

ACAHM COMPREHENSIVE STANDARDS AND CRITERIA

STANDARD 1: PURPOSE

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Criterion 1.01: INTEGRITY	
Related Policies:	Integrity in the Accreditation Process Policy
References:	

INSTITUTIONAL COMPONENTS

The institution must conduct its operations with honesty and integrity.

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

The program must conduct its operations with honesty and integrity.

Criterion 1.02: MISSION AND STATEMENT OF PURPOSE	
Related Policies:	
References:	

INSTITUTIONAL COMPONENTS

The institution must develop and maintain a formally adopted mission statement and strategic plan that provides clear direction and vision for the institution and its programs.

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

- A. In accordance with the institution’s mission, the program must develop and maintain a formally adopted educational statement of purpose.

- B. The statement of purpose must provide clear direction for the program.
- C. The statement of purpose for the program must include reference to the training of acupuncture professionals with the ability to practice as independent health care providers in a variety of settings.

Criterion 1.03: PROGRAM GOALS	
<i>Related Policies:</i>	
<i>References:</i>	

INSTITUTIONAL COMPONENTS

There are no institutional components for this criterion.

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

- A. The program must enumerate a set of broadly defined goals. Each goal must support the professional development of students as future health care practitioners.

PROFESSIONAL ENTRY-LEVEL DOCTORAL PROGRAMS

- B. The entry-level doctoral program's goals must address the following general principles:
 1. Providing the student with an advanced education in core didactic and core clinical areas, with an emphasis on clinical assessment, diagnosis, and intervention (broadly defined to include treatment and treatment planning).
 2. Developing the student's knowledge and understanding of how to engage in collaborative interactions involving acupuncture practitioners and other health care practitioners.
 3. Developing the student's ability to think critically, synthesize knowledge, and use research findings along with scientific and scholarly literature to support their professional practice.

ADVANCED PRACTICE DOCTORAL PROGRAMS

- C. The advanced practice doctoral program's goals must address the following general principles:
 1. Providing the student with an advanced, in-depth education in core didactic, core clinical, specialty didactic, and specialty clinical areas, with an emphasis on clinical assessment, diagnosis, and intervention (broadly defined to include treatment and treatment planning).
 2. Advancing the student's ability to apply East Asian Medicine (EAM)-related modalities.
 3. Advancing the student's ability to effectively engage in collaborative interactions involving acupuncture practitioners and other health care practitioners.
 4. Advancing the student's ability to think critically, synthesize knowledge, and use research findings along with scientific and scholarly literature to support their professional

practice.

5. Cultivating the student's ability to contribute to EAM-related scholarly literature.
6. Providing the student with an opportunity for advanced discourse between faculty and students which results in the development of an academic community that will enrich and advance the profession by contributing to the development of future generations of practitioners, faculty, researchers, clinical supervisors, and leaders of the profession.

Criterion 1.04: PROGRAM LEARNING OUTCOMES	
<i>Related Policies:</i>	
<i>References:</i>	

INSTITUTIONAL COMPONENTS

There are no institutional components for this criterion.

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

- A. The program must establish and maintain a set of program learning outcomes.
- B. Program learning outcomes must be consistent with the program's statement of purpose and its goals.
- C. Each program learning outcome must be clearly specified and measurable.
- D. The program learning outcomes must lead to the development of the relevant professional competencies described in *Criterion 7.04*.

Criterion 1.05: RESOURCE ALLOCATION	
<i>Related Policies:</i>	
<i>References:</i>	

INSTITUTIONAL COMPONENTS

The institution's current or projected academic programs, services, activities, resources, and resource allocation decisions must be consistent with its mission statement.

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

The program's resources, and its current or projected services and activities, must be consistent with its statement of purpose, goals, and learning outcomes.

Criterion 1.06: REVIEW	
<i>Related Policies:</i>	
<i>References:</i>	

INSTITUTIONAL COMPONENTS

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

PROGRAMMATIC COMPONENTS

ALL PROGRAMS

The program's statement of purpose, goals, and learning outcomes must be reviewed periodically by stakeholders and communities of interest. The program's statement of purpose, goals, and learning outcomes must be revised when necessary to ensure their continued relevance and accuracy.