

International Agency for Chiropractic Evaluation



Site Evaluator Training

www.InternationalChiropractic.org



IACE Statement of Purpose:

To advance vertebral subluxation-centered chiropractic by assisting its educational programs to achieve academic excellence.

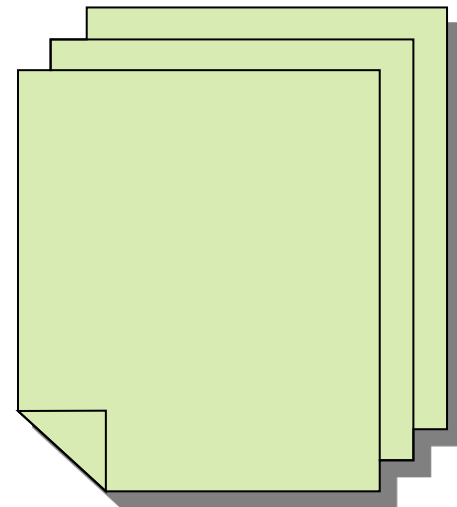
Institutions holding status with IACE demonstrate a commitment to educational quality and effectiveness; academic and institutional integrity; provide resources and offer training leading to professional vertebral subluxation-centered practice.

Prospective students, legislators, parents and the public look for accreditation as an assurance of quality.



Achieving status with IACE, demonstrates that educational programs:

1. are committed to educational quality and effectiveness;
2. act with academic and institutional integrity;
3. provide resources and offer training leading to professional vertebral subluxation-centered practice.





The process:

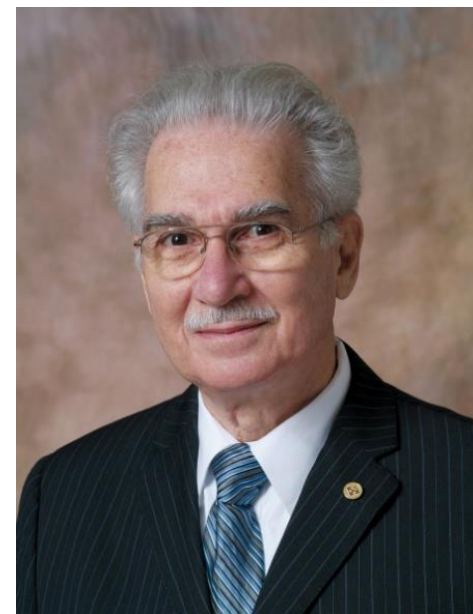
1. Gaining IACE status begins with a program's application for Accreditation/Certification status
2. The educational program performs a self-evaluation revealing the extent to which IACE criteria are being met
3. The self-evaluation is validated
4. The Commission on Accreditation/Certification takes an action

Your role on a Site Evaluation Team involves the validation phase of the process



How IACE came about...

The Asociación Quiropráctica Argentina (AQA), the Argentine national chiropractic association, contacted Dr. Thom Gelardi, the founder of Sherman College, seeking a vertebral subluxation-centered proficiency test.



Dr. Thom Gelardi



Dr. Myron Brown recruited the necessary expertise.

IACE was founded by experts in education, regulation and testing on January 4, 2001

Chartered in Iowa as a non-profit corporation



E.L.R. Crowder, DC



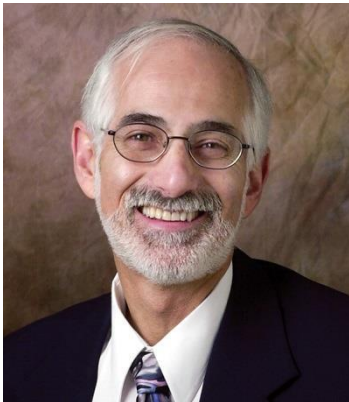
Ralph Boone, DC, PhD



Irene Gold, MA, DC



Joseph Strauss, DC



Myron Brown, DC



Dan Kuhn, DC



Russell Grazier, DC



IACE administered proficiency tests

Pre-requisites:

- 5 years of college with a health sciences degree
- 650 post-graduate hours of AQA vertebral subluxation-centered training
- At least 12 months of clinical experience
- Administered tests in Buenos Aires, and Cordoba, Argentina

IACE consulted with *Fundación Quiropráctica Argentina (FQA)*, to develop a Diplomate for *Universidad Empresarial Siglo XXI*, a nationally accredited university in Córdoba, Argentina.

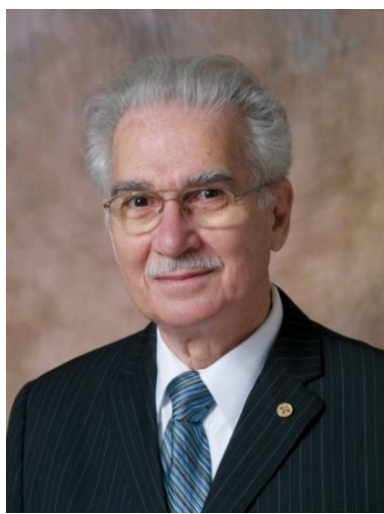


The IACE exam became a pre-requisite to the Universidad Siglo 21 Diplomatura program





Dr. Bill Decken



Dr. Thom Gelardi



Dr. D.D. Humber

The Sustainability Group - founded 2009



Dr. Serge Sautre



Dr. Myron Brown



Dr. Christopher Kent



Dr. Felicia Stewart

The Sustainability Group

- **Condition-centered**
- **Declining quality**
- **Declining income**
- **Declining enrollments**

Sustainability Group conclusion: a cartel with a stranglehold over the profession's regulatory and educational institutions leaves no room to advance the VS-centered model.

The Sustainability Group

- Studied the issues facing VS centered education**
- Hired Washington, DC accreditation expertise**
 - Met with the Chair of the Council on Chiropractic Education (CCE) in Washington, DC. Meeting revealed that advancements must proceed outside of the cartel.**
 - Conclusion: a VS-centered accrediting body should be created.**
 - Determined that IACE was best positioned to take on that role.**

International Agency for Chiropractic Evaluation



Urged by the Sustainability Group, the IACE Board of Directors resolved to explore the development of an accreditation service

IACE Board of Directors - 2012



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IACE Board of Directors - 2023



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Lic. Hernan Blazquez Bahia
Blanca, Argentina



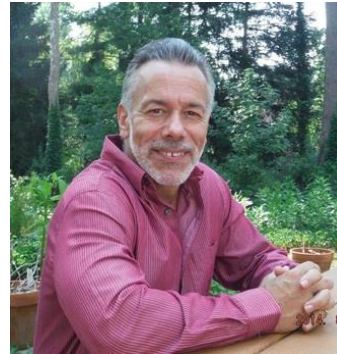
Dr. Danae Constantino
Cuajimalpa, México City,
México



Dr. Travis Corcoran
Amsterdam, The
Netherlands



Lic. Jose Maria "Pacha"
Galetto, Venado
Tuerto, Argentina



Dr. James Healey
Jackson, NJ, USA



Dr. Isaac Ari Hernandez
Liberia, Costa Rica



Dr. Christopher Kent
Spartanburg, SC, USA



Dr. Brian Dooley
Spartanburg, SC, USA



Dr. Irene Gold
Boca Raton, FL, USA



Lorell Lovett, B.S.
Waxhaw, North
Carolina, USA

IACE State and National Recognitions

Official recognitions as an authority on chiropractic education:

- The Peruvian Chiropractic Association



- Illinois Prairie State Chiropractic Association



- Palmetto State Chiropractic Association
(South Carolina)



- Asociación Quiropráctica Argentina
(AQA)



Official Recognitions

- International Federation of Chiropractors and Organizations



- The Garden State Chiropractic Society (New Jersey)



- The Georgia Council of Chiropractic



- The New York Chiropractic Council



IACE Framework

Accreditation/Certification benefits:

- IACE self-evaluation helps educational institutions identify strengths and weaknesses.
- Virtual processes for efficiency and cost-effectiveness.
- Qualitatively designed to encourage excellence and innovation.
- The IACE Standards are highly relevant to vertebral subluxation-centered practice.

Two Types of Status

1. **Accreditation**: the *whole institution* is taken into consideration.

Applicable where the vertebral subluxation-centered program is the only training offered.

2. **Certification**: *programmatically* focused on the vertebral subluxation-centered curriculum.

Applicable where the vertebral subluxation-centered program may not be the only training offered.

Commission on Accreditation/Certification - 2023



**Marina Fox, BSc, BSc(Chiro),
DICCP, CertTT, Chair
Auckland, New Zealand**



**Dr. Marissa Ruocco, Vice Chair
Amsterdam, The Netherlands**



**Dr. Russell Goff,
Brentwood, TN, USA**



**Dr. Don Harte
Corte Madera, CA, USA**



**Dr. Skylar Gemmer,
Auburn, WA, USA**



**Dr. Serge Sautre
Atlanta, GA, USA**

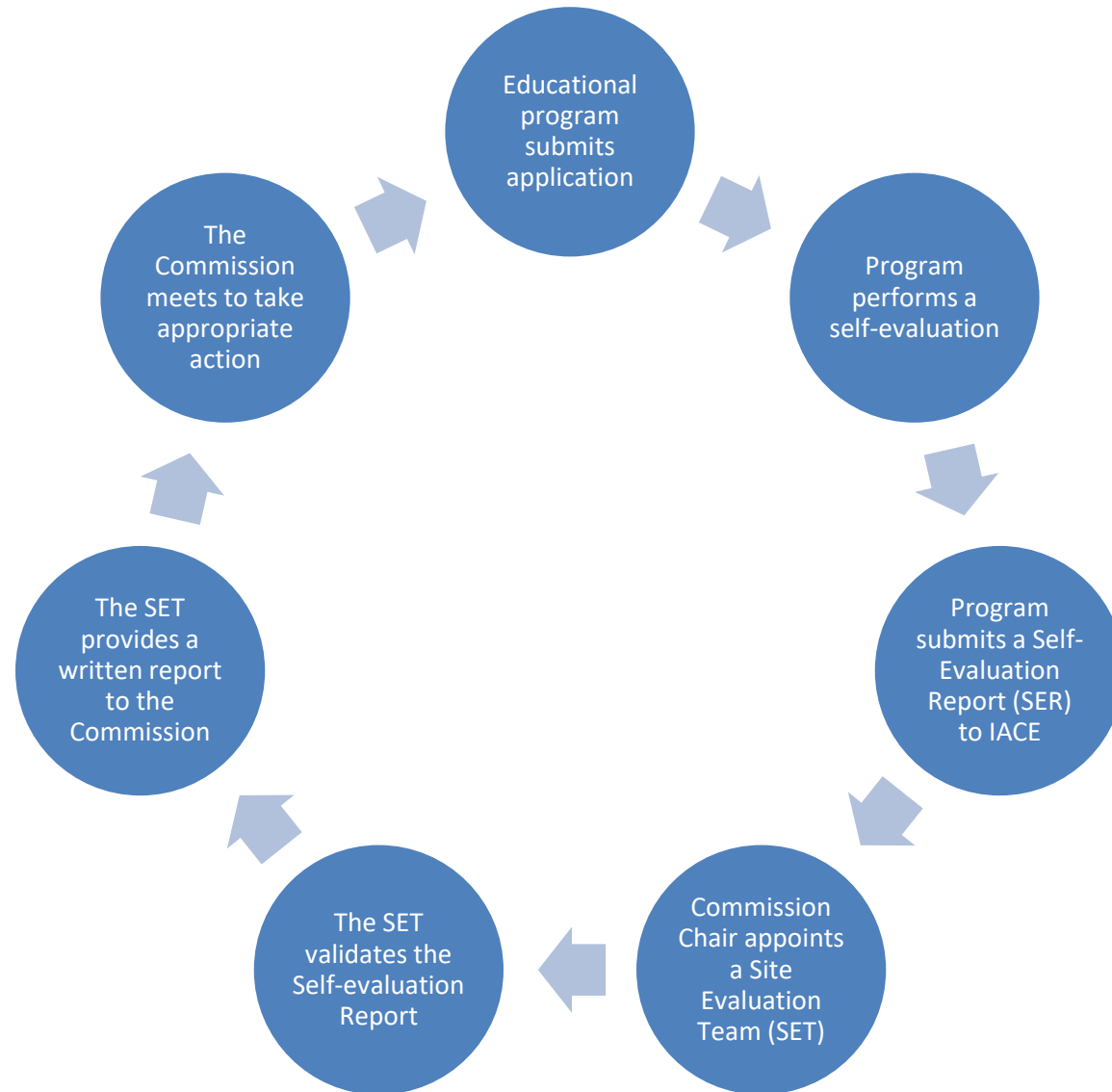


**Dr. Terry VanDervort
Fort Mill, SC, USA**

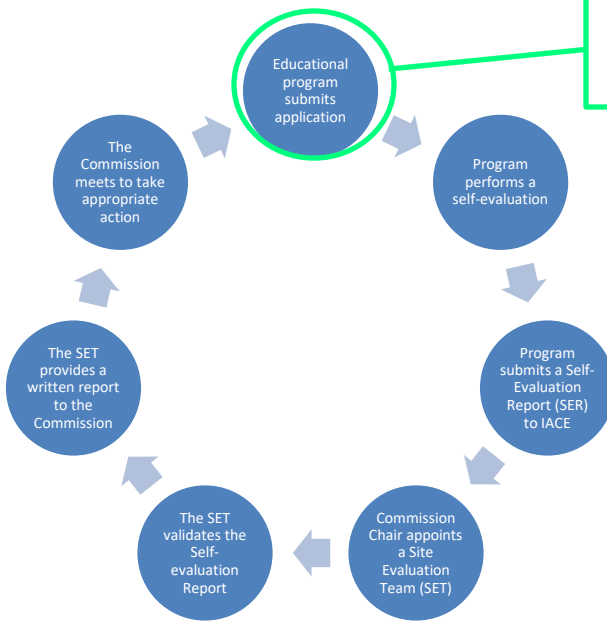


**Dr. Didrik A. Winsnes
Amsterdam, The Netherlands**

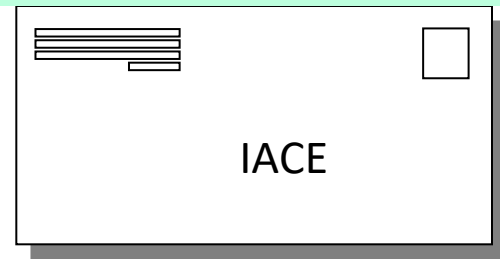
The Evaluation Process



The Application



A letter of intent from the educational program's CEO and governing body, is sent to the IACE Executive Director documenting the program's eligibility.



- Once this application is accepted, an educational program may publically use the designation, “Certification Applicant” or “Accreditation Applicant.”
- IACE Executive Director will schedule a preliminary brief site visit to consult with the program's leadership.

The Self-Evaluation



Self-Evaluation is the heart of Accreditation/Certification

- The Self-Evaluation is universally recognized for its usefulness in making institutions aware of what takes place internally.
- It also provides external agencies with information needed to gauge the extent to which programs or institutions are achieving their mission.
- In some cases a Self-Evaluation Report may be used or modified to fulfill the accreditation requirements of multiple agencies.

The Self-Evaluation Report (SER)

A Self-Evaluation Report is submitted to the Chair of the IACE Commission on Accreditation/Certification



Self-Evaluation Report

- The SER report gives the evaluation team a deep understanding of the program's mission and goals and provides substantial knowledge of the program's faculty, administrators, students, financial integrity, and its governance in compliance with IACE Standards.
- It engages all facets of the program in a critical review of institutional mission, goals, and objectives, and in identifying strengths and weaknesses in the achievement of intended outcomes.

More: the Self-Evaluation Report (SER)

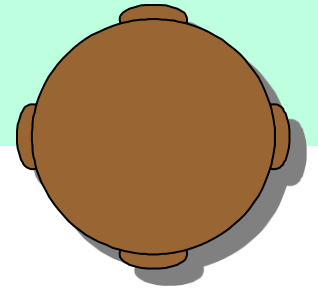
IACE embraces a *qualitative* approach to evaluation.



- A qualitative approach gives latitude to educational programs knowing that educational excellence can be achieved in a variety of ways.
- IACE standards identify basic essential elements of vertebral subluxation-centered education, while respecting institutional autonomy and allowing flexibility in the ways that programs achieve their mission.
- The report reflects learning outcomes and assessment measures that tie back into teaching and curriculum development. It should reveal an ongoing cycle of planning and improvement.

Site Evaluation Team Appointment

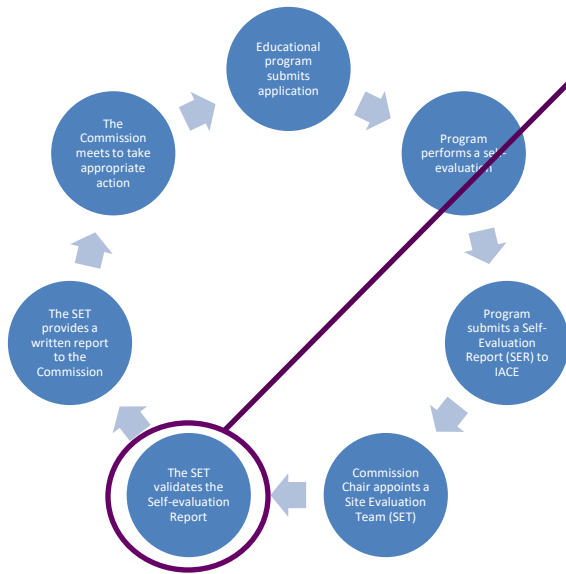
The Commission Chair appoints a Site Evaluation Team (SET) of 2 to 4 members



- The Chair will choose team members possessing appropriate expertise from the Site Evaluator Pool.
- The Site Evaluator Pool consists of persons with varied credentials and experience.
- The type of expertise needed is identified based on the preliminary consultation and a review of the Site Evaluation Report.
- The program CEO may strike the names of individuals who are perceived to have a conflict of interest.

Site Evaluation Team Validates the SER

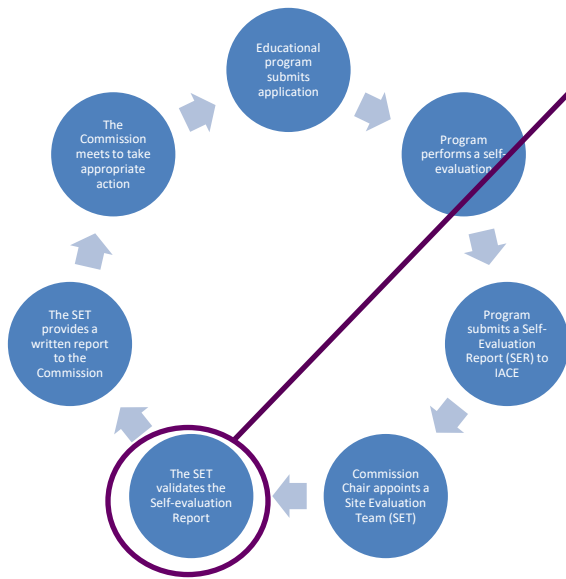
Your role as a Site Evaluation Team member is to verify



- Site Evaluation Team's role is to objectively and impartially assess the quality of the program seeking or renewing Accreditation/Certification, for congruence with the IACE Standards.
- The Self-Evaluation Report (SER) shows the IACE team the extent to which the program's mission, goals, and objectives are being met and are in alignment with the IACE Standards.

More: Site Evaluation Team Validates the SER

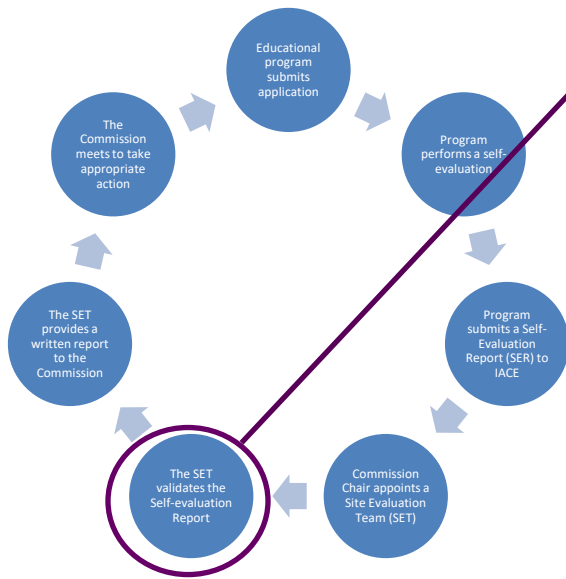
The Site Evaluation Team (SET) meets



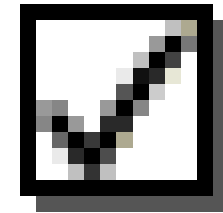
The Chair

- When the Commission Chair appoints the SET, he/she also designates an SET member to Chair the team.
- The SET Chair will promptly schedule a virtual meeting of the team to review the Self-Evaluation Report (SER) and plan the evaluation process.

More: Site Evaluation Team Validates the SER

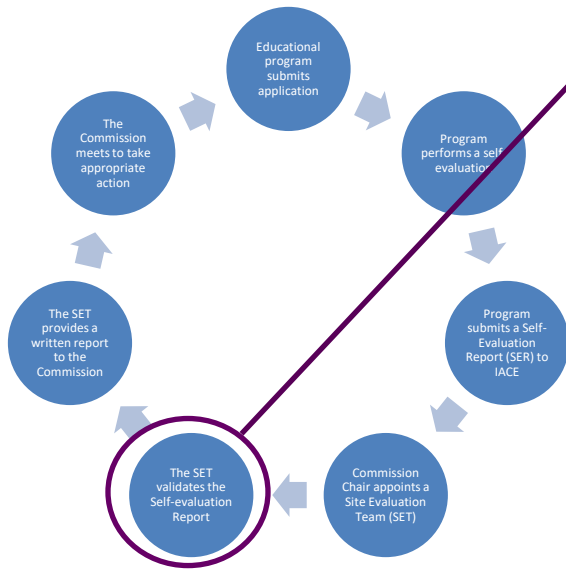


Site Evaluation Team Planning



- The SET will organize itself to evaluate any concerns revealed in the SER.
- Team member assignments are made for fact-finding or review of any particular issues; timetable is set; etc.
- The Chair will ultimately coalesce the team's findings into a written report.

More: Site Evaluation Team Validates the SER

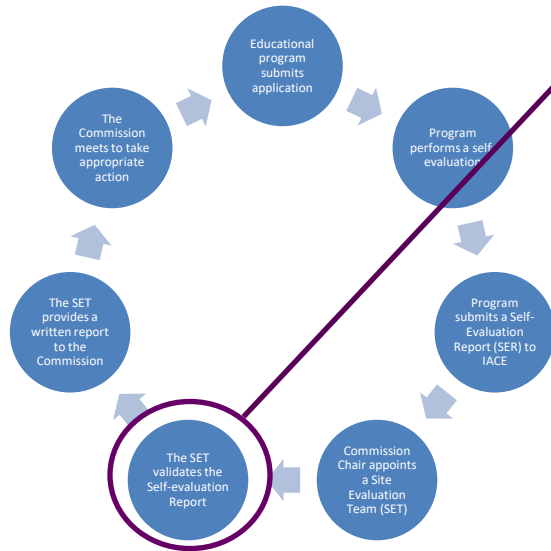


Virtual Phase of Site Evaluation



- The SET employs various communications which may include telephone, e-mail, videoconference, teleconference, or other web-based interactions.
- This virtual phase should take two weeks to one month.
- Live interviews are scheduled by the SET member in advance, and generally coordinated by the SET Chair through the CEO or Chief Academic Officer (CAO).

More: Site Evaluation Team Validates the SER

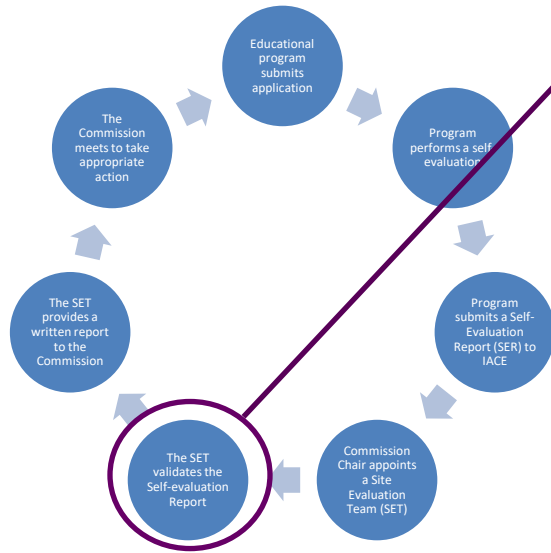


More: Virtual Phase of Site Evaluation



- SET members may interview the institution's leadership team, administrators, faculty, students, trustees and any other appropriate constituents/stakeholders of the program.
- The discourse may include questions, requests for documents, or specifics related to compliance with IACE Standards or procedures, which are thereby clarified and/or answered.

More: Site Evaluation Team Validates the SER



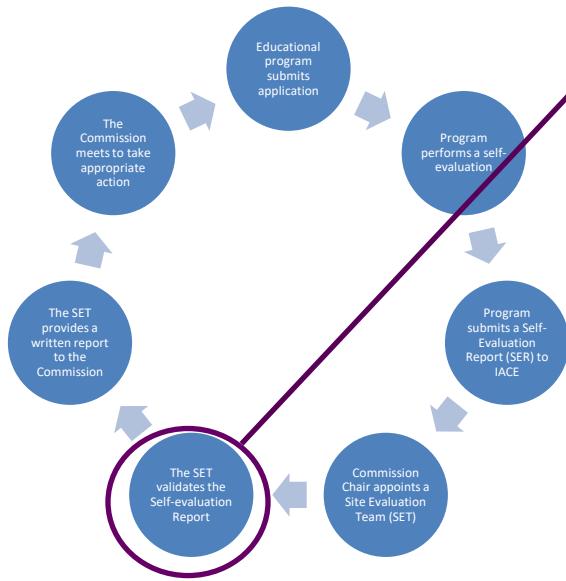
More: Virtual Phase of Site Evaluation



- For efficiency, interviews and other interactions may involve multiple SET members, as well as multiple persons within the educational programs.
- Sometimes the information gained in interviews brings up the need for additional interviews.
- SET members should not request group interviews, when sensitive materials are likely to be discussed.

More: Site Evaluation Team Validates the SER

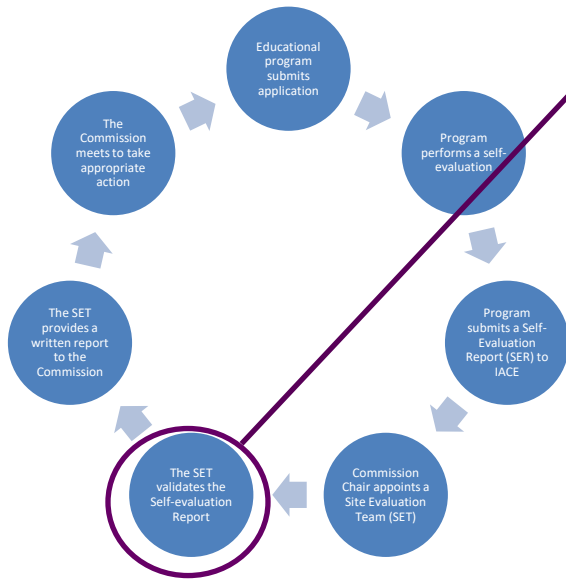
Site Evaluator Etiquette



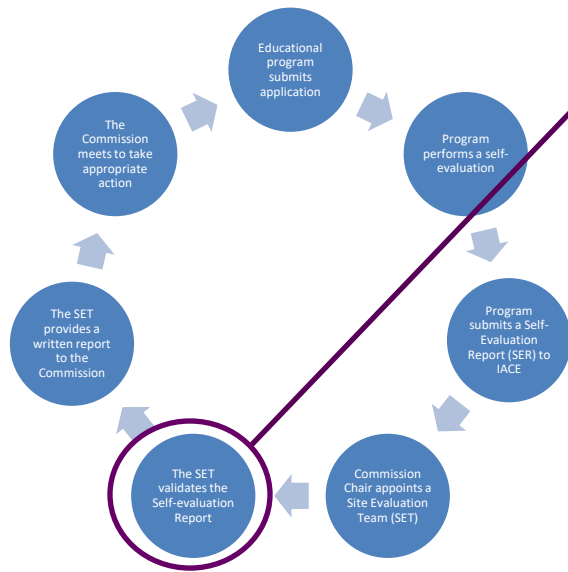
- SET members will always introduce themselves and explain the purpose of the interview.
- Team members are encouraged to stay focused on their assignment.
- The educational program has provided materials related to compliance with the Standards. The SET's questions should primarily involve clarity, interpretation, or seek additional relevant information.

More: Site Evaluation Team Validates the SER

Site Evaluator Etiquette



- It is important to be respectful of the educational program's personnel and their time.
- SET members must be ethical and sensitive about perceptions of authority that an educational program's personnel may attribute to team members.
- IACE team members don't offer advice during the fact-finding process. Suggestions may be offered sparingly within the team's written report.



More: Site Evaluation Team Validates the SER

Site Evaluator Etiquette

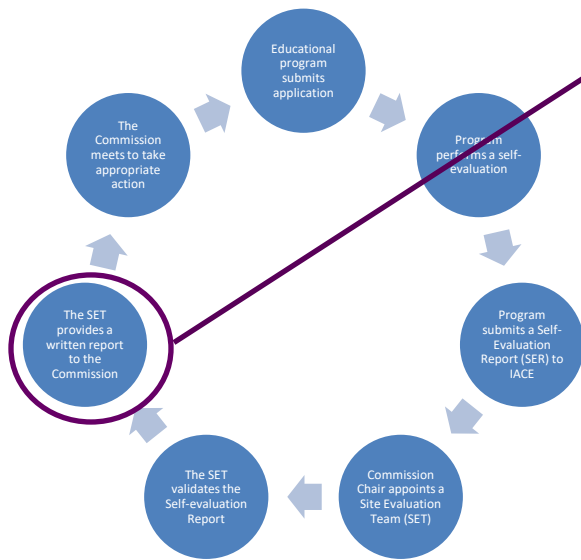


Institutional autonomy statement:

SET members value vertebral subluxation-centered chiropractic care. However, they may have differing opinions on technique methodology, spinal analysis, instrumentation, imaging, etc.

Similarly, an educational program's approach may vary from that of an individual team member. Site evaluation is not a time to foster any particular system or philosophy.

Site Evaluation Team Validates the SER

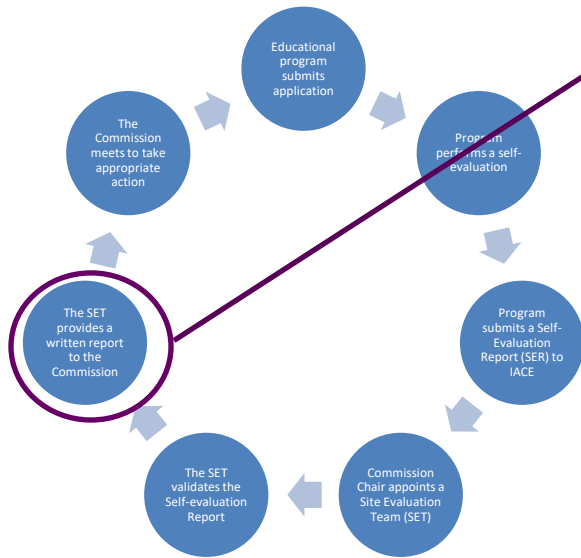


Site Evaluation Team Report

**Site
Evaluation
Team
Report**

- During the virtual phase of the site evaluation the SET members continuously compile their respective portions of what will become a written report.
- The Team Chair receives their submissions which are coalesced by the Chair into a Preliminary Site Evaluation Report (PSER).

Site Evaluation Team Validates the SER

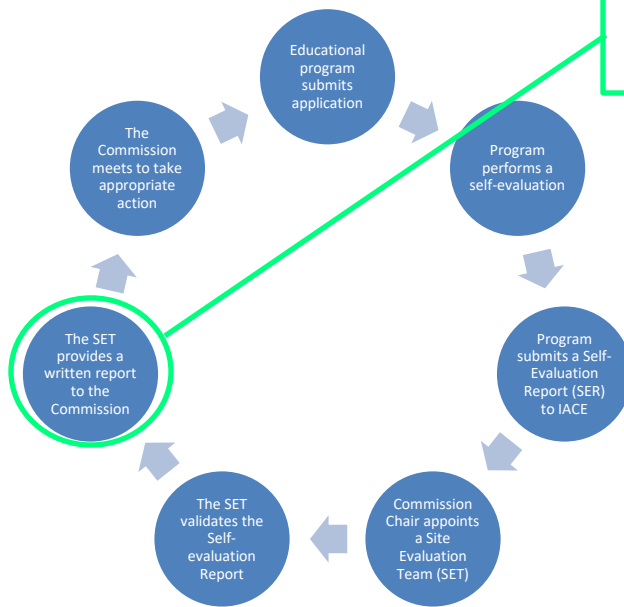


Preliminary Site Evaluation Report

**Preliminary
Report
PSER**

- The PSER report is presented to the CEO and on-campus leadership (as determined by the CEO) during a teleconference or videoconference.
- The Preliminary Site Evaluation Report (PSER) is then sent to the IACE Executive Director.

The Report to the Commission

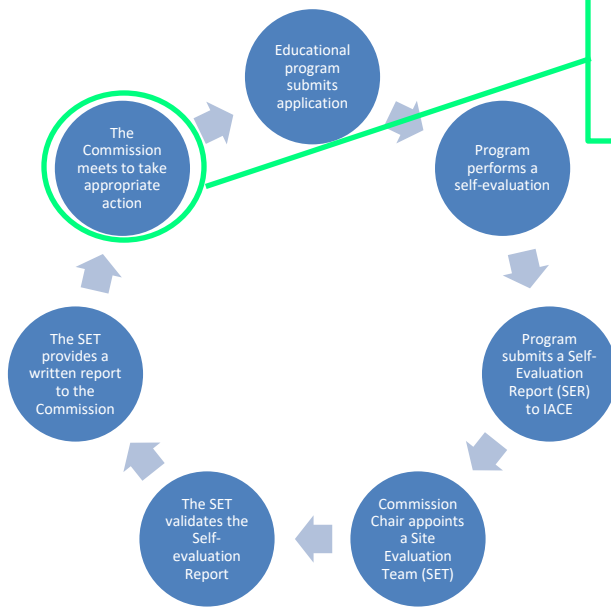


The Preliminary Site Evaluation Report
– errors of fact.

- The educational program has the opportunity to correct any perceived *errors of fact* in the PSER. This should be done as soon as possible.
- A full written response to the findings and recommendations of the PSER should be sent to the IACE Executive Director (not the SET Chair) within 30 days.
- The PSER and the program's responses are then forwarded to the IACE Commission on Accreditation/Certification for final evaluation.

The Commission Meeting

The IACE Commission on Accreditation/Certification takes action



- The SET Chair presents the PSER report and responds to questions at the Commission on Accreditation/Certification meeting where the final review takes place.
- The CEO of the educational program may be present, but is not required.
- The PSER will be modified and/or adopted as the Final Site Evaluation Report (FSER).

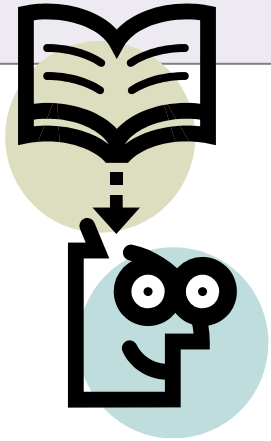
More: The Commission Meeting

The IACE Commission takes action



- The IACE Commission on Accreditation/Certification will take action by granting an appropriate status or taking a negative action.
- The Executive Director will send a copy of the FSER and notification of action taken to the institution's CEO.

Site Evaluator Guidance

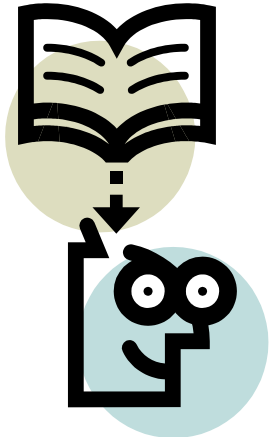


Programs or institutions have latitude in how they provide documentation of compliance with the Standards.

However, the Self-Evaluation Report is expected to address *each* of the Standards.

- Site Evaluation Team Members should become very familiar with the Standards prior to the initial (virtual) Site Evaluator Team Meeting.
- The Standards are found within the IACE Accreditation/Certification Documents available on the website: www.InternationalChiropractic.org To locate the document click on the “IACE documents” tab.

Site Evaluator Guidance



- IACE Standards are expressed in terms of "*must*" and "*shall.*"
- Statements and guidelines, intended to help interpret the Standards, are expressed in terms of "*should*" and "*may.*"
- Site Evaluator Team members role is to determine the extent to which compliance is being achieved for *each* Standard. The SET member seeks to identify: "*full, substantial, partial, or non-compliance.*"
- Remember, although accreditation/certification serves an accountability function, it should not overshadow the underlying goal, which is improvement.

Excerpt from the IACE Standards (black typeface)

A. Governance and Administration Programs holding status with the IACE have a mission and goals that are consistent with training for entry into professional practice of vertebral subluxation-centered chiropractic. The mission and goals are formulated through broad representation of the institutional community and approved by the governing board of the institution.

1. Governance

1.1 The governance structure of the program/institution **must** be a legally constituted authority, responsible for the formulation and implementation of policies to define and sustain the institution and to enable it to fulfil its mission.

To acknowledge and address standard “A” shown above, an educational program would respond to it specifically in its self-evaluation report. An example follows.

A sample response in a Self-Evaluation Report (blue typeface)

A. Governance and Administration

The mission of the Zamunda College of Chiropractic is to prepare....for the competent practice of vertebral subluxation-centered chiropractic. The institutional goals appear in the official publication (*Zamunda College of Chiropractic Bulletin*, available on the website www.ZamundaChiropractic.edu). The mission statement was approved by the Board of Directors on September 18, 1895.

1.1 The Zamunda College of Chiropractic is legally constituted by a charter granted by the Zamunda Department of Education on December 25, 1895. The Board of Trustees is responsible for governance, formulation and implementation of appropriate policies necessary and appropriate to pursue fulfillment the college mission (See *appendix 1.1*).

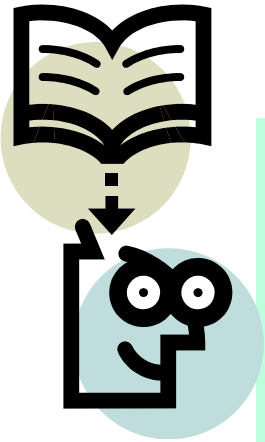
To verify compliance, a SET member would review the mission and goals on the Zamunda College website and look at *appendix 1.1*, attached to the Self-Evaluation Report.

- When the SET member reviews the mission and goals on the Zamunda College website, they would make note of its verification of A 1.1 for their portion of the report.
- Similarly, the SET member would verify and write down how they verified compliance with each of the Standards assigned to them in the SET meeting.
- However, if they are uncertain about the extent to which the program is in compliance with a particular Standard, that would become an item to seek clarification from college personnel through correspondence, interview, etc.
- Should further information *fail* to demonstrate full compliance, the SET member would write this finding in their section of the report, which they submit to the SET Chair.
- The Chair would include their finding in the Preliminary Site Evaluation Report as being in: “substantial, partial, or non-compliance.”

Educational programs are required to document compliance with the Standards, but they are free to choose how they wish to demonstrate compliance. Here are some common examples:

- Minutes from meetings of committees, faculty, students, or governing bodies
- Course schedules, syllabi, etc.
- Self-assessment reports to other agencies
- Policy documents
- Evidence of external activities with organizations and community
- Evidence of the effectiveness activities
- Career advice and counselling
- Educational outcomes records and reports
- Course reviews or evaluations
- Resources allocated
- Details of staff qualifications and experience; staff development activity
- Instructor planning and assessment records
- Institutional research data

More: Site Evaluator Guidance

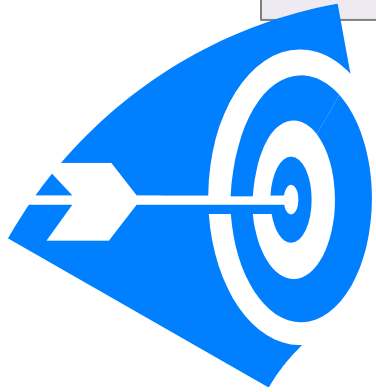


Programs/institutions are autonomous and may offer one or more courses via advanced technology, distance learning, or other formats.

When portions of a curriculum are offered in non-traditional formats, the program must specifically address that course or courses. Specific reference must be made to demonstrate how the Standard is met by the offering(s) in question.

SET members should make note of how the program addresses the impact of these non-traditional learning methodologies with regard to admissions, registration, academic advising, tuition and fee payments, bookstore, library and other resources and services, testing security, faculty support, etc.

Specific Site Evaluator Guidance



A rubric for self-evaluation assists both Educational Programs and Site Evaluators

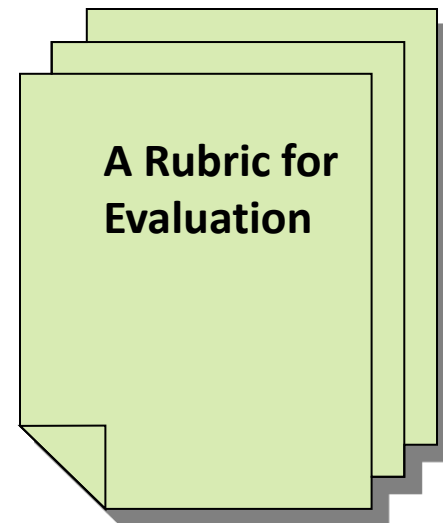
- Site Evaluator Team Members will find a sample template on the last four pages of the *Site Evaluation Guide* (see IACE website).
- The rubric is divided into four columns
 1. Outcome
 2. Importance
 3. Prompts to aid evaluative conversations
 4. Possible sources of evidence

The following example demonstrates how the rubric may be helpful to SET members

Appendix

Sample Template: a rubric for self-evaluation (Standard 5 Educational Program 5.10 through 5.12)

Outcome	Importance	Prompts to aid Evaluative conversations	Possible sources of evidence
<p>5.1 The educational program is consistent with the mission and goals of the institution/program and prepares students with the opportunity to acquire the knowledge, skills and attitudes necessary to enter the professional practice of vertebral subluxation-centered chiropractic. In addition to didactic education the program must include a minimum of 12 months of supervised direct clinical experience. This delivery of care must include differing populations sufficient to prepare the graduate to enter independent professional practice as a point of entry into the health care delivery system.</p>	<p>Having a clear purpose and direction focuses decision making and improves effectiveness.</p>	<p>How well is the organisation’s mission and purpose understood throughout the institution?</p> <p>How well do plans policies and practices support the organisation’s mission and purpose?</p> <p>To what extent are practical activities relevant to the objectives of the programme?</p> <p>To what extent do practical activities encourage problem-solving and critical thinking?</p>	<ul style="list-style-type: none"> • Minutes from meetings of committees, faculty, students, or governing bodies • Course schedules, syllabi, etc. • Educational outcomes records and reports • Course reviews or evaluations • Instructor planning and assessment records • Institutional research data such as case mix reports • Accreditation documents • Charter
<p>5.2 A policy must be formulated and in place to assure that all graduation requirements have been met prior to awarding of any diploma, degree or certificate.</p>	<p>Policy supports action and ensures consistent standards are met</p>	<p>How does the institution assure itself that graduation requirements are being met?</p> <p>Are the requirements clearly understood by learners and external stakeholders?</p>	<ul style="list-style-type: none"> • Minutes from meetings of committees, faculty, students, or governing bodies • Policy documents • Evidence of external activities with organizations and community





The *Outcome Column* contains “Must” statements.

The *Importance Column* explains why they are required.

- *Outcome Column:*

5.4 A syllabus must be available for each course offered in the program. Each syllabus must include course objectives and must be distributed to students at the beginning of that course.

- *Importance Column:*

Clear guidelines to students help support them to organise their study and to meet expectations. Assures quality and consistency when courses are taught by differing faculty members.

Prompts to aid evaluative conversations

Possible sources of evidence

- *Prompts to aid evaluative conversations column:*
How well do students understand the expectation of the course?
- *Possible sources of evidence:*
Minutes from meetings of committees, faculty, students, or governing bodies
Course schedules, syllabi, etc.
Course reviews or evaluations