

ACAHM Accreditation Commission for Acupuncture and Herbal Medicine

Policy Title: Glossary

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Related Commission Policies: [Accreditation Procedures](#); [Commission Actions Policy](#); [Fees and Dues Schedule](#); [Public Disclosure Policy](#); [Program Naming Policy](#); [Teach-Out Policy](#); [Comprehensive Accreditation Standards and Criteria](#);

References: 34 CFR 602; 34 CFR §600.2; 34 CFR §600.9; 20 U.S.C. 1099b; 34 CFR 668.2; 34 CFR 600.31; 34 CFR 600.4; 34 CFR 600.5; 34 CFR 668.8; 34 CFR 685.214; 20 U.S.C. § 4351; Federal Student Aid Handbook; U.S. Department of Education “Accreditation Handbook” revised 2022

Responsible Official: ACAHM Director of Accreditation Services

Policy Summary: This is a glossary of terms commonly used by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM or Commission).

GLOSSARY

Academic Engagement

Active participation by a student in an instructional activity related to the student’s course of study that:

- (1) Is defined by the institution in accordance with any applicable requirements of its State or accrediting agency;
- (2) Includes, but is not limited to—
 - (i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
 - (ii) Submitting an academic assignment;
 - (iii) Taking an assessment or an exam;
 - (iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
 - (v) Participating in a study group, group project, or an online discussion that is assigned by the institution;or
 - (vi) Interacting with an instructor about academic matters.
- (3) Does not include, for example—
 - (i) Living in institutional housing;
 - (ii) Participating in the institution’s meal plan;
 - (iii) Logging into an online class or tutorial without any further participation; or
 - (iv) Participating in academic counseling or advisement.

Academic Year [See also *Credit Hour, Credit-Ratio*]

Equivalent to 30 semester credit hours or 45 quarter credit hours per year. An academic year is defined as at least 30 instructional weeks, which can consist of three quarters, two semesters, or three terms or trimesters.

- (1) A week is a consecutive seven-day period;
- (2) A week of instruction time is any week in which –
 - a. At least one day of regularly scheduled instruction or examination occurs, or, after the last scheduled day of classes for a term or payment period, at least one day of student for final examinations occurs; or
 - b. (i) In a program offered using asynchronous coursework through distance education or correspondence courses, the institution makes available instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
(ii) In a program using asynchronous coursework through distance education, the institution expects enrolled students to perform educational activities demonstrating academic engagement during the week; and
(iii) Instructional time does not include any scheduled breaks and activities not included in the definition of “Academic Engagement”, or periods of orientation or counseling.

ACAHM or Commission

The Accreditation Commission for Acupuncture and Herbal Medicine.

ACAHM-Accreditable Programs

Only programs for which ACAHM has established accreditation standards and criteria are accreditable (See also [Program Naming Policy](#)). ACAHM currently accredits or pre-accredits the following programs:

Entry-Level Programs:

1. **Master’s-level degree (MAc) or diploma program:** a graduate-level program that provides knowledge and skills necessary for professional recognition, credentialing, or licensure required to practice professionally in the fields of acupuncture and/or Chinese herbal medicine.
2. **Professional doctoral (DAc) degree program:** a graduate-level program, leading to a doctoral-level degree, that provides additional and expanded knowledge and skills beyond the master’s-level requirements (see [Criterion 7.04 Professional Competencies](#)) necessary for professional recognition, credentialing, or licensure required to practice professionally in the fields of acupuncture and/or Chinese herbal medicine. These programs may have academic tracks that enable master’s-level graduates to earn the doctoral degree (see “doctoral degree completion track”).

Advanced Practice Degree Programs:

Advanced practice doctoral (DAOM) degree program: a post-professional program, leading to a doctoral-level degree, that provides advanced, in-depth education in clinical specialty areas and research literacy. Program applicants must be graduates of an entry-level program.

Graduate Certificate Programs [see also *Certificate Programs*]: a graduate-level program that provides knowledge and skills that complement an entry-level program.

ACAHM Chair

The Chairperson of the Accreditation Commission for Acupuncture and Herbal Medicine.

Accreditation

The status of public recognition that ACAHM grants to an educational institution or program that meets its standards and criteria requirements for accreditation.

Accreditation Criteria [See also *Accreditation Standards*]

Written benchmarks, conditions, and thresholds adopted by the Commission to: (1) assess whether the quality of an institution/program merits pre-accreditation/accreditation status, and (2) maintain a culture of continuous improvement of academic quality at the institutions/programs.

Accreditation Liaison

The individual designated by an ACAHM-accredited institution/program to serve as its primary contact for accreditation-related matters (i.e., receiving Commission announcements, news items, policy/procedure updates; and coordinating accreditation-related operational activities within the institution/program, including but not limited to responses to Commission inquiries, submission of annual reports and substantive change requests, etc.).

Accreditation Record

An institution/program's *Self-Study Report*, along with the associated *Site Visit Report* and the *Formal Institutional Response* to that *Site Visit Report*. The accreditation record also includes correspondence related to: Notices of Concern, Monitoring Actions, Sanctions, Reconsideration and Appeals from Commission decisions (and associated third-party testimony, if any, and the institution's written response to the third-party testimony), formal complaints received by ACAHM, and all written decisions (Office Actions) issued by the Commission.

Accreditation Standards [See also *Accreditation Criteria*]

Broad classifications used to categorize related accreditation criteria.

Accredited Institution

An institution that is accredited by a recognized accrediting agency. (See "recognized accrediting agency.")

Acupuncture

The term "acupuncture" can be used to describe a specific modality or a comprehensive system of medicine.

Modality – The practice of "acupuncture" includes any insertion and/or manipulation of a filiform acupuncture needle for a therapeutic purpose based upon both traditional theoretical understanding and modern scientific study of the musculoskeletal and nervous system. This practice encompasses interventions described by terminology such as "dry needling," "motor point needling," and "myofascial trigger point needling."

"Acupuncture" as a modality is distinguished from the use of the term to generally describe the system of medicine often referred to as East Asian medicine, traditional Chinese medicine, Oriental medicine, etc., which includes a variety of techniques or therapeutic approaches, including acupuncture, for the promotion and maintenance of health and prevention of disease.

Additional Location

An additional location is a facility that is geographically apart from a main campus educational site and offers at least 50 percent of an ACAHM-accredited or pre-accredited program. An additional location may qualify as a branch campus. (See definition of *Branch Campus*). Non-"branch" additional locations are (1) governed and financially supported by a main or branch campus; and (2) faculty, staff, and support services are controlled by that same main or branch campus.

Administrative Probation

A temporary status imposed when an institution/program has not complied with administrative requirements.

Advanced Standing

The procedure for granting credit to a student for educational experiences or courses undertaken at another institution. It is also a term used to describe the status of a student granted credit, as distinct from students who commence a stream of study at the beginning.

Adverse Accrediting Action or Adverse Action

A decision to deny, withdraw, suspend, revoke, or terminate accreditation or pre-accreditation (Candidacy), or any other comparable accrediting action ACAHM may take against an institution or program. (See *ACAHM Commission Actions Policy*.)

Annual Reports

Reports, required of all accredited institutions/programs, that include any changes in the institution/program, any additions of programs offered at the institution, the impact of these changes on other areas of the institution, current reviewed financial statement of the institution/program, the budget, the catalog, required institutional/program statistics, and any other information required in accordance with the annual report form.

AOM (Acupuncture and Oriental Medicine)-Related [see *East Asian Medicine-Related*]**Appeal Costs**

With regard to ACAHM's *Appeal Procedure*, the costs incurred in empaneling and conducting a hearing; travel and accommodation costs for panel members and ACAHM staff involved in the conduct of a hearing; costs of facilities for the conduct of the hearing, if held at other than the offices of the Commission; transcript fees; and legal fees incurred by the hearing panel in the conduct of the appeal. Appeal Costs do not include the costs incurred by the Commission or the institution/program in preparing for or participating in the appeal process. (See *ACAHM Fees and Dues Schedule*.)

Appellant

Relating to ACAHM's *Appeal Procedure*, an institution or program that is the subject of an Adverse Action.

Assessment (of student learning)

An ongoing, iterative process consisting of four basic steps: 1. defining course learning outcomes; 2. choosing a method or approach and then using it to gather evidence of learning (e.g., exams, essays, group work); 3. analyzing and interpreting the evidence; and 4. using this information to improve student learning (both for formative and summative feedback). Assessment is related to student performance and is closely associated with grading.

Asynchronous Learning

Students participate in digital learning activities at different times. Asynchronous learning requires students to complete the course requirements according to published course expectations and deadlines, and engage in learning activities independently, without real time instructor-led interaction, and in different physical locations from the instructors and students. Course activities and assignments typically facilitate asynchronous engagement with other students. Instructors provide substantive formative and summative feedback at regular intervals within the defined academic term to promote development that aligns with the published course expectations and deadlines.

Baccalaureate (also referred to as “bachelor’s degree”)

An academic degree conferred on someone who has successfully completed undergraduate studies.

Branch Campus

A branch campus of an ACAHM-accredited or pre-accredited institution/program (1) is an additional location of an institution that is geographically apart and independent of the main campus of the institution; (2) is permanent in nature; (3) offers courses in educational programs leading to a degree or certificate; (4) has its own faculty and administrative or supervisory organization; (5) complies with all recognized state approval agencies, and relevant state laws and regulatory requirements, for operation within the state(s) in which it conducts its operations; and (6) has its own budgetary and hiring authority.

Candidacy [See *Pre-accreditation*]

Certificate Programs

Certificate programs under *Notification of Change Policy* have the following characteristics:

- (1) the program has all necessary state approvals;
- (2) the program is ACAHM-accreditable;
- (3) the program's courses are taught at the master's or higher level;
- (4) the program's courses are credit-bearing;
- (5) the program or institution awards an acknowledgement of program completion; and
- (6) the program may be Title IV-eligible subject to U.S. Department of Education regulations.

Chair

The person in charge of a meeting, site visit, hearing panel, organization, etc.

Change of Control

Control means the possession, direct or indirect, of the power to direct or cause the direction of the management and policies of an institution, whether through the ownership of voting securities, by contract or otherwise. Applicable to both for-profit and non-profit entities, a change of control may occur when, for these purposes, 25% or more of the members of the governing board change or 25% of more of the controlling parties change outside of normal board rotation. This kind of change may be associated with a change of ownership or with a conversion from one legal type to another. A change of control also occurs when a single transaction or a series of related transactions in which any person acquires or loses control as set forth in 34 CFR 600.31.

Change in Legal Status

A change in legal status occurs when an institution wishes to convert to a different form of organizational structure (e.g. changing from non-profit to for profit).

Change in Mission

A change of mission involves a significant change to the institution's defining character, strategic goals, and/ and that possibly or educational offerings, and that possibly affects the composition of its leadership, faculty, student body, sponsoring or related entity, and/or key stakeholders. Examples of significant changes of mission may include moving from on-ground to on-line courses or converting to an entirely competency-based delivery model. This type of change also may be brought about in conjunction with a change in control, change in legal status or change of ownership.

Change of Ownership

Ownership or ownership interest means a legal or beneficial interest in an institution or its corporate parent, or a right to share in the profits derived from the operation of an institution or its corporate parent. Changes of ownership may involve an asset purchase, merger, equity purchase, and any other transaction or corporate action in which owners or investors would, for various reasons, invest or change their investment in the institution. For these purposes, a change in ownership occurs where, in either a single transaction or a series of related transactions, the institution entity issues or transfers at least 25% of its ownership interests, or any individual, trust, estate, partnership, association, company, or corporation acquires or ceases to own at least a 25% ownership interest.

Clinical Settings

1. **Clinical Internship Location** – A clinical internship location:

- (1) offers less than fifty (50) percent of an ACAHM-accredited or pre-accredited program,
- (2) clinical training is directly controlled by a main or branch campus,
- (3) training is carried out by program faculty,
- (4) faculty and faculty placement are administered by the main or branch campus,

For clinical internship training that does not occur at a main or branch campus (e.g., private practice clinic, hospital, out-patient clinic) the location:

- (A) is subject to a written agreement providing for reasonable access to and assessment by program administrators, and
- (B) requires proof of appropriate insurance.

2. **Clinical Externship Location**. – A clinical externship location:

- (1) offers less than fifty (50) percent of an ACAHM-accredited or pre-accredited program,
- (2) involves an indirect relationship to the main or branch campus,
- (3) is subject to a written agreement, and
- (4) requires proof of appropriate insurance.

Clinical Training

1. **Clinical Observation** – Clinical observation involves students observing healthcare professionals and senior student interns performing patient care therapies in a clinical setting.
2. **Clinical Internship** - Clinical internship training:
 - (1) involves student-delivered patient care,
 - (2) is directly controlled by a main or branch campus,
 - (3) is carried out by program faculty,
 - (4) faculty and faculty placement are administered by the main or branch campus,
 - (5) is under faculty and institutional/programmatic control and direction.
3. **Clinical Externship** - Clinical externship training involves an indirect relationship to the main or branch campus. The main or branch campus is responsible for establishing learning objectives and expected learning outcomes, and ensuring that qualified (i.e., appropriate experience as a licensed professional) practitioners instruct and evaluate student clinical externs.

Clock Hour

A period of time consisting of:

- (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;
- (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;
- (3) Sixty minutes of preparation in a correspondence course; or
- (4) In distance education, 50 to 60 minutes in a 60-minute period of attendance in
 - (A) a synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or
 - (B) An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity,
- (5) A clock hour in a distance education program does not meet the requirements of this definition if it does not meet all accrediting agency and State requirements, or if it exceeds an agency's or State's restrictions on the number of clock hours in a program that may be offered through distance education,
- (6) An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this paragraph.

College-Level General Education

Postsecondary learning that is unspecialized in nature, intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage, and is completed at an institution that is accredited by an accrediting agency recognized by the U.S. Secretary of Education.

Commission

The Accreditation Commission for Acupuncture and Herbal Medicine, or ACAHM.

Consortium Agreement

A written agreement between two or more Title IV eligible institutions.

Continuing Education Courses/Programs

Continuing education courses/programs as referenced in ACAHM's accreditation standards have the following characteristics:

- (1) are non-credit bearing and, at no time, will the courses ever be assigned academic credit for any reason;
and
- (2) are not Title IV eligible.

Contractual Agreement

A written agreement between a Title IV eligible institution and a Title IV ineligible institution.

Core Faculty [See also *Faculty, Guest Lecturer*]

Core faculty are an identifiable group of qualified full and/or part-time didactic and clinical faculty members who have regular and ongoing responsibility for the design, delivery, and assessment of the program and are involved in program development, review, and governance.

Correspondence Course

- (1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructor and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student.
- (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
- (3) A correspondence course is not distance education.

Credit Hour

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of student work defined by an institution, as approved by the institution's accrediting agency or state approval agency, that is consistent with commonly accepted practice in postsecondary education and that—

- (1) Reasonably approximates not less than—
 - (i) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or(ii) At least an equivalent amount of work as required in paragraph (1)(i) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and
- (2) Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

As defined herein, semester credits are based on one semester credit being equivalent to 15 hours of didactic instruction.

Credit Ratio

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. Total time consists of three components:

- (1) time spent in class or under direct faculty instruction;
- (2) time spent in laboratory, clinic or fieldwork; and
- (3) time devoted to reading, studying, researching, problem solving, writing, or preparing (i.e. out-of-class student work).

Credit hours are usually assigned as follows:

- (1) **Classroom course:** one credit hour is assigned for each clock hour of instruction and two hours of out-of-class student work, or
- (2) **Laboratory, practical, or clinical training course:** one credit hour is assigned for two or more clock hours of instruction and one hour of out-of-class student work, or
- (3) **Independent study:** one credit hour is assigned for three or more hours of independent study student work completed each week.

Criteria for Accreditation

The evaluative benchmarks the Commission uses to determine if an institution or program meets ACAHM'S Standards. Criteria for Accreditation expand and elaborate upon the Standards, describing in greater detail the specific applications of the Standards and the issues upon which the Commission expects the institution or program to focus in its development. The Criteria do not exceed or alter the Standard itself.

Criteria for Commission Recognition

34 CFR Part 602 and 20 U.S. Code § 1099(b)

Culture of Evidence

The use of evidence in assessment and decision-making embedded in, and characteristic of, an institution's actions and practices.

Curriculum (Course) Delivery

The program's determination of the tools it will use, and to what degree, to deliver its curriculum.

Correspondence Delivery

Course delivery that typically involves 100% asynchronous learning with no formative, substantive feedback at regular intervals, and no real-time interaction or engagement between the instructor and student unless initiated by the student. The student completes learning activities in different physical locations from the instructor and all participants. Course activities and assignments do not facilitate engagement with other students. The student typically completes the learning activities independently and then submits the work for grading and feedback. **ACAHM does NOT accredit correspondence programs or programs that include correspondence courses.**

Digital Delivery

A program delivers, collects, evaluates and/or stores any portion of their curriculum and learning activities using software and/or tele-communications tools. These tools are also used to facilitate regular and substantive interaction or engagement among students and between students and instructor(s).

In-person Delivery

A program delivers, collects, evaluates and/or stores their entire curriculum and learning activities with no software and/or tele-communications tools. Regular and substantive interaction or engagement among students and between students and instructor(s) occurs in person.

Day

Unless otherwise stated, a calendar day.

Digital Communication Platform

A software or web-based product that supports the use of audio and video technology (both hardware and software) to create a synchronous digital meeting space between two or more people in different physical locations. Participants can see and hear each other through this technology.

Distance Education [see also *Regular Interaction* and *Substantive Interaction*]

Education that uses one or more of the technologies listed in paragraphs (1)(i) through (1)(iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

- (1) The technologies that may be used to offer distance education include:
 - (i) The internet;
 - (ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - (iii) Audio conferencing; or
 - (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(i) through (1)(iii) of this definition.
- (2) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution's accrediting agency.
- (3) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion and also includes at least two of the following:
 - (i) Providing direct instruction;
 - (ii) Assessing or providing feedback on a student's coursework;
 - (iii) Providing information or responding to questions about the content of a course or competency;
 - (iv) Facilitating a group discussion regarding the content of a course or competency; or
 - (v) Other instructional activities approved by the institution's or program's accrediting agency.
- (4) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency:
 - (i) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
 - (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Doctoral Degree Completion Track

A post-professional curriculum for graduates of an ACAHM-accredited/pre-accredited master's-level program that augments knowledge, skills, and behaviors to a level consistent with current entry-level professional doctoral (DAC) standards.

Dry Needling (sometimes also referred to as, "motor point needling," and "myofascial trigger point needling")

The term "dry needling" is regarded by ACAHM as synonymous with the definition of Acupuncture and is a treatment modality that involves the insertion of thin, non-medicated solid needles into muscles or connective tissues.

Dual Degree Program

A dual degree program is a formalized academic program in which students complete the curricula of at least two degree programs. Dual degree programs are characterized by the following:

- (1) Separate application is made to each degree program. Upon acceptance to each program, application is made to participate in the dual degree program.
- (2) Students are concurrently enrolled in each degree program.
- (3) Students receive a parchment for completion of each degree program.
- (4) Institutions may require that dual degrees be conferred simultaneously, upon completion of degree requirements for both programs.

East Asian Medicine

A collective term for systems of medicine, incorporating fundamental principles, physiological concepts, theoretical foundations, diagnostic procedures, and treatment modalities, whose fundamental theory originated in China and further developed in a variety of other predominantly Asian cultures. Treatment modalities include acupuncture, herbal medicine, manual therapy, diet/lifestyle counseling, and therapeutic exercise.

East Asian Medicine-Related

Associated with modalities (specifically acupuncture and related techniques, herbal medicine, manual therapies, therapeutic exercise, and diet/lifestyle counseling) based on the theoretical perspectives introduced in the following foundational texts: *Huangdi Neijing* (Yellow Emperor's Inner Classic); *Huangdi Bashi Yi Nanjing* (Yellow Emperor's Canon of Eighty-One Difficult Issues); *Shennong Bencaojing* (Materia Medica of the Divine Husbandry); and/or *Shanghan Zabinglun* (Treatise on Cold Damage and Misc. Diseases).

Educational Effectiveness

Producing the intended results in an educational endeavor. Educational effectiveness includes clear and appropriate educational objectives and design at the institutional and program level; as well as processes of reviews, including the collection and use of data, which ensure delivery of programs and learner accomplishments at a level of performance appropriate for the degree awarded.

Educational Objectives

Brief, clear statements that describe the desired and measurable learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals.

Educational Program

- (1) A legally authorized postsecondary program of organized instruction or study that:
 - (i) Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and
 - (ii) May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of §668.10.
- (2) The Secretary does not consider that an institution provides an educational program if the institution does not provide instruction itself (including a course of independent study) but merely gives credit for one or more of the following: Instruction provided by other institutions or schools; examinations or direct assessments provided by agencies or organizations; or other accomplishments such as "life experience."

Elective Courses

Courses whose content is not a required component of the program curriculum, but which may be taken by a student at his/her option. Completion of elective courses may be required by a program.

Eligible institution

An institution that:

- (1) Qualifies as—
 - (i) An institution of higher education, as defined in §600.4;
 - (ii) A proprietary institution of higher education, as defined in §600.5; or
 - (iii) A postsecondary vocational institution, as defined in §600.6; and
- (2) Meets all the other applicable provisions of this part (34 CFR 602 et seq)

Eligibility Requirements

Eligibility Requirements are select accreditation criteria further classified by the Commission as ACAHM's basic threshold requirements for master's-level and doctoral programs to achieve and maintain ACAHM pre-accreditation and accreditation status.

Evaluation

A process for measuring and judging the quality of performance of an institution, a program, a process, or individuals, e.g., instructors, administrators. Evaluation for institutions/programs demonstrates the institution/program's ability to meet or exceed mission/purpose, goals and program learning outcomes.

Executive Director

The Executive Director of the Commission.

Faculty [See also *Core Faculty*, *Guest Lecturer*]

Faculty are instructional staff of an institution/program responsible and compensated for the design, delivery, and assessment of academic courses.

Foreign Language Program

An offering of an ACAHM-accredited program in Mandarin Chinese or Korean language that is identical in all other respects to that degree program delivered in English.

Formal Institutional Response (FIR) to Site Visit Report (SVR)

The institution's official written communication responding to the SVR and is included as part of the accreditation record for the institution/program. The FIR is to include any alleged substantive inaccuracies in the findings of the SVR that the program believes do not accurately reflect the institution/program at the time of the site visit, indicating the Standard and/or the Criterion, and providing a narrative statement as to the evidence that was available to the site visit team that could potentially affect the finding(s).

The FIR consists of two parts: (1) verification of factual accuracy (such as spelling of names, credentials, titles, etc.) and (2) responses to alleged substantive inaccuracies in the findings.

For-Profit Education [see also *Proprietary Education*]

Educational institutions operated by private, profit-seeking businesses.

Glossary

A list of definitions of terms used in the body of a text to help explain terms.

Goals

Broad, general statements of what the institution/program intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific program learning outcomes and should be consistent with the purpose of the program and the mission of the institution. A single goal may have many specific subordinate learning objectives.

Good Cause

“Good cause” is an exceptional remedy available to the Commission for extending regulatory deadlines. Good cause extensions may be considered when:

- A. Circumstance requiring the extension involve unforeseeable causes beyond an institution or program’s control (“**Force Majeure**”) and are without the fault of *negligence*, such as:
 - 1) Labor disputes
 - 2) Fire
 - 3) Acts of God or of a public enemy
 - Natural disaster or other catastrophic event significantly impacting operations
 - Severe/adverse weather
 - War or civil unrest
 - 4) Epidemics
 - 5) Quarantine restrictions
 - 6) Unavoidable casualties
 - 7) Freight embargoes
 - 8) Acts of the government in either its sovereign or contractual capacity
- B. Accepting students from another institution that is implementing a “*teach-out*” or is closing;
- C. Significant and documented local or national economic changes, such as an economic recession or closure or a large local employer;
- D. Changes relating to State licensure requirements;
- E. The normal application of the ACAHM’s standards creates an undue hardship on students; **and**

Provided the following conditions are met:

- A. The institution/program has demonstrated significant accomplishments in addressing areas of non-compliance during the period under sanction, or
- B. The institution/program has demonstrated at least partial compliance with the ACAHM Standard(s) and Criteria cited and, for any remaining deficiencies, demonstrates an understanding of those deficiencies, as well as readiness, institutional capacity, and a plan to remedy those deficiencies within the period of extension contemplated by the Commission.

When determining whether these conditions have been met, the Commission will also consider whether:

- (1) The quality of education provided by the institution/program is in material compliance with ACAHM’s *Standards and Criteria for Accreditation* at the time of the extension, and
- (2) The Commission has no evidence of any new or continuing violations of its Criterion regarding institutional/programmatic honesty and integrity, and
- (3) The Commission has no evidence of other reasons or current circumstances why the institution or program should not be continued for “good cause.”

Guest Lecturer [See also **Core Faculty** and **Faculty**]

An individual who is invited by a program to deliver curricular content which does not comprise a complete academic course.

Independent Study

- (1) An intensive independent investigation, directed by a member of the faculty, of selected topics;
- (2) Independent research in the student's area(s) of special interest under the guidance of a member of the faculty; or
- (3) Completion of a major project where the student will concentrate on an area of specialized interest under faculty supervision. An independent study for which credit can be granted shall culminate in an approved paper or project. An independent study entails considerably more than a paper or project that might be required as homework in a course, e.g., for each credit awarded for independent study in a program that runs on a 15-week semester or trimester, the independent study should be expected to require a minimum of 45 clock hours from the student.

Instructor [See *Core Faculty, Faculty and Guest Lecturer*]

Interim Reports [See also *Monitoring Actions*]

The Commission or its staff may direct the program or institution to describe in an *Interim Report* its progress relative to remediating findings of the Commission. The Commission or its staff may require a program or institution to address activities that were being planned or implemented at the time of an on-site evaluation to enhance institutional or program effectiveness. The Commission may direct the institution/program to describe in an interim report its progress relative to remediating findings of the Commission on pre-accreditation/(re) accreditation or at any time during the pre-accreditation/ accreditation period. The Commission also may require the institution/program to address activities that were being planned or implemented at the time of the on-site evaluation to enhance institutional/program effectiveness.

Interim Site Visit [See also *Monitoring Actions*]

The Commission or its staff may require that an interim site visit be conducted in conjunction with things like a request for a *Monitoring (Progress) Report, Interim Report* or *Supplemental Information Report*. A visit may also be required if verification of program or institutional status and/or progress requires an on-site review, in addition to a paper review. A visit is often required with a *Show Cause* action. A visit may be conducted by a staff or individual evaluator, by a small site visit team, or by a full site visit team, depending on the nature and number of the Commission or staff concerns.

International Applicant/Student

An individual who:

- (1) is not a citizen or national of, or lawfully admitted for permanent residence in, the United States;
- (2) does not provide evidence from the Immigration and Naturalization Service that he or she is in the United States for other than temporary purposes with the intention of becoming a citizen of, or lawfully admitted for permanent residence in, the United States; and
- (3) is not lawfully admitted for permanent residence in American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Commonwealth of Puerto Rico, or the Virgin Islands.

Citation: 20 U.S. Code § 4351. Definitions

Learning Management System (LMS)

A software application designed with the intentional purpose to plan, execute a learning process, and assess student learning outcomes. The software application allows for curriculum delivery and learning activity collection, evaluation and storage. The LMS allows for regular and substantive interaction engagement among students and between students and instructor(s).

Learning Outcomes [See *Outcomes*]

Legally Authorized

The legal status granted to an institution through a charter, license, or other written document issued by the appropriate agency or official of the State in which the institution is physically located.

Letter of Intent

A formal notice to ACAHM, following the staff orientation visit and authorized by the institution's governance structure, that the institution/program is pursuing pre-accreditation status. (See [*Accreditation Procedures Policy*](#).)

Main Campus

The primary location of an ACAHM-accredited or pre-accredited institution/program.

Minimum Core Curriculum

Curriculum composed of principles with which all students should be familiar to engage in the safe and effective practice of acupuncture and/or Chinese herbal medicine. The minimum core curriculum also represents

fundamental elements of all major East Asian medicine traditions, ensuring that all acupuncturists are generally familiar with the various traditions while permitting the respective program to focus on the achievement of its own mission, goals and objectives. The curriculum, thus, allows diversity in meeting the precise, yet evolving, outcomes and professional competencies to be attained by a graduate

Mission

An institution's formally adopted statement of its fundamental reasons for existence, expressive of its shared purposes and values, and central to its decisions about priorities and strategic objectives.

Monitoring Actions

An action issued when the Commission or its staff identifies one or more *ACAHM Standards and Criteria for Accreditation* with which a program or institution may not be or remain in compliance unless the program or institution gives careful attention and commitment to continuing progress. Types of

Monitoring Actions include, but are not limited to, requiring programs or institutions to submit *Interim Reports*, *Annual Reports*, *Progress Reports*, *Supplemental Information Reports*, and/or hosting interim site visits.

Monitoring Report [See *Progress Report*]

Motor point needling [See *Dry Needling*]

Myofascial trigger point needling [See *Dry Needling*]

Nonprofit (Not-for-Profit) Institutions

- (1) (i) Is owned and operated by one or more nonprofit corporations or associations, no part of the net earnings of which benefits any private shareholder or individual;
(ii) Is legally authorized to operate as a nonprofit organization by each State in which it is physically located; and
(iii) Is determined by the U.S. Internal Revenue Service to be an organization to which contributions are tax-deductible in accordance with section 501(c)(3) of the Internal Revenue Code (26 U.S.C. 501(c)(3)); or
- (2) For a foreign institution—
 - (i) An institution that is owned and operated only by one or more nonprofit corporations or associations; and
 - (ii)(A) If a recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, is determined by that tax authority to be a nonprofit educational institution; or
 - (ii)(B) If no recognized tax authority of the institution's home country is recognized by the Secretary for purposes of making determinations of an institution's nonprofit status for title IV purposes, the foreign institution demonstrates to the satisfaction of the Secretary that it is a nonprofit educational institution.

Observation

Observation involves opportunities for students to observe acupuncturists and, in more limited instances, senior student interns performing acupuncture and/or East Asian medicine-related therapies in appropriate clinical settings.

One-Academic-Year Training Program

An educational program that is at least one academic year as defined under 34 CFR 668.2.

Order to Show Cause

An *Order to Show Cause* is a monitoring action by the Commission to terminate the accreditation of a program or institution within a maximum period of one year from the date of the Order, unless the program or institution can show cause why such action should not be taken. (See *Commission Actions Policy*.)

Oriental Medicine [see *East Asian Medicine*]

Outcomes (also referred to as “Learning Outcomes” and “Student Learning Outcomes”)

The intended results for any unit or department of an institution or program. In the context of the Commission’s *Standards and Criteria for Accreditation*, primary emphasis is placed on student learning outcomes which describe significant and essential learning that students have achieved and can reliably demonstrate at the end of a course or program, as demonstrated by such indicators as student attitudes, knowledge, skills, and performance. Outcome measures may also address student access, success, and other indicators aligned with institutional and programmatic mission and goals.

Peer Reviewer [See also *Site Visit Team*]

An individual who represents the Accreditation Commission for Acupuncture and Herbal Medicine in an accreditation review.

Pre-accreditation (sometimes referred to as “Candidacy”)

The status of accreditation and public recognition that a nationally recognized accrediting agency grants to an institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing toward full accreditation and is likely to attain full accreditation before the expiration of that limited period of time.

Prerequisite

Prerequisites are the required courses that must be taken to qualify for advanced study, or for entrance into a certain program or course. For example, the Commission requires for entry into the professional master’s program that a program admit only students who have met the prerequisite requirement, which is at least two academic years of accredited, postsecondary, baccalaureate-level education achieved in an educational institution accredited by an accrediting agency recognized by the US Secretary of Education. The content of these two academic years of studies is not specified by the Commission allowing the program to determine what particular prerequisite course work is appropriate to its mission, goals and objectives.

Preceptorship [See *Clinical Training: Clinical Externship*]

Probation

Probation reflects the Commission’s findings that a program or institution fails to meet one or more of the ACAHM *Standards and Criteria for Accreditation*. *Probation* is a clear warning that if the program or institution does not substantially correct the deficiencies noted by the Commission by the end of the probationary period, pre-accreditation or accreditation status will be withdrawn. (See *Commission Actions Policy*.)

Program

A postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Progress Report

The Commission or its staff may request a *Progress Report* when it has been determined that the program or institution is noncompliant with any *Eligibility Requirements* and/or *Standards and Criteria for Accreditation*, or it is concerned about the potential for future non-compliance with one or more requirements of pre-accreditation or accreditation, when issues are very complex or numerous, or when the issues require a more substantive, detailed response. Institutions or programs that are required to submit *Progress Reports* must address compliance with specific eligibility requirements, or standards and criteria, at designated times prescribed by the Commission or its staff (e.g., quarterly, bi-annually).

Proprietary Education [See also *For-Profit Education*]

Educational institutions operated by private, profit-seeking businesses.

Public Member

A public member is a public representative who is not:

- (1) An employee, member of the governing board, owner, or shareholder of, or consultant to, an institution or program that is either pre-accredited or accredited by ACAHM or has applied for pre-accreditation or accreditation;
- (2) A member of any trade association or membership organization related to, affiliated with, or associated with, ACAHM or a program/school of acupuncture and/or Chinese herbal medicine;¹
- (3) A spouse, domestic partner, parent, child, or sibling of an individual identified in (1) or (2) of this definition.

Public Disclosure

Publication and dissemination of relevant information to help ensure that members of the public are provided full and accurate information. (See [*Public Disclosure Policy*](#))

Purpose Statement (also referred to as “Program Purpose” and “Statement of Purpose”)

A formally adopted statement of a program’s fundamental reasons for existence that guides programmatic practices, decision making, and strategic planning.

Recognized Equivalent of a High School Diploma

The following are the equivalent of a high school diploma:

- (1) A General Education Development Certificate (GED);
- (2) A State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma;
- (3) An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree; or
- (4) For a person who is seeking enrollment in an educational program that leads to at least an associate degree or its equivalent and who has not completed high school but who excelled academically in high school, documentation that the student excelled academically in high school and has met the formalized, written policies of the institution for admitting such students.

Recognized Accrediting Agency

A recognized accrediting agency is one whose accreditation standards, policies, procedures, and practices are reviewed and monitored by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA), and that is listed by these entities as a reliable authority regarding the quality of education and training in a given field or profession. To achieve recognition, accrediting agencies must demonstrate that they conduct effective and responsible accreditation practices that meet established provisions and standards for recognition.

Regular Interaction [see also *Substantive Interaction*]

A program ensures a recurring pattern of interaction between a student and instructor(s) throughout the course by:

- (1) Providing the opportunity for substantive interactions with the student on a predictable and consistent basis commensurate with course requirements according to published course expectations and deadlines; and
- (2) Monitoring the student’s academic engagement and success, and promptly and proactively engaging in substantive interaction with the student.

Revocation/Termination of Pre-accreditation or Accreditation

An adverse action (Sanction) taken by the Commission when a program or institution has been found to be seriously out of compliance with one or more of ACAHM’s *Standards and Criteria for Accreditation*. (See [*Commission Actions Policy*](#).)

¹ Public member may include students of an ACAHM-accredited program/school of acupuncture and/or Chinese herbal medicine.

Rubric

An assessment tool used to measure the effectiveness of a process, work product, or student work. It is a scoring guide that seeks to evaluate performance based on a full range of criteria rather than a single numerical score, and which sets forth the criteria on which work will be judged.

Sanction

The Commission uses sanctions to inform the program or institution and the public of the severity of its concerns about the program or institution's failure to meet one or more of ACAHM's *Standards and Criteria for Accreditation*. All sanctions are made public and published on ACAHM's website consistent with the *Public Disclosure Policy*. When the Commission issues a sanction, a public notice is prepared to inform the public about the nature of the Commission's concerns and the procedures that will follow. Examples of Commission "sanctions" include but are not limited to: Warning, Probation, and Sanctions for Unethical Behavior. (See *Commission Actions Policy*.)

Self-Study (Eligibility, Pre-accreditation and Accreditation Phases)

An institution-wide, self-assessment, examination, and evaluation of an entire institution/program by its educational communities of interest -- board, faculty, students, administration, and staff -- based on applicable ACAHM *Standards and Criteria for Accreditation*. The process culminates with the drafting of the findings and recommendations of the self-study for the institution/program's own action. The collected findings and recommendations include an assessment of the institution/program's educational activities and the identification of program strengths, weakness, opportunities for further development, as well as plans for capitalizing on the strengths and addressing identified weaknesses. Self-studies, and their related documentation, are required components of applications for pre-accreditation, initial accreditation, and re-accreditation. (See *Accreditation Procedures Policy* and ACAHM's *Self-Study Guide*.)

Self-Study Training

Following submission of a *Letter of Intent*, a representative or representatives of the institution/program seeking pre-accreditation/accreditation must complete ACAHM's *Self-Study Training*. Training may involve workshop attendance and/or self-paced review of ACAHM's guidance documents and resources. (See *Accreditation Procedures Policy*)

Significant Changes in Clock Hours or Credit Hours

A twenty percent (20%) or greater increase or decrease in the number of clock or credit hours required for the successful completion of an ACAHM-accredited program.

Significant Changes to an ACAHM-Accredited Program

Changes to a program's purpose, goals, outcomes, scope, method of delivery, or content such that those aspects are no longer indicative of the program's previously approved purpose, goals, outcomes, scope, method of delivery, or content.

Significant Change to Present Facilities

Changes to a presently approved facility that impact the instructional or administrative oversight of the ACAHM accredited programs offered.

Significant Changes to the Mission or Objectives of an ACAHM-Accredited Institution

A change to the mission or objectives of an institution that depart from previously approved outcomes, scope, or content.

Site Visit Team

A team of peers from the higher education community that is selected, trained to review an institution/program's presentation and other documents, and conduct an on-site evaluation visit to an institution.

Site Visit

An on-site evaluation, conducted by Commission-appointed peers or staff, intended to obtain in-depth information concerning all administrative and educational aspects of the institution/program to assess compliance with the *ACAHM Standards and Criteria for Accreditation* and the achievement of its own stated mission, goals and objectives. The site visit confirms and complements the information contained in the comprehensive pre-accreditation/accreditation self-study report, substantive change application, or relevant monitoring report completed by the institution's stakeholders. The site visitor(s) issue a site visit report of findings to the program and the Commission. Site visits may also be required for interim, focused, compliance, and staff visits. (see ACAHM's *Site Visit Manual*)

Site Visit Report (SVR)

During a site visit, the site visit members prepare a written *Site Visit Report (SVR)* of their findings for the Commission. (see ACAHM's *Site Visit Manual* and *Accreditation Procedures Policy*)

Specialization

A focused area of study providing students with enhanced and expanded knowledge in that area. Specializations may be identified on academic transcripts and on acknowledgements of program completion like diplomas. Addition of a specialization is a program change that alters graduation requirements.

Specialized or Programmatic Accreditation Agency

An accrediting agency that is national in scope and accredits higher education programs or institutions that prepare individuals for entry into practice in a specialized discipline or defined profession or educates individuals in a concentrated area of study. Specialized accreditation assures that a program is educationally sound and relevant to current practice in the professional field.

State Authorization Reciprocity Agreement

An agreement between two or more States that authorizes an institution located and legally authorized in a State covered by the agreement to provide postsecondary education through distance education or correspondence courses to students residing in other States covered by the agreement and does not prohibit any State in the agreement from enforcing its own statutes and regulations, whether general or specifically directed at all or a subgroup of educational institutions.

Student Learning Outcomes [See *Outcomes*]**Substantive Change**

A high-impact, high-risk change that may significantly affect an institution's quality, scope, control, or capacity to continue to meet ACAHM's standards. Substantive changes require prior approval by the Commission to assure that the proposed change will not adversely impact the institution, the ACAHM-accredited/pre-accredited program(s), or compliance with ACAHM standards or policies (See *Notification of Change Policy*.)

Substantive Interaction [see also *Regular Interaction*]

An instructor engages students in all learning activities such as:

- (1) Providing direct instruction;
- (2) Assessing or providing feedback on a student's coursework;
- (3) Providing information or responding to questions about the content of a course or competency;
- (4) Facilitating student interaction regarding the content of a course or competency; and/or,
- (5) Engaging in other instructional activities approved by ACAHM.

Supplemental Information Report [See also *Monitoring Actions*]

In the event there is insufficient information to substantiate institutional or program compliance with one or more of ACAHM's *Policies or Standards and Criteria for Accreditation*, the Commission or staff may request a *Supplemental Information Report* for review.

Supervised Clinical Practice

Clinical training conducted under the supervision of program-approved supervisors.

Synchronous Learning

Students participate in learning activities simultaneously in real-time.

Digital Synchronous Learning

Students participate in digital learning activities simultaneously in real-time. Digital synchronous learning requires students to complete the course requirements according to published course expectations and deadlines and engage in learning activities together at scheduled times, yet in different physical locations from the instructor and/or students. Course activities and assignments typically facilitate synchronous engagement with other students. Instructors provide substantive formative and summative feedback in real time and at regular intervals within the defined academic term to promote development that aligns with the published course expectations and deadlines.

In-Person Synchronous Learning

Students participate in in-person learning activities simultaneously in real-time. In-person synchronous learning requires students to complete the course requirements according to published course expectations and deadlines and engage in learning activities together at scheduled times and in the same physical location with the instructor and students. Course activities and assignments typically facilitate synchronous engagement with other students. Instructors provide substantive formative and summative feedback in real time and at regular intervals within the defined academic term to promote development that aligns with the published course expectations and deadlines.

Teach-Out

A period of time during which a program, institution, or institutional location that provides 100 percent of at least one program engages in an orderly closure or when, following the closure of an institution or campus, another institution provides an opportunity for the students of the closed school to complete their program, regardless of their academic progress at the time of closure. Eligible borrowers should never be prevented from accessing closed school discharge ([34 CFR 685.214](#)) instead of a teach-out. Any institution is prohibited from engaging in misrepresentation about the nature of the teach-out plans, teach-out agreements, and transfer of credit. (See [Teach-Out Policy](#).)

Teach-Out Agreement

A written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 100 percent of at least one program offered, ceases to operate or plans to cease operations before all enrolled students have completed their program of study.

Teach-Out Plan

A written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides 100 percent of at least one program, ceases to operate or plans to cease operations before all enrolled students have completed their program of study.

Termination of Pre-Accreditation or Accreditation

An adverse action taken by the Commission when a program or institution has been found to be seriously out of compliance with one or more of ACAHM's *Standards and Criteria for Accreditation*. (See [Commission Actions Policy](#).)

Track [See *Doctoral Degree Completion Track*]

Vitae

A faculty or staff member's resume that includes an appropriate summary of educational history and, if applicable, certification/licensure information, work history, research and publication history, professional consultation responsibilities, recent continuing education, membership and responsibilities in professional organizations, and honors or achievements.

Warning

A warning sanction reflects the Commission's finding that a program or institution fails to meet one or more of ACAHM's *Standards and Criteria for Accreditation*. (See *Commission Actions Policy*.)

Withdrawal of Candidacy

The Commission may withdraw Pre-accreditation status from an institution/program directly, after due notice, for a variety of reasons outlined in the *Commission Actions Policy*. An institution/program whose Pre-accreditation status has been withdrawn, or that withdraws from Pre-accreditation, may not reapply for Pre-accreditation until, in the judgment of the Commission, the reasons for the withdrawal of Candidacy have been satisfactorily addressed.

Revision History

Date Revised	Summary of Revisions	Approved By
161207	Glossary reformatted, some old definitions were revised and some new definitions added to clarify and reflect current ACAOM policies and procedures	ACAOM Executive Director
170214	Addition of certificate & continuing education program definitions, minor reformatting	ACAOM Executive Director
170307	Addition of “clinical setting” definition; addition of hyperlinks	ACAOM Executive Director
170515	Addition of “advanced standing” definition	ACAOM Executive Director
170616	Revised definition of auxiliary location to include clinics; added definitions for change of control, change in legal status, change in mission and change of ownership	ACAOM Executive Director
170719	Addition of “public member” definition	ACAOM Executive Director
171114	Revised to reflect “calendar” days as opposed to “business” days where relevant. Addition of hyperlinks where applicable to improve users’ experiences	ACAOM Executive Director
180130	Addition of “Core faculty” and “faculty” definitions	ACAOM Executive Director
180224	Revised reference link to FSA Handbook; deleted definition for Auxiliary Location; revised Clinical Settings & Clinical Training definitions; revised Faculty definition to course, not program; added “ACAOM accredited or pre-accredited” to Main campus, Branch campus, & Additional location.	ACAOM Executive Director
180302	Definitions for Distance Education, Classroom Course, Blended Classroom Course and Online Course added	ACAOM Executive Director
180420	<u>Revised</u> definitions of continuing education, credit hour, eligibility requirements, letter of intent; <u>added</u> definitions for AOM-related, contractual agreement, consortium agreement, educational objectives, eligibility requirements, goals, learning outcomes, purpose statement, self-study training, and site visit report.	ACAOM Executive Director
180515	<u>Revised</u> definition of Certificate Program to include required state approvals	ACAOM Executive Director
181026	<u>Revised</u> definitions of: accreditation criteria, accreditation standards, certificate programs, continuing educations programs, monitoring (progress) report, public member, sanction <u>Added</u> definitions of: ACAOM-accreditable programs <u>Removed</u> definitions of: guidelines, professional doctoral program, prof. master’s level acupuncture prog. prof. master’s level OM prog., prof. post-grad DAOM prog.,	ACAOM Executive Director
181211	<u>Added</u> definitions of: assessment, evaluation <u>Revised</u> definition of clinical training (to include observation) <u>Changed</u> post-grad DAOM to post-professional DAOM	ACAOM Executive Director
190807	<u>Revised</u> definition of significant changes to align with <i>Notification of Change Policy</i> <u>Revised</u> definition of letter of intent to align with <i>Accreditation Procedures Policy</i> <u>Revised</u> definition of ACAOM-accreditable programs to align with <i>Degree Structure and Naming Convention Policy</i> <u>Added</u> definition of dual degree program	ACAOM Executive Director
190817	Periodic Review Performed. <u>Revised</u> definitions of distance education, hybrid and online to align with USDE guidance	ACAOM Executive Director
200306	Revisions to the definitions of “ACAOM-accreditable programs,” “Certificate programs,” and the addition of a definition for “Specialization”; realignment with <i>Program Naming Policy</i>	ACAOM Executive Director
200406	<u>Added</u> definitions of: academic engagement, clock hour, correspondence course, credit hour, educational program, eligible institution, one-academic-year training program, recognized equivalent of a high school diploma, state authorization reciprocity agreement	ACAOM Executive Director

	<u>Revised</u> definitions of: additional location, branch campus, distance education, nonprofit institution, pre-accreditation, teach-out, teach-out agreement, teach-out plan <u>Removed</u> definitions of: correspondence education, credit	
200522	<u>Revised</u> to reflect revisions to 34 CFR §600.2 that became effective 1 July 2020 <u>Adjusted</u> definitions to correspond with <i>ACAOM Program Naming Policy</i>	ACAOM Executive Director
201202	<u>Added</u> definitions of: doctoral degree completion track, foreign language track	ACAOM Executive Director
211105	<u>Replaced</u> references to ACAOM with ACAHM, except in the revision table <u>Added</u> definitions of: asynchronous learning, clock hour-to-credit conversion, commission, curriculum (course) delivery, digital communication platform, learning management system, peer reviewer, regular interaction, substantive interaction, synchronous learning <u>Revised</u> definitions: academic year, ACAHM-accreditable programs, clock hour, distance education, foreign language program <u>Removed</u> definitions: blended (hybrid) classroom course, classroom course, date of receipt, hybrid course <u>Replaced</u> “ACAOM/Oriental” with “ACAHM/Herbal” and “Oriental Medicine/AOM” with “East Asian Medicine/EAM” where appropriate	ACAHM Executive Director
220121	<u>Added</u> definition of international applicant/student	ACAHM Executive Director
220808	<u>Revised</u> definition of accreditation record	ACAHM Executive Director
230206	<u>Added</u> definition of accreditation liaison <u>Revised</u> definition of substantive change	ACAHM Executive Director
230928	<u>Revised</u> definitions of good cause and public member	ACAHM Executive Director
240123	Reviewed; no revisions	ACAHM Executive Director