



Council Self-Study and Report Guide

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Council Self-Study and Report Guide

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Self Study and Site Team Report Format

This annotated report guide provides guiding questions, checklist items and notes on documentation.

Cover and Introductory Pages

For the Self Study:

- Cover page - Must identify the program or institution, date and type of report.
- Table of Contents
- List of Appendices or Exhibits
- An updated *Accreditation Status Form*

For the Site Visit Team Report:

- Cover page - Must identify the program or institution, date, the wording "For The Council on Chiropractic Education," and list the names of site team members.

Contents

The contents for all reports follow the same format as the Response Report Format (located at the end of this document, pages 35-37).

Introduction

Provide a brief summary of the reason for the report. The introduction should summarize the purpose of the report and provide a brief narrative on the current state of the chiropractic program or institution including a description of efforts undertaken to obtain information to produce the report, as well as the names of key individuals involved in the process.

Checklist:

- Purpose of report summarized
- Description of current status
- Description of process used to gain information and produce report
- Key individuals involved in the process

Requirements for Accreditation

Doctor of Chiropractic Degree *Program Accreditation Requirements*

This section applies to DCPs that are part of institutions, which are accredited by nationally recognized agencies that seek to acquire or maintain programmatic accreditation from the Council.

A. Mission, Self-Assessment and Planning

1. Mission

The DCP must have adopted a statement of mission or purpose, which:

- a. Is based on the understanding of chiropractic as stated in Section 2.II. Purpose of Chiropractic Education.
- b. Is consistent with the purpose of the institution housing the program.
- c. Is endorsed by the Governing Board of the institution housing the program.
- d. Provides for:
 - (1) An educational program leading to the Doctor of Chiropractic degree;
 - (2) The conduct of research and other scholarly activities in chiropractic; and
 - (3) Service activities in the field of chiropractic.

Checklist:

- Adopted clearly defined mission statement
- Mission is based on the understanding of chiropractic as stated in Section 2.II of the *Standards*
- Mission is endorsed by the governing board of the institution
- Mission provides for educational program leading to Doctor of Chiropractic degree
- Mission provides for the conduct of research
- Mission provides for the conduct of service activities in the field of chiropractic

Questions to Consider:

1. Is the stated mission of the program or institution clearly defined for the preparation of the doctor of chiropractic as a primary care physician and clinician?
2. For the conduct of research and provision of service in the field of chiropractic?
3. Does the stated mission provide a guide for setting priorities, allocating resources and evaluating outcomes?
4. Can administrators, faculty and students accurately quote or summarize the mission in their own words?
5. Is the mission generally accepted?
6. Are efforts being made to implement the mission on an ongoing basis, or does allegiance to the mission go no further than the words?

Examples of Appropriate Evidence:

- Articles of Incorporation and/or Bylaws
- Citation of the mission and goals of the program or institution in the college catalogue, faculty handbook, student handbook and/or other official publications.
- Reference to where the mission and goals of the program or institution address the preparation of the doctor of chiropractic as a primary care physician and clinician, and with reference to where the mission and goals of the program or institution address the conduct of research and the provision of service in the field of chiropractic.
- Explanation of the method used to confirm that the mission and goals are clearly stated and readily understood.

2. Goals

The DCP must have established goals, derived from its mission and giving direction to its activities in education, research and service.

- The DCP has established goals derived from its mission.

3. Objectives

The DCP must have developed its goals into objectives that state specific achievements toward which the program is working over a short time frame.

- The DCP has developed its goals into objectives that state specific achievements toward which the program is working over a short period of time.

4. Self-Assessment

The DCP must carry out a periodic self-assessment in which it:

- a. Evaluates how well it is fulfilling its mission and attaining its goals and objectives.
- b. Identifies the manner in which resources are utilized to the fulfillment of mission and attainment of goals and objectives.
- c. Evaluates the success of the DCP in meeting all of the CCE *Standards* on a continuing basis.

Checklist:

- The DCP carries out periodic self-assessment
- The self-assessment evaluates how well the DCP is fulfilling its mission and achieving its goals and objectives
- The self-assessment identifies the manner in which resources are utilized to the fulfillment of mission and attainment of goals and objectives.
- Outcomes which confirm achievement of mission, goals, and objectives

Questions to Consider:

1. Does the program or institution maintain a comprehensive and on-going system of self-assessment?
2. Does the program or institution provide evidence that the outcomes measures it uses are linked directly to the program's or institution's mission, goals and objectives?
3. Does the program or institution have an appropriate and effective ongoing process to evaluate outcomes of the implementation of program objectives, and to modify its stated mission, goals and/or objectives if outcomes indicate such need? Do the efforts match the planned objectives?
4. Describe briefly the self-assessment process of the program or institution. Does it actively include input from representatives of all institutional constituencies? Is there a regular schedule for evaluation? Is it followed?
5. Is there evidence that the information gained from self-assessment is used to evaluate program or institutional effectiveness and is the program or institution using it in effectively planning for the future?
6. How does the program or institution state its outcomes and use them in planning?

Examples of Appropriate Evidence:

- An administrative manual that references a written description of the program or institution's self-assessment system.
- Annual or periodic self-assessment reports
- An administrative manual, containing a written description of the self-assessment system and showing that it incorporates assessment of the mission, goals and objectives

- A current strategic planning document incorporating, at a minimum, the essential elements itemized above.
- Copies of instruments used to solicit input from various college constituencies.
- Copies of cumulative summaries of the written input from each constituent source.
- Reports on itemized and comprehensive outcomes of the self-assessment process.
- Reports that demonstrate derived outcomes are used in shaping plans.
- Previous academic/fiscal year minutes for the strategic planning committee.

Checklist of Self-Assessment Elements:

- Mission
- Goals and Objectives
- Governance
- Administration
- Personnel
- Academic programs
- Instruction
- Clinics
- Learning resources
- Enrollment trends
- Student services
- Research
- Public service
- Finances
- Fund-raising
- Facilities maintenance/planning
- Evaluation based on outcomes assessment
- Student input into self-assessment
- Faculty input into self-assessment
- Administrator input into self-assessment
- Staff input into self-assessment
- Patient input into self-assessment
- Donor input into self-assessment
- Practitioner input into self-assessment
- Public input into self-assessment

5. Planning

The DCP must engage in a formal planning activity based on its self-assessment and directed toward:

- a. Identifying changes in resources and organization of resources that would provide for more complete fulfillment of the mission and attainment of goals and objectives.
- b. Reviewing the mission, goals and objectives to encourage the DCP's continued improvement and respond to changing circumstances of the program and its environment.

Outcomes measurements such as DCP completion rates, success rates on licensing exams, student support services, recruitment and admissions practices and measures of program length and completion must be utilized to guide planning activities.

Checklist:

- The DCP engages in formal planning activity based on self-assessment
- Planning is directed toward identifying changes in resources and organization of resources that would provide for more complete fulfillment of the mission and attainment of DCP goals and objectives
- Planning is directed toward reviewing the mission, goals and objectives to encourage continued improvement and response to changing circumstances

Questions to Consider:

1. Does the DCP maintain a comprehensive and on-going system of planning?
2. How are the mechanisms for planning, measurement of outcomes and self-assessment linked and coordinated in an ongoing regenerative process?
3. What is the administration's role in planning? Does the administration act to oversee progress and success in meeting goals and objectives? Is this done on a regular basis?
4. What is the faculty's role in planning? Does the DCP require that faculty play an active role in meeting goals and objectives? Is this done on a regular basis?
5. Are there specific timelines for each objective? Are there assessment indicators and assigned responsibility?

Examples of Appropriate Evidence:

- A current administrative planning document
- Reports that demonstrate derived outcomes are used in shaping plans.
- Annual or periodic effectiveness reports

B. Minimum Requirements of DCP Organization

1. Accreditation

Aside from DCPs operating in solitary-purpose chiropractic institutions afforded institutional status by the Council, the DCP must be a part of, or attempting to become part of; an institution of higher education that is institutionally accredited by a nationally recognized agency, or is a recognized candidate for accreditation by a nationally recognized agency.

- The DCP is a part of or attempting to become part of an institution of higher education that is institutionally accredited by a nationally recognized agency or is a recognized candidate for accreditation by a nationally recognized agency.

2. Conflict of Interest

If the DCP is a part of an institution offering other programs, the governing board of the institution housing the program must have adopted and must follow policies to minimize the possibility of conflict of interest between the activities of the DCP and other programs of the institution, and no member of the governing board may be a member of the board or administrative staff of another program/institution accredited by the Council.

Checklist:

- The board has adopted policies, which minimized the possibility of conflict of interest between the activities of the DCP and other programs of the institution.
- Is this policy followed?
- No member of the governing board is a member of the board or administrative staff of another program/institution accredited by the Council.
- Board members are committed to integrity of chiropractic curriculum.

Examples of Appropriate Evidence:

- Roster of current university or institution board members
- List of current members of the university or institution administration, in the catalog of the chiropractic program, with professional designation

- Conflict of interest policy and a statement of methods used to implement and evaluate compliance with this policy.
- Data on characteristics of the board of directors identifying individual(s) who provide advocacy for the chiropractic program, together with their qualifications for doing so, e.g., educational degree, and/or occupation

3. Administration

A full-time appointee of the institution must be designated as the individual having primary authority and responsibility for administration of the DCP, and no member of the administrative staff may be a member of the administrative staff or governing board of another program/institution accredited by the Council.

Checklist:

- The DCP designates a full-time appointee as the individual having primary authority and responsibility for administration of the DCP.
- No member of the administrative staff is a member of the administrative staff of another program/institution accredited by the Council.
- No member of the administrative staff is a member of the governing board of another program/institution accredited by the Council.

Examples of Appropriate Evidence:

- Bylaws, with appropriate references cited
- Organizational chart of the program or institution
- Job description for the CEO
- Administrative manual, with section on the responsibilities of the CEO
- Current catalog showing the earned degrees of each executive administrator
- Job description of each administrative official
- Vitae of each administrative official

4. Public Disclosure

Each DCP must make available to the public, in print or electronic form, the following information:

- a. The DCP's mission and goals.
- b. A list of the members of the governing board of the institution in which the DCP exists.
- c. The name of the individual designated as the chief administrative officer of the DCP.
- d. A list of all administrators, faculty, and professional staff members with their respective academic credentials.
- e. A list of each course offered, its contents and value in terms of contact and/or credit hours.
- f. A description of admissions requirements, attendance requirements, graduation requirements, and a statement of the CCE requirement that each student awarded the D.C. degree must have earned not less than the final 25% of the total credits required for the degree from the DCP conferring the degree.
- g. The disclosure of graduation rates, Title IV loan default rates, student performance on national board examinations, available data on placement rates and the success of program graduates in obtaining jurisdictional licensure. Disclosure of student performance on national board examinations must be placed on the DCP website in accordance with CCE Policy on Public Disclosure.

- h. Descriptions of physical facilities and learning resources.
- i. Policies and procedures regarding discipline, attendance, examinations, grades, satisfactory academic progress, and procedures for handling student complaints.
- j. Tuition, fees, and other mandatory and elective student charges, along with the refund policies and procedures for each such charge.
- k. A list of financial resources available to students.
- l. A statement indicating where a list of licensing jurisdictions and their requirements is available.
- m. The accredited status of the DCP with the CCE.
- n. The mailing address and telephone number of the CCE, with identification of CCE as the agency to which complaints about the compliance of the program with the CCE *Standards* should be addressed.

Checklist:

- The DCP makes available to the public, in print or electronic form, all required disclosures listed in Section 2.III.B.4.a-n above.
- Catalog disclosure and frequency of publication
- Electronic disclosure and frequency of up-date

Examples of Appropriate Evidence:

- The two most recent catalogs including complete information on each of the fourteen items listed in the criterion.
- On-line publications include complete information on each of the fourteen items listed in the criterion.

C. Required DCP Curriculum Characteristics

1. Instructional Hours

The DCP must require each student awarded the D.C. degree to have successfully completed not less than 4,200 instructional hours, and must have earned not less than the final 25% of the total credits required for the D.C. degree from the program that confers the degree.

Checklist:

- Each student completes not less than 4,200 instructional hours
- Each student earns not less than the final 25% of the total credits for the D.C. degree from the program.

Examples of Appropriate Evidence:

- Graduate transcripts
- Catalog with reference to the minimum number of hours required for the Doctor of Chiropractic degree.
- Syllabus for each course offered

2. Curriculum

The curriculum required for the DCP must include the following subjects (not necessarily in individual courses for each subject): anatomy; biochemistry; physiology; microbiology, pathology; public health; physical, clinical and laboratory diagnosis; gynecology; obstetrics; pediatrics; geriatrics; dermatology; otolaryngology; diagnostic imaging procedures;

psychology; nutrition/dietetics; biomechanics; orthopedics; neurology; first aid and emergency procedures; spinal analysis; principles and practice of chiropractic; clinical decision making; adjustive techniques; research methods and procedures; and professional practice ethics. The DCP must document how each subject appears in the curriculum and is integrated into a coherent degree program.

Checklist:

- Verification of the subject areas listed in Section 2.III.C.2 above.

Examples of Appropriate Evidence:

- Current DCP catalog, with reference to the statement of curricular requirements for the Doctor of Chiropractic degree and listing of course and clinical experience offerings.
- Syllabus for each course offered
- Analysis of the degree to which the D.C. curricular requirements correspond with the listing of subject areas in the criterion.
- Analysis of the collective course syllabi content, showing the depth to which students engage the components of the concept of the doctor of chiropractic, as referenced in the Foreword to the *Standards*.

3. Course Management

All courses for which credit or hours are given toward completion of the doctor of chiropractic degree must be solely managed, directed and/or taught by properly credentialed individuals who are employed or contracted by the program or institution to provide academic instruction.

Checklist:

- All courses for the DCP are solely managed, directed and/or taught by properly credentialed individuals who are employed or contracted by the DCP to provide academic instruction.

Examples of Appropriate Evidence:

- Roster of faculty assignments and credentials.
- Course schedules for each term during the current and immediate past academic year, including the name of each instructor or clinical supervisor.
- Catalogs of the DCP for the current and preceding academic years, including course and clinical assignment descriptions, and a roster of the instructional faculty
- Any written agreements or contractual arrangements between the chiropractic DCP and chiropractic clinics and other facilities where doctor of chiropractic instructional or clinical activities take place off-campus.
- Analysis of the degree to which faculty assigned to courses are meeting educational objectives.

D. Required DCP Resources

1. Financial Resources

DCPs must demonstrate adequacy and stability of financial resources to support the program objectives of their mission and goals. The recent financial history of the institution must also demonstrate the financial stability essential to its successful operation of the DCP. The institution must provide financial statements and related documents, which accurately and appropriately represent the total current and future operation of the DCP. The DCP must demonstrate that it exercises appropriate control over all its financial resources. The DCP must immediately report to the Council any change in its financial aid program approval status by the U.S. Department of Education, including the need for provisional certification or sanctions of limitation, suspension or termination.

Checklist:

- The DCP demonstrates financial stability.

Examples of Appropriate Evidence:

- Adequate budgetary controls, financial policies and procedures
- Adequate financial resources to graduate the most recent entering class
- Evaluation of budgeting process and purchasing procedures
- Appropriate PCBR reported ratios
- Physical plant, learning resources and instructional resources are maintained and sufficient to the needs of the program
- Budget allocations are directly linked to planning priorities
- Budget of the DCP for the current fiscal year.
- External opinioned financial audit reports for the past three fiscal years.
- External, opinioned financial audit report for the most recent fiscal year, with reference to the budget-to-actual performance of the program or institution.
- Financial Summary section of the CCE Program Characteristic Biannual Report (PCBR) of the program or institution for the most recent year.
- Procedure manual describing the specific mechanisms employed by the program or institution to control its budget.
- Policies defining accounting system and internal financial controls.
- Refund Policy
- Analysis of the performance of the program or institution for the current fiscal year in relation to its budget, as evidenced by each of the financial performance indicators found within the CCE Program Characteristic Biannual Report (PCBR).
- Analysis of the financial status of the program or institution and its financial trends utilizing each of the financial strength and performance indicators found within the CCE Program Characteristic Biannual Report (PCBR).
- Analysis of the success of the budgetary control mechanisms of the program or institution based on review of its budget-to-actual performance for the most recent fiscal year.
- Analysis of realistic budget projections for the next three fiscal years in light of the trends evidenced by the stability and performance indicators found in the CCE Program Characteristic Biannual Report (PCBR) for the most recent year.
- Analysis of the financial status of the program or institution and financial trends, utilizing each of the financial strength and performance indicators found in the CCE Program Characteristic Biannual Report (PCBR).

2. Learning Resources

The DCP must have or provide access to a learning resource center and/or library with staff, facilities, collections and services that permit attainment of the goals and objectives of the program.

Checklist:

- The DCP has or provides access to a learning resource center that permits attainment of the goals and objectives of the program.
- Adequate staffing and service
- Sufficient collection
- Faculty and students indicate satisfactory access and learning resources

Examples of Appropriate Evidence:

- Learning resource manual or handbook
- Personnel files for member of the learning resource staff, including official transcripts
- Methods used to determine learning resource facilities adequately support specific program objectives including:
 - Library source documents
 - Norms for space
 - Seating

- Equipment
 - Acquisitions
 - Organization
 - Research support
 - Accessibility
 - Interlibrary loan
 - Audiovisuals
 - Periodical subscriptions
 - On-line subscriptions
 - Learning resource technology
 - Size of staff
 - Professional preparation
 - Budgetary authority and control
 - Instructional support at the doctoral level
- Analysis showing the degree to which the learning resource facilities of the program or institution support its specific program objectives (D.C. instructional, research, and service) using the stated method employed by the program or institution and incorporating library science space and equipment norms for clinical facilities.
 - Analysis showing the degree to which the learning resources of the program or institution support its specific program objectives (D.C. instructional, research, and service), using the stated method employed by the program or institution and incorporating library science norms regarding acquisitions, organization, instructional support at the doctoral level, research support, accessibility, circulation, interlibrary loan, audiovisuals, and periodical subscriptions.
 - Analysis showing the degree to which the quality and quantity of the program's or institution's library staff support its specific program objectives (D.C. instructional, research, and service), using the stated method employed by the program or institution and incorporating library science norms regarding size of staff, professional preparation, and budgetary authority and control of the librarian.

3. Physical Resources

The DCP must provide, and adequately manage and maintain, physical facilities, equipment and other physical resources that are necessary and appropriate for meeting the mission, goals, and objectives of the DCP.

Checklist:

- Adequate facilities to support mission and goals
- Adequate facility maintenance
- Accessibility
- Compliance with legal requirements
- Adequate instructional space
- Adequate learning resource space
- Adequate laboratory facilities

Examples of Appropriate Evidence:

- Facilities planning and assessment
- Maintenance schedule
- Long-term maintenance schedule
- Adequate financial resources to maintain facilities
- Title or deed that signifies the ownership of facilities and the land the facilities occupy
- Long-term facility lease with early-warning renewal clause
- Stated methods used to determine that the facilities are adequate and supportive of the efforts of the program or institution to achieve specific program objectives

E. Programmatic Integrity

The DCP must adhere to high ethical standards in its teaching, scholarship, service, relation to the public and other DCPs, and regulatory and accrediting agencies.

1. The DCP must regularly evaluate and revise as necessary its policies and procedures to ensure integrity throughout the DCP.
2. The DCP must represent itself accurately to all constituencies through its catalogs, websites, publications, and official statements.
3. The DCP must develop and enforce policies that prohibit conflict of interest by its employees and agents.

Checklist:

- The DCP regularly reviews and revises its policies and procedures as necessary.
- The DCP represents itself accurately in its publications, Web site, etc.
- The DCP has and enforces its policies on conflict of interest.

Examples of Appropriate Evidence:

- The college can demonstrate its processes through policy and/or meeting minutes and through evidence of policy revisions over time.
- The college meets disclosure requirements in CCE Standards Section 1.XI and Section 2.B.4.
- The college meets CCE Standards Section 2.B.2 and 2.G.4.
- The college has followed CCE Policy 1 – Substantive Change (if applicable).
- The CEO ensures the accuracy of all reports/documents submitted to the Council.
- The college provides unencumbered access to its operations providing complete and accurate information upon request.
- The college provides access to its reports of other accrediting agencies.

F. Governing Board Integrity

1. The governing board must be of sufficient size and have the depth and diversity of expertise to effectively set programmatic policy and effectively discharge its fiduciary responsibilities.
2. The governing board must include representatives of the public in its membership.
3. The governing board must regularly evaluate and revise as necessary its policies and procedures to ensure proper oversight and improvement of the DCP.
4. The governing board must establish practices, including adoption of term limits, that ensure both stability of the board as well as the regular replacement of members.
5. The governing board must develop and enforce policies that prohibit conflicts of interest between governing board members and either the DCP or the institution.

Checklist:

See above

Examples of Appropriate Evidence:

- Governing board member curriculum vitae, credentials and rationale for individuals seated on governing board.

- Institution's bylaws stipulating board membership requirements including term limits and necessary credentials.
- Description of policy revision process and/or bylaw requirements
- Conflict of interest policy

G. Faculty

The DCP must demonstrate that the faculty cohort is of sufficient size and possess the depth and diversity of expertise and experience necessary to structure, deliver and assess the effectiveness of the program.

1. Education and Licensure Requirements for Faculty

The persons appointed as members of the faculty and responsible for DCP instruction must be qualified by academic preparation and experience for the teaching to which they are assigned.

a. Basic Sciences Faculty Requirements

Each person teaching basic science courses must hold an earned graduate or professional degree in an appropriate discipline from an institution accredited by a nationally recognized agency, or its foreign equivalent.

Checklist:

- Each basic science faculty member holds an earned graduate or professional degree in an appropriate discipline from an institution accredited by a nationally recognized agency, or its foreign equivalent

Examples of Appropriate Evidence:

- Faculty personnel files
- Faculty roster of credentials and teaching assignments
- Faculty loads are appropriate to meet the objectives of the program
- Faculty contracts

b. Clinical Sciences and Clinician Faculty Requirements

- (1) Each person teaching in clinical sciences must hold an earned first professional degree or terminal degree appropriate to the subject field taught from an institution accredited by a nationally recognized agency, or its foreign equivalent.
- (2) Each person teaching clinical subjects that involve the practical application of chiropractic analysis, adjustments or manipulations must have attained chiropractic licensure in at least one jurisdiction and must not have a record of license revocation.
- (3) Each person supervising direct clinical care experiences that include chiropractic analysis, adjustments or manipulations must be appropriately licensed to practice chiropractic in the jurisdiction in which the educational activity and/or clinical experience is offered. Each person supervising other direct clinical care experiences must be appropriately credentialed as a health-care provider and licensed to practice in the jurisdiction in which the educational activity and/or clinical experience is offered.

Checklist:

- Each person teaching in clinical sciences must hold an earned first professional degree or terminal degree appropriate to the subject field taught from an institution accredited by a nationally recognized agency, or its foreign equivalent.

- ❑ Each person teaching clinical subjects that involve the practical application of chiropractic analysis, adjustments or manipulations must have attained chiropractic licensure in at least one jurisdiction and must not have a record of license revocation.
- ❑ Each person supervising clinical experiences that include chiropractic analysis, adjustments or manipulations must be appropriately licensed to practice chiropractic in the jurisdiction in which the educational activity and/or clinical experience is offered.
- ❑ Each person supervising other clinical experiences must be appropriately credentialed as a health-care provider and licensed to practice in the jurisdiction in which the educational activity and/or clinical experience is offered.

Examples of Appropriate Evidence:

- Faculty personnel files
- Faculty roster of credentials and teaching assignments
- Faculty loads are appropriate to meet the objectives of the program
- Faculty contracts
- Federation of Chiropractic Licensing Boards – Chiropractic Information Network – Board Action Database (CIN-BAD) inquiry

2. Professional Development of Faculty

- a. The DCP must provide faculty with opportunities to be engaged in research, scholarship, service, and professional development consistent with the mission, goals, and objectives of the DCP.
- b. The DCP must establish standards of performance for faculty.

Checklist:

- ❑ The DCP actively provides faculty with opportunities to be engaged in research, scholarship, service, and professional development consistent with the mission, goals and objectives.
- ❑ The DCP has established standards of performance for faculty.

Examples of Appropriate Evidence:

- Annual effectiveness report
- Faculty Handbook
- Performance measures and documented forms

3. Course and Curriculum Development Role of Faculty

The faculty must have a significant role in determining the content of the curricula and courses offered by the institution.

Checklist:

- ❑ The faculty have a significant role in determining the content of the curricula and courses offered by the institution

Examples of Appropriate Evidence:

- Faculty Senate minutes
- Academic/Curriculum committee minutes
- Policies and procedures for curriculum review and revision

4. Ethics and Integrity Requirement for Faculty

The institution housing the DCP must develop and enforce policies of ethics and integrity for their full-time, part-time and extension faculty. The ethics and integrity policies shall include, but not be limited to the following:

- a. Expected ethical behavior in academic professionalism, to include issues such as

plagiarism, honesty in applications for research or scholarly activities, and integrity in research findings.

- b. Develop and enforce faculty standards that ensure the student's right to privacy and confidentiality.
- c. Prohibiting the abuse or misrepresentation of personal academic accomplishment or academic affiliation with the DCP or other academic institution.
- d. Prohibition of conflicts of interest including those between the DCP and the faculty member.

Checklist:

All relevant policies exist as listed above.

Examples of Appropriate Evidence:

The college can cite/demonstrate that it follows its policies and procedures and cite examples of any incidents were handled.

H. Minimum Admission Requirements for Students

For each student admitted the DCP must document and retain evidence in the student's file regarding the basis upon which the student was judged to be qualified for admission, and clearly inform the student at the time of admission that limitations of practice venue and licensure might occur.

Checklist:

- The DCP documents and retains evidence in the student's file regarding the basis upon which the student was judged to be qualified for admission and clearly informs the student that limitation of practice venue and licensure might occur.

Examples of Appropriate Evidence:

- Audit of student files
- Log of students admitted without exact admission requirements
- Analysis of students' progress

1. Students Admitted to the DCP from United States Institutions

The DCP must demonstrate that qualifications for student acceptance and resultant enrollment are appropriate to the program objectives, goals and educational mission of the program or institution. Each student admitted to begin the DCP on the basis of academic credentials from institutions within the United States must meet the following requirements:

- a. All matriculants must furnish proof of having earned a minimum of 90 semester hour credits of appropriate pre-professional education courses at an institution or institutions accredited by a nationally recognized agency. A national accrediting agency is an agency recognized by the Secretary of the US Department of Education.

Included in these credits must be a minimum of 48 semester hour credits in the course areas noted in Section 2.III.H.1.b (below). In addition, all matriculants must have earned a cumulative grade point average of at least 2.50 on a scale of 4.00 for the courses listed in Section 2.III.H.1.b, and for the required 90 semester hours. Quarter hour credits may be converted to equivalent semester hour credits. In situations in which one or more courses have been repeated with equivalent courses, the most recent grade(s) may be used for grade point average computation and the earlier grade(s) may be disregarded.

- b. All matriculants must present a minimum of 48 semester hours' credit (or the quarter-hour credit equivalents), distributed as follows:

English Language Skills* 6 semester hours
 Psychology..... 3 semester hours
 Social Sciences or Humanities 15 semester hours

Biological Sciences** 6 semester hours
 Chemistry*** 12 semester hours
 Physics and related studies**** 6 semester hours

In each of the six distribution areas, no grades below 2.00 on a 4.00 scale may be accepted.

In each of the six distribution areas, if more than one course is taken to fulfill the requirement, the course contents must be unduplicated.

*English Language Skills requirement includes English composition, Speech, or English literature coursework.

**The Biological Sciences requirement must include pertinent laboratory experiences that cover the range of material presented in the didactic portions of the course(s).

***The chemistry requirement may be met with at least three semester hours of general or inorganic chemistry and at least six hours of organic chemistry and/or biochemistry courses with unduplicated content. At least six semester hours of the chemistry courses must include pertinent related laboratory experiences, which cover the range of material presented in the didactic portions of the courses.

****The physics requirement may be met with either one or more physics courses with unduplicated content (of which one must include a pertinent related laboratory that covers the range of material presented in the didactic portions of the course), or three semester hours in physics (with laboratory) and three semester hours in either biomechanics, kinesiology, statistics, or exercise physiology.

In the event an institution's transcript does not combine laboratory and lecture grades for a single course grade, the admitting institution may calculate a weighted average of those grades to establish the grade in that science course.

- c. Students who have earned a portion of the prerequisite credits through examination or means other than formal course work, as identified by an institution accredited by a nationally recognized agency, which formally has accepted or awarded such credits, may be admitted to the DCP upon receipt of such evidence by the DCP. The DCP must document and retain evidence in the student's file, which identifies how such admission requirements were met.
- d. Students who hold a degree leading to licensure/registration in a health science discipline at the baccalaureate level or above with an earned cumulative grade point average of at least 2.50 on a scale of 4.0, or who hold a baccalaureate degree from an institution accredited by a nationally recognized accrediting agency with an earned grade point average of at least 3.25 on a scale of 4.0, may be admitted to the DCP upon presenting evidence that their academic preparation substantially meets the requirements for admission consistent with those noted in Section 2.III.H.1.a.-c.

Checklist:

- The DCP maintains appropriate policies and procedures ensuring all applicants meet admission requirements listed above.

Examples of Appropriate Evidence:

- Admission file audit demonstrates that students are enrolled according to admission requirements
- Catalogue states qualifications for new and transfer student enrollment in the program or institution
- The college adheres to its admission policies and procedures

2. Students Admitted to the DCP from International Institutions

Each student admitted to begin the DCP on the basis of academic credentials from institutions outside the United States must meet the following requirements:

- a. Provide evidence of proficiency in reading and writing English, and an understanding of oral communication in English, commensurate with the level of proficiency expectations established by the DCP for successful completion of the DCP.
- b. Demonstrate academic preparation substantially equivalent to that possessed by beginning students admitted from United States institutions.
- c. Provide evidence of proficiency in the subject matter of each course for which credits are accepted.
- d. Provide evidence of having financial resources sufficient to complete at least one full year of full-time attendance in the DCP.
- e. Meet all applicable legal requirements for study in the United States.

Checklist:

- The DCP maintains appropriate policies and procedures ensuring all international applicants admitted to the program meet admission requirements listed above.

Examples of Appropriate Evidence:

- Admission file audit demonstrates that international students are enrolled according to admission requirements
- The college adheres to its admission policies and procedures for international applicants

3. Students Transferring from Another Institution or Seeking Advanced Standing

Each student transferring credits applicable to the DCP must meet the following requirements:

- a. The applicant for transfer from one DCP to another must meet the admissions requirements that were in force at the admitting DCP on the date the student originally enrolled in the DCP from which the transfer is being made.
- b. Credits considered for transfer must have been awarded for courses taken in a DCP accredited by the CCE or in a program accredited as a first professional degree in one of the health sciences by another nationally recognized accrediting agency, or in a graduate program in an academic discipline closely related to the health sciences offered by an institution which is recognized by a national accrediting agency.
- c. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.00 on a 4.00 scale or better may be considered for transfer.
- d. Credits accepted for transfer must be determined by the receiving DCP to be substantially equivalent to courses offered by the receiving DCP.

- e. Credits accepted for transfer must have been awarded within five years of the date of admission to the receiving DCP, except that the receiving DCP may at its option accept older credits if the entering student holds an earned doctorate in one of the health sciences (e.g., D.C., M.D., D.O., D.D.S., D.P.M.) or a graduate degree in an academic discipline closely related to the health sciences.
- f. Credits accepted for transfer from institutions outside the United States must be accompanied by evidence of the individual student's proficiency in the subject matter of each course for which credits are accepted.

Checklist:

- The DCP maintains appropriate policies and procedures ensuring all transfer applicants meet admission requirements listed above.

Examples of Appropriate Evidence:

- Admission file audit demonstrates that transfer students are enrolled according to admission requirements
- The college adheres to its admission policies and procedures for transfer students
- The college catalogue details admission requirements for transfer students
- The college catalogue details the requirements for the acceptability of transfer credits
- The college has adopted policies that require that course work for which transfer credits are accepted be equivalent in content and quality to that provided on its own campus.

I. Outcomes

A DCP must assemble and report biennially to the Council data demonstrating annual: student rates of completion of term courses and completion of the DCP; student and graduate performance on national board examinations and available data on success of program graduates in obtaining jurisdictional licensure. Programs must demonstrate their use of these data, the attainment of performance thresholds established in CCE Policy 56, and the use of other outcome measurements and assessments in planning for ongoing development of the DCP.

Checklist:

- Appropriate assessment procedures
- Effective instructional evaluation mechanism

Questions to Consider:

1. Does the program or institution have in place a reliable and valid process for the assessment of instructional outcomes and student achievement?
2. Is student achievement documented in verifiable and consistent ways?
3. Does the program or institution document student achievement with grade point averages, course and program completion rates, licensure examination passing rates and validated alumni surveys?
4. Are these results used to improve the effectiveness of the instructional programs?

Examples of Appropriate Evidence:

- File for each student in the most recent graduating class containing official documentation showing that the student has successfully completed the minimal grades
- Three most recent graduating class alumni surveys

Documented student achievement:

- GPA
- Completion rates
- NBCE scores

J. Clinical Education

1. Core Clinical Training Curriculum Design

- a. The DCP must identify to its students the competencies needed for graduation. These competencies must incorporate the quantitative requirements listed in point b. below, the competencies listed in section J.5., and any other competencies established by the DCP which embody the DCP's expected educational outcomes.
- b. The DCP must demonstrate that each student completes the following quantitative clinical requirements within the core clinical training program.
 - (1) A history on 20 different patients (16 must be non-student* patients);
 - (2) An examination on 20 different patients (16 must be non-student* patients), and clinical examination involving 15 different case types (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance-learning, or other reasonable alternative);
 - (3) Interpretations, while enrolled in both the didactic and clinical phases of the DCP, of clinical laboratory tests to include at least 25 urinalysis, 20 hematology procedures such as blood counts, and ten clinical chemistry, microbiology or immunology procedures or profiles on human blood and/or other body fluids;
 - (4) 20 radiographic studies (25% must be evaluated for the technical component, 100% must be evaluated for the interpretive component), and interpretation of radiographic studies involving 15 different case types (which may be included among the 20 radiographic studies, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance-learning, or other reasonable alternative);
 - (5) A diagnosis on 20 different patients (16 must be non-student* patients), each with defined case management plans, and diagnosis of 15 different case types, each with defined case management plans (which may be included among the 20 different patients, or in which the student may assist, observe, or participate in live, paper-based, computer-based, distance-learning, or other reasonable alternative);
 - (6) 250 chiropractic adjustments or manipulations, at least 200 of which must be spinal adjustments, provided during 250 separate encounters (200 must be non-student* patients), of which at least 75 must be assessed through direct observation;
 - (7) Evaluating and managing at least 15 cases (to increase by five every two years to a maximum of 35 after September 2011, i.e., 20 after the beginning of the Fall 2005 term, 25 after the beginning of the Fall 2007 term, 30 after the beginning of the Fall 2009 term and 35 after the beginning of the Fall 2011 term) which, due to their complexity, require a higher order of clinical thinking and integration of data. This would include cases, which demand the application of imaging, lab procedures or other ancillary studies in determining a course of care, or cases in which multiple conditions, risk factors, or psychosocial factors have to be considered. A minimum of ten cases must be live-patient cases (eight of which must be non-student* patients). In the remaining cases, the student may assist, observe, or participate in live, paper-based, computer-based, distance learning, or other reasonable alternative;

* A non-student patient is any patient other than a student of the DCP and a student intern's spouse, parents or children.

Questions to Consider:

- Does the DCP ensure students complete the minimum quantitative requirements listed in Section 2.III.H.1.b. (1-7)?

Examples of Appropriate Evidence:

- Faculty clinicians assess the ability of student interns to take patient histories, perform examinations, and administer chiropractic adjustments or manipulations through direct observation using rating instruments that include specific competency criteria.
- Written interpretations of clinical laboratory tests are submitted by students for faculty review, ordered on patients seen in the clinical setting or from case information made available to the student by other means.
- Radiographic procedures are assessed by clinical faculty for technical quality through direct observation or critique of processed films.
- Forms used to officially assure that a student has successfully completed the minimal quantitative requirements of criterion 2.III.H.1.b. (1-7) to the breadth and degree specified by the criterion.
- File for each student of the most recent graduating class giving official documentation that the student has successfully completed the minimal quantitative requirements of criterion 2.III.H.1.b. (1-7) including histories, clinical examinations, lab interpretations, radiographic examinations, spinal adjustments and/or manipulations, and complete casework for outpatients, and that each is done to the breadth and degree specified by the criterion.
- The DCP is able to demonstrate that clinical conditions or problems to which students will be exposed have been identified through a process that includes members of the faculty who represent a cross-section of the curriculum.
- The case types include clinical conditions or problems encountered in males and females, those that are also gender-specific and seen in all age categories.
- For each case type, members of the faculty define the appropriate nature and scope of chiropractic assessment and care that is presented in the DCP.
- In determining the cross section of cases normally encountered by a doctor of chiropractic, input is sought from practicing field doctors, and/or survey analyses such as those prepared by the NBCE.
- Students follow requirements, established by clinical faculty, defining the nature and complexity of patient presentations or profiles when selecting the cases referenced in Section 2.III.J.1.b. (1-7). Cases referenced in this criterion require a detailed to comprehensive history and examination with moderate clinical decision-making, and are not minor or self-limiting. As an alternative to patients seen by the student in a clinical setting, cases may be provided by the DCP.
- Policies and/or procedures exist ensuring the quantitative clinical requirements are met within Section 2.III.J.1.b. for service administered to non-student patients.

The DCP may establish additional or higher requirements in any of the above areas based on individual DCP goals and/or satisfaction or certain jurisdictional licensing requirements; however, these additional requirements may be attained in any clinical or educational setting the DCP deems appropriate.

Questions to Consider:

1. Does the program or institution employ student evaluation methods that measure students' overall performance in the defined competencies?
2. Is student achievement documented in verifiable and consistent ways?

Examples of Appropriate Evidence:

- The DCP follows a consistent method for tracking student's achievement of the competencies
- The DCP has mapped and documented the educational experiences that lead to the student's achievement of the competencies

- c. Clinical training that utilizes multiple sites and/or tracks must describe and adhere to the core curriculum in which all students participate. If portions of the core curriculum are

offered at distant sites, they must be equivalent in terms of their content, duration, and intensity to non-distant sites. Core clinical training can be provided at sites not owned/operated by the DCP, however there must be a written agreement establishing the educational affiliation between the DCP and the facility.

Examples of Appropriate Evidence:

- Policies and procedures exist ensuring the implementation of the core clinical training curriculum elements in clinical sites not owned or operated by the DCP.
- Criteria are developed and followed for the selection of distant clinical training sites ensuring that clinicians providing instruction and supervision to students are qualified to hold faculty positions in the DCP.
- Faculty development programs are offered for clinicians providing instruction and supervision to students in distant clinical training sites.
- Written agreement between affiliation and DCP (if applicable)

- d. Elective elements of clinical training must relate to the overall DCP mission, goals and objectives.
- e. The DCP must provide the opportunity for all students to obtain the adequate number of patient experiences needed to demonstrate the clinical competencies required of them.

Examples of Appropriate Evidence:

- While the Council recognizes the educational value in establishing a patient recruitment expectation, the DCP must demonstrate that this requirement is reasonable and that there are opportunities for student interns to participate in the care of patients who come to the clinic setting by other means.
- The DCP defines the period of time during which students are normally expected to accumulate the quantitative clinic requirements defined in the *Standards*.

- f. The DCP must provide ongoing opportunities for learning, which must include activities based on current active cases with which the student is involved and which may also include small group case-based discussion, observations, directed assignments or other reasonable alternatives. These opportunities must allow students to assume increasing responsibility, under appropriate supervision, according to their level of training, ability and experience, and to participate in continued doctor-patient relationships.

Examples of Appropriate Evidence:

- The DCP is able to demonstrate that student interns remain actively engaged in patient care and active learning throughout the students' entire internship.
- Policies and procedures exist defining the specific roles of student interns in the care of patients, and the responsibilities of clinical faculty for patient care decisions.
- Students have sufficient opportunities to maintain continuous contact with a patient cohort so that they are able to observe the outcomes of chiropractic care and participate in a variety of clinical decisions.
- Policies and procedures exist defining the specific roles of student interns in the care of patients, and the responsibilities required while participating in clinical decisions in patient care.
- The DCP requires case presentations by student interns and faculty using actual or simulated patients that may also lead to dissertation projects exploring case evaluation and management options.

- g. The DCP must have a curriculum management plan that ensures:
 - (1) an ongoing clinical training review and evaluation process which includes input from faculty, students, administration and other appropriate sources;

- (2) competencies are periodically reviewed and updated and that the clinical training is evaluated as to its effectiveness in imparting these competencies; and
- (3) student participation is included in the evaluation of the effectiveness of clinical training integration with the overall DCP education.

Examples of Appropriate Evidence:

- Policies and procedures exist for the regular review of the curriculum and clinical competencies to include input from appropriate constituencies.
- The college can demonstrate its system for utilizing competency assessments as a measure of the effectiveness of the clinical education program and how it affects necessary improvements.

- h. There must always be an adequate number of clinic faculty who are immediately available in the clinical setting to oversee, supervise, and take responsibility for student delivery of patient care services.

Examples of Appropriate Evidence:

- The DCP defines its clinical faculty to intern ratio for direct patient care supervision, and is able to demonstrate that the ratio is adequate to provide effective clinical instruction and is consistently met.
- The DCP surveys clinical faculty and students relative to the adequacy of supervision and assistance with patient care services, and demonstrates how this information is used to improve program effectiveness.
- The DCP surveys its patient population relative to the adequacy of supervision and assistance they perceive while undergoing patient care services and demonstrates how this information is used to improve program effectiveness.

2. Supplemental Clinical Training Programs and Associated Facilities

A supplemental clinical training program is defined as clinical training activities conducted in health care facilities not owned or managed directly by the DCP. These facilities may provide services other than those found in the core clinical training. Education in these settings must be consistent with the overall educational mission of the DCP.

A supplemental clinical training program must:

- a. Have a commitment to education and quality of patient care, and have a mechanism to track the operations of affiliated field offices and other education sites participating in clinical education and training.
- b. Employ a mechanism for approving all education sites to which students rotate for a component supplemental training.
- c. Describe in a written document the arrangements between the DCP and each affiliated site, signed by the appropriate administrators of the respective supplemental training program. These arrangements must be specific to the supplemental training program and must address the scope of the affiliation, the content and duration of the rotations involved, the duties and patient care responsibilities of the students during these rotations, and the details of the supervision and resident evaluation that will be provided.
- d. Utilize faculty for student supervision who are appropriately qualified and hold an appointment consistent with the faculty appointment practices of the DCP.
- e. Provide appropriate supervision of students at each education site.
- f. Maintain clear, written guidelines that outline the teaching expectations of all faculty in

these locations.

- g. Provide programs to maintain educational and clinical skills of all faculty and foster their continual professional growth and development.
- h. Maintain a patient record system that is designed to promptly and easily provide information on patient care and the students' experiences.
- i. Have appropriate diagnostic and therapeutic equipment to meet the basic needs of patient care at that site and that supports the students' educational experiences consistent with the DCP's educational/practice objectives.
- j. Include the opportunity for students to attain hands-on or interactive training in areas requiring qualitative assessment, and ensure that a patient population of adequate size, gender/age variation, and range of case types is available in the practice based on the DCP's educational objectives for each particular clinical experience or rotation.
- k. Maintain an appropriate working environment and a duty hour schedule consistent with proper patient care and the educational needs of the students. The emphasis of duties must be related to clinical education.

Questions to Consider:

1. Does the program take measures to ensure that the quality of clinical training and patient care activities are comparable to and consistent with the core clinical training curriculum?

Examples of Appropriate Evidence:

- The DCP employs an approval process to ensure the quality of supplemental training sites.
- The DCP has written agreements with each affiliated site detailing the supplemental training program at that site.
- The DCP maintains documentation of the qualifications of the faculty at the affiliated site maintains of their participation in professional growth activities.
- The DCP tracks the operations of affiliated sites and assesses the quality of patient care and intern education at the site.

3. Student Assessment and Evaluation

- a. The DCP must utilize a system of student assessment and evaluation that is based on the goals, objectives, and competencies established by the DCP, as well as those defined by the CCE *Standards* and appropriate to entry-level chiropractic practice. The system must clearly identify the summative and formative methods used, and the level of performance expected of students in the achievement of these objectives and competencies.
- b. Feedback to the student must be useful and accurate. Informal or formal feedback sessions should occur regularly, as soon as possible after an assessment has been made.
- c. Assessment tools must be compatible with the domain being assessed:
 - (1) knowledge must be assessed using appropriate written and oral examinations as well as direct observation;
 - (2) psychomotor skills must be assessed by direct observation;
 - (3) communication skills must be assessed by direct observation of student interactions with faculty, colleagues, and patients and their families. Skills may also be assessed by review of any written communications to patients and colleagues including clinical

reports, and referral or consultation letters;

- (4) interpersonal skills must be assessed by reviewing performance in collaboration with staff, members of the patient care team, and consultations with doctors of chiropractic and other health care providers as appropriate;
- (5) attitudes must be assessed by interviews, observations, or evaluations with peers, supervisors, clinic faculty, and patients and their families; and
- (6) competence in utilizing the acquired clinical data to arrive at a diagnosis, and develop a case management plan, must be assessed using appropriate written and oral examinations as well as direct observation.

Questions to Consider:

1. Does the DCP follow a system to provide assessment of the developing professional competence of its students?
2. Does the assessment system include both summative and formative feedback?
3. Does the DCP provide feedback on the effectiveness of the clinical education program to faculty and administration for use in planning and management?

Examples of Appropriate Evidence:

- The DCP has established and follows policies and procedures relative to student assessment.
- The DCP has developed student assessment procedures consistent with the requirements in Section 2.II1.J.3.a-f.
- The DCP has established a comprehensive procedure for evaluating the performance of students in order to evaluate the effectiveness of the instructional and clinical education programs.

- d. The DCP system of assessment and evaluation must provide for the identification of deficiencies in student knowledge, attitude, or skills.
- e. The DCP must provide:
 - (1) an appropriate process for students to review and appeal identified deficiencies in knowledge, attitude, or skills.
 - (2) a formal system of remediation.
- f. Student assessment systems must:
 - (1) have a clear organizational structure for assessment;
 - (2) have a clear description of the role of faculty in assessment and how assessment information will be used in student evaluation;
 - (3) track and document student assessment and progress through the educational program including the integration of classroom performance, clinical performance, and the overall attainment of clinical competencies; and
 - (4) evaluate the effectiveness of assessment tools.

Questions to Consider:

1. Does the DCP conduct a formal remediation system?
2. Does the DCP provide clear expectations of expected outcomes?
3. Does the DCP provide an appeal process for the review of student performance?

Examples of Appropriate Evidence:

- The DCP has established and follows policies and procedures for student remediation.
- Expected outcomes are clearly described in course syllabi, student handbooks or intern handbooks or manuals.

4. Quality Patient Care

The DCP must:

- a. Conduct a formal system of quality assurance for the patient care delivery that demonstrates evidence of:
 - (1) standards of care with measurable outcomes criteria and ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided; and
 - (2) patient advocate grievance policies, procedures, outcomes and corrective measures.

Question to Consider:

1. Does the DCP conduct a formal system of quality assurance?
2. Does the quality assurance program ensure state and community standards for care, billing and financial transactions are followed?

Examples of Appropriate Evidence:

- The DCP documents and evaluates its success in achieving established goals relative to desired quality patient care outcomes.
- As part of the quality assurance program, the DCP has established patient grievance policies and procedures.

- b. Include the following characteristics in the quality assurance system:
 - (1) a clear organizational structure for quality assurance.
 - (2) a listing and description of each area and item (indicator) of quality assurance that is measured including:
 - (a) how the item is measured;
 - (b) how frequently the item will be measured;
 - (c) how data will be assessed to identify need for improvement;
 - (d) how improvement efforts will be determined;
 - (e) how improvement efforts will be followed to ensure implementation and improvement; and
 - (f) how the effectiveness of implemented changes/improvements will be assessed on an ongoing basis.
 - (3) methods for communicating quality assurance results to the clinic and larger DCP community.

Question to Consider:

1. Is there a clear organizational structure for quality assurance?
2. Has the DCP established quality indicators?

3. Does the DCP communicate quality assurance results to the clinic and larger DCP community?

Examples of Appropriate Evidence:

- The DCP has a documented organizational structure appropriate to meet study and document quality outcomes.
- The DCP has adopted patient grievance procedures.
- Quality assurance measures are reported in effectiveness reports.

c. Provide a written statement of patients' rights to all students, faculty, staff and each patient.

A statement of patients' rights is provided to students, faculty, staff and each patient.

d. Provide ongoing training in basic life support and management of common medical emergencies for all students and supervising faculty involved in patient care.

The DCP can demonstrate that all supervising clinical faculty maintain ongoing training in B.L.S. and common medical emergencies.

e. Maintain and follow written policies and procedures for the safe use of ionizing radiation.

The DCP has established and follows policies and procedures on the safe use of ionizing radiation.

f. Follow federal, regional, state and local requirements for clinical/laboratory asepsis, infection and biohazard control and disposal of hazardous waste.

The DCP has established and follows policies and procedures to ensure clinical/laboratory asepsis, infection and biohazard control and disposal of hazardous waste in accordance with federal and regional standards.

g. Follow federal, regional, state and local requirements regarding the confidentiality of patient information.

The DCP has adopted policies and procedures to ensure confidentiality of patient information.

h. Meet all federal, state and community standards for chiropractic assessment and care, billing, and financial transactions.

i. Monitor and enforce all professional and legal requirements, inherent in the responsibilities of a licensed doctor of chiropractic.

j. Provide ongoing training in the area of ethics and professional boundaries for students and supervising faculty involved in patient care.

5. Required Clinical Competencies

The DCP must document that each student has acquired these clinical competencies prior to graduation.

The DCP must provide students with the necessary instruction and opportunities to observe, acquire and practice under supervision, the attitudes, knowledge and skills listed in this section.

Checklist:

- History Taking
- Physical Examination
- Neuromusculoskeletal Examination
- The Psychosocial Assessment
- Diagnostic Studies
- Diagnosis
- Case Management
- Chiropractic Adjustment or Manipulation
- Emergency Care
- Case Follow-Up and Review
- Record-Keeping
- The Doctor-Patient Relationship
- Professional Issues
- Wellness
- Ethics and Integrity

6. Optional Clinical Competencies

Questions to Consider:

1. Does the program or institution employ student evaluation methods that measure students' overall performance in the defined competencies?
2. Is student achievement documented in verifiable and consistent ways?

Examples of Appropriate Evidence:

- The DCP follows a consistent method for tracking student's achievement of the competencies
- The DCP has thoroughly mapped and documented the educational experiences that lead to the student's achievement of the competencies

K. Research and Other Scholarly Activity

1. Purpose Statement

The DCP must establish objectives for and conduct research and scholarly activities that support its mission and goals. When there is more than one (1) campus, there must be active research opportunities and efforts at each campus site.

Checklist:

- Clearly defined
- Addresses research
- Supports mission and goals for research

Questions to Consider:

- Does the program or institution clearly define its mission and goals for the research program?
- Has the program or institution established objectives for its research program that supports its mission and goals?

Examples of Appropriate Evidence:

- Annual cumulative vita for each faculty member showing research and development activities, publications and editorial assignments, and professional presentations and workshops during the past three years.
- Books and articles published and patents obtained by members of the faculty during the past three years.

2. Policies/Procedures

The DCP must have and follow written policies regarding the conduct of research and

scholarly activities, to include protection of human and animal subjects. All DCPs and institutions using animal subjects must comply with the federal standards specified in the Animal Welfare Act (Public Law 89-544, 1966, as amended, (P. L. 91-469 and P. L. 94-279) 7 U.S.C. section 2131 et seq. Implementing regulations are published in the Code of Federal Regulations (CFR), Title 9, Subchapter A. Parts 1, 2, 3 and 4, and are administered by the U.S. Department of Agriculture).

Checklist:

- Policies regarding human subjects research
- Human subjects committee
- Compliance with Public Health Service
- Compliance with Animal Welfare Act
- Human consent forms

Questions to Consider:

1. Does the program or institution have appropriate policies regarding conduct of research involving human subjects?
2. Does the program or institution have appropriate policies on the conduct of research involving animal subjects?

Examples of Appropriate Evidence:

- Human research policies and a statement on the method used to implement and evaluate compliance with these policies, as found in the faculty handbook.
- Citation from the human research policies noting a human rights committee, including specification of the authority and responsibilities of this committee.
- Roster of current members on the human rights committee.
- Organizational chart showing how the human rights committee fits into the overall structure.
- Minutes from meetings of the human rights committee over the past two years.
- Principles of the Public Health Service governing the conduct of research involving human subjects.
- Human research policies and a statement of the method used to implement and evaluate compliance with these policies.
- Signed human consent forms from research conducted during the past academic year.
- Animal research policies in accordance with the Animal Welfare Act and a statement of the method used to implement and evaluate compliance with these policies.
- Analysis of the human research policies in relation to the principles of the Public Health Service governing the conduct of research involving human subjects.
- Analysis of the animal research policies in relation to the specifications of the Animal Welfare Act.

3. Inputs

The DCP must provide appropriate financial, faculty, physical, and administrative resources for the conduct of research and scholarly activities.

Examples of Appropriate Evidence:

- Annual budget for the conduct of research and scholarly activities
- Analysis of the adequacy of research and scholarly activity budget allocations in regard to the college's ability to achieve its research and scholarly activity objectives.

4. Outcomes

The DCP must compile evidence regarding the extent to which the research and scholarly activity outcomes meet stated research and scholarly activity objectives.

An Example of Appropriate Evidence:

- Annual research effectiveness reports.

- List of active and completed research projects.
- Annual list of research publications.

L. Service

1. Purpose Statement

The DCP must establish objectives for and provide service activities, beyond the chiropractic services to patients required of all interns that support its mission and goals.

Checklist:

- Defined program objectives address service
- Support for mission and goals for service

Questions to Consider:

- Are the objectives for the service program clearly defined?
- Are there established objectives for the service program that support the mission and goals?

Examples of Appropriate Evidence:

- Articles of Incorporation, Bylaws or catalogue stating the mission including service
- Administrative manual with stated objectives of the service program.
- Faculty handbook giving stated objectives of the service program.
- Analysis showing a positive correlation between the objectives of the service program and the mission and goals

2. Policies/Procedures

The DCP must have and follow written policies regarding the provision of services.

Checklist:

- Policies regarding the provision of service.
- Adherence to policies regarding service

Examples of Appropriate Evidence:

- Statement defining the concept of service and the types of programs that offered.
- Service program policies and a statement on the method used to implement and evaluate compliance with these policies, as found in the faculty handbook.
- Analysis of how the policies regarding the service program correspond with the mission and goals.

3. Inputs

The DCP must provide appropriate financial, faculty, physical and administrative resources for the conduct of services.

Examples of Appropriate Evidence:

- Annual budget for the conduct of services
- Analysis of the adequacy of service budget allocations in regard to the college's ability to achieve its service objectives.

4. Outcomes

The DCP must compile evidence regarding the extent to which service outcomes meet the stated service objectives.

Checklist:

- Nature of service programs
- Extent of service programs

Examples of Appropriate Evidence:

- Annual research effectiveness reports.
- Annual listing of service activities.
- Listing of each location at which chiropractic services, especially to those in the lower socioeconomic strata are provided at reduced or no cost.

Requirements for Accreditation with Institutional Status

Review toward continued award of institutional status is provided by the Council upon specific request from solitary purpose chiropractic institutions offering only the doctor of chiropractic degree program (DCP) that have not otherwise achieved institutional accreditation status with a nationally recognized accrediting agency. The DCP must be in compliance with the DCP accreditation requirements of these *Standards* (Section 2.III) and be currently accredited by the Council, and must request review for institutional status when applying for reaffirmation of accreditation. The institution must be in compliance with the specific requirements identified and addressed below in this section of the *Standards* in order to be awarded continued institutional status.

A. Mission and Scope of Service, Self-Assessment and Planning

1. The institution must have a statement of mission adopted by its governing board, and stating that it is an institution of higher education offering only the Doctor of Chiropractic degree; however, the institution also may have educational, research, and service activities other than those within the DCP.
2. The statement of institutional mission must be consistent with the statement of mission of the program leading to the Doctor of Chiropractic degree, and provide for activities in education, research and service.
3. The institution must seek and maintain accreditation of its DCP by the CCE.
4. Institutional self-assessment and planning requirements for institutional accreditation must be consistent with those described for DCP accreditation.

B. Authorization

1. The institution must be incorporated within the United States as a not-for-profit corporation.

Examples of Appropriate Evidence:

- Articles of Incorporation
- A recently-dated affidavit from the Secretary of State of the state of residence of the institution indicating that the institution is incorporated under the laws of that state as a not-for-profit entity.
- The bylaws of the institution
- The external, opinioned financial audit for the most recent fiscal year

2. The institution must hold appropriate legal authorization to grant the Doctor of Chiropractic degree.

Examples of Appropriate Evidence:

- Institutional Charter
- Documentation of authority to award the Doctor of Chiropractic degree

3. The institution must meet all legal requirements to conduct its business as an institution of

higher education in all jurisdictions in which it operates.

Examples of Appropriate Evidence:

- Institutional Charter
- Documentation of authority to conduct business

C. Governance

1. The institution must have established a governing board which has legal authority for the institution.
2. The governing board must act in agreement with the following requirements:
 - a. The governing board must be composed of representatives of both the chiropractic profession and the public;
 - b. No member of the board may serve in any administrative or teaching position at the institution, except for occasional service without compensation; and

Checklist:

- The governing board has legal authority of the institution
- No board service in administrative or institutional capacity

Examples of Appropriate Evidence:

- Absence of board members in any institutional/administrative capacity
- A roster of current board members with professional designations

- c. No member of the governing board may use board membership for personal or private gain or advantage to the board member, to members of the board member's family, or to any business in which the board member has a substantial interest.

Checklist:

- Existence of conflict of interest policy as specified
- Absence of evidence of personal/private gain or advantage

Questions to Consider:

1. Does the solitary-purpose chiropractic institution have a policy on conflict of interest that prohibits board members from taking advantage of their position on the board, including any knowledge gained from their position, for any personal or private gain or advantage, whether directly or indirectly, personally or financially, for the benefit of themselves, their families, or any business in which they have a substantial interest?
2. Is this policy on conflict of interest enforced?

Examples of Appropriate Evidence:

- A conflict of interest policy and statement of the method used to implement and evaluate compliance with this policy.

3. The governing board must have adopted bylaws whereby it establishes and periodically reviews the basic policies under which the institution operates. These policies must address at least the following areas of operation:
 - a. Conduct of governing board business.
 - b. Administration, faculty and staff.
 - c. Facilities, learning resources and finance.
 - d. Students and student services.

- e. Management, control, and conduct of the academic program, including all courses for credit as well as seminars and other noncredit offerings.
- f. Public disclosure.
- g. Service.
- h. Research.
- i. Academic resources.
- j. Admissions requirements.
- k. Assessment of instructional outcomes and student academic achievement.

Checklist:

- Policies as required

Examples of Appropriate Evidence:

- Bylaws with policies cited
- Board minutes indicating periodic review of the basic policies under which the institution operates.

D. Administration

1. The governing board must designate a person not a member of the governing board as the Chief Executive Officer of the institution, responsible for the administration of policies adopted by the governing board.
2. The Chief Executive Officer must hold educational credentials and have experience appropriate for the principal administrative officer of an institution of higher education offering the Doctor of Chiropractic degree.
3. Additional administrative staff holding appropriate credentials and having appropriate experience must be appointed by the Chief Executive Officer or by the governing board as specified in the bylaws of the institution.

Checklist:

- Support mission and goals
- Effective management for implementation
- Full-time CEO
- D.C. as executive administrator

Questions to Consider:

1. Is the administrative structure and functions appropriate to support the mission and goals?
2. Is the administrative structure effective in managing and implementing the mission, goals and objectives?
3. What is the administration's role in planning? Does the administration act to oversee progress and success in meeting goals and objectives? Is this done on a regular basis?
4. Does the program or institution have a full-time CEO who manages and supervises all program or institution activities?
5. Does at least one of the executive administrators hold an earned doctor of chiropractic degree?

Examples of Appropriate Evidence:

- Administrative responsibility and authority for all educational offerings and functions of the institution is clearly defined.

- The institution has developed, published and made available to the community an organization chart delineating clearly the lines of responsibility and authority in the institution.
- The duties of the CEO of the institution, and other administrative officials directly responsible to the CEO, must be clearly defined and made known to faculty and staff.
- Administrative officers possess credentials, experience and/or demonstrated competence appropriate to their areas of responsibility.
- The effectiveness of all administrators, including the CEO, is evaluated periodically.
- Bylaws, with appropriate references cited
- Organizational chart of the program or institution
- Job description for the CEO
- Administrative manual, with section on the responsibilities of the CEO
- Current catalog showing the earned degrees of each executive administrator
- Job description of each administrative official
- Vitae of each administrative official

E. Student Services

1. The institution must establish appropriate admissions requirements and procedures for each educational activity or program to which students are admitted.
2. The institution must provide appropriate learning resources support services for each educational activity to which students are admitted.
3. If the institution participates in activities affected by Title IV of the Higher Education Act of 1965 as amended it must maintain compliance with its program responsibilities, including but not limited to:
 - a. Administrative and fiscal standards.
 - b. Record-keeping and disclosure requirements.
 - c. Default prevention measures, which must include the maintenance of a Federal Family Education Loan Cohort Default Rate that is beneath the threshold established by the United States Secretary of Education.

Checklist:

- Admission requirements
- Learning resources provided
- Compliance with Title IV responsibilities
- Adequate support services for mission and goals
- Administrative standards
- Fiscal and fiscal standards in compliance with Title IV
- Maintained records and meeting disclosure requirements
- Status regarding most recent cohort default rate

Questions to Consider:

1. Does the program or institution: maintain student support services that adequately support the objectives of its mission and goals?
2. Does the institution maintain compliance with program responsibilities under Title IV?
3. Does the program or institution have a current copy of its most recent cohort default rate?
4. Is the rate beneath the acceptable threshold established by the U.S. Secretary of Education?

Examples of Appropriate Evidence:

- Catalog describing student support services.
- Administrative manual, with reference to the student support services program.
- Personnel files for members of student support services.
- Administrative and fiscal standards addressing compliance with Title IV.

- Records and disclosure requirements in accordance with Title IV.
- Administrative procedures regarding default prevention.
- Most recent Fiscal Year Cohort Default Rate notification from the U.S. Secretary of Education

F. Financial Resources

1. The institution must have an annual fiscal year audit made by an independent certified public accountant conducted in accordance with generally accepted accounting principles.
2. The institution must have all financial aid programs audited as required by federal and state regulations.

Checklist:

- Financial audits for most recent two-years
- Financial statements demonstrate appropriate allocation of financial resources in support of the activities of the institution.
- Financial stability to graduate most recent entering class

Questions to Consider:

1. Does the program or institution: allocate resources in a manner that supports institutional mission, goals and objectives?

Examples of Appropriate Evidence:

- Financial audits demonstrating compliance
- PCBR reports demonstrating adequate financial ratios
- Adequate budgetary control policies and procedures

G. Public Disclosure

1. In addition to the public disclosure items required to be published for DCPs, the institution must publish in official documents available to the public at least the following:
 - a. The institutional statement of mission.
 - b. The educational activities conducted by the institution.
 - c. A description of admissions requirements, attendance requirements, and graduation requirements for each educational activity.
 - d. The accredited status of the institution with the CCE and all other accrediting bodies with which it is affiliated.

Checklist:

- The institution makes available to the public, in print or electronic form, all required disclosures listed above in addition to those required to be published for DCPs.
- Catalog disclosure and frequency of publication
- Electronic disclosure and frequency of up-date

Examples of Appropriate Evidence:

- The two most recent catalogs including complete information on each of the fourteen items listed in the criterion.
- On-line publications include complete information on each of the fourteen items listed in the criterion.

2. The institution must make available upon request information that accurately describes its financial condition.

- The institution makes information regarding its financial condition available upon request.

Response Report Format

In preparing responses to site team reports, and in preparing follow-up and progress reports, please keep in mind that councilors are responsible for reading the reports of several other programs or institutions prior to the Council meeting. For that reason, it is vital that the responses or reports are concise, complete, straightforward and well documented. It is also important that the reports are not cumbersome or unwieldy.

Note: This report format is not intended for use when preparing a self-study or PCBR.

Order of Report

1. **Cover** (cover design may include logo, photos and/or graphics)

Must include:

1. Name of the program or institution
2. Indicate the type of report:

Response to Report of **DATE** Site Visit
Response to Report of **DATE** Focused Site Visit
Progress Report in Response to Council Letter of **DATE**
Follow-up Report in Response to Council Letter of **DATE**
Update Report in Response to Council Letter of **DATE**

3. Submitted: **DATE**
4. Prepared by: Name
Title of person(s) preparing the response
Phone
Email address

2. **Current Accreditation Status form (Council Form 15, available on CCE website)**

3. **Current Organizational Chart**

4. **Council Letter**

If this is a progress, follow-up or update report, include copies of the most recent **signed** Council letter or letters to which the DCP is responding. Do not use a print out of the electronic version without the affixed chairman's signature for this section of the report. Copy the original letter.

If this is a response to a team report, a Council letter is not necessary.

5. **The Report**

Content Requirements

Provide clear, complete, yet concise responses to the concerns providing evidence that may help to resolve each concern. Specify actions that have been taken and provide documentation that they have been completed. The readers are looking for documentation that actions **have been completed** and will ask for follow-up reports on any actions that have not been completed. Avoid vague responses indicating the program or institution "plans" to address a concern in the future. If any actions remain to be accomplished, the program or institution must provide the following:

- a. An action plan;
- b. A schedule for accomplishing the plan; and
- c. Evidence of commitment of resources for accomplishing the plan.

Responsible planning accompanied by official commitments of necessary resources are essential.

Do not reflect a defensive posture. The program or institution should communicate through its responses, a desire to demonstrate that the program or institution has made a substantial effort to comply with the standard in question rather than a desire to “refute” the site team or council evaluation and subsequent recommendation.

a. Responses to Site Team Reports

Programs or institutions are required to respond to all concerns contained in a site full or focused team report **directly within the body of the site team report in the order in which they appear** in the site team report. The program or institution will receive an electronic version of the final site team report to use for this purpose.

Following each concern and recommendation, insert:

DCP Response:

Detail the DCP response using a single-spaced, slightly larger font that is not bolded.

If the team report is in Arial font, the DCP may choose the Times New Roman font for its responses. Do not use any other fonts other than Arial or Times New Roman.

b. Progress and Update Reports

Programs or institutions are required to respond to all Council concerns contained within the Council letter (s) **directly within the body of the Council letter in the order in which they appear** in the letter(s). The program or institution will receive an electronic version of the Council letter to use for this purpose.

First: Delete the salutation and introductory paragraphs up to the first standard listed in the letter. **Example:**

Section 2. III. I. Research and Other Scholarly Activity

3. Outcomes

The DCP must compile evidence regarding the extent to which the research and scholarly activity outcomes meet stated research and scholarly activity objectives.

DCP must provide a report on the research and scholarly activity outcomes and demonstrate how those outcomes meet the mission, goals and objectives of the program.

Second: Following the Council’s required action paragraph(s) under each standard listed in the letter, insert:

DCP Response:

Detail the DCP response using a single-spaced, slightly larger font that is not bolded.

If the team report is in Arial font, the DCP may choose the Times New Roman font for its responses. Do not use any other fonts other than Arial or Times New Roman.

6. Exhibits

Provide appropriate documentation (evidence) to support the response. For example, if the response indicates that a faculty member has completed coursework toward the completion of graduate semester hours in a particular field, include transcripts documenting courses completed.

Supporting documentation might include memoranda, minutes, data, or excerpts from catalogues or handbooks listed as **numbered exhibits**. The numbered exhibits should be clearly noted within the body of the report, e.g., **“(Exhibit 1)”** with a separately labeled tab divider for each exhibit.

When preparing exhibits taken from catalogues, handbooks or a large document, include only the related pages. Do not send the entire book or document unless the entire document contents are necessary to demonstrate compliance. **Clearly, highlight, mark or underline the related paragraphs or items from handbook or catalogue excerpts for fast reference for the reader.**

Other Formatting Requirements

Page Format

Use single spacing unless double spacing is necessary for clarity

Use 1-inch margins

Include page numbers in the body of the report

Do not use headers

The footer must be limited to the title and date of the report

Printing

Reports should be printed (copied) one-sided. Exhibits may be double-sided.

Binding

Brief reports or updates less than 20 pages may be stapled **without** a plastic report cover/folder of some type. **Do not submit reports in three-ring binders.** Longer reports should be bound using binding combs, spiral binding or some other binding that permits document flexibility to be folded back on itself and ease of transport for the reader. Councilors review numerous reports prior to each meeting. Reports must be lightweight and fit easily into a brief case or luggage.

Questions?

Call the CCE Administrative Office staff for assistance.