



**ACADEMY OF HOMEOPATHY EDUCATION**

2023-2024 Catalog

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1 (212) 967-4519

[www.academyofhomeopathyeducation.com](http://www.academyofhomeopathyeducation.com)



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**The Academy of Homeopathy Education is officially recognized as the exclusive educational provider for the American Institute of Homeopathy**



**The Academy of Homeopathy Education is Accredited through the Accreditation Commission for Homeopathic Education in North America (ACHENA)**

**[www.achena.org](http://www.achena.org)**

*(ACHENA is not an accrediting agency recognized by the U.S. Department of Education)*

**The Academy of Homeopathy Education is licensed by the Arizona State Board for Private Postsecondary Education**

**[www.azppse.gov](http://www.azppse.gov)**

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# WELCOME – FROM THE PRESIDENT

*The Academy of Homeopathy Education community offers you a warm welcome. We look forward to working with you to accomplish your goals and realize your dream of becoming a practitioner of homeopathy. We believe the process is a mutual one - you will explore, learn, deepen, and broaden, while we will help, guide, encourage, and challenge. In the end, we will both learn from each other and celebrate our mutual evolution. There are many details you will need to know in order to progress through your studies. This catalog gives you an overview of your program of study, the content of its modules, and the responsibilities of the future student. An effective learning community must hold the highest standards regarding the rights and responsibilities of each individual student and teacher and of the community as a whole. The catalog and the student handbook outline our expectations for respectful behaviour and responsible conduct and describe the procedures to be followed if there is disagreement.*

*We will deliver the best student experience we can so that you can build on your skills and knowledge and achieve your full potential in becoming an effective and professional homeopath. In return, we expect you to engage actively in the learning process, to be fully committed to your studies, and to maintain your determination to succeed. We continually revise our curriculum to remain relevant, so you can be assured that our course remains current and innovative. Acclaimed practitioners of homeopathy teach in our school. They will use all of their expertise, both personal and professional, to provide you with an outstanding educational experience. We include information both ancient and modern to engage your head and heart; evidence-based practices alongside the soulful assistance in human suffering in the context of heart-based traditions of healing. It is a rich experience and one we know you will love. Come and join us!*

**Denise Straiges**  
**CCH, RSHom(NA), PCH**  
**President and Clinical Director – Academy of Homeopathy Education (AHE)**

# MISSION, VISION AND VALUES

## MISSION

Our mission as a homeopathy school is to facilitate and encourage the development of student homeopaths into confident and competent homeopathic practitioners who are able to practice successfully.

## VISION

Our vision is to honor our students in the process of becoming confident, effective, and compassionate homeopathic practitioners and provide an education that supports the inner changes required in this transformation. Further, AHE aims to encourage and facilitate:

- The recognition of homeopathy as a safe and effective, practical and empowering option to increase vitality and overall wellbeing.
- The full recognition of Homeopathy as a professional career that can sustain the individuals who practice it.

## VALUES

### Passion

Our faculty are passionate about blending evidence-informed medicine with the wonder of the natural world and human experience in a collaborative realm of discovery that engages heart, mind and soul.

### Research

We teach evidence-informed homeopathy and conduct research in our own clinics, encouraging students to integrate research methods and culture into their clinical practices.

### Reconnection

Studying at AHE enables you to recognize the value in reconnection to nature, reconnection with vital force, and reconnection among the mind, body, and intuition through the healing process.

### Rigor

We hold high expectations of our students and ourselves. Our curriculum, assessment, and clinical training models are designed to ensure students are critically thinking about valid homeopathy theory, principles, and methodology, and are able to apply that understanding for successful and safe homeopathy practice.

### Humor

There's a lot of it!

We support our rigorous learning with a good dose of laughter. You will not be bored—that is guaranteed!



# PROFESSIONAL PROGRAM IN HOMEOPATHY

## EDUCATIONAL OBJECTIVES

The aim of AHE is to honor our students in the process of becoming confident, effective, and compassionate homeopathic practitioners and provide an education that supports the inner changes required in this transformation. Further, AHE aims to encourage and facilitate:

- The recognition of homeopathy as a safe and effective, practical and empowering option to increase vitality and overall wellbeing.
- The full recognition of Homeopathy as a professional career that can sustain the individuals who practice it.

To support the achievement of these aims, our objectives are to:

- Provide an excellent academic and clinical education in the art and science of homeopathy.
- Assist students in developing the ethical, clinical, personal and professional skills needed to sustain their own practices.
- Offer a challenging but supportive environment that emphasizes personal development as the key to practitioner confidence and the ability to become leading homeopaths of the twenty-first century, through developing and constantly reviewing policies promoting values, ethical standards and equal opportunities for all individuals within the school.
- Create and sustain active engagement with the homeopathic profession on the part of our faculty, students, and the school itself.

## PHILOSOPHY

AHE respects the traditions and lineages of homeopathy. This includes its ancient roots but focuses on the framework founded on the work of Dr. Samuel Hahnemann. It also recognizes that homeopathy is a dynamic whole healing system with a growing body of evidence, research, and knowledge practiced in a contemporary context. AHE focuses on evidence-informing contemporary clinical practice and respects both traditional evidence and scientific evidence.

## CURRICULUM

Our curriculum has been designed to provide students with the appropriate knowledge for each stage of their training in order to provide a cohesive, developmental education in homeopathy. Becoming a homeopath is a transformational process; AHE teachers facilitate the personal, social, intellectual, and professional challenges students need to meet in order to become practitioners. With this in mind, the school maintains a safe and supportive learning environment.

AHE believes that clinical competence is an essential component in becoming an effective and professional practitioner of homeopathy; excellent clinical training is therefore provided throughout the program at our student clinics. In keeping with our developmental approach, students move through various levels of participation as they progress, mentored closely at each stage by nationally certified clinical supervisors.

Recognizing that successful homeopaths are well-rounded and self-aware, AHE nurtures the whole student. Individual mentoring, self-reflection, and group work allow students to reflect upon their progress on psychological, emotional, and spiritual levels. In addition to the elements of homeopathic practice, the curriculum provides a sound knowledge of business and practice-management skills to lay the groundwork for long-term success.

The Professional Program satisfies all the requirements needed for the national certification exam with an emphasis on evidence-informed practices that are absolutely necessary in today's changing world of wellness.

Our program is accredited by the Accreditation Commission for Homeopathic Education in North America (ACHENA). None of our courses or programs lead to a medical credential. No medical advice is ever given.

### **Curated Curriculum**

AHE has a spiral curriculum that is designed, curated, engineered and sculpted. We use blended learning, educational andragogy and theory. We utilize problem-based learning, flip our classrooms, provide expert content and keep it real with our integrated clinical training. AHE is blended and flexible. We offer some classes asynchronously. Independent Learning Contracts can be written in some cases with specific blended possibilities dependent on the needs of the student.

### **Relevant Learning**

As the world of integrated wellness grows, students and practitioners alike are also influenced by many other modern trends. Education, across the board, is being revolutionized in our time. AHE is mindful of these changes and as a consequence teaches the art of information curation to ensure that students are able to find and learn from quality learning sources and are not bombarded and saturated by the sheer volume of opinion that exists on complementary therapies. At AHE, we have curated the best learning there is in homeopathy. You will learn about the modern health care landscape and your place in it. We employ the best technologies to harness the information you need and manage information; we teach you how to critically think and balance the need for using learning technologies with engaging in the best of nature. The result is a contemporary and relevant skilled graduate who is able to guide clients to attain optimal health.

### **Reconnection**

What distinguishes the various whole-healing systems in Complementary Therapies is an acknowledgement of vitality as a part of the equation in health. As you learn the art, science, history, theory, remedies and therapeutics of homeopathy, you will also be reminded of the value in:

- Reconnecting to nature
- Reconnecting with the vital force
- Recognition of the cycles of nature
- Restoring health
- Working at the intersection of body, mind and spirit
- Engaging the mind body and intuition in the healing process

## **PROFESSIONAL PROGRAM FACULTY**

Denise Straiges, CCH, RSHom(NA), PCH

Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom

Kelly Callahan, CCH, RSHom(NA)

Ann Jerome, PhD, CCH, RSHom(NA)

Polly Millet, RN, MSN, CCH

Luke Norland, RSHom, BMus

Parker Pracjek, MA, CCH

Kim Elia

Farokh Master, MD

Todd Hoover, MD, DHT

Molly Punzo, MD

Ronald Whitmont, MD

\*For a full list of all AHE Directors, Faculty, and Staff bios see Appendix A of this Catalog.

# ACCREDITATION AND STANDARDS

**AHE is accredited through the Accreditation Commission for Homeopathic Education in North America (ACHENA)\***

Critical to sustaining a strong profession of homeopathy in America is for all US homeopaths to achieve national certification through the **Council for Homeopathic Certification (CHC)** and for all US schools of homeopathy to adhere to the standards set forth by our national accrediting body, **(ACHENA)\***. We recognize the importance of meeting community-accepted standards for educating professional homeopaths and are committed to excellence in programming and peer review as a means of evaluating our program.

Other schools of homeopathy have set up their own “validation” and “diploma granting”. Please be advised the **CHC** has announced, that as of January 2018, only students who have graduated from an **ACHENA-accredited** school will be eligible to sit for the **CHC** national certification exam.

*\*(ACHENA is not an accrediting agency recognized by the U.S. Department of Education)*

## ENROLLMENT OPTIONS – PACE OF STUDY

At AHE, all didactic and clinical training is provided via distance learning technologies. Students complete 100% of their studies from their own home. AHE offers two paces of study: Full-time and Part-time. The curriculum and clinical training are exactly the same for both paces, but one is completed in 2-3 years and the other is completed in 4-6 years.

### FULL TIME

With full-time study, the didactic portion of the program is completed in four semesters (2 years) and clinical training is done concurrently. Didactic classes are held via live video conferencing two days a week, September through June. More than 50 clinic days are offered each year in a variety of time slots including full-day, split-day, evenings, and weekends. Classes in Health Sciences are held separately one evening a week and may be completed any time throughout the first two semesters (or first year) of the full-time program. Clinical training begins in the first semester for all students and completion of clinical training will vary for each student depending on how frequently a student attends clinic. It is possible for a full-time student to complete their clinical training along with their didactic classes in two years, however full-time students have the option to take an additional year to complete their clinical training once they have completed the two-years of didactic classes. No full-time student may take longer than 3 years to complete the full-time program.

### PART TIME

With part-time study, the didactic portion of the program is completed in 4 years and clinical training can be done concurrently. Part-time didactic classes are held live online, one day a week for two hours, September through June. More than 50 clinic days are offered each year in a variety of time slots including full-day, split-day, evenings, and weekends. The Health Science course is offered one evening per week and may be completed any time during the first two years of the part-time program. Clinical training begins in the first semester for all students and completion of clinical training will vary for each student depending on how frequently a student attends clinic. It is possible for a part-time student to complete their clinical training along with their didactic classes in four years, however part-time students have the option to take an additional 2 years to complete their clinical training once they have completed the four-years of didactic classes. No part-time student may take longer than 6 years to complete the part-time program.

### TIME COMMITMENT AND EXPECTATIONS

The total program length for full-time and part-time is 1090 hours – 590 didactic class hours and 500 clinical training hours. Students will be required to spend time outside of class hours to complete independent reading assignments, assessments, and independent study. This time commitment will vary widely depending on the learning and study style of each individual student.

# PROGRAM STRUCTURE

## FULL TIME PROGRAM

### Year One Semester One

- Contemporary Blended Study 101
- Context of Modern Wellness 101
- Integrative Wellness 101
- Homeopathic Philosophy 101
- Materia Medica 101
- Homeopathy Therapeutics 101
- Acute Case Prescribing in Homeopathy 101

### Year One Semester Two

- Homeopathic Philosophy 201
- Materia Medica 201
- Homeopathy Therapeutics 201
- Clinical Training Student Observation Clinic 201
- Clinical Training Student Observation Clinic 202
- Practitioner Development 201

Health Science (APPD101) should be completed during the first year of the full-time program.

### Year Two Semester One

- Homeopathic Philosophy 301 and Research Methods 301
- Homeopathy Materia Medica 301
- Homeopathy Therapeutics 301
- Clinical Training Student Observation and Case Management Clinic 301
- Clinical Skills and Practitioner Development 301

### Year Two Semester Two

- Homeopathic Philosophy 401 and Research Methods 401
- Advanced Materia Medica 401
- Homeopathy Therapeutics 401
- Clinical Training Student Observation and Case Management Clinic 401
- Clinical Skills and Practitioner Development 401

## Full Time Structure

Semester 1	Semester 2	Semester 3	Semester 4	Full time Hours
Year 1		Year 2		
CTSO101 25	CTSO201 Student Observation Clinic 25	CTSC301 Student Clinic 100	CTSC401 Student Clinic 105	360 Clinic hours
IW101 12	CTSO202 Student Observation Clinic 105			+ 140 Supervision Hours
CMW101 12				
CBS 3				
PHHH101 25	PHHH201 25	PHHH301/HRES301 25	PHHH401/HRES401 23	125 Philosophy hours
APIH101 25	CSPD201 30	CSPD301 45	CSPD401 50	150 Pract Development hours
HOMM101 30	HOMM201 50	HOMM301 40	HOMM401 30	150 Materia Medica hours
HOMT101 30	HOMT201 20	HOMT301 15	HOMT401 10	75 Therapeutics hours
APPD101 90				90 Health Science hours
<b>Totals</b>				
137 Homeopathy hours	125 Homeopathy hours	125 Homeopathy hours	113 Homeopathy hours	500 Homeopathy, 90 Health Science hours, 360 Clinical hours (+ 140 Supervision hours)
+ 22 A and P	+ 22 A and P	+ 22 P and D	+ 24 P and D	<b>1000 Total Homeopathy Hrs</b>
+25 Clinic	+ 130 Clinic	+ 100 Clinic	+ 105 Clinic	<b>90 Health Science Hrs</b>

# **PART TIME PROGRAM**

## **Year One / Level One Modules 1-3**

- Contemporary Blended Study 101
- Context of Modern Wellness 101
- Integrative Wellness 101
- Homeopathic Philosophy 101
- Materia Medica 101
- Homeopathy Therapeutics 101
- Acute Case Prescribing in Homeopathy 101

## **Year Two/ Level Two Modules 4-6**

- Homeopathic Philosophy 201
- Materia Medica 201
- Homeopathy Therapeutics 201
- Clinical Training Student Observation Clinic 201
- Clinical Training Student Observation Clinic 202
- Practitioner Development 201

Health Science (APPD101) should be completed within the first two years of the part-time program.

## **Year Three/Level Three Modules 7-9**

- Homeopathic Philosophy 301 and Research Methods 301
- Homeopathy Materia Medica 301
- Homeopathy Therapeutics 301
- Clinical Training Student Observation and Case Management Clinic 301
- Clinical Skills and Practitioner Development 301

## **Year Four/Level Four Modules 10-12**

- Homeopathic Philosophy 401 and Research Methods 401
- Advanced Materia Medica 401
- Homeopathy Therapeutics 401
- Clinical Training Student Observation and Case Management Clinic 401
- Clinical Skills and Practitioner Development 401



## Part Time Structure

Year / Level 1	Year / Level 2	Year / Level 3	Year / Level 4	Part-time Hours
CTSO101 25	CTSO201 Student Observation Clinic 25 CTSO202 Student Observation Clinic 105	CTSC301 Student Clinic 100	CTSC401 Student Clinic 105	360 Clinic hours + 140 Supervision hours
IW101 12				
CMW101 12				
CBS 3				
PHHH101 25	PHHH201 25	PHHH301/HRES301 25	PHHH401/HRES401 23	125 Philosophy hours
APIH101 25	CSPD201 30	CSPD301 45	CSPD401 50	150 Practitioner Development hours
HOMM101 30	HMM201 50	HMM301 40	HOMM401 30	150 Materia Medica hours
HOMT101 30	HOMT201 20	HOMT301 15	HOMT401 10	75 Therapeutics hours
APPD101 90				90 Health Science hours
<b>Total Hours</b> 137 Homeopathy hours + 22 A and P	125 Homeopathy hours + 22 A and P + 130 Clinic	125 Homeopathy hours + 22 P and D + 100 Clinic	113 Homeopathy hours + 24 P and D + 130 Clinic	500 Homeopathy, 90 Health Science hours, 360 Clinical hours, (+ 140 Supervision hours)  <b>1000 Total Homeopathy Hrs</b>  <b>90 Health Science Hrs</b>

## HEALTH SCIENCES

Foundational Anatomy, Physiology, and Pathology are crucial underpinnings in any health and wellness field. AHE's Health Sciences course exceeds the certification requirement and prepares students to integrate homeopathy with the conventional medical understanding. This course is offered in modular format over the course of one year and is designed to integrate with program lectures on the therapeutic subjects, thus deepening and enriching the student's connection between homeopathic principles and conventional understanding of health.

Full-time students should complete their Health Sciences course within the first year of the program, part-time students should complete the course within the first two years of the program. This course must be completed before a student may enter clinical supervision.

Incoming students who have already completed an approved college-level Anatomy, Physiology, and Pathology course through prior education or training may submit evidence of the completed course at the time of admission and are not required to complete AHE's course but are welcome to if they would like a review of the subjects.

# PROFESSIONAL PROGRAM COURSE DESCRIPTIONS

## **Acute Prescribing in Homeopathy APIH101**

Case taking and case analysis using simple repertorial matrices are demonstrated in the study of acute first aid clinical situations and relevant therapeutics. Recognition of the need for referral including scope of practice is explored. Students will apply repertory work to comprehending Materia Medica. This module will provide an overview of the range of methods and techniques in use in homeopathy and establish a clear understanding of the classical method. Students will be taught how to analyze cases with appropriate use of the repertory.

## **Contemporary Blended Study CBS101**

Adult learners have often not been in formal educational settings for a number of years. This subject is orientated to discussing and reviewing study skills and techniques to pathway into this overall course of study in homeopathy.

## **Context of Modern Wellness CMW101**

This subject provides the student with an understanding of the history underpinning traditional medicine and whole medical systems from early human existence to the present day in diverse cultures worldwide. Social, cultural and political developments are considered in the evolution of healing and medicine, as well as the parallel developments in anatomy, physiology and other sciences. The study of health philosophy across all disciplines and modalities is seen as fundamental to the students understanding of the role of the modern health care practitioner within the wider health care system.

## **Homeopathy Materia Medica HOMM101**

Provides an introduction to the materia medica indications of multiple remedies. Lays the foundation for lifelong materia medica study. Students will learn the indications of homeopathic remedies. Provides a clear introduction to the study and understanding of homeopathic Materia Medica. The student is introduced to the concept of the totality picture of homeopathic remedies. Gives a comprehension of polycrests remedies including their full their psychological profiles, as well as explain provings, keynotes and the structure of remedy pictures. Demonstrates use and application of acute remedies and to provide a good base in homeopathic pharmacy and potency.

## **Affinities, Applied and Comparative Materia Medica HOMET101**

This subject provides an introduction to the comparative and therapeutic materia medica indications of multiple remedies. Introduces and differentiates homeopathic medicines having an affinity to an organ or system to be used in an acute condition. Includes rubric selection, repertory work, sample cases, and appropriate research studies. Students will be encouraged to prepare a comparison chart for each therapeutic topic. The remedies will be examined and analyzed with reference to various disease patterns and miasmatic activity compare and contrast the indications of homeopathic remedies. A study of therapeutic materia medica is explored, linking exact remedies to certain disease conditions and treatments. Remedy

relationship is critically analyzed allowing the student to determine the connections between remedies and their actions on the client. Students will be encouraged to prepare a comparison chart for each therapeutic topic.

### **Integrative Wellness IW101**

Students will learn to fully understand the place of homeopathy in the complementary medicine landscape this brief subject explores the four foundations of wellness: Food, Movement, Meditation and Mindfulness, Holistic Healing.

### **Philosophy of Health Healing and Homeopathy PHHH101**

This subject provides an introduction to the history of complementary medicine, the evolution of homeopathy and its fundamental laws and principles. Students examine the homeopathic concepts of health and disease, and the purpose of homeopathic provings. The art of collection, preparation, storage and dispensing of remedies is explored in homeopathic pharmacy. This subject provides the student with the necessary learning tools to study homeopathy at certificate level and higher. It provides a foundation and underpinning to the clinical practice of homeopathy and create a platform to further study. The subject will also introduce students to searching the internet for quality homeopathic literature and the importance of critical reading. Also provides an understanding of the history of homeopathy and principles of homeopathic philosophy and an appreciation of how homeopathy differs from conventional or orthodox medicine.

### **Clinical Training Student Observation Clinic CTSO101**

This module aims to enable the student to comprehend clinical protocol and give the student the necessary skills to participate within a clinic environment. It provides an understanding of the Code of Ethics within the profession. The module will further develop case taking, observation skills and allow the student to become aware of reflective practice. This module will progress the student from a point where they are academically knowledgeable but inexperienced in practice. It will provide a foundation for a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students initially participate in the clinic as observers of active case takers, after which they join a group discussion of case analysis and recommendation. The module aims to give the student the ability to take a thorough and confident case history of a client within a supervised clinic environment. This module encourages the student to critically analyze themselves and others in role playing exercises with their peers and also to question their own belief structures in debates about ethical issues.

### **Clinical Skills and Practitioner Development CSPD201**

This subject emphasizes the technical and personal skills required in order to practice homeopathy. This subject provides an introduction to importance of reflective practice and the need for mature self-work on the behalf of the learning practitioner. Students develop their chronic case taking and evaluation skills and reportorial skills, rubric selection, repertory work, sample cases, and appropriate research studies. This subject provides the ethical and legal context of the practice of homeopathy.

## **Homeopathy Materia Medica HOMM201**

To provide an introduction to the materia medica indications of multiple remedies. To learn the indications of homeopathic remedies. To provide a clear introduction to the study and understanding of homeopathic Materia Medica. The student is introduced to the concept of the totality picture of homeopathic remedies. To give a comprehension of polycrests remedies including their full their psychological profiles, as well as explain provings, keynotes and the structure of remedy pictures. To demonstrate use and application of acute remedies and to provide a good base in homeopathic pharmacy and potency. Further, an introduction to miasmatic theory and remedies.

## **Philosophy of Health Healing and Homeopathy PHHH201**

This subject provides an introduction to the history of complementary medicine, the evolution of homeopathy and its fundamental laws and principles. Students further examine the homeopathic concepts of health and disease, and the purpose of homeopathic provings. Provides the student with the necessary learning tools to study homeopathy at certificate level and higher. It provides a foundation and underpinning to the clinical practice of homeopathy and create a platform to further study. The subject will also introduce students to searching the internet for quality homeopathic literature and the importance of critical reading. Provides an understanding of the history of homeopathy and principles of homeopathic philosophy and an appreciation of how homeopathy differs from conventional or orthodox medicine.

## **Clinical Training Student Observation Clinic CTSO201**

This module aims to enable the student to comprehend clinical protocol and give the student the necessary skills to participate within a clinic environment. It provides an understanding of the Code of Ethics within the profession. The module will further develop case taking, observation skills and allow the student to become aware of reflective practice. This module will progress the student from a point where they are academically knowledgeable but inexperienced in practice. It will provide a foundation for a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students initially participate in the clinic as observers of active case takers, after which they join a group discussion of case analysis and recommendation. The module aims to give the student the ability to take a thorough and confident case history of a client within a supervised clinic environment. This module encourages the student to critically analyze themselves and others in role playing exercises with their peers and also to question their own belief structures in debates about ethical issues.

## **Clinical Training Student Observation Clinic CTSO202**

This module continues the study of clinical protocol and gives the student the necessary skills to participate within a clinic environment. It provides an understanding of the Code of Ethics within the profession. The module will further develop case taking, observation skills and allow the student to become aware of reflective practice. This module will progress the student from a point where they are academically knowledgeable but inexperienced in practice. It will provide a foundation for a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students initially participate in the clinic as observers of active case takers, after which they join a group discussion of case analysis and

recommendation. The module aims to give the student the ability to take a thorough and confident case history of a client within a supervised clinic environment. This module encourages the student to critically analyse themselves and others in role playing exercises with their peers and also to question their own belief structures in debates about ethical issues.

### **Affinities, Applied and Comparative Materia Medica HOMET201**

This subject continues to study the comparative and therapeutic materia medica indications of multiple remedies. To introduce and differentiate homeopathic remedies having an affinity to an organ or system to be used in an acute condition. Includes rubric selection, repertory work, sample cases, and appropriate research studies. Students will be encouraged to prepare a comparison chart for each therapeutic topic. The remedies will be examined and analyzed with reference to various disease patterns and miasmatic activity compare and contrast the indications of homeopathic remedies. A study of therapeutic materia medica is explored, linking exact remedies to certain disease conditions and treatments. Remedy relationship is critically analyzed allowing the student to determine the connections between remedies and their actions on the client. Students will be encouraged to prepare a comparison chart for each therapeutic topic.

### **Clinical Training Student Observation and Case Management Clinic CTSC301**

The module continues the development of case taking, observation skills and allow the student to become aware of reflective practice. This module will progress the student from a point where they are academically knowledgeable but inexperienced in practice. It will provide a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students initially participate in the clinic as observers of active case takers, after which they join a group discussion of case analysis and recommendation. The module aims to give the student the ability to take a thorough and confident case history of a client within a supervised clinic environment. This module encourages the student to critically analyze themselves and others in role playing exercises with their peers and also to question their own belief structures in debates about ethical issues.

### **Clinical Skills and Practitioner Development CSPD301**

This module will progress the student from a point where they are academically knowledgeable with some experience in practice, to being in full-time practice. It will provide a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students participate in the clinic as active case takers and join a group discussion of case analysis and recommendation. The module aims to give the student the ability to take a thorough and confident case history and to analyze cases in a group setting with a clinic supervisor. To allow the student to become aware of transference and counter transference issues. It will also have emphasis on case and boundary management. This module aims to prepare the student for homeopathic practice and looks at key areas such as how to build a business, business development and management, marketing skills, the therapeutic relationship and professional conduct. This module will be as vocational as possible aimed to inspire students going into practice upon graduation. It will help the students identify key issues that need to be addressed before setting up in business with emphasis to formulate a business action plan.

## **Homeopathy Materia Medica HOMM301**

To provide an introduction to the materia medica indications of multiple remedies; learn the indications of homeopathic remedies; provide a clear integration and application of understanding homeopathic Materia Medica; explain the sources of material medica, clinical cases and provings, to further fully develop the indications, keynotes and the structure of remedy pictures.

## **Affinities, Applied and Comparative Materia Medica HOMET301**

This subject provides an integration and consolidation of comparative and therapeutic materia medica indications of multiple remedies. Students compare and contrast the indications of homeopathic remedies and differentiate homeopathic remedies having an affinity to an organ or system to be used in an acute condition. Includes rubric selection, repertory work, sample cases, and appropriate research studies. Students will be encouraged to prepare a comparison chart for each therapeutic topic. Remedies are examined and analyzed with reference to various disease patterns and miasmatic activity. The study of therapeutic Materia Medica is explored, linking exact remedies to certain disease conditions and treatments. Remedy relationship is critically analyzed allowing the student to determine the connections between remedies and their actions on the client.

## **Philosophy of Health Healing and Homeopathy PHHH301**

This subject consolidates the study of the philosophy of homeopathy and its fundamental laws and principles. This subject provides the integration of theory to the clinical practice of homeopathy and create a platform to further study, especially research. The subject will also introduce students to searching the internet for quality homeopathic literature and the importance of critical thinking. This module aims to enable students to understand how to carry out a literature search, review and critique the located papers then develop an appreciation of how this impacts homeopaths in practice. It will also provide an overview of research methods utilized within the conventional scientific paradigm (including a basic understanding of statistics) and research methods used in the social sciences. Homeopathic provings will be discussed, focusing on the relationship between this specialist research method and the wider evidence base for homeopathy. An overview of health-related outcome measures will be provided, including a discussion of new measures that are in development within the homeopathy profession. Current scientific thinking about proposed mechanisms of remedy action and other developing theories in relation to homeopathy will be explored.

## **Clinical Skills and Practitioner Development CSPD401**

This course will progress the student from a point where they are academically knowledgeable with some experience in practice, to being in full-time practice. It will provide a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students participate in the clinic as active case takers and join a group discussion of case analysis and recommendation. The course aims to give the student the ability to take a thorough and confident case history and to analyze cases in a group setting with a clinic supervisor. To allow the student to become aware of transference and counter transference issues. It will also have emphasis on case and boundary management. This course aims to prepare the student for homeopathic practice and looks at key areas such as how to build a

business, business development and management, marketing skills, the therapeutic relationship and professional conduct. This course will be as vocational as possible aimed to inspire students going into practice upon graduation. It will help the students identify key issues that need to be addressed before setting up in business with emphasis to formulate a business action plan.

### **Clinical Training Student Observation Clinic and Case Management Clinic CTSC401**

This module aims to enable the student to comprehend clinical protocol and give the student the necessary skills to participate within a clinic environment. It provides an understanding of the Code of Ethics within the profession. The module will further develop case taking, observation skills and allow the student to become aware of reflective practice. This module will progress the student from a point where they are academically knowledgeable but inexperienced in practice. It will provide a secure, practical learning experience in which participants can become proficient, safe and confident practitioners. Students initially participate in the clinic as observers of active case takers, after which they join a group discussion of case analysis and recommendation. The module aims to give the student the ability to take a thorough and confident case history of a client within a supervised clinic environment. This module encourages the student to critically analyze themselves and others in role playing exercises with their peers and also to question their own belief structures in debates about ethical issues.

### **Homeopathy Materia Medica HOMM401**

To provide an introduction to the Materia Medica indications of multiple remedies. To learn the indications of homeopathic remedies. To provide a clear integration and application of understanding homeopathic Materia Medica. To explain the sources of Materia Medica, clinical cases and provings, to further fully develop the indications, keynotes and the structure of remedy pictures.

### **Affinities, Applied and Comparative Materia Medica HOMET401**

This subject provides an integration and consolidation of comparative and therapeutic materia medica indications of multiple remedies. Students compare and contrast the indications of homeopathic remedies and differentiate homeopathic remedies having an affinity to an organ or system to be used in an acute condition. Includes rubric selection, repertory work, sample cases, and appropriate research studies. Students will be encouraged to prepare a comparison chart for each therapeutic topic. Remedies are examined and analyzed with reference to various disease patterns and miasmatic activity. The study of therapeutic Materia Medica is explored, linking exact remedies to certain disease conditions and treatments. Remedy relationship is critically analyzed allowing the student to determine the connections between remedies and their actions on the client.

### **Philosophy of Health Healing and Homeopathy PHHH401**

This subject consolidates the study of the philosophy of homeopathy and its fundamental laws and principles. This subject provides the integration of theory to the clinical practice of homeopathy and create a platform to further study, especially research. This module aims to enable students to understand how to carry out a literature search, review and critique the



located papers then develop an appreciation of how this impacts homeopaths in practice. It will also provide an overview of research methods utilized within the conventional scientific paradigm (including a basic understanding of statistics) and research methods used in the social sciences. Homeopathic provings will be discussed, focusing on the relationship between this specialist research method and the wider evidence base for homeopathy. An overview of health-related outcome measures will be provided, including a discussion of new measures that are in development within the homeopathy profession. Current scientific thinking about proposed mechanisms of remedy action and other developing theories in relation to homeopathy will be explored. Accessing research literature, critical reading skills, understanding statistics in research papers. Research paradigms and perspectives. Overview of qualitative and quantitative research methodologies and the appropriate use of each approach in relation to homeopathic practice. Outcome measures, measuring health and changes in health. Exploring current hypotheses for homeopathy, including mechanism of action, and related theories.

### **Health Sciences APPD101**

This subject provides the student with a background in understanding basic normal anatomy and physiology and pathophysiology. It includes the study of all a body systems as well as obstetrics and psychiatry. It includes customary allopathic diagnostic testing and medical treatment of acute and chronic common health problems. The content is intentionally chosen to provide the stated goals for knowledge in these areas stated by the CHC in the Health Sciences/Human Pathology Study Guide and includes the situations where referrals should be made in the longer or shorter term, and to recognize emergency situations as they occur requiring immediate referral for emergency care.

## **CLINICAL TRAINING**

The AHE clinic sees live cases only. Unlike other programs that give ‘hours’ for paper cases or pre-recorded video cases, at AHE we are fortunate to run a busy live clinic with clients of all ages and walks of life with the most diverse imaginable presenting complaints. The AHE clinic meets and exceeds all requirements of the CHC and ACHENA with at least 500 total hours of clinical training, including 250 hours of observation and 250 hours of actively managing cases.

## **WHAT SETS AHE CLINICAL TRAINING APART?**

### **LIVE CLINIC**

Our clinic offers 500 hours of live cases. This includes case analysis and case management instruction. This integrated clinical training model is unique to AHE and serves as a major point of difference relative to other foundational training programs anywhere in the world. AHE’s clinical offices feature a live video conferencing feed to enable real-time observation and feedback to accommodate live students in all parts of the country, and world – in real time.

The observation phase of clinical training is an introduction to clinical practice, with an experienced clinician demonstrating case-taking techniques along with in-depth, step-by-step case evaluation, remedy differentiation, and selection. In the early days of clinic, students watch experienced clinicians and advanced students, and are taken through the process of case analysis with an experienced clinician. Clients seen in the observation phase come for one initial consultation and one follow-up. After that, the client moves into the supervision practice of a fourth-year student, thus forming the crucial first step in practice building. In addition, a senior case manager “mentors” a junior student in the long-term case management and begins the road toward becoming a supervisor. In this way we build community, competence and confidence.

AHE’s clinical training model has a multi-tiered process where students move from observation to case coordination, to case management, to supervision, to independent study as they demonstrate their competency and an integrated mentorship program that is the clinical capstone. Students begin their clinical training in their first week of study where the process makes sense to the student because they can apply their learning immediately. Our clinical training prepares students for the rigors of practice because they learn in a real clinic setting. In addition, our clinic is built around long term follow up. Through the smart and soulful use of technology – a real-time telehealth model, our clinical training is available to people worldwide and is supported by the Clinical Training Hub on our LMS where cases are followed and tracked for many years.

### **ACUTE CLINIC INTERNSHIP**

The AHE Clinical Training Program now includes 50 hours specific to Acute and 1<sup>st</sup> Aid case taking and case management through the Acute Clinic Internship. Provided during semester 2 of the full-time program, and year 2 of the part-time program, students will engage directly with

clients in acute situations and learn to develop the crucial skill of differentiating between a truly acute case and an acute exacerbation of a chronic condition. Students have the unique opportunity to observe real-time Acute and 1st Aid cases and engage in case taking, case analysis, and case management under the direct supervision of an AHE Clinical Supervisor.

## **RESEARCH**

In our clinic, all students take part in a supervised pilot project to audit their individual and clinic cases and also learn to use patient satisfaction outcome surveys. They are involved in simple yet important practice-based research. In this way, each student will have the opportunity to apply research theory to clinical practice.

## **CAPACITY BUILDING AND DEVELOPING PRACTICE**

In the AHE clinic, every client is assigned a “Care Team” consisting of a case manager, 2-3 case coordinators, and 2 clinical supervisors. As students advance, they move from being an observer to being a case coordinator where they partner with a case manager. The case manager is an advanced student working with a clinical supervisor in the ongoing management of that client. The case manager is responsible for all client interactions, and they work in partnership with a case coordinator, training the junior level student in the important skills needed to manage clients in practice. Through this sequence we build the student’s practice. Students who are assigned as case managers may take those clients into their own practice upon graduation and every client in the clinic is ultimately released to the practice of an advanced student or graduate. The process enables students to graduate with a full practice. The AHE graduate will have a minimum of 10 clients upon completion of the program. Stalwart students have graduated with 30-50 clients.

## **THE AHE CLINIC - IN SUMMARY**

- We do not use video cases and algorithms to fulfill requirements, clinic is always live.
- Our clinical training is a pathway into the profession as it prepares students on every level.
- Clinic systematically builds upon the student’s skills throughout the 500 hours of training.
- Our analytical method is client driven. Students learn to apply an individual approach to each case. This is not a one size fits all model. Students learn and employ all methods to unlock a case. Ultimately, AHE students will utilize all of the most modern tools of analysis.
- Clinic is not an academic process; this is a real functioning clinic. The student experience is hands on and includes management and business skills necessary in professional practice.
- We offer a lot of clinical training! Our process is one of gradual saturation in the application of homeopathic foundational principles.
- Students attend clinic on a regular basis, multiple days a month. Readiness for practice, case management and case analysis are made seamless through repetition and familiarity.
- We welcome students or graduates from other schools to ‘top-up’ their clinical hours.
- All Supervision costs are included in tuition – no additional cost for working with a supervisor.

## FROM THE ACADEMIC DIRECTOR

*Thank you for your interest in the Academy of Homeopathy Education, the best and most flexible provider of Homeopathy education in the US.*

*AHE is a centre of excellence for Homeopathy which supports the transformation of healthcare, within a model that combines the best of conventional and complementary modalities to deliver a holistic approach to health and wellbeing.*

*AHE brings together a team of healthcare professionals and CM practitioners focused on health promotion, self-care and lifestyle management through the lens of Homeopathy. We support connections between mind and body and between individuals and their communities, and above all, Nature.*

*By far, the best thing about AHE is that we are absolutely passionate about homeopathy. Our students feel that and are motivated by it. Our faculty is passionate about blending evidence-informed medicine with the magic and wonder of the natural world and human experience. We do this by delivering an academically rigorous curriculum with the latest in theory and technology – in a supportive and collaborative realm of discovery that engages heart, mind and soul.*

*When you join AHE, you connect to our global healing community. Our faculty, students and clients hail from around the country – and around the globe reminding us every day of how small the world has become in the 21st century. When you study homeopathy with AHE, you learn to connect the ancient healing arts to the scientifically sound and evidence-informed practices that are required for the rigors of our times. Connect to a motivated, inspired and enlightened learning community as you connect to the natural world... and reconnect to yourself.*

*We believe in:*

- Homeopathic care that supports a working collaboration between patients and practitioners to improve health and wellbeing*
- Being a Centre of Academic Excellence for homeopathy education, research and evaluation*

**Alastair Gray**  
**PhD, MSc, BAHons, ADH, DSH, PCH, PCHom**  
**Academic Director**

# EDUCATIONAL AND PROGRAM OUTCOMES

The AHE Professional Program in Homeopathy aims to:

- Provide education and training to produce graduates who will be competent, empowered, safe, practical and compassionate practitioners in Homeopathy.
- Provide graduates with a thorough preparation in the principles and applications of Homeopathy, underpinned by sufficient knowledge and understanding of current orthodox anatomy, physiology, pharmacology and pathology and procedures to become a safe and competent practitioner.
- Instill in the student recognition of the development of Homeopathy as a fully recognized professional career that can sustain the individuals who practice it.
- Develop autonomous lifelong learners with the professional curiosity to continually develop knowledge, understanding and skills and to potentially conduct research that will underpin future evidence-based practice.

## GRADUATE OUTCOMES AND ATTRIBUTES

This program prepares students for practice in Homeopathy and is designed to meet the requirements of the CHC and our accreditor. Our successful graduates have taken up a range of work opportunities related to Homeopathy which is a rapidly expanding area. These include practice as a Homeopath in a small business, independently or with other complementary medicine practitioners, Homeopathy pharmacies or in conjunction with other organizations including charitable and commercial organizations.

## PROFESSIONAL CERTIFICATION REQUIREMENTS

The AHE program of study is designed to meet/exceed the academic, clinical, and supervision requirements of the Council on Homeopathic Certification (CHC). Satisfactory completion of the AHE program qualifies students to sit for the CHC exam in Homeopathy. As of January 2018, the CHC announced that only students who graduate from an ACHENA accredited program will be eligible to sit for the CHC Certification exam. Graduates are strongly encouraged/expected to pursue CHC certification and to join the professional organization, North American Society of Homeopaths (NASH), which offers both student and professional memberships.

## CERTIFICATION AND PLACEMENT

A majority of AHE graduates are successfully practicing homeopathy in their communities through self-employed private practice. Currently in the US, the practice of homeopathy varies widely; through private practices operated by professionally trained homeopaths; by licensed practitioners in complimentary healing modalities who have added homeopathy to their existing practice; and home-use, by well-informed parents who opt to use over-the-counter homeopathic medicines for their families. Levels of education in homeopathy vary widely, and here at AHE, we provide the highest level of education and clinical training to prepare our students for successful professional practice in this emerging field. As the consumer demand for holistic methods of healing and healthcare grows, employment opportunities in the field of homeopathy continue to grow in the areas of homeopathic education, research, pharmacy, and advocacy.

AHE prepares and encourages all graduates to sit for National Board Certification through the [Council for Homeopathic Certification](#) (CHC), the certifying body for professional homeopaths in the U.S. Additional homeopathic credentialing may be available to licensed practitioners through the [American Institute of Homeopathy](#), certifying medical and osteopathic doctors in the U.S. through the American Board of Homeotherapeutics, and [The Homeopathic Academy of Naturopathic Physicians](#) (HANP), certifying naturopathic physicians in the U.S. The scope of practice in the field of homeopathy varies from state to state and students are encouraged to research the rules and regulations for the practice of homeopathy in their respective states of residence. Many states have adapted legislation protecting the practice of homeopathy for professional homeopaths through what are called Safe Harbor Laws. For up to date and detailed information about Safe Harbor Laws visit the [National Health Freedom Coalition](#).

## MODE OF DELIVERY

AHE employs blended and flexible learning strategies for both full-time and part-time homeopathy study. We use distance learning technologies and a Learning Management System which includes live video conferencing and asynchronous learning activities and assessments.

## THE LEARNING ENVIRONMENT

We create a learning environment that inspires collaboration, skill building, and community building. Students will find a welcoming space that honors their individuality in the knowledge that learning experiences can be gained in many different forms and in a range of learning environments.

## LEARNING TECHNOLOGIES AND REQUIREMENTS

AHE values the smart use of technology, and we provide the flexible options students need in the 21st century. We utilize the latest technology to allow students to engage in the classroom in real time. You can study synchronously but flexibly.

The AHE team has much experience in online learning, we have conducted thousands of webinars over the last ten years and engaged with learners across the globe. This experience has allowed us to thoughtfully bring balance to meeting the needs of students in an online learning environment while staying grounded in the reality that we are studying natural medicine and the natural world. It's quite a balance to strike!

To ensure success in our cutting-edge learning environment, students should have access to high-speed internet and a dependable computer that can support online video conferencing platforms. Students must also have a valid email address and basic computer proficiency.

## STUDENT SUPPORT SERVICES

AHE's primary goal is to provide unparalleled service to its students to facilitate achievement in their educational and professional goals. We provide individual attention, where needed, in order to create a supportive network for students throughout their experience at AHE. Support services include academic advising and tutoring, orientation for new students, business development courses, access to the AHE Historical Library, homeopathy software packages, and access to homeopathy research projects.

Once students are ready to begin practice, AHE works to create employment opportunities for its students in the community.

Students are also able to receive homeopathic treatments at reduced rates in the clinic.

## ACADEMIC SUPPORT AND STUDENT ADVISING

AHE provides various levels of academic support including group and individual tutoring for academic writing skills, practical application of homeopathic concepts and principles in clinical analysis and management, and general learning support.

Students are invited to speak with the Academic Director or the Academic Manager about any concerns regarding the curriculum, assessments, learning challenges, or other difficulties. AHE is committed to assisting each student's learning and has experience in guiding and supporting students. Students can email the Academic Manager at any time.

All students at AHE have access to advising from support personnel, including the Manager of Clinical Services and Student Support who assists students with all aspects of clinical training, financial matters, admission and enrollment.

Unique to AHE's educational structure is our flexibility in pace of study combined with our ability to monitor student progress at an individual level. This allows our staff and faculty to regularly provide feedback and advise students who may be falling behind academically or clinically to seek out remediation or tutoring, slow down their pace of study, or even go back and re-do certain courses where they may not be fully integrating concepts or demonstrating competency.

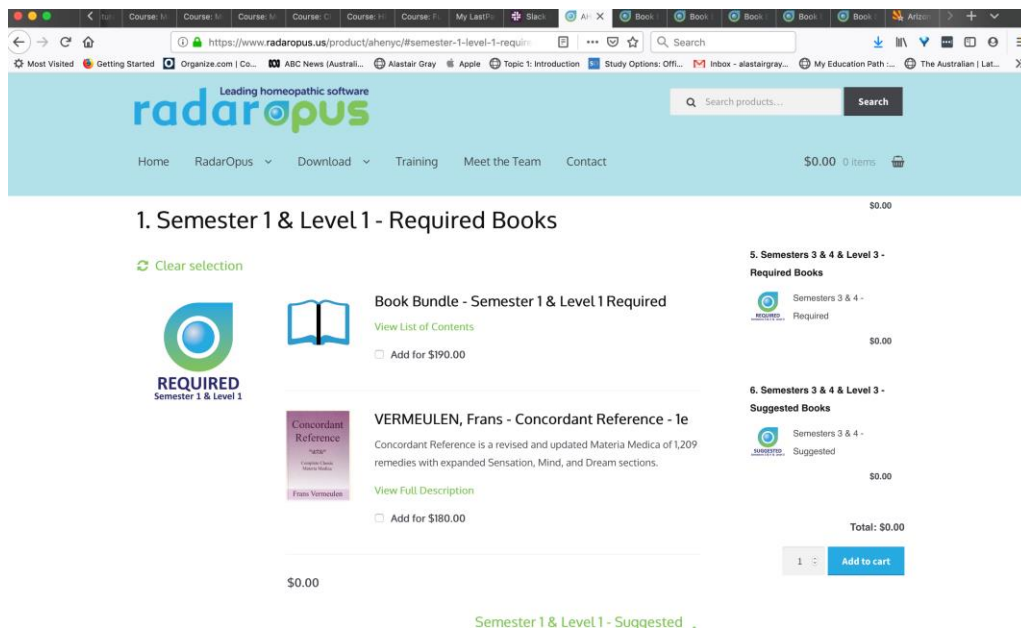
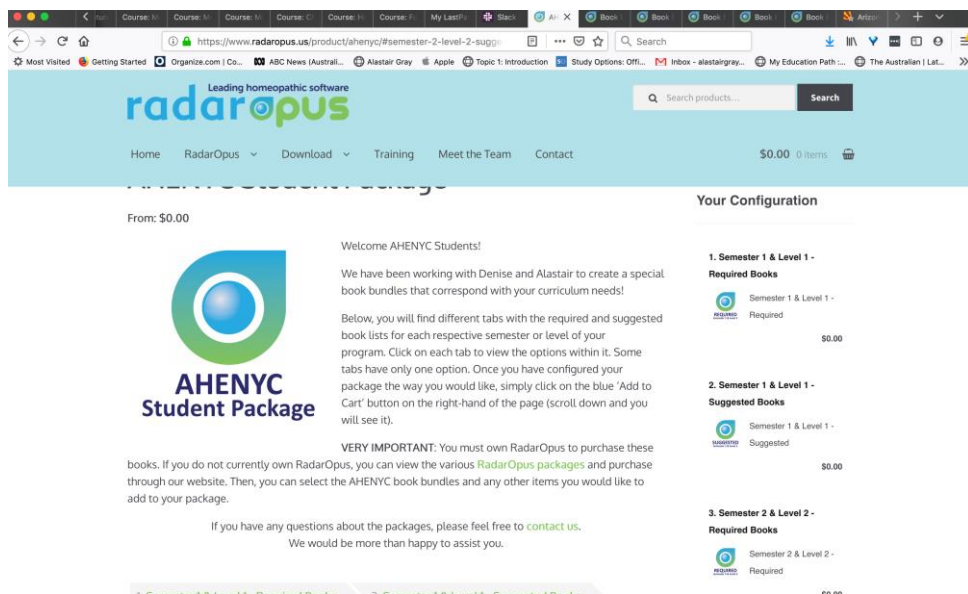
## STUDENT ORIENTATION PROGRAM

Students are required to participate in the online orientation program. This takes place at the beginning of each academic year. Topics include orienting students to the program, effective use of technology, introductions of faculty and staff, and opportunities to come together as a learning community.



# HOMEOPATHY SOFTWARE

Students receive full access to Radar Opus Software for the time they are enrolled in the program. Upon graduation, students are offered additional discounts on Radar Opus homeopathy software and products.



## **DISABILITY SERVICES**

AHE is committed to ensuring that all students have equal access to its academic programs. It is advised that when applying to the school, students discuss any disability or limitation with the Academic Director. This information will not be used in determining their eligibility for admission, but will facilitate a conversation about possible accommodations, support systems and advice on how to proceed in their program. Enrolled students should also speak to the Academic Director at any time during the program, should they develop a disability, or begin to suspect they may have one. This will give both the individual and AHE adequate time to discuss arrangements that can be made to ensure the learning environment is suitable.

AHE has a policy of supporting students with learning challenges and is committed to giving students the support they need in order to carry out their studies. While AHE works to provide every student with reasonable accommodation, we reserve the right to refuse any accommodation that would fundamentally alter the academic program or would pose an undue burden on the institution.

## **RESEARCH**

Students participate in AHE research projects such as familiarization with the clinical outcomes tool, MYCAW. In the course of clinical training at AHE it is expected that the Case Manager will record a MYCAW score at the end of the initial consultation and all follow-up appointments and will ensure that they are uploaded to the Clinical Training Hub. Similarly, in supervision MYCAW data is also collected for all students' initial intakes and follow ups. Students do not receive credit for their case without MYCAW data. Students are also offered opportunities to participate in research projects through HOHM Partners Foundation research office.

## **COMMUNITY SERVICE**

As AHE prepares future leaders in the profession, we strongly encourage student involvement in the community throughout the duration of the program and continuing into practice. To date, AHE students and alumni have held various and vital volunteer positions in organizations such as the Accreditation Commission for Homeopathic Education in North America (ACHENA), HOHM Partners Foundation, Homeopathy Help Network (HHN), Council for Homeopathic Certification (CHC), National Center for Homeopathy (NCH), Americans for Homeopathy Choice.

## **TRANSCRIPTS**

Official transcripts may be obtained by written request. AHE reserves the right to withhold transcripts from students who are not in good financial standing with the school.

## **MALPRACTICE INSURANCE**

Policy coverage is included in students' registration fee. This insurance covers all clinical activities that take place as part of AHE's clinical training program. It does not cover clinical work outside of the program.

## **ALUMNI SERVICES**

AHE offers a variety of services to its alumni. These services include:

- Webinars
- Workshops
- The ACES program
- Business Support and Counselling
- Job Opportunities and Postings

AHE's ACES program, Alumni Continuing Education Sessions, was created as a way for alumni to continue their studies while staying in touch with their educational community. The primary intention of ACES is to provide a regular platform for case analysis, management and pharmacy questions and discussions.

ACES also delivers short "lectures" in response to student requests to go deeper into topics related to therapeutics, materia medica, history, philosophy and practitioner development.

Ultimately, ACES was envisioned as a place where students could come together as a larger community to pool resources towards the betterment of our profession.

# LEARNING RESOURCES AND LIBRARY

## LEARNING MANAGEMENT SYSTEM (LMS)

AHE delivers its core academic documentation, learning and teaching materials, supplemental learning materials, assessments, and instructions for reading and pre-reading via the Learning Management System (LMS). All assignments will be uploaded onto the LMS.

Orientation to the LMS will take place as often as is necessary to enable and facilitate confidence in navigating the system. It is vital that all students spend a significant amount of time becoming familiar with the LMS. AHE will not send out individual emails of learning materials once proficiency has been reached with utilization of the LMS.

The LMS also provides an opportunity for students to communicate, share, and learn informally in forums and discussion threads. Student forums are the basis of a learning community and participation is expected.

## BOOKS

A booklist is available on enrollment detailing books needs for each course. Booklists are also located in on the LMS. To purchase, students can go to any of the Homeopathy book sellers and make purchases in the traditional way. Or, they can go to this site, <http://www.radaropus.us/product/ahenyc/#radaropus-program> to purchase books electronically. AHE has an MOU with RadarOpus and many, if not most, of the books needed for the course are available electronically. Note: not all books are available in this software. The remaining books will still need to be purchased.

## AHE HISTORICAL LIBRARY

AHE students have access to the 1500 homeopathic books, as well as reference books and books related to other healthcare modalities in the AHE library including the Jay Yasgur antiquarian book collection that includes the research materials utilized to write his seminal work, *The Homeopathic Dictionary*. AHE's extensive library including a large collection of historic volumes as well as modern resources can be accessed in person in Philadelphia. AHE is exploring potential ways to digitalize its historic library so that volumes could be accessed by students online.

# AMERICAN INSTITUTE OF HOMEOPATHY – EXCLUSIVE EDUCATIONAL PROVIDER

AHE is partnered with the [American Institute of Homeopathy](#) (AIH) as their exclusive educational provider for licensed healthcare professionals - medical, osteopathic, naturopathic, dentists, veterinarians, nurse practitioners, physician assistants, pharmacologists, and pharmacists.

Established in 1844, the American Institute of Homeopathy (AIH) is the oldest national medical association in the United States. Their mission is to promote the science and art of homeopathic medicine, to safeguard the interests of the homeopathic medical profession, to improve the standards of homeopathic medical education, to educate the medical and scientific communities about the scientific basis for homeopathic medicine, and to increase public knowledge and acceptance of homeopathy as a medical specialty.

## ACUTE CARE HOMEOPATHY COURSE FOR MEDICAL PROFESSIONALS

In partnership with the AIH, the Academy of Homeopathy Education is proud to provide this 28-week course open to all licensed healthcare providers. [Acute Care Homeopathy for Medical Professionals](#)\* is a customized educational program designed for busy medical professionals interested in enhancing their practice with Homeopathy. Grounded in the original theory and philosophy of Homeopathy, AHE's rigorous curriculum empowers practitioners, and its inspirational delivery encourages further study towards the mastery of the full expression of Homeopathy for chronic care.

### COURSE FEATURES

- 28-week course
- 125 didactic hours
- 25-hour clinical internship

### DELIVERY

- One live 90-minute session per week
- One recorded 90-minute session per week

### FACULTY

Denise Straiges, CCH, RSHom(NA), PCH  
Alastair Gray, PhD, PCHom  
Todd Hoover, MD, DHT

Molly Punzo, MD  
Ron Whitmont, MD

## **SUBJECTS**

### **Philosophy of Health, Healing, and Homeopathy**

This subject provides an introduction to the history of complementary medicine, the evolution of homeopathy, and its fundamental laws and principles.

### **Homeopathy Materia Medica I**

An introduction to the materia medica and clinical indications of multiple remedies

### **Affinities, Applied and Comparative Materia Medica**

This subject provides an introduction to the comparative and therapeutic materia medica indications of multiple remedies.

### **Acute Prescribing in Homeopathy**

Case taking and case analysis using simple repertorial matrices are demonstrated in the study of acute first aid clinical situations and relevant therapeutics.

### **Acute Clinical Internship**

This module aims to enable the student to comprehend clinical protocol and give the student the necessary skills to participate in a clinic environment.

*\*This course is not required to be licensed or accredited*

# LEADERSHIP TEAM – DIRECTORS AND MANAGERS

**Denise Straiges, CCH, RSHom(NA), PCH**  
AHE President, Clinical Director, Board President

**Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom**  
Director of Academics, Operations, and Research, Board Treasurer

**Carli Auer, BS**  
Compliance Manager, Board Secretary

**Meg Smith, BA, CCH**  
Board Member

**Andria Hagstrom, CCH**  
Academic Manager and Student Success Coordinator, Board Member

**Veronica Wolf, CCH**  
Manager of Clinical Services, Admissions Manager, Bursar, Pastoral Student Support Coordinator & Executive Administrator

**Sherry McAnelly, CCH**  
Manager of Media and Marketing

\*For a full list of all AHE Directors, Faculty, and Staff bios see Appendix A of this catalog.

# AHE POLICIES

## STATEMENT ON POLICY CHANGES OR UPDATES

AHE reserves the right to update or change any of its policies, procedures, and fees at its discretion to best meet the needs of students, faculty, staff and the health of academic and clinic operations. Students and staff will be notified of any changes made to policies, procedures, and fees via email at least 14 days before changes are implemented and those changes will be regularly updated and documented in this Catalog on the AHE website.

## ADMISSIONS

AHE maintains high standards for entry into its program. This rigor, along with a clear admissions process, ensures that only high-quality students are enrolled at AHE.

As directed by our professional accreditor, ACHENA, AHE implements an admissions policy that requires prior academic experience to include the completion of two years, or 60 semester credits, of education at the baccalaureate level from a college or university accredited by an agency recognized by the U.S. Department of Education. A minimum GPA of 2.5 is required in all postsecondary work.

In addition, and on an exceptional basis, per ACHENA Standards, AHE may exempt exceptional applicants from the requirement of prior academic experience. The rationale for the exemption and unique experience of the applicant is clearly documented in the admissions record of the applicant. The process for determining these rare exemptions can be found below under the heading, "Exemption to prerequisite per ACHENA admissions standard."

AHE also implements a co-requisite strategy for the course of medical sciences. Homeopathy students who have not yet taken this course must have completed medical science by the end of their first year at AHE, prior to beginning supervised casework.

### Admissions Criteria

AHE's accrediting body, ACHENA, requires as a prerequisite for admission into the professional program, completion of at least two academic years (60 semester credits/90 quarter credits) of education at the baccalaureate level from a college or university accredited by an agency recognized by the U.S. Department of Education. A minimum GPA of 2.5 is required in all postsecondary work. In addition, all applicants must be at least 18 years of age. Admission to AHE will be granted upon completion of the application process which includes a \$100



application fee, an interview, the submission of two letters of recommendation, transcripts from prior learning, and a signed enrollment agreement.

## **Admissions Process**

The admissions process is as follows:

- Prospective students submit a written application including a \$100 application fee, two letters of recommendation, and transcripts of prior learning.
- Prospective students then meet with AHE's President to discuss program requirements, review placement options, and determine whether placement at AHE is appropriate.
- Prospective students are notified in writing of their admission status and will receive a letter of acceptance, a notice of appointment to a waiting list, or a letter of denial
- Prospective students that are granted admission may defer their admission for one year without having to reapply.
- If accepted, the student must complete and sign the AHE Enrollment Agreement before commencing courses in the program.

All students who apply to AHE must submit all prior transcripts in order to be admitted. When necessary, unofficial transcripts may be used temporarily for conditional admittance until official transcripts are submitted.

## **Exemption to prerequisite per ACHENA admissions standard**

The professional accreditor, ACHENA, currently allows for an exemption to the requirement of two years or 60 semester credits at the baccalaureate level for exceptional applicants. The process of assessment of prior learning in relation to the exemption is contextualized as follows:

The homeopathy community's accepted [Standards and Competencies](#) document highlights the qualities sought in a homeopath which include, but are not limited to maturity, integrity, self-discipline, professional judgment, empathy, communication skills, concern for others, enthusiasm and curiosity, motivation, leadership skills, and any experience with medicine. As a consequence of this regulatory exemption, AHE recognizes that learners may have achieved an equivalent level of post-secondary learning through work, military service, training, or other experiences outside the formal post-secondary education system. Therefore, on rare occasions for exceptional applicants who have not completed two years or 60 semester credits at the baccalaureate level, the prior education required for admission may be earned through a holistic assessment of prior learning. In this assessment, AHE is looking for a core set of entry-level competencies that will allow the applicant to succeed at the school and will later allow them to successfully practice in the field. Competencies assessed include:

## **General Academic Competencies**

Students must possess strong intellectual skills in order to succeed in the program. In recognition of the importance of intellectual multiplicity, students must have well developed critical thinking, reading, writing, and reasoning skills.

## **Personal Competencies and Traits**

Students must possess requisite personal skills including self-awareness, motivation, communication, responsibility, perseverance, reliability and professional and personal ethics. Personal experience with and an ardent passion for homeopathy are also considered.

## **Process for Evaluating Competencies**

In addition to the existing AHE admissions criteria, prospective students who are not able to provide evidence of two years or 60 semester credits of prior learning and who wish to take advantage of this exemption, to be admitted based on a holistic evaluation of prior learning, will meet with the President for an interview to discuss the program's educational objectives and level of academic rigor. The prospective student is then invited to write a letter to the AHE Admissions Committee, made up of the Academic Manager and Academic Director. In this letter, applicants must clearly document how their life experience uniquely qualifies them for admission to the school, attaching supporting documentation as necessary.

Upon review of this letter, if the Admissions Committee finds the applicant to be a good candidate for admission under this exemption, the applicant will have an interview with the admissions committee at which time it may be determined that further assessment to evaluate competency is needed. Assessments may include a challenge exam and/or a portfolio submission. If, on review of this documentation, the Admissions Committee determines that the student's prior training and experience is equivalent to the traditional education requirement, the student will be considered for admission. The final decision on acceptance of a potential student rests with the President and Admissions Committee together, and the applicant will be notified in writing with a letter of acceptance or denial. Documentation of interviews, competency assessments, and Admissions Committee deliberations are clearly documented in the applicant's file. If accepted, these students will be given extra educational support and guidance throughout the first year from the teaching staff and Academic Manager.

Previous students who have been accepted with prior learning assessment include students who are already homeopaths [not uncommon in an evolving and maturing profession,] and transfer students from other homeopathy schools.

## **Admission via Assessment of Prior Learning**

Students awarded credit through prior learning assessment should be aware that some state licensing agencies and some institutions may not accept prior learning assessment credits.

## **Advanced Standing**

AHE utilizes a comprehensive process to assure appropriate advanced standing placement. All assessments of prior learning are made by the Academic Director and Academic Manager and are detailed in the Transfer Student Policy.

AHE allows for challenge exams when a student feels they have mastered the course learning objectives but lacks evidence of or transcripts from prior learning in homeopathy.

## **Transfer Student Policy**

Transfer students are welcome at AHE. Whether previous homeopathy training may be counted toward graduation requirements is determined on a case-by-case basis. The Academic Director will evaluate the successful completion of homeopathy courses taken at homeopathy institutions to determine which transfer credits may be accepted. For evaluation of credit, applicants must provide official transcripts, and may be required to provide a program catalog, course description, and/or course syllabus. In some cases, additional information may be required detailing, for example, clinical hours and supervisor qualifications in the case of reviewing clinical credit. However, based on the degree of profession-wide maturity, transcript documentation, advanced standing and transfer processes mean that, at times, this information is not available.

AHE has followed best practices to the highest degree possible in order to accurately verify prior learning. A course is evaluated by the Academic Director based on its level at the issuing institution. Courses under consideration are evaluated for similarity of course content and competencies. Audited courses are not transferable.

Courses in the American Higher Education sector that are level 400 + and are taught at the same or higher level of the comparable AHE course are available for credit. Evidence of the topic, assessment, depth studied, hours studied, are all considered. The course must cover substantially the same subject matter as described in AHE catalog.

Further work may be required when a course has been taken at an undergraduate level and is not generally transferable.

All transfer students must attend AHE for a minimum of one academic year in order to complete the program. All current transfer students at AHE have or will have attended AHE for the minimum of one year prior to graduation.

### **Foreign Student Admission Policy**

Prospective students with foreign education must provide an Assessment Report evaluated, verified and translated, if necessary. In the event that transcripts and documents are not available to confirm the applicant's prior education, AHE will not engage in accepting the prospective student.

### **English as a Second Language Policy**

It is at the discretion of the Academic Director based on interviews with the future student to determine language proficiency. If there is a question about the applicant's capacity to meet the English language requirement, then AHE will require the applicant to demonstrate proficiency in English. In this instance AHE requires applicants with limited English proficiency to submit scores of at least 500 on the Test of English as a Foreign Language (TOEFL) and at least the currently reported mean score on the Test of Spoken English (TSE) or order to attain admission. Applicants are responsible for locating a TOEFL and TSE testing center.

## **COMPLETION REQUIREMENTS AND CERTIFICATE**

Completion of the Professional Program in Homeopathy will award graduates with a *Certificate of Achievement* once they have fulfilled the following completion requirements; 80% attendance in didactic coursework, completion of 500 hours in clinical training, a pass rate of 70% or higher on all assignments and quizzes, and demonstration of clinical competency in all skills assessments throughout Clinical Training. This Certificate is not a diploma or license to practice.

## **AHE STUDENT RIGHTS AND RESPONSIBILITIES**

AHE is committed to fostering, cultivating and preserving a culture of diversity, equity and inclusion. Every member of the AHE community has a shared responsibility and expectation to foster an environment of safety and inclusion. All members should act with respect to all students', faculty's and employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make us unique.

Students can expect AHE to deliver the training program as advertised. In exceptional circumstances, lectures may be changed at short notice. Also, in the event of unforeseen circumstances or factors outside the organizer's control, such as, but not limited to, factors affecting availability of teachers, AHE reserves the right to alter the dates, content, teachers, or format of the course, while making every effort to maintain the intended material and style as far as possible. No refunds will be given under any such circumstances. Students can expect AHE to deliver the course at a graduate level such that the course material and assessments satisfy the requirement of a professional course.

Students have the right to inspect and review their educational records, to challenge the content of those records, to have a hearing if the outcome of the challenge is unsatisfactory, to submit an explanatory statement for inclusion in the record if the outcome of the hearing is unsatisfactory. Students also have the right to prevent disclosure, with certain exceptions, of personally identifiable information.

# AHE CODE OF ETHICS

Code of Ethics Definition: An academic Code of Ethics a set of ethical principles governing an academic community based on ideals that define what constitutes honorable and ethical behavior within that community. AHE is a place of high standards and in keeping with the philosophy of the school, any breach of this Code of Ethics or the Student Code of Conduct may result in serious consequences, including possible dismissal. All members of the AHE Community are expected to uphold the Code of Ethics and act according to the Student Code of Conduct.

## **Academy of Homeopathy Education Code of Ethics:**

### *Respect:*

Act with respect toward all members of the AHE community, the wider homeopathy community, humanity, and the natural world. Respect the history, traditions, and principles of homeopathy.

### *Integrity:*

Act with the highest integrity in the study of homeopathy, interactions within the homeopathy community, and in all roles and responsibilities personally and professionally.

### *Privacy:*

Maintain confidentiality in all applicable aspects of the study of homeopathy, clinical training and practice, and professional practice.

### *Competency:*

Only engage in homeopathic practice that is within one's scope of education and experience.

### *Professionalism:*

Maintain a high level of professionalism as a representative of the AHE community and within the wider homeopathy community.

## **MISCONDUCT AND DISCIPLINARY**

All members of the AHE community must share in upholding the principles of respect, integrity, privacy, competency, and professionalism, which are the foundation of the AHE Code of Ethics. All students should be familiar with the academic and clinical conduct expectations articulated in the AHE Code of Ethics and Student Code of Conduct as written in the student handbooks and must act in accordance with these guidelines at all times. AHE will take appropriate disciplinary action in alleged cases of misconduct in any form.

### **PLAGIARISM**

Plagiarism is taking someone else's work or ideas and presenting it as your own. Plagiarism is not just restricted to essays or reports; it can happen with visual work as well. Plagiarism includes:

- Copying – submission of someone else's work as your own, either entirely or in part. The original work could be from the internet, a classmate, or a student in a previous year.
- Failing to indicate a direct quote in the text; quotation marks and citations should be used.
- Paraphrasing or synthesizing material or ideas from a book, journal article, or internet site without acknowledging the source in the text.
- Composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text.
- Using one's own previous work from another assignment without acknowledging it.

AHE takes plagiarism seriously. Students who violate plagiarism guidelines will face a penalty if found guilty, regardless of whether it was unintentional or a first offense. Students should, therefore, make sure they understand how to reference properly, so that they can use another author's work without plagiarizing. Students are advised to consult the LMS to find resources on essay writing, referencing, and plagiarism.

Periodically AHE uses plagiarism software and checks similarity scores with students' submitted assignments. A similarity score of more than 25% is investigated in line with AHE Academic Misconduct regulations.

### **EXAM MISCONDUCT**

Academic misconduct also covers examinations. Students should ensure that they read the exam regulations prior to taking exams in order to ensure that they know what is permitted. Unless stated otherwise, all quizzes must be completed in one sitting; they cannot be saved and returned to later. Further, all quizzes are closed book and are to be completed without reference to any outside resources, either text or internet.

## **CLINICAL MISCONDUCT**

Clinical misconduct can include any breach of the AHE Code of Conduct but is especially related to confidentiality, professional boundaries, and scope of practice. Students are expected to follow all clinical policies and procedures articulated in the AHE Clinical Training and Supervision Handbook.

## **DISCIPLINARY PROCEDURES**

Disciplinary procedures may arise if a student has been accused of misconduct in any form while participating in the program of study provided by AHE. Disciplinary procedures are in place for minor offenses. If the Academic Director feels issue constitutes a serious offense, additional steps will be taken as follows:

### **MINOR OFFENSE**

- Step 1 - An assigned AHE administrator will notify the student of the issue against them in writing.
- Step 2 - The student will have an opportunity to reply in writing. There will then be a period of time allotted for appropriate action and a review meeting date will be set to assess any action taken.
- Step 3 - If the action has been taken and the assigned administrator feels the review is satisfactory then the matter will be closed, but the misconduct will remain on the student's record. If the assigned administrator feels the review is unsatisfactory, they will take appropriate action.

### **SERIOUS OFFENSE**

- Step 1- An assigned AHE Administrator will notify the student of the allegation against them in writing.
- Step 2 – The student will have an opportunity to reply in writing.
- Step 3 - The student may be put on probation or suspended from the school including all lectures and teaching clinics at the discretion of the assigned administrator.
- Step 4 - There is then a period of time allotted for an appropriate meeting between the assigned administrator and President to assess all the evidence, and a date set when a decision will be made. The assigned administrator may invite the student to meet and discuss the situation.
- Step 5 - The student will be notified in writing of the decision made by AHE.

## **Grievances**

If, on the resolution of a student complaint, the student is not satisfied that the program has adhered to its policy or been fair in its handling of the complaint, the student may apply the Grievance procedure outlined in the student handbook.



## **Sanctions**

Students must comply with all the points of conduct. Failure to do so may result in either probation, suspension, or expulsion.

### **Definitions of Sanctions**

Probation: this means “being on warning” not to engage in any other violations of the Code of Conduct.

Suspension: this means being removed from enrollment or any other participation in AHE for a defined period of time.

Expulsion: this means being expelled from enrollment, without any possibility of future re-enrollment.

# COMPLAINTS AND GRIEVANCES

## SUGGESTIONS AND COMPLAINTS

If students have a suggestion or an informal complaint about any aspect of their program of study, they should first raise the issue with the person concerned. If they are not satisfied with the outcome, they can progress the matter through informal and formal procedures step by step up the management structure of AHE.

Additionally, a formal process for students to offer feedback or share concerns is built into the AHE Governance Structure through *Student Advisory Meetings* during which student representatives from each cohort have the opportunity to ask questions and share feedback and concerns on behalf of their cohort. AHE logs all feedback from these meetings and responds to suggestions and concerns whenever possible.

AHE greatly values feedback gathered from *Student Advisory Meetings* and has been able to develop and implement many new initiatives in student support, assessment strategies, and clinical processes thanks to the constructive feedback of our students.

Suggestions and complaints will be:

- Treated seriously and with fairness
- Dealt with without undue delay, and in as straightforward a manner as possible
- Treated consistently across the school
- Dealt with and resolved, wherever possible in an informal way
- Progressed through stages leading, if necessary, to a formal stage

## GRIEVANCES

A student may bring a grievance against a faculty or staff member to the attention of an AHE administrator. The first contact for a grievance should be the AHE Compliance Manager, however, another manager or director may be contacted and assigned if necessary. Prior to filing a formal grievance, AHE strongly encourages students to discuss their concerns with the faculty or staff member concerned, if possible, or, if not, with a member of the AHE administration.

If a student chooses to file a formal grievance, the following procedure must be followed:

1. The student will describe the grievance in writing and present the grievance document to the Compliance Manager (or another AHE administrator if appropriate).
2. Once a grievance is received, next steps will be handled by either the Compliance Manager or another AHE administrator if appropriate, either of whom, for the purposes of the rest of this policy will be identified as the “assigned administrator.”

3. The assigned administrator shall inform the faculty or staff member in question of the grievance and provide him/her with a copy of the grievance document.
4. The first recourse in the event of a formal grievance is mediation. The assigned administrator shall appoint a mediator within 10 business days, and the appointee shall conduct a formal mediation with the student and the faculty or staff member. If the mediation comes to a conclusion acceptable to both parties, AHE will consider the grievance resolved. The assigned administrator shall keep a record of the grievance and mediation.
5. If a resolution cannot be achieved via mediation, the assigned administrator shall investigate the grievance within 10 business days of the failure of the mediation.
6. If the assigned administrator finds probable cause but the nature of the grievance is not adequately serious to warrant formal disciplinary action, the assigned administrator will attempt to resolve the matter informally.
7. If the assigned administrator finds probable cause and the nature of the grievance is adequately serious to potentially warrant disciplinary action, the assigned administrator shall inform both the student and the faculty or staff member of this finding. Then the assigned administrator shall hold a hearing on the grievance within 10 business days and render a final decision with another 10 business days.
8. If the student is unsatisfied with the assigned administrator's decision, she/he may appeal to the AHE President. The President will respond to the appeal within 10 business days. If the student's grievance is with the President, the student may bring her/his appeal to a member of the Board of Directors. The Board member will respond within 10 business days.
9. If the grievance is not resolved through the appeal process, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is:

1740 W. Adams Street, #3008  
Phoenix, AZ 85007  
Phone: 602/542-5709  
Website: [www.azppse.gov](http://www.azppse.gov)

# **TEACHING, LEARNING AND ASSESSMENT PLAN AND ACADEMIC POLICIES**

The learning, teaching, and assessment approaches used throughout AHE's program of study encourages students to be actively involved in their learning and to cooperate with other students. We aim to give prompt feedback on each student's learning, as well as provide opportunities to reflect upon and learn from that feedback.

## **TEACHING AND LEARNING METHODS**

Students will be actively involved in a range of learning, teaching, and assessment approaches as part of their study with AHE. Such active approaches aim to put students at the center of their education, so they are involved and engaged in all aspects of their assessment and learning. The student's program will require active participation in learning activities and engagement with fellow students both individually and collaboratively as part of a small group. Learning activities may also occur both within and outside the classroom.

## **ASSESSMENT METHODS**

Assessments are designed to reinforce learning, practice analysis and synthesis, strengthen critical thinking, and give feedback to both the student and teacher. Students are assigned assessments periodically throughout the course with full explanations. Students will receive an Assessment Schedule of all assessments and their due dates at the beginning of each academic year and can also access their assessment schedule and materials on the Learning Management System (LMS).

### **Submission of Assessments**

Assessments should be submitted electronically to the Learning Management System (LMS), unless otherwise directed. Students are encouraged to keep both an electronic and hard copy of their work. A signed plagiarism form (available on the LMS) must be submitted with each assessment.

All submitted assessments must:

- Include the cover sheet with self-assessment
- Include the student's last name and assessment name in the document title
- Be submitted in Microsoft Word format (docx). The LMS will only allow the upload of .docx files. Other file types including Pages and PDF are not acceptable.
- Word is the only format that allows graders to consistently insert comments.
- In certain circumstances when graphs or diagrams are needed, submission of PDF files may supplement word files

## Late Submissions and Extensions

All assessments must be submitted on time. It is rare that a student will be permitted to delay submission of an assessment. The assessments are designed for students to reinforce and apply their classroom learning and are coordinated with the curriculum schedule. Delaying an assessment means that students miss the opportunity to reinforce their learning in a timely way. As well, students find their workload for the next month is doubled. It is important that students work out an effective home study and homework routine so that assessments can be submitted on time.

Extensions will only be granted in exceptional circumstances. If a student knows they will be late handing in an assignment, they must request a formal extension prior to the due date. To apply for an extension, students must send a completed *Assessment Extension Request Form* (available on the LMS) to the Academic Manager at [ahagstrom@ahc.online](mailto:ahagstrom@ahc.online). Extensions of up to 1 week are allowed for personal or health circumstances. Extensions of a longer duration require an interview with the Academic Director and may involve documentation from a health professional. Students must give careful thought in deciding whether to request an extension, taking into consideration the possible effects on their progression through the program.

## MARKING TERMS

AHE assessments receive both a self-assessment and a marker's numerical grade. Numerical grades have been added to this system to align it with other tertiary providers and allow for seamless record keeping. A numerical mark will be granted for each assignment and entered into the LMS. Students must successfully pass all assignment with a grade of 70% or higher.

Explanation of marking terms:

1. 90-100. The student has gone beyond the requirements of the assessment and exceeded either your personal standard or that of the requirements of the school.
2. 80-89. The student has fulfilled all the requirements of the assessment and the level of study and research expected.
3. 70-79. The student has met most of the expected requirements but has not covered all the important areas or has not gone as deeply into the topic as expected.
4. 69 and below. The student has only begun to fulfill this assessment but has not been able either to complete the assessment or to address the main requirements in the assessment. The student is required to resubmit the assignment if the grade falls under 70.

## Resubmission of Assessments

A grade below 70% will require resubmission of the assessment until the expected requirements are attained. If more than one resubmission is needed, the student will then be referred to the

Academic Director to discuss academic support resources. Assessments earning a score above 70% may not be resubmitted.

## **Return of Marked Assignments and Feedback**

All assessments and exams that have potential areas for review and development will be returned to students in a timely manner with feedback. Feedback on assignments provides students with the opportunity to reflect on their work and to use their feedback as the basis for further learning and improvement.

Feedback can take many forms and may be informal as well as formal. For example, feedback may be given and discussed in the classroom, or it may be more formal and delivered in writing from the academic staff. It is very important that students understand the feedback they receive on assessments; students are encouraged to discuss feedback with their peers and academic staff. Any questions about assignments or feedback should be directed to the Academic Manager.

## **Progression**

At the end of each academic year, student progress will be evaluated and confirmed by the Teaching & Learning Committee composed of the Academic and Clinical Directors, and Academic and Compliance Managers. Once the Committee has met, students will be contacted by the Academic and Student Support office by letter or email with their progression status.

The date for the release of progression decisions in the academic year are:

**August:** Ongoing Students

**May:** Graduating Students

## **Extenuating Circumstances**

If extenuating circumstances arise, it is important that students contact the Academic Manager as soon as possible. AHE wants to support and work with students to reach the best possible solution for the student to continue study and still meet the necessary academic requirements.

Students who wish the Teaching & Learning Committee to consider extenuating personal circumstances (including health or other problems) which they feel have previously or are currently affecting their performance in assessments and in their progression through the program, must bring them to the attention of the Teaching & Learning Committee by completing an *Extenuating Circumstances Form* available from the Academic Manager. This form must be accompanied where appropriate by documentary evidence (e.g., a medical certificate). The form must be returned to the Academic Manager as soon as possible and before the date of the last assessment so that there is sufficient time to take these circumstances into consideration before the Teaching & Learning Committee meets. Confidentiality will be maintained.

## **ATTENDANCE REQUIREMENT**

**80% attendance is required** for the academic days in all programs. Student progression is assessed annually, and the attendance requirement is considered in a student's progression. In rare and extenuating circumstances, and at the discretion of the Academic Director, a student may be able to progress without meeting this requirement.

Students must attend class with their camera on in order to verify attendance. Students may periodically turn their camera off to address unexpected personal or family matters which may arise during class, and which may be distracting to classmates. In these events, faculty will look for the student to return with their camera on as soon as possible. If a student's camera remains off for a majority of the class, the student will be marked as absent.

On an individual basis, students with personal or extenuating circumstances requiring their camera to remain off may communicate directly with the faculty member or Academic Manager to arrange other attendance verification.

## **STUDENT STATUS**

All students at AHE must either be actively enrolled, on an official Leave of Absence, or have Deferred their enrollment. Definitions of student status are as follows:

### **ACTIVE ENROLLMENT**

An actively enrolled student is one who participates in either AHE's full-time or part-time course of didactic study with attendance of at least 80% and successful completion of all required assessments, or who is participating in AHE's clinical training program.

### **DEFERMENT**

Students may delay the commencement of their studies for up to two semesters following admission to the school. All requests must be received in writing. The deferment is revoked if the student accepts enrollment in another homeopathy program.

### **LEAVE OF ABSENCE**

Should circumstances make it impossible for a student to continue their course of study, they may apply for a leave of absence from the school. The request must be made in writing and explain the valid reason for the leave. Reasons for a leave of absence request may include, but are not limited to, illness, death in the family, family emergency, childbirth, military obligation, financial hardship.

During the time students are on leave, they are denied participation in all AHE programs or offerings and are unable to access the Learning Management System. The maximum allowable time that a student may be considered on leave is two years in the full-time program,

and four years in the part-time program. If a student exceeds the allowable timeframe, they are automatically withdrawn from the program. The time that students are on official leave is not counted toward the maximum allotted time they have to complete their study.

Students are obligated to give the school prior notice when requesting a Leave of Absence by completing the AHE Leave of Absence request form. Please refer to the AHE Financial Policies and Procedures for any tuition payment requirements during the student's Leave of Absence.

## **RE-ENROLLMENT**

The request for re-enrollment for students on deferment or leave of absence may be submitted with a phone or written request to the AHE administrative office. Re-enrollment will require the approval of the Academic Director and consideration of the prior academic status of the student.

## **MAXIMUM LENGTH OF STUDY**

ACHENA, AHE's accrediting body, has set limits on the amount of time actively enrolled students can take to complete their studies. For **full-time students, the time limit is three years** from their initial enrollment at AHE. For **part-time students, the limit is six years**. In this time, students must complete all aspects of their study – didactic coursework, clinical hours and supervision. These timelines come directly from ACHENA and AHE has no ability to change or modify them. Time spent on official leave of absence from the school does not apply to these timeframes.

## **NON-DISCRIMINATION POLICY**

AHE is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person. It assures equal opportunity in education and employment.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, admission to any educational program, or any activity of the school, on the basis of age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, veteran or military status, or on any other basis protected by federal and/or state law.

This policy applies to faculty, staff, and applicants for employment, students, and third parties with a relationship to the school.



## **SEXUAL HARASSMENT POLICY**

AHE seeks to promote and maintain an environment free from harassment. This includes sexual harassment, which is defined as any unwelcome, offensive behavior of a sexual nature; unwanted sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature when submission to such conduct explicitly or implicitly is made a condition of, or is the basis for employment or academic admissions, evaluations or advancement. Sexual harassment has the purpose or effect of unreasonably interfering with an individual's work or learning and can occur between any pair of individuals within the school.

Any member of the AHE community who believes that he/she has been a victim of sexual harassment and wishes to report the matter may file a complaint informally, or formally by submitting a written complaint in accordance with the AHE Grievance Policy and Procedure.

## **AHE PRIVACY AND CONFIDENTIALITY**

Students must respect the privacy of other students and staff and clients in the classroom as well as in the student clinic and must, if studying online, not allow classes to be viewed by family, friends or others in their community.

Students have the right to inspect and review their educational records, to challenge the content of those records, to have a hearing if the outcome of the challenge is unsatisfactory, to submit an explanatory statement for inclusion in the record if the outcome of the hearing is unsatisfactory. Students also have the right to prevent disclosure, with certain exceptions, of personally identifiable information.

AHE will notify students of any specific fees related to the verification of student identity at the time of enrollment.

The Academy of Homeopathy Education values your privacy. We've created this privacy policy to help you understand why we collect information on our website and how we protect your privacy in doing so.

As a service to its users, this site provides internal and external links. Links are made known to users via text and spoken directions through the use of screen reader software.

### **About the Information We Collect**

Visitors to our site are asked to share personal information on feedback/comment forms. Information collected is specifically and knowingly provided by site visitors and may include name, email address, address and telephone number. Collecting this information helps

the Academy of Homeopathy Education better provide site visitors with relevant and useful content.

The Academy of Homeopathy Education does not store sensitive information from our visitors. We do not sell items where sensitive information would be collected. We collect an IP address from all visitors to our site. An IP address is a number that is automatically assigned to your computer when you use the internet. We may use IP addresses to help diagnose problems with our server, administer our site, analyze trends, gather broad demographic information for aggregate use in order for us to improve the site and deliver customized, personalized content. IP addresses are not linked to personally identifiable information.

Visitors to The Academy of Homeopathy Education website are invited to sign up to receive information on our programs.

## **Other Websites**

Our site contains links to other websites which have information and services that may be helpful.

We encourage our users to be aware when they leave our site and to read the privacy statements of each and every website that collects personally identifiable information. This privacy statement applies solely to information collected by The Academy of Homeopathy Education website. The Academy of Homeopathy Education assumes no responsibility for the privacy policies or information collection practices of websites other than its own.

The Academy of Homeopathy Education is not responsible for the content or accuracy of information contained in other sites. Linkage to other sites does not imply endorsement by the Academy of Homeopathy Education.

## **Updates to This Statement**

The Academy of Homeopathy Education will update this Statement from time to time to reflect any changes in our website operation. Changes to our Privacy Policy will be posted on the website.

## **STUDENT IDENTITY VERIFICATION IN DISTANCE LEARNING**

This policy applies to all distance learning courses and programs offered by The Academy of Homeopathy Education (AHE) from the initial application for admission continuing through to a student's graduation, transfer, or withdrawal from study.

"Distance Learning" refers to the following modes of delivery:

Online: Courses offered synchronously via the internet using Zoom

Hybrid: Combines synchronous delivery via the internet using Zoom with asynchronously lectures accessed on the Learning Management System.

All courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

A secure login and passcode; proctored examinations; and/or the use of new or emerging technologies and practices that are effective in verifying student identification.

All methods of verifying student identity in distance learning must protect the privacy of student information. If any fees associated with the verification of student identity will be charged to students, they must be notified of these charges in writing at the time of registration or enrollment. Personally identifiable information collected by AHE may be used, at the discretion of the institution, as the basis for identity verification.

All users of AHE's Learning Management System are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are responsible for changing passwords periodically to maintain security. Users are held responsible for knowledge of the information contained within the most recent Student Handbook. Failure to read AHE guidelines, requirements and regulations will not exempt users from responsibility.

Students are responsible for providing complete and true information about themselves in any identity verification process.

The Academic Director is responsible for ensuring schoolwide compliance with the provisions of this policy.

# FINANCIAL POLICIES AND PROCEDURES

## Payment Policies

AHE full-time and part-time students are contracted through the completion of the program. Tuition is applied for each academic year and monthly tuition payments are available as a courtesy to our students and are applied from September through June of each year. The amount of each payment is calculated based on the entire tuition amount due for the academic year based on the student's program pace, full time or part time, divided by 10 payments per year. Monthly payments after the commencement of classes are not eligible for a refund.

All tuition and fees are due prior to start of the student's program unless otherwise articulated in the student's enrollment agreement payment plan. Students are required to pay any outstanding tuition or fees before a transcript is provided or a certificate is awarded. Failure to pay tuition and fees in accordance with a student's enrollment agreement payment plan may result in administrative withdrawal and referral to collections.

Credit cards: Tuition payments made by credit/debit card will be processed on (or within 3 days of) the first of each month and will incur a 4% processing fee.

Missed or late payments: if a student misses a payment or a credit card payment is declined, the student will be notified and will need to update their payment method (if a credit card) within 7 days. If a missed or declined payment is not received within 30 days, AHE has the right to restrict the student's access to the Learning Management System. Payments more than 60 days late are grounds for dismissal from the program.

## Methods of Tuition Payment:

### Full Time (2-year Didactic Program)

**Option A:** Two annual installments by check

**Option B:** Two annual installments by credit card

**Option C:** 20 monthly installments\* by credit card

### Part Time (4-year Didactic Program):

**Option A:** Four annual installments by check

**Option B:** Four annual installments by credit card

**Option C:** 40 monthly installments\* by credit card

\*NOTE: The option of monthly installments is provided as a courtesy and students paying monthly remain responsible for completing payments through each academic year if they have attended 50% or more of that year. Monthly payments are not eligible for a refund after the commencement of classes.

## **Financial Aid/Tuition Assistance**

There is currently no financial aid provision at AHE.

## **CANCELLATION AND REFUND POLICY**

If for any reason an applicant is not accepted by the school, the applicant is entitled to a refund of all monies paid.

### Three-Day Cancellation:

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, the school shall provide the 100% refund.

### Other Cancellations:

#### Cancellation Fee:

A cancellation fee of \$200 will be applied to any cancellation where the student has completed less than 50% of the hours in the academic year.

An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to the commencement of classes, is entitled to a refund of all monies paid, minus the application fee of \$100 and cancellation fee of \$200.

### Refund after the commencement of classes:

1. Procedure for withdrawal/withdrawal date:
  - a. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the President of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student. Students paying monthly tuition are responsible for the tuition payment due within the next 30 days of their notice of withdrawal.
  - b. For a student who is on authorized Leave of Absence, the withdraw date is the date the student was scheduled to return from the Leave and failed to do so.
  - c. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days for FT students or 3 months of classes for PT students
  - d. All refunds will be issued within 30 days of the determination of the withdrawal date and only after a refund request has been made in writing by the student.

2. Tuition charges/refunds:

- a. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition, minus the application fee of \$100 and cancellation fee of \$200.
- b. After the commencement of classes, if tuition has been paid in full for the academic year, the tuition refund, minus the application fee of \$100 and cancellation fee of \$200, will be determined as follows:

% of the clock hours attempted out of the total clock hours scheduled in the academic year	Tuition refund amount:
10% or less	90%
More than 10% and less than or equal to 20%	80%
More than 20% and less than or equal to 30%	70%
More than 30% and less than or equal to 40%	60%
More than 40% and less than or equal to 50%	50%
More than 50%	No Refund is required**

\*\*While no refund is required, in the event of a financial hardship or loss, the student may appeal for a refund. Appeals should be sent to the AHE Board for review and will be issued at the Board's discretion.

The percentage of the clock hours attempted is determined by dividing the total number of clock hours elapsed from the student's start date to the student's last day of attendance indicated in their letter of withdrawal, by the total number of clock hours scheduled in the program's academic year. Clinic hours attempted are calculated by the total hours the student attended clinic or the minimum required hours per year according to the most current Clinical Training Handbook, whichever number is higher.

Monthly tuition payments are not eligible for a refund after the commencement of classes and students who withdraw after completing more than 50% of the coursework for the academic year are responsible for completing the remaining tuition payments for the year.

Refunds must be requested in writing. Refunds will be issued within 30 days of the date of student notification, or date of school determination (withdrawn due to absences or other criteria as specified in the school catalog), or in the case of a student not returning from an authorized Leave of Absence (LOA), within 30 days of the date the student was scheduled to return from the LOA and did not return.

**Holder in Due Course Statement:**

Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds, hereof Recovery hereunder by the debtor shall not exceed amounts paid by the debtor (FTC Rule effective 5-14-76).

## TUITION AND FEES PAID TO AHE

Application fee	\$100 (paid prior to enrollment)
Tuition:	\$20,000 (includes 1090 required hours, clinical supervision, and **additional clinic)
Technology fee:	\$500 (Due August 1. Non-refundable after August 15. Covers personalized tech support, learning and communications platforms, and student email accounts.)
Homeopathy Software fee:	\$130 per year (Due Jan. 2 <sup>nd</sup> of each year. Access to Radar Opus software required for clinical training for each year student is enrolled in program. Not refundable once student has received software. Applies to enrollments in 2023 and forward.)

### Expenses incurred by student over the course of the program (approximate costs):

Books/Supplies:	\$500 (Approximate figure. Costs vary depending on vendor. Free and used books are often available)
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### Incidental Fees:

Internal Course Transfer:	\$250 (transfers between full time and part time)
*Tutoring:	\$45/hour

\*AHE reserves the right to impose a Tutoring Fee of \$45/hour in exceptional circumstances where students require more than can be offered in Open Hours, Fireside Chats or usual Academic Support services.

\*\*AHE's live clinic format provides the required 500 hours of clinical training. In addition to that, students are welcome to attend as many additional clinic hours as they wish at no further cost.

## PROGRAM OR COURSE CANCELLATION

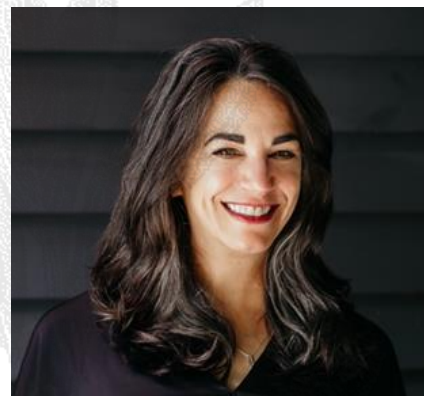
AHE's calendar is subject to change. AHE reserves the right to reschedule or cancel any class in which enrollment is insufficient. Please see [ahenycworld.com](http://ahenycworld.com) for the most current version of the school calendar.

# APPENDIX A: THE AHE TEAM - ROLES AND BIOS

## BOARD OF DIRECTORS

### **Denise Straiges, CCH, RSHom(NA), PCH** **AHE President, Clinical Director, Board President**

Denise Straiges CCH, RSHom(NA), PCH is fiercely committed to raising the bar in academic and clinical training for all Homeopaths. She is the President and Clinical Director of The Academy of Homeopathy Education (AHE), and in 2015 launched the first full-time homeopathy training program in the US in more than 100 years. AHE is the preferred educational provider for the American Institute of Homeopathy (AIH), the oldest medical society in the US.



In addition to AHE's bustling, low-cost clinic, Denise established HOHM Foundation, whose initiatives include the Homeopathy Help Network, a donation-based service that provides high-quality care in a supervised, educational environment. As well as delivering low-cost clinical services, HOHM Foundation raises money for scholarships in Homeopathy education and curates a research library and book exchange. HOHM Office of Research focuses on clinical, historical, and educational research and trains homeopathy students and practitioners to take part in this important work. All clinical initiatives contribute to rigorous outcomes-based research geared towards peer-reviewed publication.

Denise is a core faculty member of AHE's foundation studies and post-graduate/professional development programs. She has taught for numerous homeopathy schools in the US and abroad and has been an invited speaker at conferences around the world in homeopathy, integrative wellness, and spirituality in medicine. She has been a guest lecturer at NYU twice/year since 2015. For five years, Denise partnered with a major medical institution in NYC, providing Homeopathy care alongside the medical team; this work included training medical doctors and residents in Classical Homeopathy.

With national certification in Homeopathy by the Council for Homeopathic Certification (CCH), Denise is also a registered member of the North American Society of Homeopaths (NASH) and has post-graduate credentials from The Dynamis School of Graduate Studies in Homeopathy (PCH). Denise's Homeopathy education includes foundation studies at The School of Homeopathy New York and Devon, England, graduation from the Northwestern Academy of Homeopathy in MN, and study with Homeopathy's most prominent contemporary teachers and researchers from the US, UK, Europe, and India. Denise is currently pursuing graduate studies at Johns Hopkins University in the History of Medicine. Her personal work includes original, primary research focused on the origins of homeopathy, in particular, Hahnemann's influences in *The Chronic Diseases* and the evolution of potency. She is writing a practical, in-depth compendium on Case Analysis.



Denise sits on the Board of Directors for the National Center for Homeopathy, co-chairs the Advocacy in Homeopathy Working Group, represents the NCH for the Homeopathy Action Alliance, is a core member of the Global Advocacy Outreach Team, and supports many other committees in the professional and consumer realm. She maintains a busy practice in classical homeopathy with a focus on complex neurological and autoimmune conditions and provides clinical supervision and mentorship to students and practicing Homeopaths around the world.

## **Carli Auer, BS** **Compliance Manager, Board Secretary**

Carli joined the AHE team in 2017. She is a graduate of the American Medical College of Homeopathy and was moved to study homeopathy after she experienced transformative healing as a patient herself. As a new graduate, like many new homeopaths, she had big dreams of running a busy full-time practice. However, a personal loss put those plans on hold, and she eventually realized her path through the world of homeopathy was going in a different direction. Longing to be of service to homeopathy she looked for other ways to support the profession and quickly became an advocate for homeopathy education. Soon enough she was serving in the roles of Homeopathic Program Director and faculty member at the Phoenix Institute of Herbal Medicine & Acupuncture.



With a passion for high quality homeopathy education and robust clinical training, Carli also worked with the Accreditation Commission for Homeopathic Education in North America (ACHENA) for six years serving as Executive Administrator and later, Interim President. During her time with ACHENA, Carli had the opportunity to collaborate with and learn from leaders across the US in the field of professional and specialized accreditation, bringing that knowledge back to the homeopathy community to help protect and support the integrity of homeopathy education in North America.

The twists and turns of Carli's journey through the homeopathy profession are a reminder that Homeopathy needs strong and talented practitioners, but it also needs advocates, teachers, administrators, researchers, regulators, fund raisers, writers, and people of many more talents. Carli has always advocated for homeopathy students to recognize this and think about all the talents they might bring to this profession in addition to practicing this wonderful medicine.

Prior to discovering her love for homeopathy, Carli obtained a Bachelor of Science in Family and Human Development from Arizona State University. She worked for 15 years with various community resource programs focusing on family preservation, child abuse prevention, and early intervention services. Carli lives in Mesa, Arizona with her husband, two teen aged children, and a varying number of animals that wander into their lives.

**Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom**  
**Director of Academics, Operations, and Research, Board Treasurer**

Alastair Gray teaches at and heads up the academic, operations, course development, research and learning technologies departments at the Academy of Homeopathy Education. In addition, he holds various consulting roles: academic (Endeavour College, Australia and College of Health and Homeopathy, NZ), educational (National Centre for Integrative Medicine, UK), as well as consulting to many organizations on e-learning world-wide.



Prior, in Australia he headed up the homeopathy department at Endeavour, later the bioscience department, and was the National Academic e-learning Manager. Other operational roles included the Campus Manager at the Sydney and Gold Coast campuses.

He has lectured under and post-graduate Integrative Medicine, CM, homeopathy and naturopathy for 20 years, including theory and philosophy, case taking and management, ethics, business practices and scope of practice. A regular seminar and conference presenter worldwide he is the author of 23 books and numerous articles on primary research in natural medicine.

Originally educated as an historian, he teaches the history of health, healing and medicine at schools, colleges and universities in multiple countries. He is passionate about e-learning and educational technology in his academic and teaching work. He has a PhD from the University of Technology Sydney exploring the intersection of Education, CM and learning technologies. Clinical practice (28 years) remains a significant focus of his work with a practice that specializes in Anxiety, Drug and Alcohol compulsion and working with men. He lives in Philadelphia with his wife Denise Straiges.

**Andria Hagstrom, CCH**  
**Academic Manager and Student Success Coordinator, Board Member**

Andria graduated from the Academy of Classical Homeopathy in 2016 and is Board certified in Classical Homeopathy. She currently lives and practices homeopathy on an island in the Salish Sea of Washington state.

Through her work with Homeopathy Help Now and as a member of her remote community, Andria is committed to providing quality homeopathic care to a diversity of populations.

As a young mom raising two children, Andria discovered the healing power of homeopathy. She decided to take the plunge



and begin her own training in 2012.

Andria's background in education is varied and includes a diversity of experiences including homeschooling her own children, creating policy for homeschool partnerships within the public-school system, and co-founding a holistic elementary school. When not at her computer, Andria can be found in her garden, communing with her many animal companions, or hiking the forests and beaches of the Pacific Northwest.

## **CORE FACULTY**

**Denise Straiges, CCH, RSHom(NA), PCH.  
AHE President, Clinical Director**

**Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom  
Director of Academics, Operations, and Research**

**Kelly Callahan, CCH, RSHom(NA)**

Kelly is a Certified Classical Homeopath in private practice for eight years. She has leveraged a previous education experience into multiple educational platforms. She has a strong background in experiential and individualized education which reinforces fundamental clinical skills in homeopathy, including ability to personalize approach, maintain big picture and shift with the dynamic needs of the patient.

Kelly's work and education include practicing as a Certified Classical Homeopath, Concentric Healing Belfast, Maine Homeopathy - solo practitioner in private practice with patients of all ages. She regularly offers educational offerings to the community.



Kelly is also creator and producer of the only professionally oriented homeopathy podcast - 1M: a Homeopath's Podcast with bi-weekly episodes covering philosophy, history, and interviews with homeopaths around the world. Kelly also studied at the Dynamis School for Advanced Homeopathy, PCH and the Baylight Center for Homeopathy.

## ADJUNCT FACULTY

### **Polly Millet, RN, MSN, CCH** **Health Sciences**

Polly W. Millet is a 2009 graduate of the Academy of Classical Homeopathy's (then known as the Florida Academy of Classical Homeopathy) professional training program and has been in private practice since then. She recently retired from her career of over 40 years as a Professor of Nursing. Her specialty is in psychiatric nursing, and she was a clinical member of the American Association of Marriage and Family Therapists. She had a private practice in individual and family psychotherapy for 30 years. She now devotes herself to Homeopathy and homeopathic education. She is the past President of the Florida Homeopathic Society, whose purpose is to provide education about classical homeopathy to both practitioners and interested others via an annual conference and other activities. In her position teaching nursing students, she taught in classrooms, online and in the clinical areas of medical surgical, obstetrical and pediatric nursing as well as in psychiatric hospitals and addiction rehabilitation facilities. She brings this broad experience to her classes in Human Health Sciences, along with her education and experiences in homeopathy. Her goal is to provide the information students need to know about the human body in both health and disease, allopathic diagnosis and treatment, and the relationship and value of this information to the practice of homeopathy. She has offered these courses since 2007 to students at the Academy of Classical Homeopathy, where she was well known for her ability to make complicated topics clear, logical, approachable and memorable. Throughout her professional life, clinical work with clients has always been her favorite activity, though a close second is helping others learn to do clinical work! Polly lives in Ocala, Florida on a small horse farm, where she enjoys her lifelong passion for working with horses.



### **Ann Jerome, PhD, CCH, RSHom(NA)**

A member of the core team that created AHE, Ann brings a deep academic background to the school. In 1999 she founded the Academy of Classical Homeopathy, which merged with CHE-NYC in 2016 to create the robust and diversified school that is AHE. Ann led ACH for most of two decades as its director and core faculty, perfecting its curriculum first in a part-time weekend format and then in weekly live online evening classes. One of the most academically distinguished educators in the field of homeopathy, Ann earned her B.A. at Yale University and M.A. and Ph.D. in American Civilization at Brown University. After a twenty-year career as a college professor, department chair, and program chair, she turned her talents toward homeopathy when she saw her children's health turn around under a homeopath's care. She became nationally certified in 1999 and has served the



profession as chair of a two-year Council for Homeopathic Certification task force project to revise the certification examination, as a board member of the National Center for Homeopathy, and for six years as the NCH's President. An accomplished writer and editor, Ann has authored numerous articles for Homeopathy Today and other publications in the field and serves as editor for books published by Similia Press, which she also owns and directs. Her book Homeopathy: Start Here was published in 2020. Ann's specialties in teaching homeopathy include homeopathic philosophy and miasmatic case analysis, as well as mentoring students through the challenges and transformations along the way to becoming a homeopath.

### **Luke Norland, RSHom, BMus**

Luke grew up sharing his family home with the School of Homeopathy in Devon and has been immersed in the homeopathic way of life since he was born. Having first studied classical music in London, his career path eventually brought him back to his roots in the healing arts. Luke has a homeopathy practice in Frome, Somerset, combining this with his role as the UK coordinator for RadarOpus and teaching at the School of Homeopathy.



Luke's first training was as a classical musician; playing the French Horn since the age of 10. He is still a dedicated horn player as well as student of astrology, lover of nature and soon to be father. He enjoys playing in orchestras and spent much of his twenties composing experimental electronic music. He has also created a Thematic Repertory including new remedies and remedy families. Luke's approach to homeopathy is to blend together the different disciplines of repertory, materia medica, provings and systems so that each case can be explored from an appropriate anchor point to suit the individual.

Luke has gained valuable experience working with the school's provings, editing and assisting in the recent provings of Two-toed sloth, Spectrolite and Red campion. He also compiled the rubrics for Carbo fullerenum, Passer domesticus, Fulgurite, Galium aparine, Clupea harengus and Meles meles. This grounding in the repertory and provings has become an essential facet in Luke's process of finding a similimum for a diverse range of patients.

## **Parker Pracjek, MA, CCH**

Parker is a classical homeopathy practitioner and a western herbalist living between New York City and Colombia. She is a passionate educator with 20 years of experience in higher education and committed to the promotion of educational standards in homeopathy through her work as a Commissioner with ACHENA and with HOHM Partners Office of Research. She is a member of the Homeopathy Help Now team as part of her ongoing commitment to access and inclusion in integrative healthcare for low-income, queer and BIPOC. She holds a MA in Performance Studies from New York University and is a graduate of the Academy of Homeopathy Education.



## **Kim Elia**

Kim was inspired to study homoeopathy when he read Gandhi's quote about homoeopathy, "homoeopathy cures a greater percentage of cases than any other method of treatment. homoeopathy is the latest and refined method of treating patients economically and non-violently." He has been studying homoeopathy since 1987 and graduated from the New England School of homoeopathy. Kim was in clinical practice with Dr. Paul Herscu, author of *The Homeopathic Treatment of Children, Pediatric Constitutional Types*.



Kim serves as CEO of WholeHealthNow. He has been instrumental in the creation of WholeHealthNow's website, a comprehensive free informational resource for students and professionals. He was inspired to create the Historic Homeopathic Timeline and is responsible for a growing library of recorded interviews and presentations with today's world-renowned homeopaths on a variety of timely and relevant topics. Kim's intent is to bring the homeopathic community together and to contribute to the training of effective practitioners who will bring homeopathic medicine forward into the mainstream.

Students from around the world have expressed appreciation and admiration for Kim's superb knowledge of the history of homoeopathy, his deep understanding of homeopathic prescribing, and his extensive knowledge of materia medica. He is known for his dynamic and distinctive teaching methods which reflect his immense knowledge of the remedies and his genuine desire to educate everyone about this affordable and effective healing modality.

Kim was the principal instructor and developer of the four-year classical homoeopathy program at the Hahnemann Academy in Tokyo and Osaka, Japan. He is currently developing new homoeopathy projects.

## Farokh Master, MD

Farokh Master, M.D., is an internationally respected, master practitioner and professor of homeopathy, as well as the author of numerous books in the field. He was introduced to homeopathy in June 1976 when he joined the Bombay Homeopathic Medical College after leaving his studies of traditional medicine. He obtained an LCEH certification in 1979. In 1991, he began attending the MPK Homeopathic medical college in Jaipur Rajasthan and completed his Doctor of Medicine in 1994. He was India's First M.D. in Homeopathy who stood First Class First with a Gold Medal.



Currently, Dr. Master is engaged in a Ph.D. program from Bombay University on Cancer and Homoeopathy. He was the first Indian to be honored by the House of Lords, UK, for propagation of Homeopathic Systems of Medicine. Rated as the 'Top 10 Best Homeopathic Doctors in the World' by Pioneer University, Oxon U.K., and Members of the Board of the Pioneer Homoeopathic Academy of U.K and thereafter conferred the Honorary Doctorate of Homeopathy in 2006. Dr. Master has been independently practicing as a Homeopathic Physician at Mumbai's *Homeopathic Health Center*, with over 29 years of experience in Homeopathic consultation and treatment. He was the first doctor India to introduce Homeopathy in Allopathic Modern Hospitals, as well as in the private sector. He was the first to open a pediatrics department in Bai Jerbai Wadia Hospital. He was the first to open a cancer department in Ruby Hall Hospital. He was the only homoeopath who was given a chance by a Government Hospital – King Edward Memorial Hospital to open a homoeopathic department. He is the only Homoeopath to have presented his paper on the "Efficacy of Homoeopathy in management of pain in Cancer Patients" at the World Congress on Pain – held in Milan in 2012. Dr. Master is the first Indian Homeopath to start his own Homeopathy Schools in Europe & USA under the name of Dr. Farokh Master Summer School. This school is currently run in more than 6 countries.

Dr. Master has been recognized and acknowledged worldwide for his contributions in the Homeopathic treatment of patients with cancer at St Lukas Clinic of Tumor, Switzerland, the Madame Curie Institute of Cancer in Paris, France, the Chicago Children's General Hospital, U.S.A., etc. He has been the recipient of several National and International Awards and Honors for outstanding contribution to Classical Homeopathy, Cancer & Homeopathy, Homeopathic Education and other alternative therapies. He was appointed the Medical Inspector for the Central Council of Homoeopathy by the Ministry of Health and Family Welfare, Government of India from 1995 – 2006. He is a Former Professor of Medicine (June 1989), Maharashtra University of Health Sciences, Nasik, Mumbai, India Former Member (for 10 years), Central Council of Homeopathy, Ministry of Health & Family Welfare, Government of India. As a prolific writer, orator, teacher and physician, Dr. Master has travelled to nearly 40 countries, making an average 12-15 international teaching trips annually, and has been teaching the art and science of Homeopathy since 1980 in India, UK, USA, Canada, Norway, Poland, Austria, Hungary, Greece, Germany, Hungary, Ireland, Israel, Singapore, South Africa, and many other countries. Dr. Master has written more than 55 books, e.g., *The Homeopathic Dream Dictionary*, *Cross References of the Mind*, *Perceiving Rubrics of the Mind*, *The State of Mind affecting the Fetus*,

Tumors and Homeopathy, The Bedside Organon of Medicine, The proving of Mocassin Snake, and Bungarus, etc.

### **Todd Hoover, MD, DHt**

Dr. Hoover has practiced homeopathic medicine, emergency medicine, family medicine, and occupational medicine for over thirty years. He has served as President of the American Institute of Homeopathy, President of the Council on Homeopathic Education, U.S. representative to the LMHI, and is currently serving as Secretary for the Homeopathic Pharmacopeia Convention of the United States.



Dr. Hoover was a clinical preceptor for Hahnemann Medical College for over twenty years and has lectured on numerous homeopathic topics both in the U.S. and around the world. His medical practice focused on full care of the family across all age groups with treatment of both acute and chronic health concerns. His research areas include provings, clinical studies of homeopathic medicine, and applicability of homeopathic principles in allopathic medicine. For the past six years, Dr. Hoover has turned his sights to the study of yoga which was the driving force for him to begin homeopathic studies. He is currently enrolled in a doctoral program at the Lakulish Yoga University in India. He has authored five books on yoga and ayurveda, and many articles in both homeopathic and allopathic journals.

### **Molly Punzo, MD**

Amalia (Molly) Punzo, M.D., is a graduate of the University of Connecticut School of Medicine. She completed her residency and fellowship in Internal Medicine at Hartford Hospital and is also board certified as a physician advisor in patient safety, quality improvement and utilization management. While in Connecticut, Dr. Punzo began Hartford Hospital's Inpatient Department of Integrative Medicine and outpatient Center for Integrative Medicine and Pain Management in Hartford, CT in 2000.



Dr. Punzo was first introduced to homeopathy from patients and a colleague shortly after starting her primary care practice and soon after became convinced that Homeopathy was what she wanted to study and practice for life. She studied at and with numerous schools and teachers including André Saine, NCH Summer School, Will Taylor, and Jeremy Sherr.

She has taught and lectured at the Florida Academy of Homeopathy and at the former NY School of Homeopathy. She served on the board of the National Center for Homeopathy from 2000-2010 and is a current board member of the American Institute for Homeopathy (AIH). Currently, Dr. Punzo is an acting liaison between the AIH and the Academy of Homeopathy Education (AHE) promoting quality homeopathic education to licensed healthcare professionals.



## **Ronald Whitmont, MD**

Ronald D. Whitmont, MD, is a former president of the American Institute of Homeopathy (AIH) and the Homeopathic Medical Society of the State of New York (HMSSNY). He is currently Clinical Assistant Professor of Family and Community Medicine at New York Medical College (NYMC) and has been Board Certified through the American Board of Internal Medicine (ABIM). He is a founding diplomate of the American Board of Integrative Holistic Medicine (ABIHM) and a second-generation classical homeopathic physician.



Dr. Whitmont serves as medical advisor to Americans for Homeopathy Choice (AFHC). Dr. Whitmont has published articles and lectured on the interrelatedness and practical relevance of the Human Microbiome and homeopathy. He maintains an active medical practice in Rhinebeck, NY and has treated many cases of SARS-Co V-2. He was a consulting physician in the “Homeopathic Treatment of Post-acute COVID- 19 Syndrome- A Pilot Randomized Controlled Trial” supported by the Southwest College of Naturopathic Medicine and the Samueli Foundation. He publishes a newsletter which has covered various topics including the COVID-19 Pandemic and the scientific and political conflicts arising from it.

## **ACADEMIC ADMINISTRATION**

**Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom**  
**Director of Academics, Operations, and Research**

**Carli Auer, BS**  
**Compliance Manager**

**Andria Hagstrom, CCH**  
**Academic Manager and Student Success Coordinator**

## **CLINICAL TRAINING**

**Denise Straiges, CCH, RSHom(NA), PCH  
Clinical Director and Clinical Supervisor**

**Alastair Gray, PhD, MSc, BAHons, ADH, DSH, PCH, PCHom  
Clinical Supervisor**

**Kelly Callahan, CCH, RSHom(NA)  
Clinical Supervisor, 2<sup>nd</sup> Supervisor, Acute Lab Coordinator, Acute Clinic  
Supervisor**

**Azadeh Stoelken  
Clinic Manager**

Born and raised in Germany, where Homeopathy is known and widely available, natural medicine has always been part of Azadeh's life. She was born into a family of medical doctors but was not interested in walking in their footsteps until much later in life. So, several careers and two continents later, Azadeh finally found her passion and professional home in Homeopathy.



Azadeh graduated from the Los Angeles School of Homeopathy with a diploma in Classical Homeopathy. She completed an exciting clinical training program at the MPK Homeopathic Medical College Hospital and Research Center in Jaipur, India, where she was trained by Indian medical doctors and homeopaths in a fast-paced city clinic. One of her mentors was Dr. Farokh Master.

Azadeh recently completed her post-graduate degree from the Allen College of Homeopathy (UK and India) under the supervision of Dr. Saptarshi Banerjea.

Azadeh is board certified and practicing Classical Homeopathy in beautiful Hill Country, just outside of Austin, Texas.

**Johanna Antar, CCH, RSHom (NA)**  
**Clinical Supervisor & Supervision Coordinator**

Johanna studied at The School of Homeopathy, New York, earning her diploma in June 2004. She was awarded her Certification in Classical Homeopathy in February 2008. Additional education with international professors include Misha Norland, Janet Snowden, Jeremy Sherr, Rajan Sankaran, Farokh Master, Frans Vermeulen and Louis Klein. Her private practice – Sacred Stories Homeopathic Consulting, LLC – is located in Manhattan.



**Rachel Bongle, MEd, CCH**  
**Clinical Supervisor & 2<sup>nd</sup> Supervisor**

Rachel is an AHE alumna and CHC certified classical homeopath. Within AHE, she currently provides student support, oversees written clinical analyses, teaches Clinical Procedural Readiness and assists in the clinical training experience. She is the founder of Sunrise Homeopathy, LLC where she runs her private homeopathy practice in the Midwest. She is also a volunteer practitioner with Homeopathy Help Now, providing homeopathic support to those in need. In addition to her homeopathic practices, she has 20 years of teaching experience. She received her Bachelor of Arts degree in Psychology with Teaching Certification from Lawrence University, her Master's degree in Education, Professional Development, from University of Wisconsin, La Crosse, and her homeopathic training from our very own Academy of Homeopathy Education.



**Amy Basalla Baglivio, CCH**  
**Clinical Supervisor, 2<sup>nd</sup> Supervisor & Acute Clinic Supervisor**

A practitioner of homeopathy that runs Elevate Homeopathy, Amy is responsible for recommending homeopathic remedies and lifestyle changes to support the continued improvement in the overall health of clients.

With a background in corporate management Amy has joined AHE to serve as the ambassador between the school and prospective new students, including making contact through email and video conferencing, answering questions, and following through with additional information as requested. She works closely with the admissions team to track the progress of each future homeopathy student as they move



through the admissions process and assists the marketing team in providing information to prospective students and following up with leads when required.

In addition, Amy supports the AHE clinic as an assistant, helping to lead discussions, approve write ups, and support student learning. Working closely with the clinic team, Amy draws on her personal clinical experience to bring a unique perspective to the classroom.

**Erika Simonian, CCH  
Clinical Supervisor**

Erika is a graduate of the School of Homeopathy, New York, the US arm of the Devon School of Homeopathy in England. Her private practice, New York Homeopathy, has been based in Manhattan since 2006. Erika serves a clinical practice supervisor for students of the Academy of Homeopathic Education, combining her love of homeopathy and her love of mentoring brilliant, budding homeopaths! She was a co-founder of Homeopathy Open House, a low cost, walk-in clinic that served south Brooklyn from 2008-2010, and she is also a co-writer of the National Center for Homeopathy’s forthcoming study guide, “Homeopathy 101: Using a Homeopathic Kit at Home.”



**Julie Mann, CCH, RSHom (NA)  
Clinical Supervisor**

Coming from a diverse background of film production, business management and art curriculum development, Julie Mann discovered her true passion in the practice of homeopathy almost 30 years ago. Trained through the School of Homeopathy in Los Angeles, Lou Klein’s Master Clinician courses and years of seminars, her practice includes working with both humans and animals. She is the founder of the Homeopathic Collective of Los Angeles, better known to the homeopathic community as the “Monday Night Study Group”, where students and practitioners meet each week to study, share knowledge, and consult on cases.



As current board member of the North American Society of Homeopaths, she works to define the role of the professional homeopath as well as to further research and education in homeopathy as director of the NASH Foundation. Her past teaching experience includes being on the faculty at The Los Angeles School of Homeopathy, the Homeopathic Academy of Southern California and supervising the homeopathic clinic at the American University of Complementary Medicine.

## **Sandi Kaplan, PCH, CCH Clinical Supervisor**

Sandi Kaplan has been practicing homeopathy since 2003. She attended Pacific Academy of Homeopathy in San Francisco, and both attended and coordinated the Dynamis School for Advanced Homeopathy, an international program for practitioners. Sandi earned her advanced degree as Practitioner of Classical Homeopathy (PCH) as an adjunct to her Certificate in Classical Homeopathy (CCH).



In addition to the general population, Sandi has served people experiencing homelessness, LGBTQ communities and people living on low incomes. She has directed student clinics, taught at homeopathy schools and currently provides services for several free clinics in the Bay Area. She is a Trauma Informed Practitioner and has been working in the Social Justice and Anti-Racism movements for nearly three decades. She currently supervises homeopathy students and facilitates anti-racism workshops for predominantly white-identified people looking to create a more equitable, anti-racist society.

## **Lisa Dalto Assistant Manager of Clinical Services**

Lisa Dalto graduated from AHE's full time program in 2019. She lives in Bergenfield, NJ with her husband and two sweet cats. At AHE, Lisa has a lead role in the coordination of the school-wide calendar. As Assistant Clinic Manager, Lisa also handles client scheduling for the teaching clinic and student support, including scheduling for Case Manager and Case Coordinator positions, clinic follow up appointments and assistance with the Clinical Training Hub.



Prior to joining AHE, Lisa worked in a busy optical practice as an office manager and still holds a position as a bookkeeper. The experience she gained has been essential for her role at AHE.

## **ADMINISTRATIVE AND ACADEMIC ASSISTANTS**

**Lisa Dalto, CCH**

**Administrative and Quality Assurance Coordinator**

**Amy Basalla Baglivio, CCH**

**Marketing and Admissions Coordinator**

**Rachel Bongle, MEd, CCH**

**Academic Enrichment and Tutoring**

**Parker Pracjek, MA, CCH**

**Academic Marking**

**Jon Glosser, MEd, CCH**

**Academic Enrichment and Tutoring, Marking**

Jon is a certified homeopath and special education teacher. For over twenty years, he has worked with students who have unique learning styles and challenges. At AHE, Jon helps students develop their academic skill set so that they can fully benefit from the robust homeopathic curriculum and clinical experience.

Jon began his homeopathy education at The Teleosis Collaborative in Boston and then joined the Professional Program in Homeopathy at AHE. He earned his CCH in 2021. Jon works with a diverse group of students and professionals as an academic/executive function coach. He also has a homeopathy practice that focuses on partnering with clients who are challenged by chronic health conditions. Jon lives in Vermont, and he spends as much time as possible exploring the nooks and crannies of urban and natural landscapes.



**Molly Erlinger, CCH**

**Academic Marking**

Molly is an AHE alumna and splits her time between running her private practice, Joyful Homeopathy, LLC, and raising 3 rambunctious kids under the age of 10. Like many others, Molly found Homeopathy when her youngest child developed health issues from an early age. Having grown up in a household firmly established in allopathic medicine, Molly became fascinated with the idea that a healing modality could not only support the body physically, but mentally and emotionally as well. Unbridled curiosity and a life-long love of learning compelled her to follow her new passion into the field of



Homeopathy. Prior to enrolling at AHE, Molly managed an orthopedic spine surgery practice for 12 years. Through this work she was able to accrue knowledge and understanding of the body, how it should work in a state of health and what can happen pathologically when the body starts to break down. She also acquired understanding of what it is like to run a practice and business management. Molly is delighted to be able to utilize this knowledge and integrate it with her ongoing work as a homeopath.

Molly has had the pleasure to volunteer for the Homeopathy Help Network since 2020, first as a student admin and subsequently as a practitioner. She also serves as a Marker on the AHE Academic Support Team.

### **Aurelie Vancau Academic Marking**

Aurelie discovered homeopathy when her oldest was 4 and doctors were willing to put him under daily steroids medication to help his chronic bronchitis. This was the beginning of her exploration into the power of homeopathy. As a fun fact, her mother later reminded her that she had been healed herself as a kid from constant ear infections with homeopathy!

After a few years of “practicing on her kids”, Aurelie started studying at Academy of Homeopathy Education (AHE) in 2018 in the full-time program and passed the CHC exam in 2021. She is now practicing part-time, mostly with children.

Aurelie finds homeopathy absolutely fascinating, also because it is not an exact science, and like a “new” discovered continent, there is still so much to explore, so many bridges to build with existing practices, and so much to learn about other human beings (including ourselves)!



Since graduation, Aurelie has stayed connected with AHE in different capacities: volunteering for the Homeopathy Help Now Network at its beginning in 2020, as well as in the AHE Research Department, and she is now involved in the grading of students’ assignments.

### **Veronica Wolf, CCH Academic Marking**

Veronica is a graduate of the first full-time homeopathy program at AHE. She has years of experience managing holistic health care clinics and private practices.

Veronica has a strong passion for the healing arts and has worked as a massage therapist, yoga instructor, birth doula, and Pilates teacher. She has a bachelor’s degree in Arts with an emphasis in Psychology and Art Therapy.



Veronica is a board-certified Homeopath who runs her private practice, Mother Tongue Medicine, established in Brooklyn, NY and now rooted near Flint, MI.

## TECHNOLOGY

### **Premi Sivanesan** **Learning Technologies Consultant**

Premi Sivanesan is a Moodle Learning Management System expert with over 5 years' experience as an Administrator and creator of e-learning courses. Premi has completed various projects locally and internationally over the last few years. She specializes in LMS set-up, administration and management for vocational and higher education courses. She also has extensive experience in competency-based learning and assessment and compliance of registered training organizations in Australia.



### **Tosin Abari** **Digital Technologies Consultant**

Tosin Abari is a former college athlete and football administrator turned dynamic healer. A holistic wellness practitioner and emerging homeopath, Tosin is also a devoted husband and father to an inquisitive preschooler. Tosin is passionate about using alternative healing modalities as well as mindful meditation practices for those who wish to heal from and/or amplify athletic performance. Additionally, Tosin is on a mission to bring holistic wellness to disenfranchised and marginalized groups. He believes that all people should have access to all types of healing. Tosin has had an unconventional path to healing—having independently studied nutrition and alternative modalities for almost two decades on his own.





## MEDIA AND MARKETING

### **Sherry McAnelly, CCH** **Marketing Manager and Art Director**

Sherry is a homeschooling mother of two with a degree in Business Administration. She spent the bulk of her career as an entrepreneur in the beauty and holistic wellness space. Sherry discovered homeopathy after her eldest son was born and after a major health crisis that forced her to change her life course. Through serendipitous circumstances, Sherry was offered a work-study position with AHE and began her journey of rigorous study, personal growth, healing, compassion, tears, and lots and lots of laughter. She now uses her creative skills for the advancement of homeopathy, volunteering with the Homeopathy Help Network and doing digital design and marketing for both AHE and the National Center for Homeopathy.



### **Kaylee Braz, CCH** **Social Media Specialist and Projects Coordinator**

Kaylee Braz, CCH is a graduate of the Academy of Homeopathy Education and is practicing in Colorful Colorado under Nevermore Homeopathy, LLC. She has been working with AHE since summer of 2018 in marketing and has since become more involved in areas like fundraising, administrative tasks, projects and more. Kaylee has been volunteering with Homeopathy Help Network since its inception. In a past life, Kaylee co founded Americans for Homeopathy Choice. There is a special place in her heart for nonprofit and advocacy work. Becoming a mother led Kaylee to seek out a more holistic way of life, which eventually led to homeopathy.



## APPENDIX B: 2023-24 ACADEMIC CALENDAR

### Full Time

Full-time cohorts meet weekly, **Mondays and Tuesdays from 10 am to 1:15 pm ET**. Clinic times will be scheduled based on the student's availability.

23-24 Academic Year	Date	Class/No Class
Start date	Monday, September 18, 2023	1 <sup>st</sup> day of class
Columbus Day	Monday, October 9, 2023	Class
Veterans Day	Saturday, November 11, 2023	n/a
Thanksgiving Break	November 21 – 27, 2023	No class
Winter Break	December 18, 2023 – January 7, 2024	No class
Martin Luther King Day	Monday, January 15, 2024	No class
President's Day	Monday, February 19, 2024	Class
March Break	March 4-10, 2024	No class
Spring Break	April 1-7, 2024	No Class
JAHC Conference	Monday, April 22, 2024	No Class
Memorial Day	Monday, May 27, 2024	No Class
Summer Break	June 5 – September 20, 2024	No class

## Part Time

Incoming part-time students meet weekly, **Monday evenings from 6-8pm ET**, unless indicated otherwise in the table below. Clinic times will be scheduled based on the student's availability.

**The following schedule reflects “Year 1” for new, incoming part-time students.**

(Part-time students already enrolled at AHE, see calendar link below for full schedule of existing part-time cohorts)

23-24 Academic Year	Date	Class/No Class
Start date	Monday, September 18, 2023	1 <sup>st</sup> day of class
Columbus Day	Monday, October 9, 2023	Class
Veterans Day	Friday, November 10, 2023	n/a
Thanksgiving Break	November 21– 27, 2023	No class
Winter Break	December 18, 2023 – January 7, 2024	No class
Martin Luther King Day	Monday, January 15, 2024	Class
President's Day	Monday, February 29, 2024	Class
Spring Break	April 1 – 7, 2024	No class
JAHC Conference	Monday, April 22, 2024	No Class
Memorial Day	Monday, May 27, 2024	Class
Last day of class	June 24, 2024	Class
Summer Break	June 25 – September 20, 2024	No class

## CLASS AND CLINIC CALENDAR LINK FOR ALL COHORTS

Class and clinic dates for all cohorts, Full-time and Part-time, may be found at the following link:

<https://academyofhomeopathyeducation.com/dates-and-deadlines/>

## Version History

<b>Document Name</b>	<b>Publication Date</b>	<b>Changes made</b>
AHE 2023-24 Catalog, Version 1	5/11/23	n/a
Version 2	7/27/23	Updates to academic calendar
Version 3	8/31/23	Change of mailing address Updates to AHE Team list