincial licensing guidelines take precedence.</p> <p>Guideline: Refund computations should apply to the stated tuition charges attributable to each school term (semester, quarter, trimester, etc.)</p>	

Standard 13: Publications and Advertising

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 13 - Publication and Advertising</p> <p>Publications, advertising, and other communications of information concerning the institution's programs, services, activities, and personnel fully disclose the institution's educational offerings and represent them to students, faculty, staff, the public and the Commission in language that is accurate, honest, clear, and unambiguous.</p>	<p>Standard 13 - Publication and Advertising</p> <p>Publications, advertising, and other communications of information concerning the institution's programs, services, activities, and personnel fully disclose the institution's educational offerings and represent them to students, faculty, staff, the public and the Commission in language that is accurate, honest, clear, and unambiguous.</p>	
<p>Criterion 13.1 - Completeness and Accuracy</p> <p>The institution publishes, and makes available to students and to the general public (where applicable), an Academic Catalogue or comparable official publication that honestly and accurately sets forth its:</p> <ul style="list-style-type: none"> • Current purposes and educational objectives • Entrance requirements and procedures • Admissions and transfer credit policies 	<p>Criterion 13.1 - Completeness and Accuracy</p> <p>The institution publishes, and makes available to students and to the general public (where applicable), an Academic Catalogue or comparable official publication that honestly and accurately sets forth its:</p> <ul style="list-style-type: none"> • Current purposes and educational objectives • Entrance requirements and procedures • Admissions and transfer credit policies 	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<ul style="list-style-type: none"> • 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- 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. (UK), M.D. (China)) • Members of the governing and advisory boards • Non-discrimination, diversity, equity, and inclusion policies • Curriculum with course descriptions of each course • Academic calendar • Course schedule 	<ul style="list-style-type: none"> • 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- 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. (UK), M.D. (China)) • Members of the governing and advisory boards • Non-discrimination, diversity, equity, and inclusion policies • Curriculum with course descriptions of each course • Academic calendar • Course schedule 	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<ul style="list-style-type: none"> • Description of each academic program and course of study • Description of the learning and other physical resources • Sources from which students and prospective students can obtain the legal requirements for certification or licensure and entry into the profession in the state in which the program is located. The program shall also state whether its graduates are eligible for licensure in the state in which the program is located. <p>The institution publishes, and makes available to students and to the general public (where applicable), a Clinical Training Handbook or comparable official publication that accurately sets forth its:</p> <ul style="list-style-type: none"> • Clinical and supervision training hour requirements • Synchronous, asynchronous and live clinical training model • Clinical entrance requirements • Clinical competencies required for graduation • Clinical record-keeping requirements 	<ul style="list-style-type: none"> • Description of each academic program and course of study • Description of the learning and other physical resources • Sources from which students and prospective students can obtain the legal requirements for certification or licensure and entry into the profession in the state in which the program is located. The program shall also state whether its graduates are eligible for licensure in the state in which the program is located. <p>The institution publishes, and makes available to students and to the general public (where applicable), a Clinical Training Handbook or comparable official publication that accurately sets forth its:</p> <ul style="list-style-type: none"> • Clinical and supervision training hour requirements • Synchronous, asynchronous and live clinical training model • Clinical entrance requirements • Clinical competencies required for graduation • Clinical record-keeping requirements 	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
Direct and indirect supervision requirements	<ul style="list-style-type: none"> Direct and indirect supervision requirements 	
Criterion 13.2 - Accurate disclosure Programs, courses, services, and personnel not available during a given academic year are identified clearly.	Criterion 13.2 - Accurate disclosure Programs, courses, services, and personnel not available during a given academic year are identified clearly.	
Criterion 13.3 - Representation of opportunities Publications and advertising do not misrepresent employment, career, or certification opportunities.	Criterion 13.3 - Representation of opportunities Publications and advertising do not misrepresent employment, career, or certification opportunities.	
Criterion 13.4 - Status with ACHENA The program accurately reports its accreditation status and relationship with the Commission according to the statements provided to it by the Commission.	Criterion 13.4 - Status with ACHENA The program accurately reports its accreditation status and relationship with the Commission according to the statements provided to it by the Commission.	

Standard 14: Library and Learning Resources

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>Standard 14 - Library and Learning Resources</p> <p>The institution provides access to library and information resources, services, facilities, qualified staff and associated technologies sufficient to support its teaching and learning objectives and its research and public service mission as appropriate.</p>	<p>Standard 14 - Library and Learning Resources</p> <p>The institution provides access to library and information resources, services, facilities, qualified staff and associated technologies sufficient to support its teaching and learning objectives and its research and public service mission as appropriate.</p>	
<p>Criterion 14.1 - Appropriate Resources</p> <p>The library's materials, services, and related equipment and technologies facilitate and improve learning, foster critical inquiry and intellectual development, and support the educational program.</p> <p>Guideline: The library is housed in a convenient physical or digital location, is available to students, faculty, and the community, as appropriate, and provides an atmosphere conducive to study and research.</p> <p>Guideline: Institutions and programs offering both in-person and distance</p>	<p>Criterion 14.1 - Appropriate Resources</p> <p>The library's materials, services, and related equipment and technologies facilitate and improve learning, foster critical inquiry and intellectual development, and support the educational program.</p> <p>Guideline: The library is housed in a convenient physical or digital location, is available to students, faculty, and the community, as appropriate, and provides an atmosphere conducive to study and research.</p> <p>Guideline: Institutions and programs offering both in-person and distance</p>	

Proposed Revised Standard	Updated and Adopted Standard	Comments and Response
<p>education ensure that distance learning students have digital access to equivalent materials available in the library and/or borrowing access of printed library materials.</p>	<p>education ensure that distance learning students have digital access to equivalent materials available in the library and/or borrowing access of printed library materials.</p>	
<p>Criterion 14.2 - Access</p> <p>Physical and digital library facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns.</p> <p>Guideline: Programs offering both in-person and distance education ensure that distance learning students have digital access to equivalent materials available to in-person students in the library and/or borrowing access of printed library materials.</p> <p>Guideline: Programs show evidence of working to meet the varied physical and/or learning needs of students by providing accommodations of special access where requested, i.e., assistive equipment and software.</p>	<p>Criterion 14.2 - Access</p> <p>Physical and digital library facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns.</p> <p>Guideline: Programs offering both in-person and distance education ensure that distance learning students have digital access to equivalent materials available to in-person students in the library and/or borrowing access of printed library materials.</p> <p>Guideline: Programs show evidence of working to meet the varied physical and/or learning needs of students by providing accommodations of special access where requested, i.e., assistive equipment and software.</p>	