

CCEI

The Councils On Chiropractic Education International

INTERNATIONAL CHIROPRACTIC ACCREDITATION STANDARDS

FOREWORD

To master its future, the chiropractic profession must contribute to and thereby influence the education of its members. To assist the educational programs in chiropractic, the standards of accrediting agencies for educational programs in chiropractic must address the eligibility and performance of students, the qualifications of academic and clinical staff, the soundness of instruction and the suitability of the learning environment.

In recognizing the need for universally accepted standards, CCEI also acknowledges that education systems are part of the culture of any particular geographic region. These International Chiropractic Accreditation Standards are the basis of a minimum framework for a core program from which newly established accrediting bodies can further develop accreditation standards. The total lengths of different programs vary and must be equivalent to at least five (5) academic years of full-time study, including pre and post requirements and depending on educational systems and traditions. Hence, specific policies, procedures and even educational requirements may vary to a certain extent as they reflect the specific conditions and expectations of academic conventions and/or legislation in the region.

Interpretation of the International Chiropractic Accreditation Standards is based upon the following concept of a chiropractor:

The chiropractor, as a practitioner of the healing arts, is concerned with the health needs of the public. He/she gives particular attention to the relationship of the structural and neurological aspects of the body in health and disease; he/she is educated in the basic and clinical sciences as well as in related health subjects. The purpose of his/her professional education is to prepare the chiropractor as a primary health care provider. As a portal of entry to the health delivery system, the chiropractor must be well educated to diagnose, to care for the human body in health and disease and to consult with, or refer to, other health care providers when appropriate for the best interest of the patient.

As an international body established to promote high standards for chiropractic education, and to do so by recognizing accrediting agencies that adhere to such standards in their accreditation practices, it is the expectation of CCEI that all such recognized agencies will employ the components of these International Chiropractic Accreditation Standards as the minimum basis for accreditation of chiropractic education programs. The Board of Directors of CCEI is the final arbiter and interpreter of the content of these International Chiropractic Accreditation Standards. Interested parties may become more knowledgeable regarding CCEI through examination of the CCEI Articles, Bylaws and Policies, available from the CCEI Secretariat at the CCEI web site www.cceintl.org.

ELIGIBILITY

To be eligible to apply for accredited status, a chiropractic educational program must:

- a. operate as, or as part of, an institution established as a not-for-profit educational entity;
- b. have adopted objectives which embrace those stated in the above foreword and the CCEI International Chiropractic Accreditation Standards, and have adopted a clearly stated plan for achievement of those objectives;
- c. offer a curriculum whose content, scope and organization are in accord with the CCEI International Chiropractic Accreditation Standards for chiropractic education;
- d. have control of facilities, equipment and staff sufficient for teaching and training the chiropractic student in accordance with its educational objectives; and,
- e. establish and adhere to appropriate appeal mechanisms and procedures for resolving complaints, be they by applicants, students, staff or the public.

EDUCATIONAL STANDARDS

1. OBJECTIVES AND ORGANIZATIONAL FACTORS

1.1 Objectives

The objectives of the program must be clearly defined and must encompass:

- 1.1.1 the preparation of the chiropractor to function as a portal of entry to the health care system, educated to diagnose, to care for the patient in health and disease and to consult with or refer to other health care practitioners;
- 1.1.2 the development and conduct of research related to the field of chiropractic;
- 1.1.3 the provision for service related to chiropractic practice and its improvement.

1.2 Organization and Administration

- 1.2.1 The institution within which the chiropractic program resides must be incorporated under the laws of the legal jurisdiction in which it operates.
- 1.2.2 Control of the educational program must be vested in an appropriate governing body having the authority, structure and organization necessary to provide appropriate support and to ensure openness and accountability in the management of the program.

1.3 Finance

- 1.3.1 The chiropractic program must possess financial resources sufficient to guarantee its ability to graduate its most recently enrolled class.
- 1.3.2 The program must use an accounting method in accordance with the expectations and legal requirements for similar programs in the jurisdiction in which it operates.

1.4 Self evaluation process and planning

- 1.4.1 The program must maintain an active self-evaluation process, which must include assessment by representatives of all constituencies: students, academic and administrative staff, patients and other appropriate persons.

2. POLICIES

- 2.1 All courses in the chiropractic curriculum must be taught at a level necessary for preparation of a chiropractor to serve as a primary health care provider and portal of entry into the health care system.
- 2.2 The program must define pre-chiropractic study requirements, which may require a level of knowledge additional to and/or of a higher standard than the minimum requirement for entry into tertiary education in the jurisdiction in which it operates.
- 2.3 The program must comply with generally accepted standards of professional ethics, especially with respect to student recruitment, public information, and clinical practices.
- 2.4 The program must have written policies addressing conditions of service of faculty and staff, and comply with all applicable requirements.
- 2.5 Each program must have student policies, including the following areas:
 - 2.5.1 student records, class attendance, financial aid, graduation requirements, student discipline, student rights and duties;
 - 2.5.2 the recording of documentary evidence regarding a student's previous education;
 - 2.5.3 a requirement for the student to be proficient in the language in which the curriculum is taught and, if different, the language of the legal jurisdiction in which the program operates.

- 2.6 Each program must have a published policy confirming grades and indications of promotion/progress.
- 2.7 Each program must conduct its educational curriculum with sequencing and duration of courses to ensure that the student acquires the minimal level of knowledge and skills to become a competent chiropractor.

3. EDUCATIONAL OBJECTIVES

Competence in the practice of chiropractic requires the acquisition of relevant knowledge, understandings, attitudes, habits and psychomotor skills. The curriculum and the student evaluation processes must be designed to assure that each graduate demonstrates the following competencies, consistent with the mission and goals of the program, to ensure that the chiropractic graduate:

- 3.1 Possesses a comprehensive understanding and command of the skills and knowledge that constitute the basis of chiropractic in its role as a primary health care profession, as follows:
 - 3.1.1 achieves a fundamental knowledge of health sciences, with a particular emphasis on those related to the neuro-musculoskeletal system;
 - 3.1.2 achieves a comprehensive theoretical understanding of the bio mechanics of the human locomotor system in normal and abnormal function and possess the necessary clinical ability to expertly assess spinal bio mechanics in particular;
 - 3.1.3 appreciates chiropractic history and the unique paradigm of chiropractic health care;
 - 3.1.4 achieves a level of skill and expertise in manual procedures emphasizing spinal manipulation regarded as imperative within the chiropractic field;
 - 3.1.5 possesses the skills necessary for a primary care health practitioner.
- 3.2 Performs at the clinical level expected of a primary contact health care practitioner, as follows:
 - 3.2.1 competently performs a differential diagnosis of the complaints presented by patients;
 - 3.2.2 achieves particular expertise in diagnostic imaging, orthopedics, pain management and rehabilitation of the neuromusculoskeletal system;
 - 3.2.3 achieves competence in interpreting clinical laboratory findings;
 - 3.2.4 acquires the ability critically to appraise scientific and clinical knowledge;
 - 3.2.5 understands and applies fundamental scientific/medical information and is capable of consulting with and/or referring to other health care providers;
 - 3.2.6 generally possesses the necessary knowledge and skills to provide service to and communicate with members of the public in an effective and safe manner.
- 3.3 The program must ensure that the graduate is able to:
 - 3.3.1 apply fundamental scientific knowledge of the human body;
 - 3.3.2 understand the nature of normal and abnormal spinal mechanics and the patho physiology of the neuro-musculoskeletal system and its relationship to other anatomical structures;
 - 3.3.3 accurately interpret clinical laboratory findings, and diagnostic imaging of the neuro-musculoskeletal system;
 - 3.3.4 gather and record clinical information and communicate such information;
 - 3.3.5 accept responsibility for the patient's welfare;

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- 3.3.6 establish an accurate clinical diagnosis;
- 3.3.7 establish satisfactory rapport with patients;
- 3.3.8 appreciate the expertise and scope of chiropractic and other health care professions in order to facilitate inter-disciplinary cooperation and respect;
- 3.3.9 select research subjects, design simple research methods, critically appraise clinical studies and participate in multi-disciplinary research programs;
- 3.3.10 provide competent treatment;
- 3.3.11 apply sound judgment in deciding on appropriate care;
- 3.3.12 provide competent continuing health care;
- 3.3.13 understand the application of contemporary methods and techniques in wellness care;
- 3.3.14 accept the responsibilities of a chiropractor;
- 3.3.15 commit to the need for life-long learning and ongoing professional development.

4. TEACHING STAFF

- 4.1 Each program must have adequate and stable academic staff in basic and clinical sciences.
- 4.2 Members of the academic staff teaching basic sciences must possess adequate qualifications.
- 4.3 All staff in the clinical sciences must have, at minimum, a first professional degree or its equivalent.
- 4.4 Chiropractic members of the clinic staff, in addition to having professional qualifications and current registration/licensure where applicable, must have three years of experience in full-time chiropractic practice, two years of teaching experience, current enrollment in or graduation from a residency training program (minimum of two years), or other relevant educational background.
- 4.5 The overall ratio of teaching staff to students must be adequate to meet course objectives with respect to the student acquisition of essential competencies.

5. RESOURCES

- 5.1 Clinical Experience
 - 5.1.1 Clinical practice is the major feature in the educational preparation of the chiropractor.
 - 5.1.2 Each program must operate a teaching clinic in which the student gains experience with patients in the various aspects of chiropractic practice. Included in the definition of clinics are those facilities approved by the program for such training.
- 5.2 Library and learning resources
 - 5.2.1 The provision of learning resource materials is viewed as a major educational tool used by programs in the training of primary health care practitioners. A program must demonstrate that accessible learning resource materials reflect the objectives of the program and the curriculum.
- 5.3 Instructional aids and equipment
 - 5.3.1 Classroom and clinic equipment must be sufficient to enable a thorough knowledge in effective use of all standard and acceptable analytical therapeutic equipment.

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5.4 Physical facilities

- 5.4.1 Each chiropractic program must own, control or approve the use of sufficient space to provide classrooms, laboratories, clinic and library facilities and administrative offices necessary to support the objectives of the program.

6. RESEARCH

- 6.1 Each program must foster research by providing adequate time, space and resources.
- 6.2 A program conducting, sponsoring, or participating in research must safeguard the rights of human or animal subjects and adhere to the general principles of ethics relating to the conduct of research.
- 6.3 Each program must compile evidence regarding the program's contributions to the body of research and scholarship for the profession.

7. OUTCOMES

- 7.1 The program must provide evidence of its effectiveness, demonstrating that it is pursuing stated goals and achieving its objectives.
- 7.2 The program must provide evidence of the use of appropriate assessment procedures in its instructional delivery.
- 7.3 The program must have a mechanism for evaluating the effectiveness of its instructional delivery.

THE PROCESS OF ACCREDITATION

INTRODUCTION

The specific details of requirements and sequencing of procedures in each phase of the accreditation process may vary within the described requirements of individual CCEI member agencies. Currently acceptable procedural variations may be viewed in the respective standards document of these agencies. An agency may develop innovative variations to address unique influences or requirements. The process, however, will require the essential elements outlined below.

STAGE 1: APPLICATION FOR ACCREDITATION

- 1.1 An educational entity applies seeking accreditation for a specific program.
- 1.2 The application must identify the existence of an organizational unit capable of administering a chiropractic program and certify that the existing program has progressed to the level suitable for consideration for accreditation.
- 1.3 The agency must make and convey to the applicant its decision regarding the adequacy of the eligibility information provided.
- 1.4 Once the application is considered satisfactory, the agency will extend an invitation to proceed toward accreditation.
- 1.5 The educational entity may request the agency to recommend a consultant to assist the applicant in the accreditation process.
- 1.6 If the agency rejects the application for accreditation, it must provide a fair process for appeal of that decision.

STAGE 2: DEVELOPMENT OF A SELF EVALUATION REPORT

- 2.1 Upon acknowledgment of compliance with Stage 1, a Self Evaluation Report (SER) addressing facilities, curriculum, policies, procedures and personnel is developed and submitted for consideration by the agency.
- 2.2 The ability of an educational entity to present a critical study of its activity is taken as an important indication of its educational quality.

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- 2.3 The self-evaluation document and the subsequent inspection must address the following:
- a. Organizational structure
 - b. Mission statement and goals
 - c. Policies and procedures
 - d. Program objectives
 - e. Curriculum
 - f. Inputs and resources
 - g. Outcomes
 - h. Planning.

STAGE 3: REVIEW OF THE SER

- 3.1 An on-site inspection of the program shall take place only when the SER is judged acceptable and the agency decides that it reflects a program consistent with its standards.
- 3.2 An inspection team is appointed to consider if the document accurately reflects the program and if the educational entity has the capacity to maintain the accreditation standards and the program as outlined by the self-evaluation document.

STAGE 4: INSPECTION VISITATION

- 4.1 An inspection team conducts an on site evaluation, studying all aspects of the educational entity and its program to determine if the SER accurately reflects the program and if the educational entity has the capacity to comply with the accreditation standards and maintain the program as described in the SER.
- 4.2 The team prepares a draft Inspection Team Report (ITR) including identified concerns with recommendations, suggestions, and commendations. The draft ITR is submitted to the agency and sent to the educational entity, giving brief opportunity for review and correction of any errors of fact..
- 4.3 After considering any response by the educational entity regarding possible errors in fact, the team prepares and submits a final ITR to the agency. The final ITR is then sent to the educational entity. The educational entity is provided an opportunity for written response to the final ITR findings and recommendations, to clarify any perceived inaccuracies and/or submit additional evidence, and is given appropriate time to accomplish the response.

STAGE 5: ACCREDITATION DETERMINATION

- 5.1 The agency evaluates all documentation submitted by the educational entity and the inspection team.
- 5.2 The agency conducts a meeting to make a determination.
- 5.3 One of the following three decisions may be made by the agency:
 - a. Accreditation
 - b. Deferment of accreditation for a specific time based on specific requirements
 - c. Not to accredit.

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- 5.4 The accreditation determined may be:
- a. Without recommendations
 - b. With recommendations, but without a timetable for implementation and reporting
 - c. With recommendations and a timetable for implementation and reporting.
- 5.5 The agency must convey its decision to the educational entity within 90 days of receiving the inspection report.

STAGE 6: APPEAL OF ACCREDITATION DETERMINATION

- 6.1 The educational entity will have the right to appeal an adverse accreditation decision. The appeal process must include: reasonable timelines for program lodging of appeal and the appeal process itself; basic and fair procedures for submission of appeal materials and the appeal process itself; an unbiased appeal body, and; clarity regarding the nature of outcome.

ONGOING OBLIGATIONS TO MAINTAIN ACCREDITATION

An accredited program is required to submit periodic reports, such as outlines of development progress, enrollments, new course offerings, clinical seminars, research and publications and notice of any substantive changes to the program. These reports are submitted to the agency on an established time line, together with a copy of certified audited accounts.

In order to maintain accreditation, a program must undergo re-evaluation in a manner similar to that used for initial accreditation, including a self-evaluation report and on-site inspection, at intervals as determined by the agency.

END OF CCEI INTERNATIONAL CHIROPRACTIC ACCREDITATION STANDARDS