



## **Forward (All Functional/Chiropractic Education Programs other than 300 Hour Diplomate Program)**

Commission for Graduate Education in Neurology (CAGEN) is a post-doctoral educational accreditation body autonomous from all education entities and affiliated with the American Chiropractic Neurology Board (ACNB). CAGEN is a nonprofit corporation and functions in accord with the intent of the standards of the National Commission for Certifying Agencies (NCCA).

Stakeholders, for the sake of this document, include entities delivering post-graduate education in chiropractic/functional neurology, participants taking these courses, faculty teaching these courses, CAGEN, the ACNB and the public who will receive care from the faculty or participants and the ACNB certified diplomates.

The specialty of Chiropractic Neurology requires in-depth post-doctoral education in the structure and function of the neurological system. This field uses chiropractic and functional methodologies rather than invasive treatment modalities.

Chiropractic/functional neurologists utilize the internal and external milieu of the patient to elicit and maintain positive health changes.

Each entity seeking to obtain or maintain accreditation must complete an application for a (1) year accreditation period and submit reports of activities. The application for accreditation fee is based upon the number of credit hours being offered for which the entity is seeking accreditation. Please see Appendix A for the fee schedule. The annual reporting fee schedule is also in Appendix A. **All applications are to be electronically submitted in PDF format.**

This document represents the standards necessary for the post-doctoral education and training required for the continuing education of all certified chiropractic neurologists (Diplomates). All Diplomates must maintain their skills and knowledge on a continuing basis with validation of learning.

The standards for continuing education for the specialty are presented here. This may reflect a single course, several courses or total sub-specialty programs. The provider seeking accreditation of the basic level courses, even if not the complete 300 hours, must use the Standards for Certification in Chiropractic Neurology (CAGEN, 2014) found on the CAGEN website.

Based on job analyses conducted in the field, these standards have been developed over a 30-year period of education and practice. The most recent job analysis was published in January, 2014 by the ACNB.

This document provides direction to any public or private entity offering post-graduate continuing education in advanced chiropractic/functional neurology and any of its sub-specialties.

### **Mission Statement**

Encourage and validate superior programs to enhance clinicians' knowledge, skills and abilities with respect to advanced practice in the field of chiropractic/functional neurology.

## **Purpose of Accreditation**

Provide clinicians, certification bodies and the public with the assurance that every accredited advanced continuing education course or program meets minimum standards for education and training of practitioners in the specialty of chiropractic/functional neurology and its sub-specialties.

## **Section 1 - Eligibility for Accreditation**

CAGEN accredits post-graduate educational entities complying with its standards. Each entity must meet ALL of these standards for advanced continuing education in order to receive CAGEN accreditation.

## **Section 2 - Process of Accreditation**

Complete the application for accreditation of individual classes or a comprehensive program of sub-specialty classes.

At the discretion of the reviewers, submit to a site visit.

Provide required documentation annually or on demand.

Pay initial accreditation application fee and annual reaccreditation fee.

## **Section 3. Contact Information**

### **Chair, Commission on Accreditation of Graduate Education in Neurology**

3712 RobinHood Dr.

Temple, TX 76502

[admin@cagen.info](mailto:admin@cagen.info)

## STANDARDS

### Purpose, Governance and Resources

#### Standard 1

**The purpose of the organization or individual providing advanced continuing educational course(s) or sub-specialty program(s) or course(s) is to conduct educational activities in a manner that upholds standards for competent practice in the clinical profession of chiropractic/functional neurology.**

##### **Essential Elements:**

- A. The entity seeking accreditation as a provider must articulate the purpose and scope of the program or courses submitted for accreditation.
- B. The governing board must be composed of representatives from the discipline of chiropractic/functional neurology and hold active status with the ACNB. Other representative may be on the board, but a majority must be ACNB Diplomates. If the course offering(s) are by an individual and not a formal body (corporation, college, etc.), that individual must be a Diplomate in good standing.
- C. The education programs entity must establish bylaws and /or policies and procedures for the selection of individuals who serve on this board or governing committee. This information must show that the selection of these individuals prevents inappropriate influence from any outside body and must be readily available to the public. For the individual provider, a formal statement of autonomy and independence is required.
- D. The provider must have policies and procedures that address ethical behavior for the profession and for the board, administration, staff and faculty of the educational entity. The individual provider must provide a statement of ethical behavior.

##### Commentary:

- A. Suggested evidence of this standard includes the entity's mission statement, statement of scope, eligibility for participants, policies and procedure related to this standard. For an individual, this is expected to be a much abbreviated document.

#### Standard 2

**The educational provider's organization (educational entity) must be structured and governed in ways that are appropriate for the profession and that ensure autonomy in decision making over essential educational activities and must make this information readily available to the public (in print or electronically).**

##### **Essential Elements:**

- A. The educational entity must show that the governance structure, policies and procedures that have been established protect against undue influence that could compromise the integrity of the educational process. For the individual, a statement covering autonomy is required.
- B. The governance structure, policies and procedures must provide for autonomy in decision making regarding important aspects of the educational program such as:
  1. operational processes

2. participant eligibility standards
  3. the development, implementation and presentation of courses
  4. selection of personnel and faculty
  5. the scoring of participant achievement for each course
- C. The planning committee structure and content with current committees made available to the public. The individual provider must demonstrate a planning committee for the course or courses provided.
- D. To avoid conflicts of interest, the education entity must not also be responsible for certification credentialing. An individual provider must not sit on the boards for the ACNB or CAGEN.

### **Standard 3**

**The educational entity must have sufficient financial resources to conduct effective educational activities.**

#### **Essential Elements:**

- A. Financial reports of the educational provider must demonstrate adequate resources for course administration. Reports are required at least annually and included in the annual report to CAGEN.
- B. Policies governing contracts for services or educational venues.
- C. Physical facilities, equipment and other physical resources that are necessary and appropriate for meeting the mission, goals, and objectives of the overall program or course(s).

### **Standard 4**

**The educational entity must have sufficient staff, consultants and other human resources to conduct effective courses or programs.**

#### **Essential Elements:**

- A. For larger programs, a part-time appointee/employee for the educational entity must be designated as the individual having primary authority and responsibility for administration of the program and must have adequate knowledge, skills, abilities and education to oversee the administration of the educational entity and the program or course(s). For the individual provider, the responsibility for administration may be contracted or performed by the individual.
- B. Key staff and non-staff consultants and professionals must possess adequate knowledge and skill to conduct educational course or program activities.
- C. The educational entity must have adequate resources to conduct the activities (e.g. processing of registration, hiring of faculty, development and administration of course(s), post-course assessment and storage of records). This applies to the individual provider as well.

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

1. Education Requirements for Faculty: All instructors in the continuing education program must hold an earned diplomate by examination in chiropractic neurology or functional neurology recognized by the ACNB or have a tertiary degree (Ph.D., M.D., D.O., R.N.) from an accredited University. All instruction done by a tertiary degree instructor must be evaluated by a current diplomate (DACNB, DACAN, DABCN). If the provider is an individual, that individual must be a Diplomate in good standing with the ACNB.

2. Professional Development of Faculty:

The educational entity must demonstrate that it is proactive in providing faculty with opportunities to be engaged in research, scholarship, service, and professional development consistent with the mission, goals, and objectives of the program. The individual provider must maintain current status with the ACNB. This must include continuing education beyond his/her own courses.

*Commentary:*

Suggested evidence to document that the standard has been met may include resumes or curriculum vitae for key staff, non-staff consultants and professionals and their status with the ACNB. It also includes proof of status from the ACNB (website listing on ACNB Doctor Locator is sufficient).

## Responsibilities to Stakeholders

### Standard 5

**An educational entity must establish, publish (in print or electronically), apply and periodically review key policies and and procedures concerning the existing and prospective characteristics of the post-graduate neurology program and/or courses.**

#### **Essential Elements:**

- A. Self or program assessment must be performed on a periodic basis to include integration of the latest Job Analysis from the ACNB.
- B. Planning committee construction for the course or overall advanced program or sup-specialty program must include Diplomates of the ACNB.
- C. The provider must identify the target audience for coursework and articulate any prerequisite education or licensure required for participants. Minimum admission requirements for students:
  1. In possession of doctorate degree in a health discipline.
  2. In possession of a tertiary degree (Ph.D., etc.)
  3. Active full time students at a chiropractic, medical, osteopathic, nursing, physical therapy, dental or veterinarian college/institute.
  4. For advanced continuing education and/or sub-specialty courses, Diplomate status is required.
- D. Clearly defined policies and procedures related to the **overall** course offerings and the breadth of the coursework available. Details of the policies include the following:
  1. A description of admissions requirements, attendance requirements, and in the case of sub-specialty programs, the completion requirements necessary for sitting sub-specialty board exams.
  2. The content span of the course(s).
- E. Course Management policies and procedures including the following:
  1. Course planning committee policies and procedures. The course faculty must play a role in the determination of curricula and course content
  2. Registration of participants
  3. Venue records per class and overall program activities
  4. Program and Course development
  5. Equating of Faculty in courses across multiple presentation venues (if the same course is taught by different faculty, a method of assuring the same material is taught and participants are provided with equality in course information and presentation must be delineated and used).
  6. Records by course, by faculty, and by participant (transcripts including participant outcome scores by course) and maintained in a retrievable fashion for a minimum of

fifteen years. For individuals, this information may be forwarded to the ACNB for archiving.

7. Course evaluations by session and by faculty and overall summaries by course and faculty. For individuals, this information may be forwarded to the ACNB for archiving.
  8. Participant outcome measures that validate learning per course (i.e., post-testing validating learning objectives).
  9. For online or distance education and other alternative types of courses, a detailed description of the method utilized to Authenticate attendance and credit hours (50 minute hours) is essential (a statement of attendance is NOT sufficient).
- F. Confidentiality policies must insure that the participant's personal and course related information is not disclosed to unapproved persons or entities. Aggregate information may be published without breaching confidentiality.
- G. Disciplinary policies and procedures to address complaints that may relate to conduct that is harmful to the public or inappropriate to the discipline (e.g., incompetence, unethical behavior, or physical/mental impairment, classroom disruption). These policies must ensure appropriate treatment of sensitive information and fair decision making.

## **Standard 6**

**The educational entity must publish (in print or electronic media) a description of each course.**

### **Essential Elements:**

- A.** Each course, whether it is in an overall advanced program or sub-specialty or a stand alone course, must include publication of the following information:
- Faculty description (Certified Diplomate, D.C., Ph.D., M.D., D.O., D.V.M., D.D., DNP, DPh., etc.).
- B.** Course description
- a. Overview
  - b. Participant learning objectives
  - c. Participant materials (handouts, notes, etc.)
  - d. Reference materials/Learning Resources: The Educational entity must have or provide a list of all resources and learning materials (books, notes, audio/visual material) needed by the student/learner to permit attainment of the goals and objectives of the program.
  - e. Course prerequisite(s) if any
  - f. Learning environment including location, facility attributes (laboratory, equipment, online course, online supplemental materials, etc.).
  - g. Target participants-description of the level of education/certification for the participants expected to benefit from the course (e.g., ACNB certified or basic level prior to certification)
  - h. Credit hours or units assigned to each course for Continuing Education or for initial certification based on a 50 minute hour

- i. Method of quantification of learning with measurement administered at the conclusion of each course. Attendance alone is not sufficient.
- j. All faculty affiliations with vendors or other potential conflicts of interest (e.g. equipment, supplements, etc.) must be included in course advertising and on handouts.
- k. Tuition and fees
- l. Accreditation status for the class (CAGEN approved, state board approved, under review, etc.)
- m. The mailing address, e-mail address and telephone number of CAGEN, with identification of CAGEN as the agency to which complaints about the compliance of the program should be addressed

### **Standard 7**

**The educational entity must provide CAGEN with annual reports of activities and publish components of these reports either in print or electronically for the public.**

#### **Essential Elements:**

A. The annual reports to CAGEN include the following components:

- 1. Number of participants in current courses or advanced programs or sub-specialty programs
- 2. Anticipated Diplomate rates of completion of sub-specialty programs each year
- 3. Current passing rate of sub-specialty candidates (acquired from sub-specialty certification body)
- 4. Annual financial report. For individuals, this is a simple balance sheet of income versus expenses.
- 5. Update of governing board, administration and faculty changes with accompanying curriculum vitae. If faculty is changed, CAGEN must be notified prior to presentation or the course loses its accreditation for that presentation.
- 6. Summary of participant evaluations by faculty and by course
- 7. Summary or aggregate statistics by course and by faculty of participant learning outcomes (i.e., end of course test scores).
- 8. Update of any bylaw changes
- 9. Update of any policy and procedure changes.
- 10. Update of ethical complaints and their dispositions.

B. Published reports for the public include the following components:

- 1. Number of participants in current offerings or sub-specialty programs
- 2. Anticipated participant rates of completion of sub-specialty programs or advanced continuing education each year
- 3. Anticipated number of sub-specialty candidates for examination



4. Current passing rate of sub-specialty candidates (supplied to the educational entity by certification board)
- C. Providers must demonstrate their use of these data, and may utilize other outcomes measurements and assessments in planning for ongoing development of the effectiveness of the advanced courses and sub-specialty programs. This information must be included as part of the continuing accreditation process via the annual report.

**Appendix A**

**Fee Schedules:**

Accreditation application Fees:

Number of courses	Fee
All CE programs and sub-specialty or sequential course series Includes annual reporting review	\$50.00/credit hour