

**The Accrediting Commission of Career
Schools and Colleges of Technology**

**STANDARDS OF
ACCREDITATION**

January 1, 2009



ACCSCT STANDARDS OF ACCREDITATION

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INTRODUCTION

Preamble

Revised 6/20/2008

The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) reviews and accredits private institutions of higher education. The primary purpose of the Commission is to establish and maintain high educational standards and ethical business practices among its accredited institutions.

Participation in the process of accreditation is voluntary on the part of the school. Accreditation serves as an indication of institutional quality by setting standards against which all private career schools and colleges can be measured. A high level of reliance is placed upon information, data, and statements provided to the Commission by a school. The integrity and honesty of a school are fundamental and critical to the process. A compromise of integrity is considered to be an extreme offense. If the Commission determines that a school has knowingly provided false or misleading information, the Commission will take any action that it believes is reasonable and appropriate including, but not limited to, denying any pending application or taking any accreditation action described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*. Accredited schools agree to, and must meet or exceed, the *Standards of Accreditation* throughout the accreditation period.

By applying for and receiving accreditation, a school accepts the obligation to demonstrate compliance with the *Standards of Accreditation*. A fundamental component required for this demonstration is self-evaluation. Self-evaluation is an assessment of the complete school, conducted by faculty and students, as well as by the school administration. The process should involve the entire school. The self-evaluation process provides an opportunity for the staff and faculty of the school, whether it is a small, highly specialized school or a large, departmentalized school, to examine itself and to draft findings and recommendations for its own action. Improvements within a school should be due primarily to its internal efforts rather than due to an on-site evaluation by an outside team. The process of self-evaluation is expected to be a significant and ongoing experience. Schools should incorporate the self-evaluation process as a permanent part of the institution's operation.

While the Commission employs its own fact-finding methods to determine a school's compliance with accrediting standards, such as on-site evaluation teams' observations and review of information provided by third parties, the burden rests with the school to establish it is meeting the standards. Moreover, the Commission's deliberations and decisions are made on the basis of the written record of an accreditation review. Schools do not have the right to appear before the Commission. Accordingly, a school must supply the Commission with complete documentation of the school's compliance with all accrediting standards if it is to be granted and maintain accreditation.

Standards of Accreditation

This document describes the accreditation process and sets forth the base of essentials (i.e., standards of best practice) against which a school studies and evaluates itself. Each school determines its own educational objectives, keeping in mind, however, that such objectives must be appropriate for a postsecondary-educational institution. In addition, ACCSCT endorses the concept of academic freedom that supports faculty members' privilege to function as scholars in the interpretation and application of theories and ideas within the context of an institution's mission, policies, and procedures. Ultimately, a school is evaluated based on accomplishing its announced objectives, in accordance with the Commission's standards.

The standards and accreditation process emphasize educational quality by focusing on outcomes. What actually happens as a consequence of the teaching-learning processes in a school, and what is the

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evidence of these results? Given the stated purposes of the school and its documented outcomes, can the school be judged as meeting standards of quality compared with similar institutions? Does the accreditation process help the school to evaluate and improve its outcomes and hence its quality? Such questions are the primary focus of the Commission as it conducts its work.

Necessarily, the Commission concerns itself with inputs (the kinds of students in the school and the recruiting, admission, and testing procedures that produce them); resources (instructors, equipment, library, etc.), and processes (how the school actually operates). All of these conditions are evaluated within the context of the school's stated mission and its demonstrated achievements. Two important outcomes that the Commission uses in its assessment process are student graduation rates and graduate employment rates. The Commission is concerned about employer satisfaction, student satisfaction, and student success over time. Accordingly, the Commission is concerned about outcomes related to specific skills, knowledge, and behaviors achieved by students as a direct result of participation in a training program.

All provisions of the *Standards of Accreditation* are effective as of March 15, 2007 with the exception of applicable grandfather provisions and those areas subsequently revised or added. Please consult the previous version of the *Standards of Accreditation* dated February 15, 2006 for earlier requirements. Substantive revisions or additions to the *Standards of Accreditation* made on or after March 15, 2007 are identified by the date of revision.

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CHAPTER 1

**RULES OF PROCESS AND
PROCEDURE**

ACCSCT STANDARDS OF ACCREDITATION

RULES OF PROCESS AND PROCEDURE

I. DEFINITIONS, ACCREDITATION ELIGIBILITY AND PROCESS, AND GENERAL INSTRUCTIONS

A. Definitions

For the purpose of the *Standards of Accreditation*, the following definitions apply:

1. The term “standards” refers to all accreditation requirements, rules, policies, substantive standards, and appendices promulgated by the Commission and contained in the *Standards of Accreditation* document.
2. The terms “adverse accreditation decision” and “adverse action” refer to an action that can be appealed under these *Rules*. Adverse actions are denial of an application for initial accreditation or renewal of accreditation, withdrawal of accreditation, and denial of a substantive change application.
3. Whenever the term “clock hour” is used, the equivalent in credit hours may be substituted.
4. Any reference to “day” means a calendar day. If a time period measured in days ends on a Saturday, Sunday, or a national holiday, the official end of the time period will be moved to the next business day.
5. The term “family” encompasses parents, siblings, spouses, and children.
6. The term “continuous operation” means operation under continuous licensure by the state and training students at a school except for regularly scheduled breaks and vacation periods. For initial applicant schools, such operation must be immediately preceding and contiguous to the submission of the Application for Initial Accreditation. For accredited schools, such operation must be ongoing.
7. The term “licensed” means that the school holds a valid license to operate a school from appropriate authorities (e.g., local, state, or federal). In jurisdictions where no license is issued, the school must submit verification as to time in operation from the government agency with jurisdiction over the school.
8. Any requirement for “notice” or “notification” means the requirement of a specific letter or the submission of the applicable report to the Executive Director of ACCSCT informing the Commission of the specific change or situation for which notice is required under these *Rules*. Incorporation of the information into an unrelated application, Annual Report, or other communication does not constitute “notice.”
9. The term “private” includes schools that are operated on either a for-profit or nonprofit basis.
10. The term “recognized accrediting agency” means an accrediting agency that is recognized by the Secretary of the U.S. Department of Education in accordance with federal regulations.
11. The term “school” refers to a postsecondary institution with trade, occupational, or career-oriented educational objectives. A school is comprised of one or more physical facilities that offers programs residually, through a combination of residential training and distance education methodologies, or solely using distance education methodologies.
12. A “school” is a main or branch campus facility that meets the definition in *Section I (A)(11)* above. Each school will have a single, permanent, nontransferable ACCSCT reference number.
13. The term “United States” means, in addition to the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, and the

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Commonwealth of the Northern Mariana Islands. The term “international” refers to any place outside the United States.

14. The term “state” refers to the governmental entity responsible for the licensure or authorization for the school to operate within that jurisdiction.

B. Institutional Eligibility Requirements

Revised 1/1/ 2009

1. Basic Information

- a. Purpose – The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) reviews and accredits private schools of higher education that offer programs in career-oriented areas of study. The primary purpose of the Commission is to establish and maintain high educational standards and ethical business practices among its accredited schools and to assess a school’s compliance with those standards. Accreditation is also a means of assisting private career schools and colleges to improve by requiring self-evaluation and institutional assessment and improvement activities.
- b. Scope – ACCSCT accredits private, postsecondary, non-degree-granting institutions and degree-granting institutions, including those granting associate, baccalaureate, and master’s degrees, that are predominantly organized to educate students in career-oriented areas of study to include institutions that offer distance education. ACCSCT is recognized by the U.S. Department of Education to accredit these same institutions.
- c. Limitations of Scope of Accreditation Activities – The Commission does not profess to have within its capability, and does not define as its purpose, the evaluation of any school that may seek accreditation. Rather, a school must fall within the Commission’s scope and meet the requirements of this section before it may apply for consideration. Accordingly, the Commission may decline to consider for accreditation otherwise eligible schools if it determines that the programs offered by an applicant school fall outside the Commission’s primary scope and competence or there is a lack of standards necessary for meaningful review. Schools primarily directed toward avocational or general education objectives are ineligible for accreditation by the Commission.
- d. Educational Objectives
 - i. The school’s primary educational objective must be to prepare students for entrance or advancement in one or more occupations requiring technical or career oriented competencies and skills. Educational objectives must be career oriented and provide graduates with the necessary competencies, skills, and level of education for employment in their fields of study. A school must ensure that all required courses are available to enable students to complete their programs of study. Schools may enter into consortium, contractual or partnership agreements in accordance with *Section II (A)(7), Substantive Standards, Standards of Accreditation*.
 - ii. A school may have educational objectives other than those described above (e.g., GED preparation, refresher training, avocational courses, continuing education, etc.), however any such educational objectives may not have greater priority within the school’s mission and operations than its career-oriented educational objective. A school may not advertise these educational objectives in a manner that would represent them as within the scope of the Commission’s accreditation.

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- iii. A school may enter into contractual arrangements with business, industry, or government agencies for group training purposes. The school may represent these training programs as within the scope of the Commission's accreditation only if the programs have been recognized or approved in accordance with accrediting requirements.
 - e. Legal and Disclosure Requirements
 - i. A main school is a freestanding institution that is legally established as a corporation, partnership, or sole proprietorship and reported as such to the appropriate state agencies, the U.S. Department of Education, and other accrediting bodies, if applicable. A main school may also establish separate facilities (i.e., branch or satellite location) in accordance with *Section VIII, Substantive Standards, Standards of Accreditation*.
 - ii. A school must describe itself consistently to each accrediting agency, state agency, and federal agency with regard to identity (i.e., main school, branch, or equivalent), purpose, governance, programs, credentials awarded, personnel, finances, and constituents served, and must keep each agency apprised of any change in its status.
 - iii. A school must be in compliance with all applicable federal, state, and local government requirements. In cases where accrediting standards and federal or state government requirements differ, the more stringent will apply. If conflicts exist between federal or state requirements and accrediting standards, the federal or state requirements will take precedence.
 - f. Standards of Accreditation: ACCSCT publishes and makes available a copy of its standards pertaining to accreditation, as well as application materials. All key documents are available on the ACCSCT Web site at www.accsct.org or by requesting a copy from the ACCSCT office.
 - g. Voluntary Process: Participation in the process of accreditation is voluntary on the part of the school. By applying for and receiving accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*.
 - h. Accreditation Fees: ACCSCT is a nonprofit corporation organized under the laws of the Commonwealth of Virginia. Fees paid by applicant and accredited schools support the work of ACCSCT – to provide the independent recognition of schools that achieve and maintain standards of quality.
2. Institutional Eligibility Requirements
- a. In order for a school to be eligible to apply for, receive, or maintain ACCSCT accreditation, a school must demonstrate that it meets the following eligibility criteria:
 - i. The school must fall within the Commission's scope as stated in these *Rules*.
 - ii. The school must have all necessary authorizations from the state(s) in which it operates and be in compliance with all applicable local, state, and federal requirements.
 - iii. At the time of application, the school must have been appropriately licensed by the state(s) in which it operates and training students continuously for the preceding two consecutive years (except for regularly scheduled breaks and vacation periods) and must commit to operating continuously thereafter.
 - iv. At the time of initial application, the school must have graduated at least one class of students from the longest program(s) offered during the two-year period preceding its

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application for accreditation. Prior to a grant of initial accreditation, the school must be able to provide student achievement outcomes for its programs prepared in accordance with the Commission's student achievement reporting requirements.

- v. At the time of initial application, the school must be financially sound with sufficient resources for its proper operation and discharge of its obligations to students. The school must demonstrate two years of operating history through the submission of financial statements that are prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information and that show that the school has met the financial tests for initial applicants included in those instructions.
 - vi. The school must, at a minimum, offer at least one program that is 300 clock hours or longer in length.
 - vii. Within the six months prior to submitting an application for accreditation, the school's full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSCT Accreditation Workshop.
 - viii. The school's application for accreditation (initial or renewal) must be complete.
3. Programs Approved within the Scope of Institutional Accreditation
- a. All programs offered by a school that fall within the Commission's scope must be approved by the Commission as within the school's scope of institutional accreditation through the application of initial accreditation process and substantive change program approval process.
 - b. Accreditation by ACCSCT is institutional in nature. In order for a program to be included in the institution's accreditation it must be within the Commission's scope of accreditation and properly reported to and approved by the Commission.
 - c. Programs Outside of the Commission's Scope: The Commission will consider programs that are outside of its scope and may recognize them as within the institution's ACCSCT accreditation provided the school has received specialty or programmatic accreditation for the program. Such a program also would be considered for approval if it has some other equivalent certification or approval that is sufficiently comprehensive to assure the Commission that the program to be offered meets the standards and competencies required by the occupation for which the program trains students.
 - d. With respect to item (c) above, if a conflict exists between another accrediting or certification agency and ACCSCT requirements, the more stringent requirement will take precedence unless the school can show that the less stringent requirement is more appropriate for that specific program. All other ACCSCT standards and requirements would apply to the school and the programs approved by ACCSCT.

C. Summary of the Accreditation Process

Steps in the process of achieving accredited status are as follows:

1. Accreditation Workshop: The full-time, on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) of the school must attend an accreditation workshop prior to the submission of the application for accreditation (initial or renewal).

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2. Application: The school must submit a complete application form and fee for each facility to be considered for Commission review.
3. Self-Evaluation Report: The school must complete and provide to the Commission a Self-Evaluation Report, which is an assessment of the school's effectiveness in achieving its announced educational objectives and compliance with accreditation standards.
4. Orientation On-site Evaluation (initial applicant schools only): An unaccredited school receives an Orientation On-site Evaluation as described in *Section III, Rules of Process and Procedure, Standards of Accreditation*.
5. On-site Evaluation: A team of experienced professionals evaluates the school on-site to verify the information contained within the Self-Evaluation Report, to seek additional information and to develop an understanding of how well the school meets its educational objectives and the *Standards of Accreditation*.
6. Team Summary Report: Each member of the on-site evaluation team contributes to the preparation of a factual report of the school's compliance with accreditation standards.
7. Response to the Team Summary Report: The school has an opportunity to file a response with supporting documentation to the on-site evaluation team's findings cited the Team Summary Report. The school is given at least 30 days from the date of the Team Summary Report to submit a response unless the Commission determines that a different time frame is warranted.
8. Team Leader Comments and Response: The school's response, if any, is forwarded to the Team Leader who participated in the on-site evaluation for review and comment. If the Team Leader has additional comments, the school is provided an opportunity to respond to those comments and to submit additional material to be considered by the Commission.
9. Commission Review: The Commission reviews the application for accreditation (initial or renewal), the Self-Evaluation Report, the Team Summary Report, the school's response, Team Leader comments and the school's response if any, and any additional information collected about the school, which may include reports from government and private agencies.
10. Commission Action: The Commission will take one of the actions described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
11. Appeal: If the Commission denies or withdraws accreditation, the school may appeal (see *Section VIII, Rules of Process and Procedure, Standards of Accreditation*).

D. Obligations of the Institution to Maintain Eligibility for Accreditation

Revised 1/1/ 2009

1. By applying for and receiving accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*. While the Commission employs its own fact-finding methods to determine a school's compliance with accrediting standards, such as on-site evaluation teams' observations and review of information provided by third parties, the burden rests with the school to establish that it is meeting the standards. Moreover, the Commission's deliberations and decisions are made on the basis of the written record of an accreditation review. Schools do not have the right to appear before the Commission. Accordingly, a school must supply the Commission with complete documentation of the school's compliance with all accrediting standards if it is to be granted and maintain accreditation.
2. In order for a school to maintain its eligibility for accreditation, it must:
 - a. Comply on a continuous basis with accreditation standards;

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- b. Operate providing education and training to students in accordance with its primary objectives, (with the exception of any regularly scheduled breaks, vacation periods, or approved changes of location) on a continuous basis;
 - c. Fulfill all reporting and substantive change requirements;
 - d. Maintain compliance with all applicable local, state, and federal requirements; and
 - e. Pay all sustaining, processing, and on-site evaluation fees as required and on a timely basis.
3. Failure by a school to maintain continued compliance with all ACCSCT standards and requirements will lead to the Commission taking appropriate action as described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
 4. Schools may not use accreditation status, reports, or materials in a false or misleading manner. If this occurs, the Commission will require the school to correct the false or misleading information and make public such information that it deems necessary to correct any false or misleading impression created by the school

E. General Instructions – Submission of Documents to the Commission

1. All submissions to the Commission must be organized and prepared in accordance with any specific instructions issued by the Commission and with the following specifications. All submissions must be:
 - a. Typewritten, clear, and legible (photocopies must be legible and photographs must be digital originals or clear copies);
 - b. Organized as required by the ACCSCT Instructions for Electronic Submission (e.g., bookmarked using required software, etc.);
 - c. Identified with the school's ACCSCT reference number and include a signed certification attesting to the accuracy of the information.
2. Instructions for completing applications and reports are included on the forms for each process. A school may, upon request, receive special or additional instructions from the ACCSCT staff either by telephone, letter, e-mail, or in person at the ACCSCT office.
3. ACCSCT requires that all documentation be submitted in English or accompanied by an appropriate English translation.
4. All information submitted for Commission consideration must be certified as true and correct by the highest ranking official at the school.
5. Late fees will apply to all applications, reports, and responses that have a specific deadline. A \$500 late processing fee will be assessed and due the day following the due date of a report, application, or response. A late fee will be reduced to \$250 if the school has requested an extension prior to the due date. A list of schools that have not paid fees in accordance with established requirements will be reported to the Commission at each regularly scheduled meeting and may constitute reason for a Show Cause Order to be issued.

F. Application Withdrawal

1. A school may withdraw an application it has submitted to ACCSCT before the Commission considers it.

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2. The withdrawal request must be in writing and sent by a traceable means to the Executive Director of ACCSCT.
3. Fees associated with the withdrawn application will not be refunded except the fee for an on-site evaluation that did not occur. Expenses incurred by the Commission as a result of a cancellation of a scheduled on-site evaluation will be borne by the school.

G. Required Reports, Applications, and Fees

1. Required reports and applications must be submitted to the Commission in the manner and within the time frame prescribed in these *Rules*.
2. Required processing fees must accompany all reports and applications.
3. Annual sustaining fees must be paid in a timely manner prescribed by the Commission in its Bylaws.
4. Failure to provide reports and fees to the Commission may result in an action taken by the Commission consistent with *Section VII, Rules of Process and Procedure, Standards of Accreditation* including denial or withdrawal of accreditation.

H. Requests for Information

The Commission may, at any stage in the accreditation process, request a school to produce documentation that it deems pertinent and relevant to an accreditation action. Failure to produce such documentation in the manner and within the time frame established by the Commission may result in action being taken by the Commission, consistent with *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including denial or withdrawal of accreditation.

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II. APPLICATION FOR ACCREDITATION AND SELF EVALUATION

A. Applications for Accreditation

Revised 1/1/ 2009

1. Application for Initial Accreditation

- a. The application form for initial accreditation may be obtained from the ACCSCT Web site and is distributed at the ACCSCT Accreditation Workshop.
- b. The full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSCT Accreditation Workshop prior to the submission of the Application for Initial Accreditation.
- c. The Application for Initial Accreditation–Part I is to be submitted to the ACCSCT office within six months after workshop attendance. The application must include:
 - i. The completed application form;
 - ii. All required attachments; and
 - iii. The application fee.
- d. Should a school submit an Application for Initial Accreditation that does not minimally establish that it meets the ACCSCT eligibility criteria, the school will be given an opportunity to submit additional information in support of its application. If the application cannot be accepted within six months of the date of initial submission, the application may be rejected without a refund of the corresponding application processing fee. A school whose application is rejected may appeal in accordance with the procedures set forth in *Section VIII, Rules of Process and Procedure, Standards of Standards of Accreditation*.
- e. An Application for Initial Accreditation will be considered expired when:
 - i. The Self-Evaluation Report is not submitted within six months from the date that the application is accepted;
 - ii. The school is not ready to receive an orientation on-site evaluation within 12 months from the date that the school's application is accepted; or
 - iii. The school is not ready to receive a full-team on-site evaluation within 24 months from the date that the school's application is accepted.

There will be no refund of the application fee once an application has expired.

- f. An Application for Initial Accreditation will be accepted only when it is deemed complete and demonstrates compliance with the ACCSCT eligibility criteria and scope requirements. Initial applicant schools are expected to comply with the Standards of Accreditation as of the date that the school's Application for Initial Accreditation is accepted.

2. Application for Renewal of Accreditation

- a. ACCSCT will send sufficient advance notice of required attendance at an ACCSCT Accreditation Workshop prior to the expiration of a school's accreditation.
- b. The full-time on-site director or appropriate management team representative (see *Section I (A)(1)(a), Substantive Standards, Standards of Accreditation*) must attend an ACCSCT Accreditation Workshop prior to the submission of the Application for Renewal of Accreditation.

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- c. The completed application is due to the ACCSCT office within 45 days of attendance at the workshop and must include:
 - i. The completed application form;
 - ii. All required attachments; and
 - iii. The application fee.
- d. An Application for Renewal of Accreditation will be accepted only when it is deemed complete and demonstrates compliance with the ACCSCT eligibility criteria and scope requirements.
- e. If a school submits an Application for Renewal of Accreditation that does not minimally establish that it meets the Commission's eligibility criteria and scope requirements, then the school will be given an opportunity to submit additional information in support of its application.
- f. If the resubmitted Application for Renewal of Accreditation cannot be accepted, the Commission will take appropriate action, which may include withdrawal of the school's accreditation. A school whose accreditation is withdrawn in the application process may appeal in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.

B. Self-Evaluation

1. The Commission's self-evaluation process (i.e., the Self-Evaluation Report) provides an assessment of the entire school, conducted by faculty and students, as well as by the school administration. The self-evaluation process should involve the entire school and provide an opportunity for the staff and faculty of the school, whether it is a small, highly specialized school or a large, departmentalized school, to examine itself and to draft findings and recommendations for its own action. Improvements within a school should be due primarily to its internal efforts rather than an on-site evaluation by an outside team.
2. The process of self-evaluation is a required element of the accreditation process and is expected to be a significant and ongoing experience. The Commission has an expectation that each school will incorporate the self-evaluation process as a permanent part of its operations.
3. Schools in the following application processes must submit a Self-Evaluation Report to ACCSCT:
 - a. Initial accreditation;
 - b. Renewal of accreditation;
 - c. Total re-evaluation of accreditation; and
 - d. Change of classification from a branch campus to a main campus.
4. The Commission may require the submission of a Self-Evaluation Report at any time as deemed necessary.
5. Initial and renewal applicants for accreditation may request consultation from the Commission's staff with respect to completion of the Self-Evaluation Report at any time.

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III. THE ON-SITE EVALUATION

A. On-Site Evaluation Requirements

The Commission conducts on-site evaluations of applicant and accredited schools as necessary to assist in its determination of compliance with ACCSCT standards and requirements. The on-site evaluation is conducted in accordance with the procedures as established by the Commission. In all cases, the school is responsible for the costs for on-site evaluations.

An on-site evaluation is a required element of the following processes:

1. Application for accreditation (initial or renewal);
2. Substantive changes as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
3. An on-site evaluation may be required on an announced or unannounced basis as necessary to assist in the determination of compliance with ACCSCT standards and requirements and in conjunction with any process described in these *Rules*.

B. Categories of On-Site Evaluation

Categories of on-site evaluations are:

1. Orientation/Consultative On-site Evaluation: Applicants for initial accreditation will receive an orientation on-site evaluation by an ACCSCT staff person after the initial submission of the Self-Evaluation Report. Accredited schools may request at any time a consultative on-site evaluation, the cost of which is borne by the school.
2. Initial Accreditation or Renewal of Accreditation On-site Evaluation: This is an announced on-site evaluation that is conducted by a full team of evaluators. This category of evaluation is carried out as part of the processes outlined in these *Rules*.
3. Substantive Change On-site Evaluation: This is an announced on-site evaluation that is carried out as part of the processes outlined in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
4. Special Evaluation or Fact-Finding On-site Evaluation: When there is a reason to verify a school's compliance, at the direction of the Commission or the Executive Committee, a special evaluation or fact-finding, announced or unannounced, on-site evaluation to determine prior and continuing compliance will be conducted.

C. Function of On-Site Evaluators

1. The on-site evaluation provides an opportunity for discussion among the evaluator(s) and school officials, faculty, staff, students, and other relevant individuals, including members of the school's program advisory committee(s). Evaluation team members do not recommend action to the Commission. This function is reserved to the Commission.
2. Team members volunteer as experienced professionals, not as representatives of their institutions or businesses.
3. In the case of an on-site evaluation conducted in relation to an application for accreditation (initial or renewal) or substantive change applications, the function of the evaluators is to evaluate independently and to verify: the information submitted by the school, the school's success in

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meeting announced objectives and demonstrating successful student achievement, and the school's compliance with the *Standards of Accreditation*.

4. In the case of a substantive change, the team will also evaluate any adverse effect the substantive change will have on the capacity of the school to meet the *Standards of Accreditation*.
5. In all other cases, the function of the evaluators will be to review the school's ongoing compliance with accreditation standards and requirements and as specifically directed by the Commission.

D. On-Site Evaluators

1. ACCSCT compiles and maintains a list of qualified on-site evaluators and, to the extent practicable, will match their qualifications with the schools they evaluate. Each team will include an ACCSCT staff member and may include evaluators from the following categories as determined by the Commission:
 - a. Team Leader/Management Specialist;
 - b. Education Specialist;
 - c. Occupation Specialist/Subject Matter Specialist; and
 - d. Distance Education Specialist.
2. An ACCSCT staff member will accompany the team during all on-site evaluations to ensure consistency, provide technical assistance and interpretive guidance on accreditation standards and rules, and serve as the liaison between the on-site evaluation team and the Commission.
3. The Team Leader is responsible for the completion of the on-site evaluation in accordance with the Commission's process and procedures and ensures that each team member performs the assigned functions.
4. Team members must comply with the ACCSCT Evaluator Code of Conduct and other requirements as stated in the Commission's policies. Evaluators who fail to comply may be removed from the list.

E. Announced On-site Evaluations: Notice of Team Members to School

1. Upon appointment of the on-site evaluation team, the school will be promptly notified of the names of the prospective team members. A school may not request a specific individual to serve as a member of the team.
2. If any conflicts of the types prohibited by the ACCSCT Evaluator Code of Conduct exist, the school's representative must make this known to the Commission. All notices of this nature must be submitted to the Executive Director of ACCSCT and must state clearly the reasons the school believes that a conflict of interest exists.
3. If the school has other grounds to believe that a member of the team presents a potential conflict of interest, or does not meet the qualifications for an on-site evaluator, or for other good cause, it may request that ACCSCT replaces that team member.
4. If the Executive Director of ACCSCT determines that good cause exists for replacing the team member, the team member will be replaced. Written confirmation will be sent to the school once team members have been approved.

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F. Observers

1. A person with direct interest in the licensure or accreditation of ACCSCT-accredited schools will be permitted to accompany an on-site evaluation team as an observer. Such observers will have no role in the on-site evaluation process. The Commission will not be responsible for the cost of attendance for such observers.
2. ACCSCT Commissioners and staff will be permitted to accompany an on-site evaluation team as an observer for training purposes. Such observers may have a role in the on-site evaluation process. The Commission will be responsible for the cost of attendance for ACCSCT Commissioners and staff observers.

G. Announced On-site Evaluations: Date and Postponements

1. The date(s) of the on-site evaluation will be scheduled in consultation between ACCSCT and the school such that the designated representatives responsible for the school's day-to-day operations and accreditation can be present at the school during the on-site evaluation.
2. A team on-site evaluation takes such time as required to ensure completeness of the review of the school.
3. Requests for postponement of an approved on-site evaluation date must be made in writing to the Executive Director of ACCSCT within a reasonable time prior to the scheduled on-site evaluation date and must describe in detail the facts and circumstances that necessitate the postponement. Requests will be granted only in extraordinary circumstances and for good cause shown. Expenses to the Commission as a result of postponements or cancellations will be borne by the school.
4. In the unusual event that a member of the on-site evaluation is unable to join the team or needs to leave early, ACCSCT and the school have the option of postponing the on-site evaluation, using a substitute evaluator, or having the partial team conduct its portion of the evaluation. In this latter case, the remaining portion of the evaluation will be conducted by the absent team member(s) as soon as practicable. The accreditation status of the school does not change pending the rescheduling of all or part of the on-site evaluation. Any additional costs due to use of a substitute or postponement of all or part of the on-site evaluation will be borne by the Commission.

H. On-Site Evaluation

1. The purpose of the on-site evaluation is to verify data in the school's reports, applications, responses, and any other information submitted to the Commission; seek additional information; and, in general, develop an understanding and perform an assessment of how well the school meets its objectives and the *Standards of Accreditation*.
2. The school will be evaluated in the case of announced on-site evaluations, according to all available information, including but not limited to:
 - a. Documentation included in the school's reports, applications, responses, and any other information submitted to the Commission required for the specific on-site evaluation;
 - b. Information provided by the school to demonstrate compliance with accreditation standards;
 - c. Interviews and surveys of the administration, instructors, other school employees, students, graduates, and employers of graduates;
 - d. Observations of classes, management, and administration of the school; and

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- e. Documentation of the student achievement data reported to the Commission.

I. Exit Interview

At the conclusion of an on-site evaluation, whenever practicable, the team will hold an exit interview with the school's director, manager, and any other staff the school's director wishes to have present. During this interview, the team will present its preliminary findings in relation to the school's compliance with accreditation standards.

J. The Team Summary Report

1. The Team Summary Report is a factual report and summary of the on-site evaluation team's findings as to the school's compliance with accrediting standards. Each member of the on-site evaluation team contributes to the Team Summary Report for those phases of the on-site evaluation for which the member is responsible. The Team Summary Report represents the combined findings of the team.
2. In all cases, the Team Summary Report specifies the date of the on-site evaluation, reason for the on-site evaluation, location of the school, programs offered by the school and the number of clock hours or credits in each program included within the scope of the school's accreditation, and any findings of noncompliance with accrediting standards discovered during the on-site evaluation.
3. A finding of noncompliance with an accrediting standard is reported with a specific reference to the applicable standard and cites evidence that led to the on-site evaluation team's conclusion. The Team Summary Report may include additional findings, requests for information, and other inquiries.

K. Response to the Team Summary Report

1. The Team Summary Report is sent to the school within a reasonable time frame after the on-site evaluation.
2. The school has an opportunity to respond to the Team Summary Report and to submit any information and documentation that the school may wish to place before the Commission in order to demonstrate compliance with accreditation standards. The school is given at least 30 days from the date of the Team Summary Report to submit a response unless the Commission determines that a different time frame is warranted. If no response to the Team Summary Report is received from the school, the Team Summary Report is forwarded to the Commission without response.
3. If a Team Leader participated on the on-site evaluation, then the school's response is forwarded to the Team Leader for review and comment.
4. The school is provided with a copy of the Team Leader's comments, if applicable, and is given a further opportunity to provide a response and additional comments or information for review by the Commission.

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IV. NONSUBSTANTIVE AND SUBSTANTIVE CHANGES NOTIFICATION AND APPLICATION REQUIREMENTS

A. Changes Requiring Notification

A school must notify the Commission in advance of any contractual affiliations with other schools or training providers and events or circumstances that could affect the school's policies, staff, curricula, reputation, and legal or financial status, such as filing for bankruptcy or reorganization. Nonsubstantive changes that require prior notification and substantive changes that require prior approval are described in detail below.

B. Nonsubstantive Change Provisions

1. Facility Expansion: Main Schools and branch campuses may expand facilities into either contiguous space or noncontiguous space. Satellite locations may only expand into contiguous space under this nonsubstantive change provision. A facility expansion must ensure ready access to all resources and services for students (e.g., advising, testing, learning resources, financial aid, placement assistance, etc.). The Commission considers any expansion into space that is more than one mile away to be a separate facility. This requires the filing of the appropriate separate facility application in accordance with the requirements set forth in this section of the *Rules*.
 - a. Facility Expansion Report: Schools seeking the approval of the expansion of a facility must notify the Commission at least 30 days prior to the expansion by submitting a Facility Expansion Report with appropriate supporting documentation. The Commission will notify the school in writing of the approval of the facility expansion.
 - b. Substantive Change: The expansion of a facility that results in a substantive change as set forth in these *Rules* (e.g., the addition of a new unrelated program or a change of mission or objectives) also requires the filing of a substantive change application and may require an on-site evaluation.
2. Nonsubstantive Program Modifications
 - a. Program modifications that result in less than a 25% change in the program's clock hours or credit hours or changes to the name of an approved program are considered to be nonsubstantive. The school must notify the Commission in writing of these types of changes by filing the Program Modification Report for Nonsubstantive Changes, with all attachments, prior to the modification taking effect.
 - b. A school that has been approved to offer programs or courses by distance education and proposes to offer additional courses or programs using the same approved method must submit a letter notifying the Commission of these proposed additions. At its discretion, the Commission may request additional information or require the filing of an Application for a Distance Education Program for the inclusion of additional courses or programs to be offered via distance education.

C. Substantive Changes Requiring Prior Approval

1. A school must apply to the Commission for and receive prior approval of any proposed substantive change described below. The Commission's review of the application seeks to determine whether the substantive change adversely affects the capacity of the school to continue to meet the *Standards of Accreditation*. Failure to apply for and obtain Commission approval

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prior to implementing a substantive change may result in withdrawal of accreditation or other action described in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.

2. The Commission considers the following to be substantive changes to an educational institution:
 - a. A change of mission or educational objectives;
 - b. A change of ownership;
 - c. Changes in the academic measurement of an educational program from clock hours to credit hours;
 - d. A substantial increase in the number of clock hours or credit hours required for the successful completion of a program;
 - e. A change of location (move or relocation);
 - f. A change of name;
 - g. The addition of a new nondegree program;
 - h. The addition of a new degree program;
 - i. A significant departure in the method of delivery of the school's programs, including distance education modalities;
 - j. The addition of a separate facility;
 - k. Entering into teach-out agreements.

D. Substantive Change Review and Approval Process

1. **Applications:** Schools must submit the appropriate substantive change application in accordance with the applicable filing requirements before undertaking any substantive change.
2. **Application Content:** The school must provide sufficient information to allow an assessment of its capacity to undertake the proposed substantive change.
3. **Timing of Review:** A proposed substantive change generally will be reviewed within 30 days of the Commission's receipt of an appropriate application. Upon completion of this review, the school will be notified that the substantive change is approved, that additional information is required, or that the proposed change requires further consideration by the Commission.
4. **Expiration Date:** An application that requires additional information to complete the review and approval process will expire 90 days from the date that the school is notified of any deficiency in the application.
5. **Effect of an Incomplete Application:** If an application is materially incomplete such that it cannot be processed, the school will be informed of the reasons and the application will be returned to the school.
6. **Scope of Review:** The Commission may utilize a range of resources in evaluating proposed substantive changes to include ACCSCT staff, Commissioners, and subject matter or other specialists.
7. **Capacity On-site Evaluations:** At the Commission's discretion, an on-site evaluation may be directed to determine a school's capacity to undertake the proposed substantive change and to maintain compliance with accrediting standards. Upon review of the on-site evaluation report and

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the school's response to that report, the Commission will decide whether to include the proposed substantive change within the school's scope of accreditation.

8. **Reevaluation:** At its discretion, the Commission may approve a substantive change subject to the school undergoing a total accreditation reevaluation.
9. **Effect of Substantive Changes:** Proposed changes to a school may be so substantial that the Commission may conclude that the school to which it granted accreditation has effectively closed and a new school is proposed to open. After affording the school the opportunity to provide information about the changes and whether sufficient continuity of the accredited school will be maintained, the Commission may act to require a total re-evaluation of the school or to withdraw the accreditation and require the school to re-apply for accreditation. The school may appeal a withdrawal action in accordance with the procedures set forth in these *Rules*.

E. Specific Substantive Change Provisions

1. Change of Mission and Educational Objectives

The Commission encourages schools to review continuously their institutional mission and educational objectives and to modify these as necessary for the effective delivery of the school's educational program. When a school seeks to change its mission or educational objectives substantively, that school must be able to demonstrate its ability to support the proposed change. A substantive change of mission or educational objectives may occur when the cumulative effect of other substantive changes (e.g., change of ownership, change of name, change of location, and the addition of unrelated new programs or credentials) alters the original mission and objectives of the school. A school seeking to change its mission or educational objectives substantively must receive approval in accordance with the substantive change provisions and through the filing of an Application for a Change of Mission or Educational Objectives. A substantive change of mission or educational objectives will be approved only if it is determined that there is a substantial likelihood that the change will result in continuous compliance with accrediting standards and will ultimately bring about positive results for the school's student population and not detract from the education provided at the school.

2. Change of Ownership

A change of ownership of an accredited school that results in a change of control requires approval of a transfer of accreditation to the new owner prior to the consummation of the change of ownership. In such a case, the Commission reviews a proposed transfer of accreditation to determine whether there is a substantial likelihood that the school will remain in compliance with accrediting standards after the ownership change. If the school fails to obtain the Commission's approval prior to the change of ownership, the accreditation of the school will not transfer. Consummation of a change of ownership without the Commission's prior approval will result in withdrawal of the accreditation of the school effective as of the date of the ownership change. Appropriate state and federal agencies will be notified.

- a. **General Definition of Change of Ownership:** A change of ownership requiring the Commission's prior approval of a transfer of accreditation is any transaction or combination of transactions that would result in a change in the control of an accredited school. Control is the ability to direct or cause the direction of the actions of a school.
- b. **Examples of Transactions Considered to Be a Change of Control:** These examples are illustrative only. Even if a transaction is not described in this list of examples, it will be

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considered a change of ownership requiring prior Commission approval if it meets the general definition of a change of control stated above.

- i. The sale of all, or substantially all, of the school's assets.
 - ii. The sale or assignment of the controlling interest of the voting stock of a corporation that owns the school or that controls the school through one or more subsidiaries, whether to persons who have not previously owned such stock or between existing stockholders.
 - iii. The merger or consolidation of the school with one or more other schools or the merger or consolidation of the corporation that owns or controls the school with one or more other corporations.
 - iv. An independent corporation owning a school that becomes a subsidiary of another corporation with different ownership.
- c. A proposed transfer of accreditation will be approved only if it is determined that the proposed new owners and managers have records of integrity and the capability to own and operate a school in accordance with the *Standards of Accreditation*, that the financial structure of the school will remain sound with sufficient resources for the operation of the school and discharge of obligations to students, and that the school will otherwise remain in continuous compliance with accrediting standards.
- d. Public Companies: The Commission recognizes that defining control of companies with stock that is publicly traded in securities markets and registered with the Securities and Exchange Commission (SEC) may involve additional considerations. The general definition of a change of ownership still applies, but in applying that definition to public companies that control accredited schools, the Commission will consider a change of ownership to occur if a person or other entity:
- i. Acquires 25% or more of the voting stock of the corporation and has the ability to exercise control over its management and operations;
 - ii. Holds more than 25% of the voting stock and sells stock such that the person or other entity then holds less than 25% and loses the ability to exercise control over management and operations; or
 - iii. Is considered to have acquired or lost control under the securities laws.

Ability to exercise control for public companies: A person will be considered to have the ability to exercise control over management and operations if the person is a member of the board of directors, has the ability to elect or designate members of the board, or is a member of senior management. In addition to the notification requirements explained below, public companies must promptly notify the Commission of filings with the SEC that report significant acquisitions of their stock.

- e. Nonprofit Organizations: Control of a nonprofit organization rests with its members if it is a membership organization and the members have the right to elect the board of directors. Control of a nonprofit organization rests with the board of directors if it is not a membership organization. In addition to the application of the general definition and the examples listed in *Section IV (E)(2)(a&b), Rules of Process and Procedure, Standards of Accreditation* above, a nonprofit organization will be considered to have a change of ownership if fundamental changes are made to its governance structure.

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- f. Exclusions: The following are not considered changes of control that require approval through the filing of a change of ownership application.
 - i. Controlling parties that retain control after transaction: The Commission is principally concerned with the actual ability to control rather than the form through which control is exercised. Thus, the Commission may not consider a transaction to be a change of ownership if the same parties who had the ability to control the actions of the school (i.e., majority ownership interest) retain that ability after the transaction. For example, a sole proprietorship changing to a limited liability partnership would not be considered a change of ownership if the ownership party that originally had the ability to control the direction of the school retained a majority ownership interest and the ability to control the direction of the school in the newly created LLP. This exclusion only applies to ownership and does not apply to management contracts, written or verbal.
 - ii. A transfer of ownership interest within an immediate family. Members of the immediate family for this purpose are parents, spouses, siblings, and children of the existing owners.
 - iii. Options, warrants and other rights to acquire ownership interests and debt: These transactions are not considered in determining ownership unless accompanied by agreements that substantially affect the ability to control the management and operations of the school.
 - iv. A change in the members of the board of directors of a public company through the regular exercise of stockholders' franchise.
 - v. A change in the membership of the board of directors or governing board of a nonprofit corporation through the regular exercise of the bylaws of that corporation and normal expiration of board member terms.
- g. Application for a Change of Ownership—Part I, Notification and Filing Requirements:
 - i. Notification: A minimum of 30 days before the change is proposed to take place, a school seeking to change ownership must submit an Application for a Change of Ownership—Part I and all required attachments.
 - ii. Application Content: The school must provide sufficient information to allow an assessment of its projected financial stability and responsibility under the proposed new ownership and by explaining the financing of the proposed transaction. Additional consideration may be required if the background of the proposed owners or managers raises questions as to their qualifications, the proposed ownership change raises concerns as to the soundness of the financial structure of the school or other concerns arise regarding the school's compliance with accrediting standards.
- h. Commission Action on an Application for a Change of Ownership—Part I: Upon review of the Application for a Change of Ownership—Part I, the Commission may take one of the following actions:
 - i. Approve the transfer of accreditation;
 - ii. Defer the matter for further consideration;
 - iii. Deny the transfer of accreditation; or
 - iv. Take any other action deemed appropriate pursuant to these *Rules*.

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- i. Failure to Obtain Advance Approval: Failure to obtain approval of the transfer of accreditation in advance of the change of ownership will result in the removal of the school from the list of ACCSCT-accredited schools as of the date that the change of ownership occurred.
- j. Appeals: A denial of a transfer of accreditation, or a withdrawal of accreditation because of an unapproved change of ownership, may be appealed in accordance with the procedures set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
- k. Confidentiality: All information supplied to the Commission by a school and its prospective owners as part of the change-of-ownership review process will be treated as confidential in accordance with accrediting standards. Accordingly, confidentiality or non-disclosure agreements between the parties to a proposed change of ownership will not excuse noncompliance with the Commission's requirements on changes of ownership.
- l. Additional Reporting: In accordance with the general requirements pertaining to notification in this section, a school must notify the Commission of ownership and management changes and contractual agreements that affect control of the school even if these changes or agreements do not constitute a change of ownership under the definitions explained above. These notification requirements include all sales or assignments of ownership interests of 10% or more, changes in the chief executive officer of the company or organization that owns or controls the school, and changes to the board of directors other than in the normal course of term completion.
- m. Application for a Change of Ownership–Part II, Notice and Filing Requirements:
 - i. Schools that receive Commission approval for the proposed transfer of accreditation must file an Application for a Change of Ownership–Part II within 45 days after the consummation of the change of ownership.
 - ii. On-Site Evaluation: An on-site evaluation of the school will be conducted within six months of the date that the ownership change occurred. The on-site evaluation will be undertaken by, at a minimum, an ACCSCT Team Leader and ACCSCT staff member. An on-site evaluation report will be prepared and provided to the school for a response.
- n. Commission Actions Following the On-Site Evaluation: Upon review of the Change of Ownership On-site Evaluation Report and the school's response to the report, the Commission will take one of the following actions:
 - i. Continue the school's accreditation under the new ownership;
 - ii. Defer the matter for further consideration;
 - iii. Take any other action that it deems appropriate; or
 - iv. If a school fails to demonstrate that it is operating in compliance with accrediting standards under the new ownership, the Commission may vote to remove the school from the list of ACCSCT-accredited schools or take other appropriate action in accordance with these *Rules*.
- o. If warranted, the Commission may require the school, and any separate facilities, to undergo a total re-evaluation. A total re-evaluation of the school will require the school's director to attend the next scheduled Accreditation Workshop, the submission of an Application for Renewal of Accreditation and Self-Evaluation Report, the submission of all required fees,

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- and a full-team on-site evaluation as prescribed by *Section III, Rules of Process and Procedures, Standards of Accreditation*.
- p. Restrictions:
- i. Schools that undergo a change of ownership may not relocate beyond 25 miles within a two-year period from the date that the ownership change occurred.
 - ii. Schools that relocate beyond 25 miles may not apply for a change of ownership for a period of two years from the date that the Commission approved the relocation.
 - iii. A main school may not apply for accreditation of a branch campus within one year following the Commission's recognition of a transfer of accreditation resulting from the change of control, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
 - iv. Schools that are subject to a Show Cause Order or Probation Order may only seek the Commission's approval for the transfer of accreditation that would result from a change of ownership only by making a clear and convincing showing of good cause that demonstrates that the proposed change of ownership would substantially resolve the issues that led to the Show Cause Order or Probation Order. If the Commission determines that such a showing has been made and permits the transfer of accreditation, the school will still be required to respond to the pending Show Cause Order or Probation Order and demonstrate that the school has come into compliance with accrediting standards such that the Show Cause Order or Probation Order should be lifted.
3. Change of Name
- a. A school must notify the Commission of its intent to change its name before the change takes place by filing an Application for a Change of Name–Part I. The school is not authorized to use the new name until it has received approval from the Commission to do so.
 - b. The school must file an Application for Change of Name–Part II within 30 days after the school receives the state license showing the new name.
4. Change of Location and Relocation
- a. Definitions:
 - i. A change of location occurs when an institution moves its facility from one location to another that is 25 miles or less from the former location.
 - ii. A relocation occurs when an institution moves its facility from one location to another that is more than 25 miles from the former location.
 - b. Requirements for Changes of Location and Relocations:
 - i. A school seeking to relocate must have been accredited under current ownership for a minimum of two years (see *Section IV (E)(2)(p)(i-ii), Rules of Process and Procedure, Standards of Accreditation*).
 - ii. A school must move substantially all of its operations, including programs, administration, staff, faculty, and equipment. A school that does not move equipment must demonstrate that equivalent or improved equipment will be available at the new location.

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- iii. A school must demonstrate in the applications that educational delivery will not be interrupted and that all students at the current location will complete their training, either at the new location or through alternative accommodations.
 - iv. A school should schedule its move to minimize any interruption to the education and training provided to students.
 - c. Approval Process:
 - i. The school must apply to the Commission at least 60 days prior to its intended move date by filing an Application for a Change of Location–Part I. The school is not authorized to change location or relocate until the application has been approved by the Commission regardless of when the application is submitted to the Commission office.
 - ii. Change of Location: Change of location applications will be reviewed and acknowledged by Commission staff. A school that is granted approval to change location will be required to undergo an on-site evaluation by Commission staff within six months of the move to ensure that the school has remained in continuous compliance with accrediting standards and that educational delivery and student services have not been interrupted.
 - iii. Relocation: A proposed relocation must be approved by the full Commission before the relocation occurs. A school that is granted approval to relocate will be required to receive an on-site evaluation team (Team Leader and ACCSCT staff member) within 60 days of the relocation to ensure that the school has remained in continuous compliance with accrediting standards and that educational delivery and student services have not been interrupted.
 - iv. Within 30 days following the move, the school is required to submit an Application for a Change of Location–Part II.
 - d. Commission Actions on Change of Location and Relocations:
 - i. At its discretion, the Commission may require the school, as a condition of approval, to undergo a complete accreditation re-evaluation, including attendance at an Accreditation Workshop, submission of an Application for Renewal of Accreditation and Self-Evaluation Report, and receipt of an on-site evaluation team.
 - ii. Failure to obtain approval of a change of location or relocation in advance of the move may result in the removal of the school from the list of ACCSCT-accredited schools as of the date of the relocation.
 - iii. A school that is denied approval of a proposed change of location or relocation or whose accreditation is withdrawn for failure to request approval of the change of location or relocation in advance, may appeal the decision of the Commission in accordance with the procedures set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
 - e. Restrictions: A change of ownership and transfer of accreditation will not be approved by the Commission within two years of a relocation.
5. Separate Facilities
- a. Branch Campus
 - i. Branch Campus Eligibility:

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1. A main school must have sufficient financial and managerial resources to operate every branch campus for which an application is submitted to and approved by the Commission.
 2. A main school must have been accredited as such for one year before it may seek accreditation for a branch campus, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame. A branch campus need not have a history of prior operation in order to seek accreditation as a separate facility, except as described in number 3 immediately below.
 3. A branch campus seeking initial accreditation as part of the main school's Application for Initial Accreditation must meet all criteria for eligibility as stated in *Section I (B)(2), Rules of Process and Procedure, Standards of Accreditation*. If, however, the main school and branch campus are institutionally accredited by a U.S. Department of Education-recognized accrediting agency at the time that an application is submitted to ACCSCT, then the requirement for two years of operational history will not apply to the branch campus. A branch campus of a main school seeking initial accreditation must go through the entire accreditation process with the main school, submitting its own Application for Initial Accreditation and Self-Evaluation Report.
 4. A main school may apply for accreditation of only one branch campus within any 12-month period, unless the main school can demonstrate that it is otherwise eligible to apply for a branch campus, is currently in compliance with accrediting standards, can demonstrate past success in operating separate facilities, and can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
 5. A main school may not apply for accreditation of a branch campus within one year following the Commission's recognition of a transfer of accreditation resulting from the change of control, unless the main school can show good cause why it should be allowed to apply for a branch campus in a shorter time frame.
 6. A main school subject to a Show Cause Order or Probation Order may not apply for accreditation or approval of a branch campus.
 7. A main school subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an application for a branch campus.
- ii. Branch Campus Application: A main school seeking to establish a branch campus must submit an Application for a Branch Campus–Part I and an Application for a Branch Campus–Part II with all required and supporting documentation. Initial approval of a branch campus within the scope of the accreditation of a main school will be granted only after all required information is submitted and the main school has appropriately demonstrated its ability to establish a branch campus. The main school will receive formal notification of the approval or denial of a branch campus application. A decision to deny approval of a branch campus may be appealed in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
 - iii. Branch Campus On-site Evaluation: A main school and the branch campus that is granted initial approval of accreditation will be required to undergo an on-site evaluation by, at a minimum, an ACCSCT Team Leader and an ACCSCT staff member within six months of the start of the first class at the branch campus separate facility.

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- iv. **Alternative Branch Campus Application Process:** The Commission reserves the right to require an on-site evaluation of the main school, the proposed branch campus, or both prior to the grant of initial recognition of accreditation. The on-site evaluation team will consist of, at a minimum, an ACCSCT Team Leader and an ACCSCT staff member. A main school and branch campus that are required to undergo an on-site evaluation prior to the initial grant of accreditation will not be required to undergo another on-site evaluation by an ACCSCT Team Leader and an ACCSCT staff member within six months of the start of the first class at the branch campus separate facility as described above.
- v. **Commission Consideration of Branch Campus Applications:** If the Commission has directed a pre-approval on-site evaluation as described in this section of the *Rules*, the Commission will consider the main school's applications, the Team Summary Reports, the school's responses, and all other information properly before it, and vote to grant or deny accreditation to the branch campus. The Commission's decision will be reported to the main school in writing and to the appropriate state and federal agencies if accreditation is granted. The denial of a branch campus application may be appealed as set forth in *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
- vi. **Duration of Initial Grant of Accreditation:** The initial grant of accreditation to the branch campus will be for no longer than two years in duration from the date of initial recognition.
- vii. **Branch Campus Program Approval:**
 1. Programs approved within the scope of the main school's accreditation will be approved within the scope of the branch campus's accreditation upon initial accreditation. Only those programs operating at the branch campus at the time of the first renewal of accreditation on-site evaluation will have continued approval as part of the branch campus's scope of accreditation.
 2. Any program additions or modifications made by the branch campus subsequent to the grant of initial accreditation, regardless of the main school's program approvals, requires the submission of the applicable substantive change application.
 3. A branch campus may offer programs different from those offered at the main school provided that the branch campus has obtained prior Commission approval, through the filing of the applicable substantive change application.
 4. A substantive change application may be submitted in conjunction with an Application for a Branch Campus–Part II.
- viii. **Renewal of Accreditation Process for a Branch Campus:** A branch campus must undergo renewal of accreditation as described in *Section II & Section III, Rules of Process and Procedure, Standards of Accreditation*. The Commission may take any of the actions set forth in *Section VII, Rules of Process and Procedure, Standards of Accreditation*. The Commission may also take action or issue directives that affect the accreditation of the main school.
- ix. **Change of Ownership of a Branch Campus:** In the event that a branch campus is sold and/or transferred independently of the main facility, the accreditation of such branch campus is terminated as of the date of the sale or transfer. An application for accreditation may be submitted to the Commission should accreditation be terminated

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under such circumstances. The application must be consistent with the requirements for an initial applicant or branch campus of another accredited main school.

- x. **Change of Classification:** An accredited branch campus may apply to the Commission for accreditation as a main school by submitting an application for accreditation as a main school. To be eligible, the branch campus must have been accredited by the Commission for two consecutive years and must have graduated students from the longest program it offers. The branch campus must demonstrate compliance with accrediting standards and requirements applicable to main school status.
 - xi. **Publication:** Branch campuses are listed separately in Commission publications of accredited schools.
 - xii. **Sustaining Fees:** Dues for a branch campus are computed separately and on the same basis as for a main school.
- b. **Satellite Location:**
- i. **Satellite Location Eligibility**
 1. A main school or branch campus may seek recognition of a satellite location at any time, in accordance with established requirements and/or restrictions.
 2. A main school or branch campus subject to a Show Cause Order or Probation Order may not apply for recognition of a satellite location.
 3. A main school or branch campus subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an Application for a Satellite Location.
 4. A main school or branch campus may apply for and receive recognition of only one satellite location within any 12-month period unless the school can demonstrate that it is otherwise eligible to apply for a satellite location, is currently in compliance with accrediting standards, can demonstrate past success in operating separate facilities, and can show good cause why it should be allowed to apply for a satellite location in a shorter time frame.
 - ii. **Satellite Location Approval Process**
 1. **Application:** A main school or branch campus seeking to have a satellite location included within its accredited status must file an Application for a Satellite Location. The Commission will only approve an Application for a Satellite Location after all required information is submitted and the main school or branch campus has appropriately demonstrated its ability to establish and manage a satellite location. The main school or branch campus will receive formal notification of the approval or denial of an Application for a Satellite Location. A decision to deny approval to a satellite location may be appealed in accordance with *Section VIII, Rules of Process and Procedure, Standards of Accreditation*.
 2. **On-site evaluation:** Upon approval, an on-site evaluation team consisting of, at a minimum, an ACCSCT Team Leader and an ACCSCT staff member will visit the satellite location within six months of the start of the first class at the satellite location. The team will prepare a Team Summary Report, which the main school or branch campus will receive and to which it will be given an opportunity to respond.

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The Commission may take any of the actions set forth in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.

- iii. Change of Ownership of a Satellite Location: In the event that a satellite location is sold and/or transferred independently of the main or branch campus facility, the Commission's recognition of such satellite location is terminated as of the date of the sale or transfer.
 - iv. Change of Location of a Satellite Location: A main school or branch campus seeking to change the location of its satellite must complete the applicable change of location applications as set forth in *Section IV, Rules of Process and Procedure, Standards of Accreditation*, and receive an on-site evaluation in accordance with accrediting procedures.
 - v. Change of Classification of a Satellite Location: A satellite location may apply to the Commission for accreditation as a branch campus provided that the satellite location meets all requirements of a branch campus. In doing so, the main school must submit the Application for a Branch Campus–Part I and Part II and follow all other applicable policies and procedures required for the establishment of a branch campus as set forth in these *Rules*. A satellite location may not change its classification directly to that of a main school.
6. Program Approval, Additions, and Modifications Revised 7/1/2007
- a. Substantive Change: New Programs or Changes Requiring Prior Commission Approval
 - i. Substantive Program Modifications: The alteration of a program or course that represents a significant modification in the objectives or content of an approved program is considered a substantive change and requires the filing of an Application for a Substantive Program Modification. As a general rule, this means a cumulative 25 percent increase or decrease, from the original date of program approval or the most recent accreditation, in the clock hours or credit hours of an existing program. The Commission may determine that other alterations represent a significant modification in the objectives or content of an approved program, consider those to be a substantive change, and require the filing of an Application for a Substantive Program Modification.
 - ii. Related New Programs: The addition of a new program that is related to the approved programs offered by a school is considered a substantive change and requires approval through the filing of an Application for a New Program–Related Program. The new program will be recognized as within the scope of the school's institutional accreditation as of the date that the Commission approves the new program.
 - iii. Unrelated New Programs: The addition of a program that is unrelated to the approved programs offered by a school is considered a substantive change and requires approval through the filing of an Application for a New Program–Unrelated Program. The new program will be recognized as within the scope of the school's institutional accreditation as of the date that the Commission approves the new program.
 - iv. Degree Programs: Schools must file the appropriate application for a degree program and have each degree program reviewed and approved by the Commission before the program is offered.

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- v. Distance Education: The addition of distance education as a means of delivering program content requires prior approval through the filing of an Application for Distance Education Approval. Program content delivered via distance education is included within an institution's scope of accreditation and is subject to the normal monitoring mechanisms available to the Commission. Once a school has received distance education approval, the addition of any new program content (with the exception of applied general education and general education courses) to be offered via distance education requires prior approval through the submission of the Application for Expanded Distance Education Approval. In addition, a significant alteration or departure in the method of distance education previously approved by the Commission requires the submission of a new Application for Distance Education Approval. It is the school's responsibility to ensure that only appropriate program content is delivered through distance education methods. See *Section IX, Substantive Standards, Standards of Accreditation* for specific information regarding distance education.
- vi. Consortium/Partnership Arrangements: In any instance where a portion of a program is offered by an entity other than the ACCSCT-accredited institution via any consortium, partnership, or contractual arrangement, the school must submit the Consortium/Partnership Report or a copy of consortium, partnership, or contractual arrangement in accordance with *Section II (A)(7), Substantive Standards, Standards of Accreditation*.
- vii. Clock Hour to Credit Hour Conversion: A school must submit the Application for Clock Hour to Credit Hour Conversion with all supporting documents for approval by the Commission prior to awarding credit hours in any program.
- b. On-site Evaluation Requirements: An on-site evaluation will be required for new program approval as follows:
 - i. An unrelated new program.
 - ii. A new degree program where:
 - 1. A non-degree-granting school has received approval to add a degree program;
 - 2. A degree-granting school has received approval for a degree program in a program area unrelated to previously approved degree offerings;
 - 3. An associate degree-granting school has received approval to add its first baccalaureate degree program; or
 - 4. A school has received approval to add a master's degree program.
 - iii. A related program at the discretion of the Commission.
 - iv. A distance education program where:
 - 1. The proposed program or course is the first distance education offering at the school;
 - 2. A school proposes to offer a new distance education program (degree or non-degree program) that is educationally unrelated to its current program offerings;
 - 3. A school proposes to offer by distance education a component of an already approved residential program that represents 25% or more of the total program offering as measured in clock hours or credit hours;

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4. A school proposes to offer a portion of a program by distance education through a consortium or partnership arrangement with an entity that is not an ACCSCT-accredited institution; and
 5. A school proposes to offer a degree program by distance education that will have an on-site evaluation in accordance with established degree program requirements as described above.
- c. Exceptions to On-Site Evaluation Requirement – Distance Education Programs:
- i. An on-site evaluation for a new program generally will not be required when a proposed distance education program or course is related to the school’s already approved residential or distance education programs or courses and an on-site evaluation to review the same or similar distance education delivery method has already occurred to the school’s currently approved residential or distance education programs or courses.
 - ii. The Commission may review distance education programs or courses without an on-site evaluation (e.g., auditing the educational delivery at a distance as deemed appropriate).
- d. Notice to School: The Commission will provide written notice to schools upon approval of a new program or program modification.
- e. Advertising New Programs: A school may describe in its catalog, advertise, enroll students in, or award credentials for new or substantively changed programs (degree or non-degree programs) only after receiving prior Commission approval.
- f. Discontinuation: Where a program has not had any enrollments or graduates for one year, the Commission may, at its discretion, request additional supporting information from the school to determine whether it has maintained the capacity to offer the program. Any program that has had no enrollments or graduates during the last accreditation cycle will cease to be approved by the Commission.
- g. Contractual Arrangements: Schools may enter into contractual arrangements with business, industry, or government agencies for group training purposes. The school may represent these training programs as within the Commission’s scope of accreditation only if the programs have been recognized or approved in accordance with accrediting requirements.
7. Teach-Out Agreements
- a. A school that intends to close or that, in the Commission’s judgment, may lack sufficient financial resources for the proper operation of the school and discharge of obligations to students, may be required to submit a comprehensive teach-out plan. The teach-out plan must contain, at a minimum, the items contained in the ACCSCT Teach-Out Plan.
 - b. If a school enters into a teach-out agreement, or is required by the Commission to submit a proposed teach-out agreement as part of a teach-out plan, the agreement must be approved by the Commission prior to implementation. The Commission will only approve a teach-out agreement if it complies with the requirements set forth in the ACCSCT Teach-Out Agreement.
 - c. Teach-Outs – Branch Campus
- A school may propose to implement a teach-out through the establishment of a branch campus by submitting an Application for a Branch Campus–Part I and Part II, with all attachments and by following all procedural requirements as outlined in these *Rules* as well

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as the requirements of *Section I (G) and Section VIII, Substantive Standards, Standards of Accreditation*. Upon receipt of these materials, the Commission will give expedited consideration to the proposal in accordance with accrediting procedures.

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V. ANNUAL REPORT AND OTHER REPORTING

A. Reporting

1. The Commission may require reports to be submitted in conjunction with any process included in the *Standards of Accreditation* Rules and particularly when:
 - a. Financial statements indicate the school is not in compliance with accreditation requirements for financial soundness.
 - b. A school's student achievement rates are questionable or fall below the Commission's required rates.
 - c. Interim monitoring is necessary or required in conjunction with any accrediting process, procedure, or substantive standard included in the *Standards of Accreditation*.
 - d. The Commission's action determines that compliance can best be shown through periodic reporting.
2. The Commission has the authority to establish the frequency, format, and content of required reports. A school may provide additional data that serves to amplify and strengthen the school's report; however, the Commission will not accept any submission by a school that does not conform to the required format.
3. All reports must be certified as true and correct by the highest ranking official at the school. The Commission reserves the right to verify the information contained in reports.
4. Failure to provide timely, complete and accurate reporting may constitute grounds for removal of a school from the accredited list.
5. Schools subject to reporting for issues related to financial soundness, student achievement, or adequacy of management must seek and receive approval from the Commission in advance of submitting an application for a separate facility.

B. Annual Report

1. Each year, the Commission requires the submission of an Annual Report by each school holding accreditation status as of June 30 of any given year. The Annual Report and all accompanying documentation must be completed by the school and submitted to ACCSCT in accordance with established formats and timelines.
2. Failure to submit a complete Annual Report by the due date may result in late fees being assessed and any Commission action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.
3. The Commission will verify information provided on the Annual Reports using various methods to include, but not be limited to:
 - a. Verification during on-site evaluations; and
 - b. Verification of a random sample of reports each year.
4. The Commission reviews each Annual Report and will notify the school in writing if that report raises questions about the continued compliance of the school with ACCSCT standards or requirements. The notice will specify the questions raised by the Annual Report and will specify a response deadline. The school must respond to the analysis in writing. The school's response will

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be reviewed by the ACCSCT staff and may be considered by the Commission in order to determine compliance with accreditation standards. Concerns also may be raised in on-site evaluation reports or during review by the Commission. In such cases, the school will be given an opportunity to respond in writing.

5. Schools that report a graduation or employment rate that is below the established standards may be required to implement a plan for improvement and submit periodic progress reports in accordance with these *Rules* and could be subject to a Commission action as outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*.

C. Financial Reporting

1. The Commission requires each school holding accreditation status or that has had an Application for Initial Accreditation accepted to submit a Financial Report each year in accordance with established timelines. The Financial Report includes the Financial Statement Analysis Form and the school's financial statements prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information. The Financial Report must be received in the ACCSCT office no later than the due date. Failure to submit a complete financial report by the due date may result in late fees being assessed and any Commission action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.
2. Financial reports are also required by the Commission when performing accreditation reviews, including reviews of applications for accreditation (initial and renewal), and to otherwise determine a school's financial stability and responsibility. These reports must be prepared in accordance with prescribed requirements and the Instructions for the Preparation and Submission of Financial Statements and Related Information.
3. All financial statements submitted by a school must be prepared by a certified public accountant and contain, at a minimum, a balance sheet, an income statement, a statement of cash flows, and appropriate accounting notes. If the school is required by federal or state law to submit audited financial statements, the school is required also to submit audited financial statements to the Commission. Otherwise, the school may submit to the Commission financial statements reviewed by a CPA. At its discretion, the Commission may require an audited financial statement at any time. Financial reports must be prepared in accordance with the Instructions for the Preparation and Submission of Financial Statements and Related Information.
4. The Commission will notify the school in writing if a financial report raises questions about the school's continued compliance with accreditation requirements. The notice will specify the questions raised by the financial report and will specify a response deadline. Concerns also may be raised in on-site evaluation reports or during review by the Commission. In all cases, the school will be given an opportunity to respond in writing.

D. Progress Reporting

1. The Commission may order a school to submit a report on its compliance with accreditation requirements during the course of routine accreditation reviews or at any time the Commission believes that monitoring of compliance with an accreditation requirement is warranted.
2. The Commission will provide notice to the school that will describe the type of report, reporting period and deadline for submission. The notice may be in the form of an ACCSCT Reporting Enclosure to a letter notifying the school of a Commission action.

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3. Failure to submit progress reports on or before the due date may result in late fees being assessed and any action outlined in *Section VII, Rules of Process and Procedure, Standards of Accreditation*, including withdrawal of the school's accreditation.

E. Special Reports

1. Each accredited school and each applicant for initial accreditation must notify ACCSCT in writing of any material event or circumstance that could affect the school's policies, staff, curricula, reputation, and legal or financial status within 10 calendar days of the event's occurrence. Such notification is in addition to disclosures that are required in the applications for initial or renewal of accreditation or any substantive change report.
2. Material events necessitating such notification include but are not limited to:
 - a. Filings of petitions for bankruptcy or reorganization;
 - b. Destruction of the school or a significant part of its facilities;
 - c. Any limitation, sanction (e.g., probationary status), suspension, or revocation of a school's license or right to operate;
 - d. Cessation of teaching;
 - e. Any Show Cause Order, imposition of probationary status, or denial or withdrawal of accreditation by another accrediting agency;
 - f. Voluntary relinquishment of accreditation from another accrediting agency;
 - g. Any criminal or civil action filed by a state (including state-supported legal assistance agencies) or federal authorities against the school, its officers, or employees;
 - h. Any action against the school to limit, suspend, or terminate student loan guarantees or participation in external programs by a guaranty agency or the U.S. Department of Education;
 - i. Any determination in accordance with requirements of the U.S. Department of Education that the school is not meeting its requirements;
 - j. Any determination in accordance with requirements of a state or other applicable regulatory agency that the school is not meeting applicable requirements or is in violation of any law; or
 - k. Any qualified or adverse statement or statement related to a school's status as a "going concern" included on an audited financial statement.
3. Special reports will set forth the circumstances of any such material event fully and will have appended to them copies of any document or information received by the Commission that is relevant to the material event.
4. Special reports required by this section of the *Rules* will be supplemental to, and not in lieu of, any other report or filing that may be required by these *Rules*.

F. Review of Reports

The full Commission will take up and consider required reports and may, as appropriate, find the school in compliance with accreditation requirements and accept the report, or take any of the actions the Commission deems necessary as authorized under *Section VII, Rules of Process and Procedures, Standards of Accreditation*.

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VI. COMPLAINT PROCEDURES

A. Complaints against Applicant and Accredited Schools

1. Purpose of Complaint Procedure

- a. Any school accredited by ACCSCT is expected to comply with accreditation standards, rules, policies, and other accreditation requirements throughout the period of accreditation.
- b. The Commission will review and process any complaint setting forth facts that reasonably suggest that an accredited school or an applicant for accreditation may not be in compliance with ACCSCT standards or requirements. Complaints are investigated in an expeditious manner.
- c. Where issues of educational quality or compliance with ACCSCT's standards or requirements are not central to the complaint, the Commission will refer the complaint and/or the complainant to the appropriate federal or state agency or private entity with jurisdiction over the subject matter of the complaint or special expertise and authority in the matter.
- d. The Commission will not intervene on behalf of individuals in cases of disciplinary action or dismissal or review decisions in such matters as admission, graduation, fees, and similar points unless the context suggests unethical or unprofessional actions that seriously impair or disrupt the educational services of an applicant or an accredited school.
- e. As a general practice, the Commission will not consider anonymous complaints.

2. Parties Who May File a Complaint

A complaint may be filed by any party who has good reason to believe that an accredited school or an initial applicant school is not in compliance with ACCSCT standards or requirements, including but not limited to students and former students of the school, prospective students, governmental agencies, members of the public, and other accredited schools.

3. Filing and Content of a Complaint

- a. All complaints considered by the Commission must be in writing and must contain all information required on the ACCSCT Complaint Form. The form is available on the ACCSCT Web site or by request from the ACCSCT office.
- b. A complaint must contain:
 - i. The basis for any allegation of noncompliance with ACCSCT standards or requirements;
 - ii. All relevant names and dates and a brief description of the actions forming the basis of the complaint;
 - iii. Copies of any documents or materials that support the allegations, when available;
 - iv. A release from the complainant(s) authorizing the Commission to forward a copy of the complaint, including the identification of the complainant(s), to the school.
- c. An initial review of the complaint is conducted by an ACCSCT staff member to determine whether the complaint alleges violations of accreditation standards. If additional information or clarification is required, an ACCSCT Complaint Form may be sent to the complainant. If a complete Complaint Form with adequate information is not returned within 20 days, the complaint will be considered abandoned and will not be investigated by ACCSCT.

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4. Processing a Complaint

- a. Receipt of a complaint will be acknowledged to the complainant in writing.
- b. When a complaint meets the requirements of this section, the Commission will notify the school named in the complaint that a complaint has been filed. The notice will summarize the allegations, identify the ACCSCT standards or requirements that were allegedly violated, and provide a copy of the original complaint to the school. The notice will advise the school of the deadline for a response.
- c. The response of the school to the complaint will set forth all defenses that the school intends to assert and will be accompanied by any documents or other materials that support the position of the school.
- d. Whenever a complaint indicates that the school may be in violation of accrediting standards and requirements, the matter may be forwarded to the Commission for independent consideration or for consideration in conjunction with any other accreditation matter pending before the Commission.
- e. Whenever a complaint alleges substantial violations of accrediting standards and other requirements such that expedited review is warranted, the matter may be forwarded to the Executive Committee of ACCSCT, which may take appropriate action pursuant to *Section 1.09.a, ACCSCT Bylaws, Standards of Accreditation*. Any complaints so referred must meet the requirements set forth in this section of the *Rules*.
- f. The Commission may, at any time, request additional information from the complainant or the school that is deemed to be necessary for the resolution of the complaint. A reasonable time limit for replying to such requests may be imposed and the Commission may not consider information that is not submitted in a timely fashion.

5. Taking Action on a Complaint

- a. If it is concluded after reviewing the school's response that the allegations establish a violation of standards or any serious deviation from educational standards imposed by the Commission, the Commission can take any action set forth under *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
- b. If it is concluded after reviewing the school's response that the allegations do not establish a violation of standards or any serious deviation from educational standards imposed by the Commission, the matter will be considered closed.
- c. The issues raised by a complaint that have been closed by the Commission will not be subject to further review or reconsideration unless subsequent complaints against the school raise new issues or suggest a pattern of significant noncompliance with accreditation standards not evident from the consideration of the previously closed complaint.
- d. Complainants are informed periodically of the status of pending complaints as well as the final resolution by the Commission. A letter describing the Commission's conclusion is sent to the complainant and to the school. A record of each complaint is maintained at the Commission's office.

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6. Reporting of Complaint Activity to the Commission: At each Commission meeting, the Commission receives a report containing the number of complaints received since the previous Commission meeting, the status of these complaints, and a breakdown of the types of complaints received.
7. Information from the United States Department of Education or Other Government Entities
 - a. Information about an ACCSCT-accredited school received from the U.S. Department of Education or other government agency will be reviewed by ACCSCT and where it suggests any possible area of noncompliance with accreditation standards or requirements, the Commission will initiate a process in conformity with these *Rules*.
 - b. Information received from the U.S. Department of Education or other government agency indicating a school's failure to comply with its Title IV responsibilities or any possible area of noncompliance with accreditation standards or requirements will follow the complaint procedure set forth in this section of these *Rules*.

B. Complaints against ACCSCT Evaluators

If the Commission receives a formal written complaint from a school regarding an on-site evaluator, the evaluator will be notified and given a copy of the complaint. The evaluator will be given an opportunity to respond to the complaint; however, a response is optional. The complaint and any response will be reviewed by the Commission to determine the ongoing eligibility of the on-site evaluator to participate in the Commission's evaluation process. The on-site evaluator will be notified of any resulting decision relative to continued eligibility.

C. Complaints against ACCSCT Commissioners or Staff Members

If the Commission receives a formal written complaint from a school regarding an ACCSCT Commissioner or staff member, the Commissioner or staff member will be notified and given a copy of the complaint. The Commissioner or staff member will be given an opportunity to respond to the complaint; however, a response is optional. The complaint and any response will be reviewed by the Commission, in the absence of the individual against whom the complaint was lodged, to determine what, if any, action is appropriate or required.

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VII. COMMISSION ACTIONS

A. Authority

Commission decisions on schools may be taken by:

1. The full Commission – All actions
2. The Executive Committee, as authorized by the Commission pursuant to *Section 1.09.a, ACCSCT Bylaws, Standards of Accreditation*.
3. The Executive Director of ACCSCT, as authorized by the Commission to provide approval of substantive change applications under *Section IV, Rules of Process and Procedure, Standards of Accreditation*.

B. Effective Date of Commission Decision

The general rule is that the effective date of a Commission decision is the date on the letter notifying the school of that decision. The effective date will be some other date for the following reasons:

1. A school seeking initial accreditation that is accredited with stipulations will not be added to the list of ACCSCT-accredited schools until all stipulations have been met and all fees have been remitted. The effective date of accreditation will be the date on the notice from ACCSCT that the school has met the stipulations and paid all required fees.
2. A school seeking renewal of accreditation that is accredited with stipulations will not be considered to have its accreditation renewed until all stipulations have been met and all fees have been remitted. Once all stipulations have been met, the date of accreditation will be effective going forward from the end of the school's previous term of accreditation.
3. Commission decisions denying or withdrawing accreditation that are capable of being appealed but are not appealed will become effective 10 days after the school receives notification of the denial or withdrawal, in accordance with *Section VII, Rules of Process and Procedure, Standards of Accreditation*.
4. Failure to obtain approval of the transfer of accreditation in advance of the change of ownership will result in the removal of the school from the list of ACCSCT-accredited schools as of the date that the change of ownership occurred (*Section IV, Rules of Process and Procedure, Standards of Accreditation*).
5. In exceptional circumstances, the Commission may establish different effective dates.

C. Basis for Decisions

1. The Commission monitors schools throughout the period of accreditation to ensure continued compliance with accrediting standards and requirements. This monitoring forms the basis of Commission decisions and is conducted through analysis of applications for accreditation, self-evaluation reports, annual reports, substantive change applications and reports, financial reports, complaints, information from government agencies and other third parties, interim on-site evaluations, and other sources.
2. The Commission meets regularly to review the materials of each school on the agenda. It is concerned with the totality of each school, and views each school in accordance with all of the available information gathered through the accreditation process and other authoritative data contained in the school's file. The integrity, record, and ability of the school to meet its stated

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objectives and to meet the standards and criteria established by the Commission provide the foundations for the Commission's judgment. Strengths are considered along with deficiencies and weaknesses. Above all, the Commission seeks to ascertain to what degree the school meets its objectives in terms of the students and their achievement.

3. The Commission's decision relative to a school's application for accreditation (initial or renewal) will be based upon the Commission's review of the school's records, including all of the following that apply:
 - a. Application for accreditation (initial or renewal);
 - b. Self-Evaluation Report;
 - c. Team Summary Report;
 - d. The school's response to the Team Summary Report;
 - e. Any comments from the on-site evaluation team relative to the school's response to the Team Summary Report (as applicable);
 - f. The school's response to on-site evaluator comments;
 - g. Information contained in the Annual Report, financial statements, progress reports or any other information contained in the school's historical record with the Commission;
 - h. Any additional information collected about the school, which may include such items as reports from government, private agencies, and third parties;
 - i. Complaints;
 - j. Actions by other recognized accrediting agencies; and
 - k. Any other materials determined by the Commission to be relevant and trustworthy including comments from interested parties.
4. To expedite work, the Commission Chair may appoint ad hoc review and advisory committees to ensure complete and thorough consideration of every application. These committees analyze the reports and all information brought before them and recommend to the Commission the type of action that, in their judgment, is warranted. The Commission is responsible for making all decisions to grant or deny accreditation.

D. Commission Consideration of Third Party Information

1. The Commission provides notice of the schools to be reviewed at each meeting and encourages interested parties to submit written comments pertaining to such review. Interested parties will have 30 days to submit such comments unless a longer comment period is specified by the Commission. The Commission will not be required to consider comments received after the published comment deadline.
2. Whenever information from third parties is included in the record, the school will have an opportunity to respond before any decision becomes final.
3. In considering the appropriate action to take on a school or program, the Commission will take into account actions by other recognized accrediting agencies that have denied accreditation or re-accreditation status to the school or program, have placed the school or program on probation, or have revoked the accreditation or re-accreditation status of the school or program.

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4. If another recognized accrediting agency places a school or the principal program offered by such school on probation or revokes the accreditation of the school or program, ACCSCT will promptly review the accreditation status it has previously granted to that school to determine whether there is cause to change that status.
5. The Commission will review the accreditation status of any school for which the Commission has received information from the appropriate state agency, or another accrediting agency, that the school is subject to any of the following actions:
 - a. An interim action by a recognized institutional accrediting agency that could potentially lead to the suspension, revocation, or termination of accreditation;
 - b. A threatened loss of accreditation subject to appeal;
 - c. An interim action by a state agency potentially leading to the suspension, revocation, or termination of the school's legal authority to provide postsecondary education; or
 - d. A threatened suspension, revocation, or termination by the state of the school's legal authority to provide postsecondary education subject to appeal.
6. Commission Action Notwithstanding Third Party Action: If the Commission grants initial accreditation or re-accreditation to a school notwithstanding the threatened interim or final adverse actions taken against the school by another recognized institutional accrediting agency or state agency, the Commission will provide the Secretary of the U.S. Department of Education with a thorough explanation, consistent with the Commission's accreditation standards, regarding why the previous action by the institutional accrediting agency or state does not preclude the Commission's action.

E. Consideration of Applications and Other Matters

1. Applications will be considered by the Commission at its regularly scheduled meetings, which are held at least four times per year. Generally, in order for information related to the accreditation process to be included in the record considered by the Commission, the information must be received at least 30 days before the start of the meeting of the Commission. Any document received within 30 days prior to the start of the meeting will be considered only at the discretion of the Commission.
2. The Commission, at its discretion, may refuse to consider an application, if after notice, the school fails to respond to an on-site evaluation report or other request for information made in conjunction with an application for accreditation (initial or renewal) or an application for a substantive change. A failure to respond is subject to the actions set forth in these *Rules*.
3. The Commission may, at its discretion, consolidate two or more actions involving the same school or affiliated schools that are pending before the Commission.

F. Deferral of Action

The Commission may defer any action on an application for accreditation (initial or renewal) or substantive change if additional information is required for the school to demonstrate compliance with the *Standards of Accreditation* or other accreditation requirements. Generally, in reaching a decision to defer action, the Commission will consider:

1. The extent to which the school can make significant progress toward accreditation within a short period of time;

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2. Whether there is insufficient information about the school; and
3. Whether the necessary information for the Commission to render a decision is lacking.

G. Accreditation

1. Initial Accreditation: Applicants for initial accreditation that are found to be in compliance with accreditation standards and requirements of the Commission will be granted accreditation status. The term of accreditation for schools seeking an initial grant of accreditation is a maximum of three years, but may be less at the discretion of the Commission.
2. Renewal of Accreditation: Applicants for renewal of accreditation that are found to be in compliance with accreditation standards and requirements will be granted renewal of accreditation. The term of accreditation for schools seeking renewal of accreditation is a maximum of five years, but may be less at the discretion of the Commission.
3. When the record before the Commission shows that a school's additional attention should be directed to certain aspects of its programs or administration, the Commission may provide recommendations for institutional enhancement. Such recommendations are contained in an ACCSCT *Institutional Enhancement Enclosure* and do not indicate present noncompliance with accreditation requirements.
4. Upon accreditation, a tentative time will be set for a complete reexamination. At the Commission's discretion, schools may at any time be required to submit a new Self-Evaluation Report or other reports, or receive an on-site evaluation. Earlier, complete, or partial reexamination or fact-finding on-site evaluations may be required by the Commission whenever a school's compliance with accrediting requirements is in question or doubt.

H. Stipulations

1. The Commission may require a school to submit a response to one or more stipulations when there is evidence that there are deficiencies in the school's compliance with accreditation standards or requirements. Stipulations are generally those items that can be corrected within a relatively short period of time.
2. The determination as to whether a school has complied with a stipulation may be delegated by the Commission to the Commission's staff. In those instances when the staff cannot determine whether a school has met a stipulation or has reason to believe that a school has not complied with a stipulation, the matter will be referred to the Commission for decision.
3. All stipulations must be met before a Commission decision to grant initial or renewal of accreditation becomes effective.

I. Reporting

1. The Commission may require a school to submit a report (e.g., financial, refund, graduation, employment, etc.) in accordance with *Section V, Rules of Process and Procedure, Standards of Accreditation*.
2. A school required to submit a report to the Commission must do so conforming to format requirements and covering exact time frames as directed by the Commission. The school may provide additional data that serves to amplify and strengthen the school's report.

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3. The Commission will not accept any submission by a school of a report that does not conform to the required format.
4. The Commission reserves the right to verify the information contained in the report.

J. Show Cause Order

1. In cases where the Commission has reason to believe that a school is not in compliance with accreditation standards and other requirements, the Commission may order the school to show cause as to why accreditation should not be withdrawn. A school that receives a Show Cause Order will be required to demonstrate corrective action and compliance with accrediting standards.
2. The suspension, revocation, or involuntary termination of a school's accreditation from another accrediting body, or its license or authority to operate from a state agency, will immediately cause a Show Cause Order to be issued to the school.
3. A Show Cause Order may be initiated by the Commission or by the Executive Committee in accordance with *Section 1.09.a, ACCSCT Bylaws, Standards of Accreditation*.
4. Written Notice Required: When a Show Cause Order is directed, a written notice will be sent promptly to the school. The notice will:
 - a. State fully the reasons why the Show Cause Order was issued;
 - b. Identify the standard and other accreditation requirements with which the school may not be in compliance;
 - c. Explain the reasons and recite the evidence indicating that the school may not be in compliance with accreditation requirements; and
 - d. Advise the school of its obligations under the Show Cause Order and the deadline for response.

5. Decision on Show Cause Order

Upon expiration of the time limits for submission of the Response to the Show Cause Order or any progress report or additional requirements placed on a school in relation to the Show Cause Order, a decision will be made on the school's compliance with the accreditation standard or requirement noted in the order. The Commission may:

- a. Remove the Show Cause Order if the school's response gives evidence that such removal is warranted or if the response shows that the school complies with accreditation standards and requirements;
 - b. Continue the Show Cause Order;
 - c. Take any other action set forth under *Section VII, Rules of Process and Procedures, Standards of Accreditation*; or
 - d. In certain limited circumstances, delegate the authority to vacate a Show Cause Order to the Executive Director.
6. The Commission may require a school to submit Commission-directed reports and receive on-site evaluation teams in conjunction with a Show Cause Order. Failure to demonstrate compliance with accrediting standards or other accrediting requirements by the end of the Show Cause Order period may result in the school being removed from the accredited list.

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7. The Commission will not consider substantive changes, a change of location/relocation, or additions (i.e., separate facilities, new programs) to a school or its separate facilities while the school is under a Show Cause Order. However, a school that is subject to a Show Cause Order may seek the Commission's approval for the transfer of accreditation that would result from a change of ownership as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.

K. Probation

Revised 4/17/2008

1. In cases where the Commission has reason to believe that a school is not in compliance with accreditation standards and other requirements, the Commission may, at its discretion, place a school on probation. A school subject to a Probation Order will be required to demonstrate corrective action and compliance with accrediting standards.
2. The Commission may require a school to submit Commission-directed reports and receive on-site evaluation teams in conjunction with a Probation Order. Failure to demonstrate compliance with accrediting standards or other accrediting requirements by the end of the probationary period may result in the school being removed from the accredited list.
3. At its discretion, the Commission may place a school on probation without first issuing a Show Cause Order.
4. **Written Notice Required:** When a Probation Order is directed, a written notice will be sent promptly to the school. The notice will:
 - a. State fully the reasons why the Probation Order was issued;
 - b. Identify the standard and other accreditation requirements with which the school may not be in compliance;
 - c. Explain the reasons and cite the evidence indicating that the school may not be in compliance with accreditation requirements; and
 - d. Advise the school of its obligations under the Probation Order and the deadline for response.
5. **Decision on Probation Order**

Upon expiration of the time limits for submission of the Response to the Probation Order or any progress report or additional requirements placed on a school in relation to the Probation Order, a decision will be made on the school's compliance with the accreditation standard or requirement noted in the order. The Commission may:

- a. Remove the Probation Order if the school's response gives evidence that such removal is warranted or if the response shows that the school complies with accreditation standards and requirements;
 - b. Continue the Probation Order; or
 - c. Take any other action set forth under *Section VII, Rules of Process and Procedures, Standards of Accreditation*.
6. The Commission will not consider substantive changes, a change of location/relocation, or additions (i.e., separate facilities, new programs) to a school or its separate facilities while the school is on Probation. However, a school that is subject to Probation may seek the Commission's approval for the transfer of accreditation that would result from a change of ownership as described in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.

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7. A summary of the Probation Order is made public in accordance with *Section X, Rules of Process and Procedure, Standards of Accreditation*.
8. A school subject to a Probation Order must inform current and prospective students that the school has been placed on probation and that additional information regarding that action can be obtained from the Commission's website.

L. Timelines to Remedy Noncompliance

The maximum timelines to remedy noncompliance are as follows:

1. Where the Commission has found an area in which a school is out of compliance with accreditation standards or requirements, the period allotted to the school to remedy the noncompliance or cure the deficiency, together with the time for the Commission's final decision, will not exceed the following time limits unless there is good cause to extend the period for achieving compliance:
 - a. Twelve months, if the school's longest program is less than one year in length.
 - b. Eighteen months, if the school's longest program is at least one year, but less than two years in length; or
 - c. Two years, if the school's longest program is at least two years in length.
2. The school will be deemed to have demonstrated good cause if it has shown that during the period of review significant progress has been made toward achieving full compliance with accreditation standards and toward meeting all requirements set forth by the Commission.
3. These time frames will begin on the date that the Commission first informs a school that a finding of noncompliance has been made but will not begin during a period when the Commission is still in a fact-finding process.
4. If the school does not bring itself into compliance within the period specified by the Commission or within the maximum time frame described above, the Commission will take adverse action.

M. Denial of Accreditation

Denial of Accreditation is restricted to schools applying for initial accreditation. A denial of accreditation will apply when the Commission determines from the record of an applicant for initial accreditation that the school does not meet the requirements specified in the *Standards of Accreditation* or other accreditation requirements and therefore addition to the list of accredited schools is not warranted.

N. Voluntary Withdrawal

1. A school that is currently accredited may voluntarily withdraw from the Commission's list of accredited schools at any time. A school that is seeking initial accreditation may voluntarily withdraw an Application for Initial Accreditation, without prejudice, at any time prior to the Commission's final review of the school's application.
2. Requests for voluntary withdrawal must be in writing and must specify the date upon which the school wishes the voluntary withdrawal to be effective.
3. Upon receipt of notification from the Commission that withdrawal of accreditation is final, the school must:

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- a. Immediately inform all students enrolled in the school and those seeking admission that accreditation by ACCSCT has been withdrawn.
- b. Delete all references to and claims of ACCSCT accreditation from catalogs, advertising, and promotional materials immediately and in no event later than 30 days after withdrawal of accreditation.

O. Involuntary Withdrawal

1. Following the due process required by these *Rules*, the Commission may withdraw the accreditation of a school any time a school fails to demonstrate compliance with accreditation requirements and for any of the reasons, or combination thereof, described below.
 - a. Failure to continue to meet the eligibility requirements for accreditation set forth in *Section I, Rules of Process and Procedure, Standards of Accreditation*.
 - b. Failure to demonstrate compliance with the *Standards of Accreditation* or other accreditation requirements.
 - c. Failure to file an Application for Renewal of Accreditation or Self-Evaluation Report or attend an accreditation workshop for reaccreditation.
 - d. Failure to file a substantive change application as set forth in *Section IV, Rules of Process and Procedure, Standards of Accreditation*.
 - e. Failure to cooperate in a required on-site evaluation of the school conducted on an announced or unannounced basis.
 - f. Failure to notify the Commission in a timely manner of any material change in the way the school conducts its business or the circumstances in which it operates, pursuant to *Sections IV and V, Rules of Process and Procedure, Standards of Accreditation*.
 - g. Failure to pay any required fees within the time frame established by the Commission.
 - h. Failure to comply with a Commission order or directive.
2. The Commission may, at its discretion, deny an application for accreditation (initial or renewal), deny the transfer of accreditation in conjunction with a change of ownership application, or revoke a school's accreditation and remove the school from the list of ACCSCT-accredited schools without first issuing a Show Cause Order or Probation Order.
3. Upon receipt of notification from the Commission that withdrawal of accreditation is final, the school must:
 - a. Immediately inform all students enrolled in the school and those seeking admission that accreditation by ACCSCT has been withdrawn.
 - b. Delete all references to and claims of ACCSCT accreditation from catalogs, advertising, and promotional materials immediately and in no event later than 30 days after withdrawal of accreditation.
4. The school may reapply no sooner than nine months from the date on which the removal or denial of accreditation became effective.

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P. Other Actions to Monitor Ongoing Compliance

In order to ensure that each school accredited by ACCSCT achieves and maintains compliance with ACCSCT standards, procedures, policies, directives, and requirements, the Commission may, in addition to the actions listed elsewhere in these *Rules* and in the *Standards of Accreditation*, take any actions that it believes are necessary, proper, and fair, including but not limited to:

1. Order an on-site evaluation, announced or unannounced, by a full or partial team. The cost of such on-site evaluations will be borne by the school unless the Commission determines otherwise.
2. Shorten the period of accreditation previously granted to the school and require the school to undergo early renewal of accreditation.
3. Direct a school to send an appropriate representative to an Accreditation Workshop.

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VIII. APPEAL OF COMMISSION DECISIONS

A. Coverage of Appeals

The appeal procedure specified in these *Rules* is the exclusive remedy for a school that believes that an adverse accreditation decision by the Commission is unwarranted.

1. Only adverse accreditation decisions made by the Commission may be appealed. Adverse accreditation decisions are:
 - a. Denial of a substantive change application under *Section IV, Rules of Process and Procedure, Standards of Accreditation*;
 - b. Denial of an application for accreditation (initial or renewal); and
 - c. Withdrawal of accreditation.
2. An accredited school remains accredited, operating under a Probation Order, until the final disposition of the appeal. The Commission will follow its public notification requirements in accordance with the provisions set forth in these *Rules*.
3. The Commission will not consider petitions for reinstatement or petitions for reconsideration.

B. Grounds for Appeal and Standard of Review

1. A school affected by an adverse accreditation action taken by the Commission may appeal that decision if it has reason to believe the Commission's decision was arbitrary, capricious, or otherwise in substantial disregard of the criteria or procedures of the Commission, or not supported by substantial evidence in the record on which the Commission took action.
2. On appeal, the school has the burden of proof.
3. The Appeals Panel will only consider that information that was before the Commission at the time that the adverse action was taken.
4. The record on an appeal will include, as applicable, the Letter of Intent to Appeal, Grounds for Appeal, Team Summary Report(s), Commission action letter(s), school response(s), and other documents relevant to the appeal.
5. The appeal fee and all other fees due to the Commission must be paid in full in order to have standing to appeal a Commission decision.

C. Appeal Procedures

1. Letter of Intent to Appeal: To initiate an appeal process the school must submit a Letter of Intent to Appeal accompanied by the required appeal fee, within 10 days after receiving official notice of the adverse accreditation decision.
2. Grounds for Appeal: Within 30 days of receipt of the Commission's notice of adverse accreditation decision, the school must submit 10 copies of the Application for Appeal of a Commission Decision and Grounds for Appeal.
 - a. The school must set forth in the Grounds for Appeal its case relative to its belief that the Commission's decision was arbitrary, capricious, or otherwise in substantial disregard of the criteria or procedures of the Commission, or not supported by substantial evidence in the record on which the Commission took action. In preparing the written grounds, the school

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- must copy and respond to each basis included in the letter reporting the decision of the Commission.
- b. Only evidence previously submitted to the Commission may be included in a submission to the Appeals Panel. The Grounds for Appeal may not include information or documentation that was not before the Commission at the time that the adverse action was taken. All information and documentation contained in the Grounds for Appeal must include a reference to where information can be found in the record that was before the Commission when the adverse action was taken.
 3. The school has the option of sending a representative(s) to make a presentation at the hearing. The school must provide to the Commission the names and titles of any representatives from the school who will offer testimony or argument in an appeal hearing before the Appeals Panel, and give the name and title of any outside counsel, if the school intends to be represented by counsel.
 4. Record of Appeal Hearing: The school has the right to a transcript of the appeal hearing and may request one by notice to the Executive Director at the time of the filing of the Grounds for Appeal. Videotaping of the appeal hearing is not permitted. The school will be responsible for the cost of its copy of the hearing transcript. Any transcription of the hearing will be arranged by the Executive Director.
 5. The appeal will be heard within 60 days of receipt of the school's Letter of Intent to Appeal unless reasonable circumstances prevent the hearing of the appeal in that time frame.

D. Appeals Panel

1. The Executive Director of ACCSCT will deliver the complete record of the accreditation proceeding involving the appealing school to the ACCSCT Appeals Panel.
2. Standing Appeals Panel:
 - a. At least 10 persons constitute the Commission's Standing Appeals Panel.
 - b. Members of the Standing Appeals Panel are nominated by the Commission Chair, with the advice of the Executive Director, and confirmed by the Commission from a pool of candidates who have knowledge of accrediting policies and procedures, such as private career school and college administrators; public members from industry, government, or education; or individuals with experience in accreditation at other agencies.
 - c. Prior to the Appeals Panel hearing, the school is advised of the names and school affiliations, if any, of members of the Standing Appeals Panel.
 - d. Alternates: The Standing Appeals Panel may be supplemented with qualified alternates in the event that there is an insufficient number of members of the Standing Appeals Panel to constitute a Sitting Appeals Panel with the requisite number of persons.
3. Sitting Appeals Panel: Three persons are nominated by the Executive Director from the Standing Appeals Panel and are confirmed by the Commission Chair to serve as the Sitting Appeals Panel, which will consider a school's appeal. One person will be designated to chair the Sitting Appeals Panel.

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4. Objections:

- a. If the school has good cause to believe any member of the Standing Appeals Panel should not hear the appeal, it must promptly notify the Executive Director of its belief and the reasons for it in writing.
- b. Objections to any member of the Standing Appeals Panel hearing the appeal or any other procedural issues concerning the conditions under which the school's appeal is to be heard will be considered and ruled upon by the Executive Committee of the Commission. If it is not feasible to convene the Executive Committee, the Commission Chair may act upon the matter in question.

E. Sitting Appeals Panel: Scope of Authority

1. The Sitting Appeals Panel can either uphold the decision of the Commission or remand to the Commission for reconsideration. The action taken must be approved by a majority of the Sitting Appeals Panel.
2. If the Sitting Appeals Panel upholds the decision of the Commission, the Commission's action becomes final. When a decision to deny initial or renewal of accreditation or to remove accreditation is final, the school, if previously accredited, is removed from the Commission's list of accredited schools.
3. If the Sitting Appeals Panel remands the case to the Commission for further consideration, the matter will be deemed to be finally disposed of when the Commission takes final action on remand, unless the Commission's action on remand is based upon grounds that have not been reviewed by an Appeals Panel. In that event, a school may take an appeal of the Commission's action on remand, but must limit its appeal to those grounds that an Appeals Panel has not previously reviewed.

F. Appeal Hearing Procedures

1. The appeal hearing will commence with an opening statement by the Appeal Panel Chair, which describes the applicable standard of review and the procedures to be followed during the hearing.
2. The appealing school's representative or counsel may then offer an opening statement summarizing the grounds for appeal. Presentations of all aspects of the appeal are limited to 30 minutes.
3. The Sitting Appeals Panel members will ask questions related to the record on appeal.
4. The appealing school may offer a closing statement and the hearing will adjourn.
5. The Panel's decision and the reasons for that decision will be communicated to the school in writing by the Executive Director.

G. Appeal Fees and Expenses

1. Each school appealing a Commission decision is required to pay the established appeal fee, in accordance with Commission requirements. This includes:
 - a. Any main school that is subject to an adverse action;
 - b. Any branch campus that is subject to an adverse action independent of its main school; and

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- c. Any branch campus that elects to be included in the appeal of a main school that is subject to an adverse action.
2. The expenses incurred in the development and presentation of an appeal, including the fee for the application to appeal, are borne by the school filing the appeal, as indicated in these *Rules*.

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IX. Revisions to and Waivers of the *Standards of Accreditation*

A. Authority

1. The Commission's criteria and standards are under continual review and changes are made as appropriate and required.
2. The Commission has the authority and responsibility to establish and promulgate criteria for the evaluation and accreditation of private career schools and colleges. These criteria take the form of the *Standards of Accreditation – Rules of Process and Procedures, Substantive Standards*, and applicable *Appendices*.
3. The ACCSCT Bylaws are revised in the manner as described therein.

B. Publication of Proposed Material Changes

1. Persons, institutions, and organizations affected by or with an interest in the Commission's standards and policies will be advised of proposed standards and of the date they will be given consideration by the Commission. This is accomplished by a memorandum from the Executive Director of the Commission sent to the membership and other interested parties.
2. The Commission will submit to the Secretary of the U.S. Department of Education any proposed change in the policies, procedures, or accreditation standards of ACCSCT that might alter the Commission's scope of recognition or compliance with the criteria for recognition by the Secretary.

C. Opportunity for Comment

The Commission encourages all interested parties to submit written comments concerning proposed changes in the Commission's standards, requirements, and procedures. Interested parties will have 30 days to submit such comments unless a longer comment period is specified by the Commission. The Commission is not required to consider comments received after the published comment deadline.

D. Publication of Final Changes

1. After evaluating and taking into account the comments submitted as well as all other available information, the Commission will prepare and publish in final form the change to the ACCSCT standards.
2. The Commission can adopt standards as proposed, adopt with changes or modifications, defer action for further study and consideration, or reject proposed standards.
3. After adopting standards, the Commission announces the adopted standards and takes the action necessary for their implementation. The effective date and procedures for implementation, if required, are included in the announcement, providing a reasonable time for school compliance.
4. Information on new standards is published and disseminated to persons, institutions, and organizations affected by or with an interest in the standards. The documents of the Commission are revised to include the new standards.

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E. Waivers

1. Procedure for Submitting a Waiver Request: In limited and exceptional circumstances, the Commission will consider requests to waive the application of certain accreditation standards and/or procedures. Waiver requests must be submitted to the Commission office in writing and identify the specific standards or procedures for which a waiver is sought.
2. Bases for a Waiver Request: The request must also explain in detail the basis for the request and provide relevant factual support, including appropriate documentation. The Commission may only grant a waiver if:
 - a. The normal application of the standard or procedure will create an undue hardship;
 - b. The waiver will meet the purposes of the standard or procedure; or
 - c. Other special extenuating circumstances are present.

In all instances, a waiver may only be granted if the school demonstrates that educational quality will be promoted and the interests of students will be protected by the proposed waiver. Waiver requests that seek simply to excuse noncompliance with accrediting standards and procedures will be denied.

3. The decision whether to grant a waiver is made by the Commission and denials of waivers may not be appealed. The Commission may also impose such conditions as it deems appropriate on the scope or duration of any waiver that it may grant as it deems appropriate. Waiver requests that effectively seek to amend the *Standards of Accreditation* will not be granted. Instead, schools making such requests should offer proposals for changes to accrediting standards for the Commission's consideration.

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X. NOTIFICATION AND INFORMATION SHARING

Revised 4/17/2008

A. Scope of Public Information

1. The Commission will make available to the public and may publish in official ACCSCT publications, including its website and Directory of Accredited Schools, the following information:
 - a. The Standards of Accreditation;
 - b. The name, address, telephone number, and director of a school;
 - c. The accredited or nonaccredited status of a school;
 - d. The date of a school's initial accreditation, renewal of accreditation, or previous term of accreditation;
 - e. The current term of a school's accreditation;
 - f. A list of a school's approved programs;
 - g. A summary of information pertaining to a Probation Order as described in these *Rules*;
 - h. A summary of information pertaining to an adverse action as defined in these *Rules*;
 - i. A summary of information pertaining to an action subject to appeal; and
 - j. The date of a school's voluntary withdrawal of accreditation and status of the school's accreditation as of that date (e.g., operating under reporting, a Show Cause Order, Probation Order, etc.).
2. Confidentiality of Records: Information pertaining to the Commission's actions is confidential and is not shared with third parties, other ACCSCT school members, the press, or the public, except as authorized by a school or as required by these *Rules*, government regulation, judicial or administrative process, and other legal requirements.

B. Notification of Commission Actions to Schools

1. The Commission will provide written notice to a school of a decision to grant initial or renewal of accreditation within 30 days of the decision.
2. The Commission will provide written notice to a school of all other nonadverse actions in a timely manner, generally within 30 days of the decision, except as indicated in number 3 below.
3. The Commission will provide written notice of a decision to place a school on Probation within 30 days of the decision.
4. The Commission will provide written notice to a school of an adverse accreditation decision.
5. The Commission will provide written notice to a school of a final decision to deny or withdraw accreditation within 30 days of the decision. A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process provided for under *Section VIII, Rules of Process and Procedure, Standards of Accreditation* or that becomes effective after a school has failed to avail itself of its appeal rights within the prescribed time frame.¹

¹ "A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process" means the date upon which the Sitting Appeals Panel approves the content of the letter expressing the decision of the panel to uphold the Commission's decision to deny or withdraw accreditation, which shall be no later than 60 days from the date of the appeal hearing. This applies to all references to a final decision to deny or withdraw accreditation in these *Rules* (9/18/2007).

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C. Notification of Commission Actions to Government Entities and Other Accrediting Agencies

1. The Commission, at the same time it notifies the school, will provide written notice to the U.S. Department of Education, the appropriate state licensing agency, and appropriate accrediting agencies of a decision by the Commission to grant initial accreditation or renewal of accreditation.
2. The Commission, at the same time it notifies the school, will provide notice and a summary of the reasons why a school is placed on Probation to the U.S. Department of Education, the appropriate state licensing agency, and appropriate accrediting agencies.
3. The Commission, at the same time it notifies the school, will provide the same notice to the U.S. Department of Education, the appropriate state licensing agency, and appropriate accrediting agencies, of an action subject to appeal along with a summary of the reasons for the Commission's action and information pertaining to the ACCSCT appeal process.
4. The Commission, no later than 60 days after a final decision to deny or withdraw accreditation, will make available to the U.S. Department of Education, the appropriate state licensing agency, and appropriate accrediting agencies the reasons for the Commission's decision and the comments, if any, that the affected school has submitted with regard to that decision. A final decision to deny or withdraw accreditation is one reached after a school has exhausted the appeals process provided for under *Section VIII, Rules of Process and Procedure, Standards of Accreditation* or that becomes effective after a school has failed to avail itself of its appeal rights within the prescribed time frame.
5. The Commission, no later than 30 days after the Commission has received notice of a decision by a school to voluntarily withdraw its accreditation, will provide written notice to the U.S. Department of Education, the appropriate state licensing agency, appropriate accrediting agencies, and the public of such decision.
6. The Commission will notify the U.S. Department of Education of the name of any school accredited by ACCSCT that the Commission, upon review of the Team Summary Report or other relevant information, has reason to believe is failing to meet its Title IV HEA program responsibilities or is engaged in fraud or abuse. The Commission will also provide the reason(s) for the concern(s).

D. Disclosure of Commission Actions to the Public

1. The Commission, at the same time it notifies the school, will make public any final decision to grant initial accreditation or renewal of accreditation.
2. The Commission, at the same time it notifies the school, will make public a decision to place a school on Probation and provide a summary of the reasons why a school is placed on Probation.
3. The Commission, at the same time it notifies the school, will make public an action subject to appeal, with the exception of the denial of a substantive change application. A summary of the reasons for the Commission's action will also be made public along with information pertaining to the ACCSCT appeal process.
4. The Commission, no later than 60 days after a final decision to deny or withdraw accreditation, will make public a summary of the reasons for the decision together with any comments submitted by the school. A decision to deny or withdraw accreditation becomes final when a school has exhausted the appeals process provided for under *Section VIII, Rules of Process and*

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Procedure, Standards of Accreditation or that becomes effective after a school has failed to avail itself of its appeal rights within the prescribed time frame.

E. Information Sharing with Government Entities and Other Accrediting Agencies

1. ACCSCT will grant all reasonable special requests for accreditation information made by other accreditation agencies and government entities. Requests for information from such entities must be in writing, submitted to the Executive Director, and state the name and address of the school for which the information is sought, the nature of the information requested, and the purpose for which the information is to be used. A decision to deny such a request is not subject to appeal.
2. Schools accredited by or seeking accreditation from ACCSCT agree to provide a release for purposes of eliciting information from state licensing agencies and governmental entities, as well as an acknowledgment of the fact that accreditation information may, at the discretion of the Commission, be shared with other accrediting agencies and government entities.

F. Exception in the Event of Appropriate Legal Request

As a general rule, the Commission has no authority or duty to refuse to disclose information about a school when requested to do so pursuant to appropriate legal process. If the request is made by a party with the ability to obtain school records through a legal process, it will be within the discretion of the Commission whether to require that the formalities of the legal process be observed or to provide such information to the requester as if the legal process has been followed. The Commission will be under no obligation to inform a school that such a request has been made and complied with. Such notice may be furnished to the school if the Commission so decides and if such notices are determined to be in accordance with law.

G. Authorized Disclosure of Information

If a school wishes specific accreditation information that is otherwise to be treated as confidential under this section of the *Rules*, to be released to third parties, the director of such school or a school-designated official is to provide a written release to the Commission stating the precise information sought to be released and the party or parties to whom the information is to be released.

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XI. PILOT PROJECTS

Statement of Purpose

The Commission will consider suspension of certain accrediting standards and grant approval to a limited number of applicants that propose innovative pilot projects in career-orientated education and training. The proposed pilot projects must reasonably appear to contribute to such education and training, strengthen the school, and benefit students. The Commission may utilize the experience gained from such pilot projects to adjust and improve accrediting standards.

A. Eligibility

An applicant for a pilot project must be accredited by the Commission. An applicant for a pilot project cannot be operating under a Show Cause Order or Probation Order or subject to any form of reporting. The applicant school and its proposed pilot project must also be in compliance with federal, state, and local law.

B. Application

1. The Commission will consider an application for a pilot project in accordance with the following criteria:
 - a. The educational significance of the proposal;
 - b. The diversity of the application pool in regard to geography, school size, and student population; and
 - c. The potential for contribution to the development of career-oriented education and training and of accrediting standards.
2. A determination by the Commission not to accept an application for a pilot project will be without prejudice to its resubmission at a later time or to the school's current accredited status.
3. An applicant for a pilot project must submit the following to the Commission:
 - a. A narrative statement demonstrating the applicant's eligibility and describing the pilot project in detail, and setting forth the accrediting standards for which a waiver is requested. The narrative should include a description of the specific objectives sought to be accomplished and an explanation of how the pilot project will strengthen the school, contribute to the development of career-oriented education and training, and benefit students.
 - b. A statement of the length of time necessary to implement the pilot project proposal and to assess its effectiveness. This statement should explain the basis of the school's projections.
 - c. A demonstration that the faculty, instructional material, equipment, and facilities that will be used in conjunction with the pilot project are sufficient to meet the objectives of the proposal. This demonstration must include Staff and Faculty Personnel Reports for all persons who will act in an instructional or administrative capacity in the pilot program and a detailed description of the instructional materials, equipment, and facilities that may be used.
 - d. A description of the jobs that students completing the training can reasonably expect to obtain; a projection of the number of students expected to enroll, complete the training, and obtain such jobs; and the basis for the applicant's projections.

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- e. An explanation of how the applicant will recruit and admit students, ensure that students are fully and accurately informed about the training to be provided, and determine that students have the capability to benefit from and succeed at the training. The school must demonstrate that students' health, safety, and welfare will be protected.
 - f. A financial showing that describes the funding for the pilot program and demonstrates that the applicant is able to support and complete the pilot program.
 - g. A certification statement, signed by the applicant or its authorized representative, that the information included in the application for a pilot project is true and correct.
4. The Commission will establish an appropriate fee to cover the costs associated with each pilot accreditation program

C. Evaluation

Concurrent with the submission of the information set forth above, the applicant must nominate an independent third party, with expertise in trade and technical education and training, to prepare a plan to review the information submitted to the Commission; to visit the applicant and, if feasible, the facilities where the pilot program will be conducted; and to otherwise evaluate the pilot program proposal. The applicant must promptly notify the Commission of its nomination of such evaluator and submit the evaluator's plan to the Commission. The Commission will review the evaluator nominated by the applicant and the plan for evaluating the application. The Commission may approve, modify, or reject the applicant's nomination and the plan of evaluation, and the Commission may require the selection of another evaluator acceptable to the Commission. The Commission may also require a team visit to verify the information supplied to the Commission and to develop a further understanding of the proposal. The findings of the evaluator and any on-site evaluation team will be set forth in a report that will be provided to the applicant and the Commission. The applicant will have the opportunity to respond to the report.

D. Commission Review

1. Upon consideration of the information provided pursuant to *Section XI (B), Rules of Process and Procedure, Standards of Accreditation*, the findings and assessment described in *Section XI (C), Rules of Process and Procedure, Standards of Accreditation*, and the applicant's response thereto, the Commission may grant approval for the proposed pilot program if it finds that the program can be reasonably expected to advance trade and technical education and training, strengthen the school, and be of benefit to students. The Commission has the discretion to grant pilot approval even though an applicant has not demonstrated conformity with other provisions of the *Standards of Accreditation*. However, waiver of disclosure obligations under the Standards of Accreditation and of the requirements of the Minimum Cancellation and Settlement Policy will not be considered.
2. The Commission reserves the right to limit the duration of the pilot accreditation and the number of students who will be allowed to participate.
3. Pilot programs may be implemented only as approved by the Commission. Approval granted under this section may not be assigned or transferred without the prior approval of the Commission based upon the assignee's or transferee's satisfaction of *Section XI (A-C), Rules of Process and Procedure, Standards of Accreditation*, and such other provisions of this section as may be applicable.
4. The Commission may establish such other terms and conditions upon any approval granted under this section of the *Rules* as the Commission deems appropriate.

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E. Progress Report

After the grant of approval under this section, a progress report will be submitted to the Commission at the mid-point of the pilot program and at such other times as the Commission deems appropriate.

F. On-site Evaluation

Prior to the expiration of the term of the pilot program, an on-site evaluation team consisting of a member of the Commission or its designee and such other persons as the Commission determines appropriate will conduct an on-site evaluation of the pilot program. The on-site evaluation team will prepare a report to which the school will have an opportunity to respond.

G. Final Report

Within 180 days after completion of the term of the pilot program or such other time that the Commission sets, the school must submit a report to the Commission that describes the results of the pilot program. The report must state whether the objectives of the pilot program were achieved, explain the basis for assertions of success, analyze and explain why any objectives were not achieved, and provide recommendations for future efforts. The report must also state the number of students who enrolled, completed the training, and obtained employment and must include a detailed description of the positions in which students obtained employment. Proposals for amendment of accrediting standards, based upon the experience gained from the pilot program, may be made. The Commission may require supplementation of such report if additional time is needed to assess the results of the pilot program.

H. Renewal

Since the Commission will consider revisions to accrediting standards in response to successful pilot programs, approval granted under this section of the *Rules* will not be automatically renewed. Renewal of the pilot program may be granted by the Commission upon a showing that it was not feasible to complete the pilot program within its term or that a continuation of the pilot program is otherwise warranted. Such a showing must be submitted to the Commission at least 30 days prior to the completion of the term of the pilot program. The Commission will have the power to approve the request for renewal in accordance with these *Rules*.

I. Commission Decision

1. All Commission decisions related to a pilot project under this section of the *Rules* are final and are not subject to appeal.

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CHAPTER 2

SUBSTANTIVE STANDARDS

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SECTION I – MANAGEMENT AND ADMINISTRATIVE OPERATIONS

STATEMENT OF PURPOSE

The purpose of this section is to ensure that accredited schools have the capability to meet and exceed accrediting standards on an ongoing basis. This section addresses the requirements schools must meet in regard to management and administrative capacity, qualifications of management and administrative personnel, financial stability, institutional assessment and improvement planning, and physical facilities. A school that lacks adequate management; sufficient administrative capacity; financial resources and physical facilities; or that fails to plan for future improvement cannot provide assurance that it will operate in compliance with accrediting standards, meet its objectives, and fulfill its obligations to students.

A. Management and Administrative Capacity

1. The school must have adequate management and administrative capacity in place that includes:
 - a. Full-time on-site supervision by an individual or team with the appropriate combination of education, experience, and demonstrated ability to lead and manage a post-secondary educational institution;
 - b. Owners, members of school management, and administrative employees who are qualified for their particular roles and who possess the appropriate education, training, and experience commensurate with the level of their responsibilities;
 - c. A sufficient number of managers and administrative employees necessary to support the school's operations, student services, and educational programs; and
 - d. Appropriate administrative and operational policies and procedures to which the school adheres and reviews and updates as needed.
2. All owners, members of school management, and administrative employees must have past records of integrity that would ensure compliance with accrediting standards and applicable federal, state, and local requirements. The Commission will consider an individual's affiliation with a school that has lost or been denied accreditation, entered into bankruptcy, or closed; as well as an individual's involvement in criminal proceedings and any pending or past action in a court or administrative body.
3. Members of school management and administrative employees must participate in ongoing development and training activities that support their particular roles in the school.
4. The continuity of management and administrative capacity is ensured through the reasonable retention of management and administrative staff.

B. Institutional Assessment and Improvement

The school must implement ongoing institutional assessment and improvement activities and planning. Institutional assessment and improvement activities should be appropriate to the size and scale of the school's operations and support the management and administration of the school as well as the quality of education provided.

Institutional assessment and improvement activities should support and enhance the quality of the education provided using information obtained internally (e.g., staff and faculty development and planning, and student input and feedback) and externally (e.g., Program Advisory Committees,

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employers, community involvement, school graduates, etc.) to validate the school's educational and administrative practices and to document and improve student learning and achievement. Institutional assessment and improvement activities are expected to be significant and ongoing experiences in the school.

The institutional assessment and improvement activities must include a written and comprehensive plan that examines school operations and sets forth specific short- and long-range (i.e., minimally three years) goals for improvement with measurable benchmarks and timelines for implementation. The institutional assessment and improvement plan must address the entire school in such areas as management; fiscal condition and budget; administrative policies and practices; student support services; faculty and staff development; educational program curricula; learning resources system, equipment, and supporting materials; facilities; and student achievement outcomes.

C. Financial Stability and Responsibility

1. The financial structure of the school is sound, with resources sufficient for the proper operation of the school and the discharge of obligations to its students. Financial statements must be prepared in accordance with generally acceptable accounting principles, the ACCSCT Instructions for the Preparation and Submission of Financial Statements and Related Information, and all applicable federal, state, and local requirements.
2. The school prepares a financial budget for each fiscal year that allocates working capital for expenditures required to ensure the proper operation of the school and the discharge of its obligations to students as well as for institutional improvement and faculty development activities. The school monitors its budgetary projections in relation to actual income and expenses on a regular basis throughout the fiscal year.
3. The school has insurance to provide adequate protection to the school, employees, and students.

D. Tuition Policies

1. Tuition costs and charges, tuition discounts, and all costs incidental to training are disclosed to the prospective student before enrollment. Tuition discounts offered to prospective students must be bona fide (i.e., represent actual reductions in the tuition that would otherwise be charged) and must be fairly applied.
2. A scholarship is a bona fide financial grant-in-aid to a qualified student that is issued for recognized and acceptable purposes that include specified criteria that a student must meet in order to be eligible for and receive the scholarship.
3. Tuition changes in programs are bona fide and effective on specific dates. Tuition for students currently in school is changed only if authorized in the enrollment agreement and only if reasonable advance notice is provided.
4. Schools are required to provide to the Commission, on an annual basis, required tuition, fees, and length for each recognized program.
5. Each school must have and apply a fair and equitable refund policy in compliance with state or third-party requirements, or in the absence of such requirements, in accordance with generally accepted practices. In all instances, a school's refund policy must contain minimally the following elements: how refunds are calculated (e.g., pro rata, percentile, etc.); the date from which refunds will be calculated; and the time frame within which refunds will be made. Written notification of withdrawal from the student shall not be required for refund payment and in no instance may a

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school make required refunds in excess of 90 days from the student's withdrawal or termination date. In instances where state or third-party requirements and accrediting requirements conflict, the more stringent requirement shall apply.

6. The refund policy must be disclosed identically in the catalog and enrollment agreement.
7. If promissory notes or contracts for tuition are sold or discounted to third parties, either the student signing such note, or the financial sponsor who signed the note, must sign a statement authorizing such sales.
8. Methods used by a school in requesting or demanding payment are in good taste and follow sound and ethical business practices.

E. Student Loan Repayment

Accredited schools have an obligation to encourage and facilitate repayment of financial obligations, including guaranteed loans, used to finance students' education and training. This has a potential impact upon the school's financial stability and, consequently, its educational effectiveness and accredited status. Accredited schools can address two major factors affecting student loan repayment: willingness to pay and ability to pay. Schools can influence willingness to pay by providing information and advice and also develop an ability to pay by providing training and skills that enhance the value of their graduates to employers.

1. The school must engage in ongoing efforts to promote student loan repayment. To improve students' propensity to meet loan obligations, the school shall adopt a written comprehensive program, addressing such areas as student loan information, advising and monitoring, cooperation with lenders, and collection of information to facilitate location of borrowers. The school must document implementation of the program and conduct an annual evaluation of the effectiveness of the school's efforts.
2. The Commission will review the annual cohort student loan default rates of its accredited institutions to determine if those rates are at a high level or have increased significantly in relation to standards established by law or regulation. If it is found that a school's annual cohort student loan default rates are at a high level or have increased significantly in relation to standards established by law or regulation, the Commission will review available information to determine whether the school is in compliance with accrediting standards. If it is determined that the school has failed to devote satisfactory ongoing efforts to promote student loan repayment or is in violation of other accrediting standards, the Commission may require additional reporting by the school as deemed appropriate; may direct a fact finding team to include an ACCSCT staff member and Team Leader to conduct an on-site evaluation to the school; or may order the school to Show Cause why its accreditation should not be revoked or take other appropriate action.

F. Physical Facilities

1. All facilities owned or controlled for administrative, instructional, and housing purposes must meet fire, safety, and sanitation standards required by appropriate regulatory authorities.
2. The school's physical facilities must be sufficient in size to create an effective and suitable learning environment.

G. Teach-Out Plans and Teach-Out Agreements

1. A school that intends to close or that, in the Commission's judgment, may lack sufficient financial

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resources for the proper operation of the school and discharge of obligations to students, may be required to submit a comprehensive teach-out plan. The teach-out plan must contain, at a minimum, the items contained in the ACCSCT Teach-Out Plan.

2. If a school enters into a teach-out agreement, or if required by the Commission to submit a proposed teach-out agreement as part of a teach-out plan, the agreement must be approved by the Commission prior to implementation. The Commission will only approve a teach-out agreement if it complies with the requirements set forth in the ACCSCT Teach-Out Agreement.

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SECTION II – PROGRAM REQUIREMENTS

STATEMENT OF PURPOSE

This section identifies various program elements that enable a school to meet its objectives and, thus, achieve and maintain accreditation. Such elements include appropriate program length; comprehensive course outlines; learning objectives; instructional materials and equipment; the availability, accessibility and integration of adequate learning resource materials; and processes that prepare students for employment.

A. General Requirements

The following requirements apply to all programs, irrespective of the credential offered.

1. Program Length

The length of each program offered by the school is appropriate to enable students to achieve the program objectives and to acquire the knowledge and skills necessary for initial employment in the field for which training is provided. Schools that have or apply for programs that appear to be significantly shorter or longer in clock or credit hours than comparable programs (i.e., within the same field of study) will be required to justify the appropriateness of the program length.

2. Program Organization

For every program, there are detailed and organized instructional outlines and course syllabi showing a scope and sequence of subject matter sufficient to achieve the announced program objectives. Programs are organized to include the appropriate number of lecture hours and, as applicable, the appropriate number of laboratory/shop and/or externship hours necessary to achieve the program objectives.

3. Instructional Materials and Equipment

- a. Instructional materials are sufficiently comprehensive and reflect current occupational knowledge and practice.
- b. Instructional equipment is similar to that found in common occupational practice and includes teaching devices and supplemental instructional aids appropriate to the subject.
- c. Sufficient equipment and learning stations are provided to allow each student adequate scheduled time for practice.
- d. All machinery and equipment is properly maintained and provided with proper safety devices, which are in working order and used whenever the machinery and equipment is operated.

4. Program Advisory Committee

Revised 3/15/07

Each school must have an independent Program Advisory Committee for each occupational program or each group of related occupational programs (referred to hereafter as “program area”). The purpose of the Program Advisory Committee is to review the established curricula of the program, instructional-related program materials, equipment and facilities, and student achievement outcomes as a means to provide the school with an external review of its programs. Program Advisory Committees must be comprised of appropriately qualified representatives external to the institution (i.e., nonschool employees) who can provide a meaningful review of the school’s programs and supporting resources and materials.

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- a. For each non-degree program area, the school must have a diverse Program Advisory Committee that includes representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate. In all instances, Program Advisory Committee meetings must include at least three members in attendance that represent the employment community and/or practitioners from the program area.
- b. For each undergraduate degree program area, the school must have a diverse Program Advisory Committee that includes qualified representatives from the employment community, practitioners, and others from the field of education, regulators, etc. as appropriate. In all instances, Program Advisory Committee meetings must include at least three members in attendance that represent the employment community and/or practitioners from the program area and at least one individual qualified to review and comment on the program's applied general education or general education component.
- c. For each master's degree program area, the school must have a diverse Program Advisory Committee that includes qualified representatives from the employment community, practitioners, and other individuals with graduate level education experience who are not employed by the institution such as graduate students, alumni, graduate faculty from other institutions, etc. as appropriate. In all instances, Program Advisory Committee meetings must include at least three members in attendance that represent the employment community and/or practitioners for the program area and at least two individuals with graduate level education experience qualified to review and comment on the school's graduate level education.
- d. At least two regularly scheduled meetings must be conducted annually, one of which must be held at the school. Written and detailed minutes of each meeting must be maintained and include a description of all members in attendance (i.e., titles and affiliations); the date, time, and location of the meeting; and a comprehensive and clear description of the review of and commentary made by the school representatives and the Program Advisory Committee members.
- e. Program Advisory Committee review and comment activities must include:
 - i. Review, at least annually, the established curriculum of the program and comment as to the appropriateness and adequacy of the program objectives, program length, curriculum content, learning resources, and the adequacy of facilities and equipment.
 - ii. Review and comment, at least annually, on student graduation, graduate employment, and where required, state licensing examination outcomes of each program.
 - iii. Review and comment on each new program including the appropriateness of curriculum objectives, program length, and curriculum content prior to the Commission's approval of the new program.
- f. The school must provide evidence that it gives consideration to Program Advisory Committee input. Evidence can take many forms, one such being the disclosure of the school's consideration recorded in Program Advisory Committee meeting minutes, whereby a school describes whether recommendations were implemented or not and explains the school's decisions.
- g. Multiple affiliated schools may use a single Program Advisory Committee to review the same established curricula of a program area and student achievement outcomes across the system of schools, however, the physical review of a school's learning resources, facilities, and

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equipment must be fulfilled via an on-site review at each individual campus. (For example, a school may use a non-local Program Advisory Committee for all affiliated schools to review the curriculum of a program area and use a local Program Advisory Committee for the physical review of the school's learning resources, facilities, and equipment.)

- h. Program Advisory Committees for programs or courses offered via distance education must include at least one additional individual with experience in the delivery and administration of distance education programs who can review and comment on the school's distance education platform, methods, processes, procedures, and infrastructure in the context of the program/course content and objectives.

5. Learning Resource System

A learning resource system includes all materials that support a student's educational experience and enhance a school's educational program such as libraries; texts; electronic resources; learning resource laboratories and centers; library consortia and interlibrary loan agreements; computers; internet access; research databases; and other similar resources and equipment. The learning resource system can be centralized or decentralized in organization but resources must be easily and readily accessible to students and faculty during and beyond classroom hours, regardless of location or means of delivery. Other necessary elements of a school's learning resource system follow.

- a. A school's learning resource system must include materials commensurate with the level of education provided and appropriate to the courses of study in sufficient quantity and scope to meet the educational objectives of each program and include such elements as: relevant and current texts and periodicals; research journals and databases; standard works of reference; multi-media and/or electronic resources; electronic library resource technologies; and other resource materials necessary to adequately serve the student body.
- b. Use of the learning resource system materials must be integrated into a school's curriculum and program requirements as a mechanism to enhance the educational process and to facilitate positive learning outcomes for students.
- c. A school's learning resource system must be managed by qualified school personnel with sufficient experience to provide oversight and supervision. Schools that offer a baccalaureate degree or higher must have a learning resource system coordinated by an individual holding a Master of Library Science credential or with equivalent education and experience.
- d. Qualified school personnel orient, train, and assist students and faculty in the use of the learning resource system in a manner that supports learning objectives.
- e. A school must have written policies and procedures for the ongoing development of its learning resource system as part of its institutional improvement program. A school must demonstrate sufficient support and budgetary allocations for the learning resource system.
- f. In any case, it remains the responsibility of the school to ensure that its student body is adequately served and has ready access to sufficient and appropriate learning resource materials in compliance with these standards.

6. Externships

- a. An externship is a component of a program that is offered in a bona fide occupational setting for which training and education are provided. This standard applies to externships, internships and other similar occupational activities for which educational credit is awarded.

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When used, an externship may occur throughout the course of a program or as a capstone requirement. The objectives and goals of an externship must be to allow students to apply practically the theory and skills taught in classroom and laboratory settings of instruction.

- b. Externships must be based on a written training plan that specifies the goals, educational objectives, and specific experiences and applications to be accomplished. The written training plan must identify required educational resources, established timelines for the externship, and the evaluation process, and criteria to be used that appropriately and fairly measure demonstrated competency and skill attainment.
 - c. Individual student externships must be supervised by a designated school employee who has the appropriate practical work experience qualifications for instructors as follows:
 - i. For externships in a non-degree or in an occupational associate degree program, instructor practical work experience means three years of related practical work experience in the occupational field associated with the training provided.
 - ii. For externships in an academic degree program, instructor practical work experience means four years of related practical work experience in the occupational field associated with the training provided and an earned related degree at least at the same degree level as the program for which the externship is a component.
 - d. The training plan must designate an on-site supervisor from the occupational setting who will guide and oversee the student learning experience and participate in student evaluations. School personnel must orient the on-site supervisor to evaluation processes and criteria in order to ensure the appropriate and fair measurement of demonstrated competency and skill attainment.
 - e. Schools are expected to maintain an appropriate balance among classroom, laboratory/shop and externship activities within the program, as evidenced by the course outline. Any externship that is greater than one-third of the total length of the program requires review and approval by the Commission.
 - f. If an externship is part of the program completion requirements, students may not be considered as graduates or issued a graduation credential until the requirements of the externship have been satisfactorily completed.
7. Consortium, Partnership, or Contractual Arrangements
- a. In any instance where a portion of a program is offered by an entity other than the ACCST-accredited institution via any consortium, partnership, or contractual arrangement the school must submit documentation that demonstrates that the program portion is approved by another United States Department of Education recognized accrediting agency. In lieu of this documentation, the school must submit the Consortium/Partnership Report.

In all instances, the school must submit a copy of consortium, partnership, or contractual arrangement to the Commission. Additionally, the school must submit a statement indicating that it retains responsibility for the quality of the courses of study and programs offered as well as the achievement of expected and acceptable outcomes irrespective of any contractual arrangement, partnership, or consortium entered into with third parties for the provision of components of a program or course of study.
 - b. A school that allows a portion of a program to be offered by an entity other than the ACCST-accredited institution via consortium, partnership, or contractual arrangement using

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a distance education delivery method, may be required to receive an on-site evaluation in accordance with prescribed accrediting policies and procedures.

- c. Regardless of any consortium, partnership, or contractual arrangements, at a minimum, 25% of the required curriculum must be completed at the school awarding the credential upon graduation.

8. Independent Study

- a. Independent study necessitates a high level of self-directed learning and should therefore require students to read, conduct research, complete written examinations, reports, research papers, portfolios, or similar assignments that are designed to measure the student's achieved competency relative to the required subject matter objectives. Independent study may only be offered within a credit hour program and must include comprehensive educational objectives and a written outline of the competencies to be achieved through independent study. Schools must demonstrate that the independent study is relevant and appropriate to program objectives and that students engaged in independent study meet regularly with the qualified independent study faculty.
- b. Schools must utilize thoroughly developed credit hour award rationales for independent study and must demonstrate that the credit hours awarded for independent study are appropriate to the credential offered (degree, diploma, or certificate). The school may accomplish this by demonstrating that students engaged in independent study have acquired the knowledge, skills, and/or competencies that are at least equivalent to those acquired by students enrolled in traditional courses (i.e., lecture, lab, and practicum).

Minimally, independent study credit award rationales must meet the following criteria: one quarter credit hour for each 20 hours of documented independent study activities and one semester credit hour for each 30 hours of documented independent study activities. The number of allowable independent study credits awarded in a program should be limited and the school must maintain an appropriate balance amongst lecture, lab, externship, and independent study.

- c. A school may not allow more than 10% of any program to be offered via independent study. Students who transfer 75% of the required credits into the school awarding the completion credential may not be awarded credit for independent study in the remaining 25% of the curriculum.

9. Transfer of Credit

Revised 4/17/2008

- a. At its discretion, a school may accept transfer credit for a course completed in other postsecondary institutions when comparable in scope and content to the school's own coursework.
- b. In evaluating credit earned by students for transfer, a school must adhere to the following principles and practices:
 - i. A school has established appropriate criteria (in areas such as comparability, applicability, source, and age of the previously earned credit; academic preparedness of the student at the time of credit transfer; grade earned for the credit to be transferred; etc.) and applies a systematic, consistent process for determining whether to accept credit earned at other institutions for transfer.

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- ii. A school publishes its transfer-of-credit policy in its catalog and clearly communicates the criteria and process for evaluating and accepting credit earned at other institutions for transfer.
- iii. The acceptance of credit for transfer is primarily based on the competencies achieved by the student in previously completed coursework and whether the competencies reasonably align with the coursework and the program into which the credit is to be transferred.
- iv. Accreditation of the institution or program from which the student is seeking to transfer credits is a consideration for credit transfer decisions; however, the source of accreditation of the institution or program from which the student is seeking to transfer credits is not the sole basis for accepting or denying credit for transfer.
- c. The school must document in the student record from what school and on what basis transfer credit was accepted.
- d. At a minimum, 25% of the credits required for nondegree and undergraduate degree programs must be completed at the school awarding the degree.
- e. The majority of the credits required for a graduate degree program must be completed at the school awarding the degree.

B. Degree Programs

Degree programs represent a significant, additional educational commitment by a school and must be consistent with the school's mission. Therefore, accredited institutions offering degree programs must meet the additional requirements set forth in this section to ensure that institutions offering degree programs have the ability to meet this educational commitment and award degrees that represent sufficient breadth and depth of study in the field and only to eligible students who, within the appropriate time-frame, successfully complete the program requirements and demonstrate the required proficiencies, competencies, and skills. In addition, institutions offering degree programs must comply with all other applicable accrediting standards, including faculty, admissions, facilities, advertising, and student services standards.

1. General Requirements

- a. Schools must have each degree program reviewed and approved by the Commission before the program is offered.
- b. Degree programs are measured in semester credit hours or the equivalent quarter hours (refer to the Profile of Clock Hour to Credit Hour Conversion form), include the appropriate number of lecture hours and, as applicable, the appropriate number of laboratory and/or externship hours necessary to achieve the program objectives. Degree programs must be comprised of courses whose content is appropriate to the level and type of degree awarded.
- c. Schools must use a course numbering system that differentiates between lower level courses required at the associate degree level (e.g., 100 and 200 level courses); upper level courses required at the baccalaureate degree level (e.g., 300 and 400 level courses); and graduate level courses at the master's degree level (e.g., 500 level courses and above). Remedial courses should be numbered below the 100 level and cannot be applied toward the credit hours required for the completion of a degree program.

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- d. At its discretion, a school may accept transfer credit for subjects or courses completed in other postsecondary institutions when comparable in scope and content to the school's own courses. The student record must document on what basis and from what school credit was accepted. At a minimum, 25 percent of the required curriculum must be completed at the school awarding the degree.
 - e. Students enrolled in a non-degree program at the time at which a school receives approval to award a degree for that program may transfer appropriate and equivalent credit into the new degree program provided that all admissions criteria are met and that the student completes a minimum of 15 semester hours or the equivalent in the new degree program.
 - f. General education courses, as distinguished from applied general education courses and technical and occupationally related courses, must place an emphasis on principles and theory not associated with a particular occupation or profession. General education courses are those in written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning. General education courses are expected to develop critical thinking, problem solving and analytical skills; enable individuals to prepare for and advance in their professional lives; and contribute to lifelong learning.
 - g. Applied general education courses, as distinguished from general education courses and technical and occupationally related courses, are for the sole purpose of occupational associate degrees and must place an emphasis on practical applications of principles and theory associated with a particular occupation or occupational cluster. Applied general education courses are directly applicable to a specific occupation or occupational cluster in related written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; technology; and humanities and fine arts that enhance the ability of an individual to apply occupational skills in the workplace.
 - h. Technical and occupationally related courses, as distinguished from general education courses and applied general education courses, are directly related and applicable to a specific occupation or occupational cluster. Technical and occupationally related courses provide education and training in the areas associated with theoretical knowledge, technical skills, occupationally related skills, and associated competencies necessary for a student to achieve the program objectives.
2. Associate Degrees
- a. The Commission has two classifications of associate degree programs – occupational and academic. Associate degree programs must be designed and offered in a way that appropriately balances distinct types of education and training and includes a comprehensive curriculum with appropriate coursework to achieve the program objectives.
 - b. An associate degree program must be a minimum of 60 semester hours or 90 quarter hours and a minimum of two academic years. Associate degree programs may not exceed by more than 50% the minimum number of credit hours required to confer the degree by the appropriate regulatory agency in the State(s) in which the school operates. If such minimums have not been established, then generally accepted practices in higher education shall apply.
 - c. Occupational Associate Degrees

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must be comprised of a minimum of 60 semester hours or 90 quarter hours of upper level coursework. In order to have a baccalaureate degree completion program approved, the school must require a student to have an earned associate, or higher level degree from an accredited postsecondary educational institution that is related to the educational program objectives of the baccalaureate degree completion program and that the school considers appropriate to prepare students for matriculation into the upper level courses. Additionally, the school must maintain compliance with the general education and technical education requirements under this section of the *Standards of Accreditation*. Advertising of this type of degree program must make clear that it is a baccalaureate degree completion program.

4. Master's Degrees

a. General Requirements

- i. The institution's curricular offerings must be consistent with the goals, objectives, and mission of the institution. Master's degree-granting institutions must place emphasis on higher-level course work, including research and analytical skills, and independent and critical thinking skills. The master's degree must evidence contribution to the field of study undertaken and that graduates are able to acquire the necessary competencies and skills for employment in the field of study undertaken.
- ii. Only institutions that are approved by the Commission to award baccalaureate degrees and that have received approval from applicable oversight agencies may apply for master's degree approval.
- iii. An institution seeking approval to add a master's degree program will receive an on-site evaluation to review compliance with accrediting standards in accordance with the Commission's processes and procedures.

b. Program Requirements

- i. The length of a master's degree must be appropriate to enable students to achieve the required competencies and skills for employment or advancement in the field for which training is provided.
- ii. A master's degree program must be designed and offered in a way that provides for a distinct level of education and foster independent learning and an understanding of research methods appropriate to the academic discipline. Graduate level courses must be based on appropriate pre-requisites and learning outcomes and expectations must be clearly stated to students.
- iii. Master's degree programs must include a minimum of 30 semester hours or 45 quarter hours. At least 24 semester hours or 36 quarter hours must be in the technical field for which the degree is awarded.
- iv. In a master's degree program, the curriculum must include an applied, integrated, or culminating experience required for program completion (e.g., capstone experience, comprehensive examination, research project, or thesis).

c. Graduation Requirements

- i. Graduation from a master's degree program requires a 3.0 grade point average or better (assuming the traditional 4.0 grade point scale) and is based upon the student's satisfactory achievement and demonstration of the required knowledge and skills.

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- ii. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation.

C. English as a Second Language Programs

English as a Second Language (ESL) programs must be successfully articulated with career or occupational programs while also providing the student with adequate linguistic proficiency for obtaining employment in the field for which they are or will be trained.

1. Types of ESL Programs

A school may seek recognition of any of the following types of ESL programs:

- a. A front-loaded program in which the student completes ESL training prior to enrolling in a career or occupational program. This type of ESL program has objectives related to occupational training and concepts.
- b. An integrated program in which the student takes ESL training concurrently and in conjunction with a career or occupational program.
- c. A stand-alone program that is limited to persons already trained in occupations who would be employable if they could demonstrate adequate English language skills.

2. Criteria for Recognition

- a. The objective of the ESL program must be the employment or continuing occupational education of the student. Front-loaded and integrated ESL programs must be articulated in conjunction with the school's career or occupational programs either at the school or with another accredited school.
- b. ESL programs are secondary objectives of the school.
- c. Instruction must be conducted primarily in English and must include a variety of teaching methods and materials.
- d. Curricula for ESL programs must include several levels of instruction, allowing for individual differences and needs, and must include reading comprehension, oral communication, and writing skills.
- e. All students enrolled in an ESL program must be tested in English proficiency prior to the start of the program and upon conclusion of the program. The test scores must be measured against stated exit goals (e.g., a specific grade level). Schools must use nationally recognized tests with established norms (e.g., Test of English as a Foreign Language (TOEFL); Test of Written English (TWE); or Test of Spoken English (TSE) or any other test acceptable to the Commission). Prior to the start of a program the test must be administered by a qualified, independent third party.
- f. ESL program length must be between 600 and 900 clock hours or the equivalent credit hours.
- g. All students enrolling in ESL programs must have available to them the same student services offered to all non-ESL students enrolled at the school, including employment assistance. The school must maintain and report verifiable employment records for ESL students attending stand-alone programs.

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SECTION III – EDUCATIONAL ADMINISTRATION & FACULTY QUALIFICATIONS

STATEMENT OF PURPOSE

The success of a school is directly related to the quality of its faculty. This section addresses the requirements a school must meet in regard to its faculty. The purpose of this section is to require schools to retain a strong and experienced faculty that is continually attentive to the needs of the students, interested in strengthening the curricula, and obligated to continued self-improvement. A school must ensure that its faculty are appropriate, suitable and sufficient in number for the instructional programs offered by the school. By hiring and retaining qualified faculty, a school is able to strengthen the quality of its training program.

A. Educational Administration

Revised 3/15/07

1. The school must have sufficient educational administration to support the program(s) offered as follows:
 - a. The school must have educational administrative staff and operational policies necessary to adequately support educational programs and faculty.
 - b. At least one on-site person at the school, usually a director of education, must have appropriate educational administration experience and competence necessary to lead and manage the school's instructional program(s) and overall educational experience in such areas as: curriculum development; educational effectiveness assessment and improvement; and faculty development and performance appraisals.
 - i. For non-degree granting institutions, the director of education must have an educational background equal to or exceeding the maximum credential offered by the school.
 - ii. For degree granting institutions, the director of education must have an earned degree at least one level higher than the highest degree offered by the school.
 - c. Each distinct occupational area that leads to an occupational or academic degree must have a program head on-site at the school (e.g., lead faculty, department chair, dean, etc.) who possesses an educational background equal to or exceeding the maximum credential offered in that program area, the requisite qualifications for technical faculty teaching in a degree program, and an ability to administer the occupational components of the program. For schools that only offer a program or group of programs in one distinct occupational area, a single individual may fulfill both the director of education and the program head requirements as long as the individual possesses the requisite qualifications for each position.
 - d. Graduate level education offered by an institution must be appropriately supervised and coordinated by an individual with an earned doctorate degree. The school must demonstrate that the director of graduate level education has the experience and competence to manage the instructional program.
 - e. Each master's degree program must be appropriately managed by an individual with a minimum of a graduate degree in the same field for which training is provided.
2. The school must have a written and comprehensive plan for faculty improvement with specific benchmarks, timelines, and goals. The plan shall include such elements as: continuing education in the subject area(s) taught; teaching skill development; instructional methods; membership in trade and professional organizations; attendance at trade and professional meetings; faculty

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meetings to encourage professional growth; and other elements appropriate for the ongoing development of faculty. The school is required to document that the plan is implemented.

3. The school must ensure the continuity of instruction by the reasonable retention of the educational administrative staff and faculty.
4. The school must verify prior work experience and maintain documentation of academic credentials of all faculty members and administrators, as required, to demonstrate compliance with applicable *Standards of Accreditation*.

B. Faculty Qualifications²

1. The faculty must be sufficient in number to serve the number of students enrolled and must maintain a satisfactory working relationship with students.
2. Faculty members must be certified or licensed where required by law.
3. Faculty members must have appropriate qualifications and be able to teach in a manner that permits announced educational objectives to be achieved. All faculty must be able to demonstrate a command of theory and practice, contemporary knowledge, and continuing study in their field.
4. Faculty members must be trained in instructional methods and teaching skills. The school should hire faculty members who have received training in instructional methods and teaching skills or who are experienced teachers. Should a school hire a faculty member without prior training or experience, the school must provide training before the faculty member assumes primary instructional responsibilities in any classroom, curriculum, laboratory, or program related training. A school's faculty must engage in ongoing development of teaching skills as part of its plan for faculty improvement.

The school may provide its own faculty training using in-house resources or utilize resources outside the institution. In either case, teacher training shall include such elements as: formal education; workshops/seminars presented by an appropriate individual focusing on areas related to instructional methods and teaching skill development; or formal in-house mentoring programs with appropriately qualified and experienced faculty.

5. Faculty teaching technical and occupationally related courses in either nondegree or occupational associate degree programs must have a minimum of three years of related practical work experience in the subject area(s) taught.
6. Faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with appropriate coursework in the subject area(s) taught or three years related practical work experience and college level coursework in the subject area(s) taught.³
7. Faculty teaching technical and occupationally related courses in an academic associate or baccalaureate degree program must have a minimum of four years of related practical work experience in the subject area(s) taught and possess a related degree at least at the same level of the course the faculty member is teaching. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related

²See Appendix III for Faculty Grandfather Provisions.

³See Appendix III for Interpretative Guidance.

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practical work experience and the school must justify and document on an individual basis the outstanding professional experience and contributions to the occupational field.

8. Faculty teaching general education courses in an academic degree program must have, at a minimum, a master's degree with appropriate academic coursework and preparation in the subject area(s) taught.⁴
9. Graduate Degree Faculty Requirements
 - a. At a minimum, at least 50% of graduate level courses included in a master's degree program must be taught by faculty members who possess a minimum of four years of related practical work experience, an earned doctorate degree or other terminal degree in a related field of study, and appropriate preparation in the subject area taught. The remaining 50% of the courses may be taught by faculty who possess a minimum of four years of related practical work experience and a master's degree in a related field of study with appropriate preparation in the subject area taught or a master's degree in an unrelated field of study with 18 semester credit hours or 27 quarter credit hours of graduate level education in the subject area taught.
 - b. In exceptional cases, outstanding professional experience and contributions to the occupational field of study may be substituted for a formal degree. In such instances, the faculty member must possess a minimum of eight years of related practical work experience and the school must justify and document, on an individual basis, the outstanding professional experience and contributions to the occupational field.
 - c. Graduate faculty and other appropriate school personnel participate in the development, ongoing review, and improvement of graduate level curriculum.
10. Faculty teaching ESL courses must have appropriate experience and educational background including state or equivalent credentials in Teaching of English to Speakers of Other Languages (TESOL).

⁴ See Appendix III for Interpretative Guidance.

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SECTION IV – STUDENT RECRUITMENT

STATEMENT OF PURPOSE

The purpose of this section is to require schools to describe themselves to prospective students fully and accurately and to follow practices that permit prospective students to make informed and considered enrollment decisions without undue pressure. The school's recruitment efforts must attract students who are qualified and likely to complete and benefit from the training provided by the school and not simply obtain enrollments.

A. Recruitment

Each school observes ethical practices and procedures in the recruitment of its students. Ethical practices and procedures include, at a minimum, the following:

1. A school shall use only its employees to conduct student recruiting activities, except outside the United States, its territories, or its possessions, where a school may use third-party agents for recruiting.
2. Schools under common ownership may employ a single recruiter.
3. A school is prohibited from using employment agencies to recruit prospective students.
4. A school is responsible to its students and prospective students for the actions and representations of its recruiters and, therefore, selects recruiters with the utmost care and provides adequate training and proper supervision.
5. Each school complies with applicable state laws and regulations on student recruitment.
6. A school that authorizes its recruiters to advertise, to prepare advertising, or to use promotional materials must approve the materials in advance and accepts full responsibility for the materials used.
7. A school shall ensure that its recruiters do not make false or misleading statements about the school, its personnel, its training, its services, or its accredited status.
8. A school shall not permit its recruiters or other school personnel to recruit prospective students in or near welfare offices, unemployment lines, food stamp centers, homeless shelters, or other circumstances or settings where such persons cannot reasonably be expected to make informed and considered enrollment decisions. Schools may, however, recruit and enroll prospective students at one-stop centers operated under government auspices, provided that all other recruitment and admissions requirements are met.
9. A school may not make explicit or implicit promises of employment to prospective students.
10. A school shall not permit the payment of cash or other consideration to any student or prospective student as an inducement to enroll.
11. A school shall not permit its recruiters to assist prospective students in completing application forms for financial aid.
12. A school shall not permit its recruiters to become involved in admission testing or admission decisions.
13. The school must be clearly identified in all contacts with prospective students.

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14. Cancellation Policies:

- a. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.
- b. All monies paid by an applicant must be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the contract price of the program, but in no event may the school retain more than \$150.

15. A school must provide the applicant with a receipt for any money collected.

16. A school must provide the applicant with a copy of the completed enrollment agreement.

17. When engaged in recruiting activities, a recruiter is not permitted to use any title, such as “counselor,” “advisor,” or “registrar,” or credential that implies other duties.

18. School personnel do not discredit other schools by: falsely imputing to them dishonorable conduct, inability to perform contracts, or questionable credit standing; making other false representations; falsely disparaging the character, nature, quality, value, or scope of their program of instruction or services; or demeaning their students.

19. School personnel do not knowingly influence any student to leave another school or encourage a person to change plans after signing an enrollment application and paying the registration fee of another school.

B. Catalog

1. A school’s catalog must accurately portray the school; its educational programs, resources and facilities; and policies and procedures and include, at a minimum, all items listed on the Catalog Checklist.
2. A school’s catalog must be designed and written, to convey an accurate and dignified impression of the school. The catalog’s illustrations, photos, and narrative must pertain directly to the school and sources of illustrations and photos must be clearly identified.
3. A school must provide each applicant with a current and complete catalog prior to signing the enrollment agreement so that each potential student may make an informed decision relative to the school’s educational programs, institutional policies, and procedures. A school may provide either a printed and bound copy of the catalog or a read-only format electronic copy that cannot be altered (e.g., portable document format (PDF), etc.). In either case, all versions of the catalog must be identical and students that receive an electronic copy of the catalog must also be able to receive a printed and bound copy of the catalog upon request.

C. Enrollment Agreement

1. The enrollment agreement must include, at a minimum, all required items listed on the Enrollment Agreement Checklist.
2. The enrollment agreement must clearly state the obligations of both the student and school.

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3. The school must ensure that each applicant is fully informed of the rights, responsibilities, and obligations of both the student and the school under the enrollment agreement before it is signed by the applicant.
4. A complete enrollment agreement is furnished to the applicant at the time the applicant signs.
5. No enrollment agreement is binding until it has been signed by the student and accepted by the appropriate school official. A copy of the fully signed enrollment agreement is furnished to the student.

D. Advertising and Promotion

1. All advertising and promotional materials are truthful and accurate and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its location, its name, its personnel, its training, its services, and its accredited status.
2. A school may use the term “University” in its name only when such use has been approved by the Commission and appropriate state authorities.
3. The school’s advertising and promotional materials must clearly indicate that education, and not employment, is being offered. No overt or implied claim or guarantee of individual employment is made at any time.
4. A school may not use the Employment or Help Wanted classifieds for any form of student recruitment.
5. Endorsements used in school catalogs, literature or advertising are used only with the written consent of the authors and are kept on file and subject to inspection. Such endorsements are used only when they are a bona fide expression of the author’s opinions and are strictly factual and portray currently correct conditions or facts. Under no circumstances may currently enrolled students provide endorsements on behalf of the school.
6. School literature and advertisements may not quote salaries for an occupation unless they also accurately indicate the normal range or starting salaries in the occupation for which training is provided and include the source of this information.
7. Scholarships are not used as a recruiting device.
8. A school may use the term “accredited” only if it indicates by what agency or organization it is accredited. Publication of accreditation must comply with the Advertising of Accredited Status form.⁵
9. Advertising of financial aid includes an eligibility phrase (e.g., financial aid available for those who qualify).
10. A school may describe in its catalog, advertise, or promote new programs, substantive changes, or degree programs only after receiving Commission approval.

⁵ Revised 3/15/2007.

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SECTION V – ADMISSION POLICIES AND PRACTICES

STATEMENT OF PURPOSE

The purpose of this section is to ensure that schools only admit those students who are capable of successfully completing the training offered. Admission decisions are based on fair, effective, and consistently applied criteria that enable the school to make an informed judgment as to an applicant's ability to achieve the program's objectives.

A. General Requirements

1. The school must determine with reasonable certainty that each applicant for enrollment is fully informed as to the nature of the training provided. The school must advise each applicant prior to admission to ensure that the applicant understands the program's responsibilities and demands.
2. The school must:
 - a. Consistently and fairly apply its admission standards;
 - b. Determine that applicants admitted meet such standards and are capable of benefiting from the training offered;
 - c. Determine that applicants rejected did not meet such standards;
 - d. Ensure that each applicant admitted has the proper qualifications to complete the training; and
 - e. Secure documentation to demonstrate that each applicant meets all admissions requirements.
3. Documentation must exist, covering the last five years, that demonstrates that admission standards have been met or explains the basis for any denial of admission.
4. The school determines that each applicant has no disabilities, physical or otherwise, that would prevent use of the knowledge or skill gained from the training offered for successful on-the-job performance after completion of the training.
5. No school denies admission or discriminates against students enrolled at the school on the basis of race, creed, color, sex, age, disability or national origin. Schools must reasonably accommodate applicants and students with disabilities to the extent required by applicable law.
6. Schools may not accept any enrollment from a person of compulsory school age or a person attending a school at the secondary level, unless it has established through contact with properly responsible parties that pursuit of the training will not be detrimental to the student's regular school work.
7. The Commission, at its discretion, may require a school to conduct a study to document the effectiveness of its admission requirements for all students.

B. Non-Degree Programs

If the school enrolls a person who does not possess a high school diploma or recognized equivalency certificate (non-degree programs only):

1. The determination of the applicant's ability to benefit from the training offered must be confirmed by documentation of the applicant's achievement of an approved score on a test or tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission.

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2. The acceptable score ensures that students will benefit from the training provided and that a substantial number of students will complete the training and be employed in the field for which training was provided.

C. Degree Programs - Undergraduate

The school must use appropriate techniques to assess whether applicants have the skills and competencies to benefit from the training provided at the undergraduate level. Students admitted to associate or baccalaureate degree programs must have earned at least a high school diploma or recognized equivalency certificate prior to starting class.

D. Degree Programs - Graduate

1. The school must use appropriate techniques to assess whether applicants have the skills and competencies to benefit from the training provided at the graduate level. A student admitted to a master's degree program must possess an earned baccalaureate degree from a recognized higher-education institution (e.g., accredited by an agency recognized by the U.S. Department of Education or the equivalent). All admissions criteria, to include evidence of an earned baccalaureate degree, must be met prior to matriculation.
2. For graduate level courses or master's degree programs, standardized or national examinations may be required (e.g., GRE or GMAT). The school may utilize other entrance tests that have been reviewed by a qualified, independent third party for appropriateness of the instrument and specific score levels required for admission. In any case, the school must disclose the type and nature of examination and the acceptable score and/or range of scores applicants must receive to be admitted.

E. ESL Programs

1. Students enrolled in ESL programs must meet all other entrance requirements applicable to students enrolled in the school's career or occupational programs, which may be established through testing in the student's native language. During the enrollment process, adequate translation resources must be available to assist students in their comprehension of the process and all program requirements.
2. The school must demonstrate that, with appropriate teaching, the students enrolled in front-loaded and integrated ESL programs can qualify for specialized training or continue their occupational education.
3. The school must demonstrate that students enrolled in stand-alone ESL programs possess job skills, as evidenced by documentation of credentials or test scores, and that proficiency in English is needed by the student in order to obtain employment in the field for which trained. The school must also document that students enrolling in a stand-alone program have previously obtained occupational licensure or document that the students possess educational experience that is sufficient to obtain a job in the field for which trained.

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SECTION VI – STUDENT SERVICES

STATEMENT OF PURPOSE

The purpose of this section is to ensure that schools remain attentive to their students' educational and other needs. This section requires that schools meet minimum requirements in regard to advising, record maintenance, graduate employment assistance, and procedures for handling student complaints. The school must maintain written policies and procedures addressing student services. The school must maintain adequate student services and resources that support its students in maintaining satisfactory progress, achieving successful educational and employment outcomes, and making informed decisions concerning training and employment. The students' needs for these services are continually monitored.

A. Advising and Counseling

1. The school must maintain a student services program that takes into account the number of programs, and size and mix of the student body and that responds to individual student needs. These services must be coordinated by an individual with appropriate professional and educational qualifications and must minimally encompass relevant coping skills (e.g., life, career development, budget, and personal financial planning skills); general development appropriate to higher education students; student retention strategies suited to the school's programs; academic advising; testing and tutoring services; supervision and monitoring of attendance records and leaves of absence; graduate employment assistance; and information concerning housing, transportation, and child care.
2. Student services for schools that enroll ability-to-benefit students must include individual counseling. An individual providing counseling services must have an appropriate license, credential, or training and work experience in the area of counseling. A school may contract with or refer students to an individual or service that is able to provide such counseling services. Unless so qualified, an advisor may not perform the functions of a counselor and may not be referred to as a counselor.
3. The school must maintain documentation of student advising sessions by date and place.

B. Student Records

1. The school must maintain a permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records and information upon which a student's enrollment is based. These records (physical or electronic) must be securely maintained and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).
2. The school must maintain an official transcript for all formerly enrolled students (i.e., graduates and terminated or withdrawn students). The transcript must include, at a minimum, the program of study; the date of program entry; the date of graduation, termination or withdrawal; and the clock or credit hours and grades earned. An official transcript must be made available to students upon request and in accordance with the school's policies. This transcript (physical or electronic) must be securely maintained indefinitely and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).
3. The school must maintain student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of five years. (State or federal regulation or law may require these records to be maintained for a longer period of time.)

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C. Graduate Employment Assistance and Records

1. Graduate employment assistance must be made available to students and the extent and nature of employment assistance services must be as claimed by the school.
2. Any public notice made of graduate employment rates must include a notice on the school's graduate population base and time frame upon which those figures are based.
3. The school must maintain verifiable records of each graduate's initial employment for five years. Any statement regarding the percentage of graduate employment, e.g., annual employment rates of graduates, must be based upon these verifiable records.

D. Student Complaints

1. The school must utilize a policy and procedure for handling student complaints and inform students in writing of the policy and procedure. The school's complaint policy and procedure must be published in the school's catalog and include a reference to the school official(s) responsible for the complaint policy and procedure.
2. The ACCSCT Student Complaint/Grievance Procedure contained in the Complaint Review Process Form must be published in the school's catalog.
3. The school must maintain a complete record of all written student complaints for at least the last five years.

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SECTION VII – STUDENT PROGRESS

STATEMENT OF PURPOSE

A school must establish that a high proportion of its students attend class, successfully progress through and complete their program of study, and obtain employment in the field for which trained. A school must establish and consistently apply criteria that provide an objective evaluation of the student's progress toward attaining the program's specific educational objectives. Assessment of a school's performance in these areas requires a broad consideration of all circumstances that affect student progress. The school must maintain written policies and procedures addressing attendance and student progress.

A. Student Attendance

1. Good student attendance is evident at the school.
2. The school publishes and enforces a policy of acceptable student attendance.
3. If the school allows a student to take a leave of absence, the school must define and publish the leave of absence period and the consequences of a student's failure to return from an approved leave of absence. A leave of absence period may not exceed 180 days within any 12-month period. A student may be granted more than one leave of absence in the event unforeseen circumstances arise, such as medical reasons affecting the student or a member of the student's immediate family, military service requirements, or jury duty, provided that the combined leaves of absence do not exceed 180 days within the 12-month period. The school must have a leave of absence request signed by the student on leave. If the student does not return following the leave of absence period, the school must apply its refund policy in accordance with the applicable and published requirements.

B. Satisfactory Progress

1. The school has published in its catalog a written policy for assessing satisfactory student progress related to grades and attendance. Grades, work projects, externships, etc., are measured against stated educational objectives that are explained clearly to students. This policy must address performance standards and grading and be applied consistently.
2. The school establishes grading criteria to assess a student's academic progress through the training program. At a minimum the school reports academic progress to students at regular intervals (e.g., phase, module, mid-term, term, quarter, semester, etc.) and evaluates the minimum grade point average that students must attain at those intervals. Students must attain a minimum cumulative grade point average of 2.0 or the equivalent in order to be eligible for graduation. Students must attain a minimum cumulative grade point average of 1.0 at the end of the first 25% of the program and a 1.5 cumulative grade point average at the midpoint of the program.

If the program, however, is not organized to allow academic progress to be reported at these specific intervals, students must demonstrate academic progress at other appropriate established intervals during the program such that the student reasonably can be expected to attain the minimum grade point average required for graduation.

If the school uses a grading scale other than the traditional 4.0 scale (e.g., letter grades, percentages, pass/fail) the school must adopt comparable progress standards.

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3. The school publishes the maximum time frame within which training must be completed. For a clock hour program, the maximum time frame shall not exceed 1.5 times the normal duration of the program. For a credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program.
4. The school must have a probation policy that is defined and published. The policy must include specific warning procedures to notify the student in writing that continued unsatisfactory progress will result in termination. The terms of the probation must be documented and maintained in the student file.
5. The school must terminate any student who is unable to satisfactorily achieve the knowledge and skills required by the occupation for which the training is intended. The school must publish procedures for requesting reinstatement should a student be terminated for failure to maintain satisfactory progress.
6. The school publishes policies that define the effect of course incompletions, withdrawals, course repetitions, and, if offered, noncredit remedial courses.
7. Successful program completion is based upon satisfactory achievement of the required knowledge and skills and confirmed by an appropriate credential (e.g., certificate, diploma, degree), which correctly identifies the school's name and location.

C. Student Achievement

1. Student Achievement

The school must demonstrate successful student achievement by reporting acceptable rates of student graduation and employment in the career field for which the school provided education. These rates must be supported through student transcripts, the school's verifiable records of initial employment of its graduates, or other verifiable documentation.

The Commission will review student achievement for each program offered at an institution and take into account not only the rates at which students graduate from a training program and attain employment in a training related field, but also other factors that are reasonably related to student achievement as a measure of educational quality and institutional effectiveness.

2. Graduation and Employment Rates

- a. The Commission establishes and publishes acceptable graduation and employment rates for comparable schools and programs from information submitted in the Annual Reports of accredited schools.⁶ The Graduation and Employment Chart is the Commission's mechanism for collecting student achievement data and schools must provide this information in accordance with the prescribed requirements and instructions that accompany this chart. A school demonstrates successful student achievement when graduation and employment rates meet or exceed the published rates. The Commission determines a school's graduation and employment rates to be acceptable when:
 - i. The graduation rate for each program is not less than one (1) standard deviation below the mean for comparable schools or programs.
 - ii. The employment rate for each program is not less than one (1) standard deviation below the mean for comparable schools or programs.

⁶ See Appendix IV for the Commission's current published rates for acceptable student achievement.

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- b. A school whose graduation or employment rate falls below the Commission's required rates may still demonstrate with supporting documentation the successful achievement of its students by taking into account economic conditions, location, student population served, length of program, students who withdraw from training but still obtain employment, state requirements, and other external or mitigating factors reasonably related to student achievement.
 - c. If the graduation or employment rates appear low in relation to comparable schools or programs even though such rates exceed the minimum quantitative standards set forth in *Section VII (C)(2)(a), Substantive Standards, Standards of Accreditation* the Commission may require the school to demonstrate successful student achievement, taking into account the factors described in *Section VII (C)(2)(b), Substantive Standards, Standards of Accreditation*.
3. Student Achievement Outcomes Reporting

When a school has not demonstrated successful student achievement or upon a determination that monitoring of a school's compliance in this area is warranted, the Commission may require a school to submit to ongoing reporting of student achievement outcomes as directed or take other action as deemed appropriate. These reports may require the submission of student achievement outcomes data (e.g., student program retention, graduation rates, employment rates, etc.); pass rates on professional certification examinations and examinations required to be taken as a condition of employment (i.e., local, state, and federal); admissions criteria studies; institutional operations and improvement planning; or any other information that the Commission determines necessary to make a judgment regarding the successful achievement of students.

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SECTION VIII – SEPARATE FACILITIES

STATEMENT OF PURPOSE

Separate facilities are created by and related to a main school or branch campus. These criteria are in addition to those set forth elsewhere in the *Standards of Accreditation*.

A. Classification

There are two types of separate facilities: branch campus and satellite location. See *Section IV (E)(5), Rules of Process and Procedures, Standards of Accreditation* for separate facility eligibility and application requirements.

1. Branch Campus

A branch campus is a separate facility established by a main school that is geographically apart from the main school. The branch campus must be permanent in nature, offer courses in educational programs leading to a degree, a certificate, or other recognized educational credential, have its own faculty and administrative or supervisory organization, and must provide for all required educational resources and student services (e.g., advising, testing, library resources, financial aid, employment assistance, etc.). A branch campus must be adequately managed in accordance with the requirements set forth in *Section I, Substantive Standards, Standards of Accreditation*. The management and supervision oversight of the branch campus must be carried out by the same ownership and management that controls the main school.

2. Satellite Location

A satellite location is a classroom extension of a main school or branch campus. A satellite location must be within a reasonable and commutable distance from its main school or branch campus oversight entity. It is the responsibility of the school seeking to establish a satellite location to demonstrate with documentation the reasonableness of the commuting distance. A school seeking to establish a satellite location must be able to assure its proper management, control, and supervision through qualified administrative staff and faculty. All educational and student services available at the school seeking to establish a satellite location must be provided and readily available to students attending the satellite location (e.g., advising, testing, learning resources, financial aid, employment assistance, etc.) A satellite location that provides more than 50% of any one program will be required to submit segregated student achievement data for that program.

B. Responsibility

A main school is responsible and accountable to the Commission for its separate facilities. The management and supervision oversight of the branch campus must be carried out by the same ownership and management that controls the main school. The main school is ultimately responsible and accountable for compliance with accrediting standards by its separate facilities. Accredited status of the branch campus and recognition of the satellite location are dependent upon the continued accreditation of the main school. Accreditation of the main school requires adherence to accrediting standards by its separate facilities. A main school or branch campus may not have a separate facility that is not accredited or recognized by the Commission when that facility has students who receive benefits due to the accredited status of the school or students who are recruited using the name or accredited status of the school.

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C. Ownership

The ownership of the branch campus or satellite location must be identical to that of the main school; all ownership interests (including beneficial and nonvoting interests and options) must be reported to the Commission. If the ownership of the separate facility proves to be different from that of the main school, then the main school and all of its separate facilities shall be removed from the list of accredited schools.

D. Name, Relationship, and Advertising

1. A branch campus may bear a different name from the main school provided that all applicable state requirements have been met. A satellite location must bear the same name as its main school or branch campus except that the name of the satellite location may also refer to its geographic location or type of training.
2. Each school's catalog and enrollment agreement must clearly define the relationship between a branch campus and its main school. All advertising and publications (e.g., catalog, enrollment agreement, recruiting literature, public notices, etc.) must identify the relationship between a satellite location and its branch campus or main school oversight entity.
3. A branch campus may advertise and disclose its relationship to the main school only after the approval of the Application for a Branch Campus–Part I. A satellite location may disclose in advertising and promotional materials its recognized status and relationship to the main school only after it has been granted recognition by the Commission.

E. Programs

1. Separate facilities may offer programs with other than trade, occupational or technical objectives provided that (1) any program with other than a trade, occupational or technical objective is also offered at the main school, and is so approved by the Commission and (2) the predominant program offerings and scope of the facility remain trade, occupational, or technical.
2. See *Section IV (E)(5)(a)(vii), Rules of Process and Procedure, Standards of Accreditation* regarding branch campus program approval rules and requirements.

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SECTION IX – DISTANCE EDUCATION

Revised 7/1/2007

STATEMENT OF PURPOSE

This section sets forth the criteria under which the Commission will recognize programs or courses of study offered via distance education. Distance education, as defined by the Commission, is a formal process in which instruction within a program or course of study occurs when the student and instructor are not in the same location. Schools must ensure that only appropriate programs or courses of study are taught using distance education methodologies; that assessment measures are in place for admissions, student progress, and student achievement; and that appropriate resources and services are available to support student success. Distance education employs telecommunication or other technologies for the delivery of instruction, and may be synchronous or asynchronous in nature. Schools offering programs or courses of study via distance education must adhere to, and are responsible for, demonstrating compliance with accrediting standards as prescribed by this section, and elsewhere in the *Standards of Accreditation*. In accordance with the *Rules of Process and Procedure*, schools seeking to add or modify a distance education program or course of study must receive Commission approval prior to implementation. After a distance education program or course of study has been approved and included within a school's scope of accreditation, it will be subject to the normal monitoring mechanisms available to the Commission. Appropriate admissions criteria must be in place and adhered to, necessary resources and services must be available to support student success, and mechanisms must be in place to measure and support student achievement outcomes. Section IX provides specific guidance for the delivery of distance education. All other requirements outlined in the *Standards of Accreditation* apply.

A. Management and Administration

1. The school must have an appropriately qualified distance education administrator or team of administrators designated to knowledgeable and effectively oversee the school's distance education programs or courses of study, and to ensure that they meet the objectives and the mission of the school.
2. The school must demonstrate that it has the appropriate management, administrative capacity, and infrastructure to support the growth in a distance education program. The Commission will monitor student enrollment data for distance education programs on an annual basis to determine if the enrollments in an approved distance education program have experienced significant growth and to ensure that the school has maintained its ability to successfully administer, support, and manage its distance education activities.
3. The school retains responsibility for the quality of the programs and courses of study offered through distance education methods and the achievement of expected and acceptable outcomes, irrespective of any contractual arrangements, partnerships, or consortia entered into with third parties for the provision of components of a distance education program or course of study.
4. Institutional Assessment and Improvement Plan
 - a. The school's institutional assessment and improvement plan must ensure that sufficient facilities, equipment, technology, and other resources and infrastructure associated with distance education are appropriate to the subject matter of the program or courses of study, and are integrated in the long-term institutional assessment and improvement plan and budget of the school.
 - b. The school must directly review and is responsible for the currency and quality of all distance education components as part of its institutional assessment and improvement plan. The

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school's Institutional Assessment and Improvement Plan must meet all necessary requirements outlined in *Section I (B), Substantive Standards, Standards of Accreditation*.

B. Objectives and Student Achievement

1. The objectives of distance education programs and courses of study must be consistent with the mission of the school and its educational and training objectives, and must be readily available for student consideration.
2. Programs and courses of study must be appropriate for delivery through distance education methods and facilitate delivery of course content such that students may reasonably be expected to achieve the learning outcomes.
3. Observable, measurable, and achievable student performance outcomes must be identified so that programs or courses of study offered through distance education methods can be compared to programs or courses of study with similar subject matter and objectives, whether offered by distance education methods or residential means.
4. The school must specify the expected knowledge, skills, and competency levels that students will achieve in a distance education program or course of study, and such knowledge, skills and competency levels are equivalent to those expected from comparable programs or courses of study.
5. Graduation, employment and, where applicable, state licensing examination pass rates must be assessed in accordance with *Section VII (C), Substantive Standards, Standards of Accreditation*.

C. Programs, Curricula, and Resources

1. The length of the distance education programs and courses of study must meet all necessary requirements outlined in *Section II (A)(1), Substantive Standards, Standards of Accreditation*.
2. The school must demonstrate that the content and length of a distance education program or course of study are comparable to residential programs. The school must justify and provide validation for any deviation from established clock-to-credit hour conversions, if applicable.
3. The school must ensure that materials, programs, and courses of study are current and comprehensive, and undergo periodic review as part of the school's institutional assessment and improvement plan.
4. The programs and courses of study must provide for timely and meaningful interaction between students and faculty, and among students.
5. The school's learning resource system must meet all necessary requirements outlined in *Section II (A)(5), Substantive Standards, Standards of Accreditation*.
6. Program Advisory Committees for programs or courses of study offered via distance education must conform to the requirements set forth in *Section II (A)(4)(h), Substantive Standards, Standards of Accreditation*.
7. The school must establish and adhere to clear policies on ownership of instructional materials and protection of copyright.

D. Catalog and Advertising

1. The catalog and other publications must clearly describe distance education programs or courses

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of study, including the school's expectations of distance education students, admissions requirements, the prerequisites for participation, expected learning outcomes, graduation requirements, access to the learning resource system, student services, technology requirements, and any other requirements.

2. The catalog must meet all necessary requirements outlined in *Section IV (B)(1), Substantive Standards, Standards of Accreditation*.
3. All advertisements and promotional materials must meet all necessary requirements outlined in *Section IV (D), Substantive Standards, Standards of Accreditation* and ACCSCT's *Advertising of Accredited Status Form*.

E. Admissions Requirements and Enrollment

1. The school must demonstrate compliance with *Section V, Substantive Standards, Standards of Accreditation* and must be able to document that students admitted into distance education programs or courses of study met the school's admissions criteria.
2. The school must establish admission requirements for distance education programs and courses of study that assess whether students have the skills, competencies, and access to technology necessary to succeed in a distance education environment prior to their enrollment in the program or course of study.

F. Faculty

1. The school must employ faculty who have the qualifications and the experience to teach using distance education methods. Faculty teaching in distance education programs must meet the appropriate requirements set forth in *Section III (B), Substantive Standards, Standards of Accreditation*.
2. The school must provide orientation and training for faculty in accordance with *Section III (B)(4), Substantive Standards, Standards of Accreditation*, which specifically addresses teaching skills and instructional methods in a distance education environment.
3. The institution must have clear, consistent policies, measures, and procedures to evaluate the performance and needs of faculty members, and to assess faculty effectiveness in distance education programs or courses of study.
4. The school must ensure that faculty provide opportunities and means for timely and meaningful interaction with students appropriate to the learning environment.
5. The school must develop policies addressing teaching load (inclusive of residential and distance education), class size, time needed for course development, and the sharing of instructional responsibilities that allow for effective teaching in a distance education environment.

G. Student Services

1. Student services must be made available to students enrolled in distance education programs or courses of study in accordance with *Section VI, Substantive Standards, Standards of Accreditation*. The school must ensure that there is adequate supervision of its student services for students enrolled in a distance education program or course of study.
2. The school must provide orientation to the distance education environment for students enrolled in distance education programs or courses of study.

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3. The school must ensure that faculty and staff respond in a timely manner to student questions and concerns, both academic and administrative.

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APPENDIX I – ACCREDITATION FEES

ACCREDITATION FEES

Revised 1/1/2009

<u>Application / Report</u>	<u>Fee</u>
Accreditation Workshops	
• Member.....	\$450
• Non-member.....	\$500
• Consultants.....	\$1,000
Appeals Transcript.....	Actual Cost
Application for Appeal of Commission Decision.....	\$5,000
Application for Approval of a Degree Program	
• 1 st Application.....	\$1,500
• Each subsequent and same program application when submitted concurrently by an affiliated school.....	\$750
Application for a Branch Campus	
• Part-I.....	\$1,000
• Part-II.....	\$1,000
Application for a Change of Location	
• Part-I.....	\$750
• Part-II.....	OSE Fee
Application for a Change of Mission or Educational Objectives.....	\$750
Application for a Change of Name	
• Part-I.....	\$250
• Part-II.....	No Fee
Application for a Change of Ownership	
• Part-I.....	\$2,000
• Part-II.....	OSE Fee
Application for Clock Hour to Credit Hour Conversion.....	\$500
Application for Distance Education Approval.....	\$1500
• Application for Expanded Distance Education Approval.....	\$500
Application for Initial Accreditation	
• Part-I.....	\$500
• Part-II.....	\$2,000
Application for a New Program – Related Program	
• 1 st Application.....	\$500
• Each subsequent and same program application when submitted concurrently by an affiliated school.....	\$250
Application for a New Program – Unrelated Program	
• 1 st Application.....	\$750
• Each subsequent and same program application when submitted concurrently by an affiliated school.....	\$375
Application for Renewal of Accreditation.....	\$1,500
Application for a Satellite Location.....	\$750
Application for a Substantive Program Modification.....	\$500
Consortium/Partnership Report.....	\$500
Facility Expansion Report.....	No Fee
Late Fee.....	\$500
Program Modification Report for Non-Substantive Changes.....	\$150

On-site Evaluation Fees (OSE Fee):

In addition to the designated accreditation fee, the school will be assessed an on-site evaluation fee as required in the following manner:

Team Leader, Education Specialist, and Commission Representative:

- \$1,400 per evaluator will be assessed for the first day,
- \$400 per evaluator will be assessed for each day thereafter.

Occupation/Subject Matter Specialist:

- Local: \$150 per day.
- Non-local: \$1,400 for the first day and \$400 per day thereafter.

Pass-Through Fees:

The Commission applies a pass-through fee for stipends to be paid to Education Specialists and Occupation/Subject Matter Specialists. The following fees are applied:

Education Specialist: \$175 per day/review.

Occupation/Subject Matter Specialist: \$100 per day/review.

Late Fees:

Late fees will apply to all reports and applications listed above as well as responses to on-site evaluation reports and any other Commission directed report or response that has a specific deadline. The \$500 late processing fee is assessed and due the day following the due date of a report, application or response. A late fee will be reduced to \$250 if the school requested and received an extension grant prior to the due date. A list of schools which have not paid fees in accordance with established requirements will be reported to the Commission at each regularly scheduled meeting and may constitute reason for a Show Cause Order to be issued.

International Fees:

On-site evaluation fees for schools outside of North America and the Caribbean will be assessed on a direct cost basis if the cost of the evaluation exceeds the fees collected as described above. Additional fees may also be assessed to schools outside of the United States or its territories to accommodate language translation needs.

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APPENDIX II – APPLICATIONS, REPORTS, AND FORMS

APPLICATIONS, REPORTS, AND FORMS

Below are the applications, reports, and forms that schools must submit to inform the Commission of any changes that affect the educational purposes, programs, administrative functions, or management of the school. These applications and reports are critical to the Commission's ability to determine compliance with accrediting standards. A school is responsible through its reports for demonstrating continuing compliance with accrediting standards. A school is responsible for monitoring when appropriate applications and reports need to be filed. Applications and reports submitted for Commission review must be complete, accurate, signed by the school's chief executive officer, and filed in a timely manner. Applicable fees must accompany the application or report. At its discretion, the Commission may prescribe a specific time frame that is different from the customary period for the submission of school applications or reports. *All applications, reports, and forms are available on the Commission's Web site – www.accsct.org*

- Advertising of Accredited Status
- Annual Report
- Application for Appeal of a Commission Decision
- Application for a Degree Program
 - Occupational Associate Degree
 - Academic Associate Degree
 - Baccalaureate Degree
 - Master's Degree
- Application for a Branch Campus-Part I
- Application for a Branch Campus-Part II
- Application for a Change of Location-Part I
- Application for a Change of Location-Part II
- Application for a Change of Mission or Educational Objectives
- Application for a Change of Name-Part I
- Application for a Change of Name-Part II
- Application for a Change of Ownership-Part I
- Application for a Change of Ownership-Part II
- Application for Clock Hour to Credit Hour Conversion
- Application for Distance Education Approval
- Application for Expanded Distance Education Approval
- Application for Initial Accreditation-Part I
- Application for Initial Accreditation-Part II
- Application for a New Program-Related Program
- Application for a New Program-Unrelated Program
- Application for Renewal of Accreditation
- Application for a Satellite Location
- Application for a Substantive Program Modification
- Catalog Checklist
- Complaint Review Process Form
- Complaint Form
- Graduation and Employment Chart
- Consortium/Partnership Report
- Enrollment Agreement Checklist
- Facility Expansion Report
- Faculty Personnel Report
- Instructions for the Preparation and Submission of Financial Statements and Related Information
- Instructions for Electronic Submission
- Profile of Clock Hour to Credit Hour Conversion
- Program Chart
- Program Modification Report for Non-Substantive Changes
- Self-Evaluation Report
- Staff Personnel Report
- Sustaining Fees Calculation Worksheet
- Teach-Out Agreement
- Teach-Out Plan

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APPENDIX III – FACULTY QUALIFICATION PROVISIONS

Faculty Grandfathering Provisions

Issued 3/17/04

The following grandfather provisions shall be applied for faculty hired prior to April 1, 2004 (applies only to those schools accredited as of April 1, 2004 or to those schools that had an Application for Initial Accreditation accepted as of July 10, 2003):

1. Instructors in diploma and certificate programs have a minimum of two years of practical work experience or equivalent training in the subject being taught; are trained to teach; and are able to demonstrate up-to-date knowledge and continuing study of their particular occupational field.
2. Instructors teaching in technical courses or applied general education courses in a degree program shall have a minimum of three years of practical work experience or equivalent training in the field being taught; are trained to teach; and are able to demonstrate a command of theory and contemporary technical knowledge and continuing study of their particular field.
3. Instructors for general education courses shall hold, at a minimum, a baccalaureate degree with appropriate education in the specific courses being taught.

Faculty Interpretative Guidance

Issued 12/14/04 and 2/15/06

Section III (B)(6), Substantive Standards, Standards of Accreditation states the following:

*Faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with **appropriate coursework** in the subject area(s) taught or three years related practical work experience and **college level coursework** in the subject area(s) taught.*

The Commission has determined that “appropriate coursework” and “college level coursework” in *Section III (B)(6)* means a minimum of **15 semester credit hours (or the equivalent) in related subject areas that support the curriculum content.**

The Commission’s interpretation for faculty teaching applied general education in an occupational associate degree program applies to all faculty hired after December 31, 2004. Faculty members hired to teach applied general education courses between April 1, 2004 (when *Section III (B)(6)* was promulgated) and December 31, 2004 will be grandfathered and the appropriateness of their qualifications will be reviewed on an individual basis in the ordinary course of the Commission’s accreditation process.

Section III (B)(8), Substantive Standards, Standards of Accreditation states the following:

*Faculty teaching general education courses in an academic degree program must have, at a minimum, a master’s degree with **appropriate academic coursework and preparation** in the subject area(s) taught.*

The Commission has determined that “appropriate academic coursework and preparation” in *Section III (B)(8)* means a minimum of **15 semester credit hours (or the equivalent) in related subject areas that support the curriculum content.**

The Commission’s interpretation for faculty teaching general education applies to all faculty teaching general education courses in an academic degree program.

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APPENDIX IV – STUDENT ACHIEVEMENT RATES

Issued February 15, 2006

The Commission determines the required rates of student graduation and graduate employment for its accredited schools from information collected in Annual Report submissions and has adjusted the Student Achievement Standard based upon data collected from 2002-2004 (see *Section VII (C), Substantive Standards, Standards of Accreditation*). The following student achievement rates are effective as of February 15, 2006 for all Completion and Placement/Graduation and Employment Charts that use a Report Date of July 2005 and later. These rates remain in effect until further notice.

REQUIRED GRADUATION RATES

Program Length in Months	Average Rates of Graduation Demonstrates Acceptable Student Achievement	Standard Deviation	Minimum Required Graduation Rates
1-6	88%	11%	77%
7-11	72%	13%	59%
12-17	65%	16%	49%
18-23	62%	19%	43%
24+	55%	20%	35%

REQUIRED EMPLOYMENT RATE

Program Length in Months	Average Rate of Employment Demonstrates Acceptable Student Achievement	Standard Deviation	Minimum Required Employment Rate
All Programs	83%	13%	70%

Please note that if a school reports rates that are less than the required rates stated below, the school will have an opportunity to demonstrate, with supporting documentation, the successful achievement of its students by taking into account additional factors the school relates to measuring academic success. These factors may include internal improvements made to a school as well as external factors (e.g., market conditions) reasonably related to student achievement (See *Section VII (C)(2)(b), Substantive Standards, Standards of Accreditation*).

ACCSCT STANDARDS OF ACCREDITATION APPENDIX V – STATEMENT FOR WORKING WITH EXTERNAL CONSULTANTS IN THE ACCREDITATION PROCESS

Issued June 20, 2008

ACCSCT Statement for Working with External Consultants in the Accreditation Process

The following statement is provided to assist an institution undergoing the process of accreditation to understand the perspective of the Commission regarding the utilization of external consultants in the accreditation process.

A cornerstone of the accreditation process is self-evaluation. Self-evaluation aids the staff and faculty of an institution in analyzing and verifying that it is effectively accomplishing its stated objectives according to its established policies and procedures as well as the established policies and procedures of federal and state agencies and of an accrediting body. The process helps the staff and faculty to develop the knowledge and skills that enable the institution to continuously monitor and maintain quality throughout its organization.

It is important to recognize that an institution must demonstrate to the Commission that it is capable of offering programs and services of quality to its students and that the institution has the internal infrastructure, management and administrative capacity, and educational staff and faculty to provide and sustain those efforts.

ACCSCT does not take a position with regard to whether institutions should seek the assistance of an external consultant while undergoing any part of the accreditation process, particularly the self-evaluation process. Furthermore, ACCSCT does not recommend specific individuals or consulting firms to any institution seeking external assistance.

If an institution chooses to use an external consultant in the accreditation process, the external consultant may not be present at the institution during any part of an on-site evaluation. The on-site evaluation team will expect to communicate directly with management and employees of the institution and not with a consultant employed solely for the purpose of completing the accreditation process.

**ACCREDITATION ALLIANCE OF
CAREER SCHOOLS AND
COLLEGES**

**ARTICLES OF INCORPORATION
AND BYLAWS**

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES

THE UNDERSIGNED, for the purpose of forming a nonstock corporation pursuant to the Virginia Nonstock Corporation Act, certifies:

FIRST: The name of the corporation is Accreditation Alliance of Career Schools and Colleges.

SECOND: The corporation shall have one class of voting members. The members of the corporation shall consist of institutions of higher education which provide career training and education and which have been accredited by the board of directors of the corporation. These articles of corporation shall be amended only upon at least a two-thirds (2/3) vote of the board of directors to propose an amendment to the members of the corporation and an affirmative vote by mail ballot of at least two-thirds (2/3) of the votes cast by the members of the corporation. The Corporation may sell, lease, exchange or otherwise dispose of all or substantially all of its assets, merge into another corporation, or permit another corporation to merge into the corporation only upon at least a two-thirds (2/3) vote of the board of directors to recommend such transaction or merger to the members of the corporation and an affirmative vote of at least two-thirds (2/3) of all of the votes cast by the members of the corporation. The qualifications and rights of the members, including the voting rights of the members, shall otherwise be as set forth in the bylaws of the corporation.

THIRD: The board of directors of the corporation shall be elected and hold office as set forth in the bylaws of the corporation. Directors who are representatives of the public shall be elected by the board of directors. Except as otherwise provided by law or in the bylaws of the corporation, the business of the corporation shall be managed by and all of the powers of the corporation shall be exercised by the board of directors.

FOURTH: The address of the initial registered office of the corporation is 200 West Grace Street, Richmond, Virginia 23220. The name of the initial registered agent of the corporation at that address is Calvin F. Major, a resident of Virginia and a member of the Virginia State Bar.⁷

FIFTH: The names and addresses of the individuals who are to serve as the initial directors until the first annual meeting or until their successors are elected and qualify are:

Name and Address	Name and Address
Robert E. Taylor HCR 88061, 35 McMillen Road, Silver City, NM 88061	George L. Pry 4825 Mooreridge Dr., Pittsburgh, PA 15227
Gerald A. Murphy 39 W070 Cranston Road, St. Charles, IL 60715	Timothy T. Schutz 68 Fife Court, San Ramon, CA 94583
Richard J. Armbruster 522 Little John Hill, Sherwood Forest MD 21405	William M. Slonaker 609 Lamont Drive, Kettering, Ohio 45429
Frances M. Carter 77 South Rolling Road, Springfield, PA 19064	Darrell L. Ward 4840 Orchard Heights Rd., N.W., Salem, OR 97304
Charles S. Collins 5104 N. 32nd Street #240, Phoenix, AZ 85018	

⁷ The Commission's registered agent as of July 1, 2003 is Commonwealth Legal Services Corporation 4701 Cox Road Suite 301, Glen Allen, Virginia 23060

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SIXTH: The corporation is organized and shall be operated exclusively for educational purposes. These purposes are as follows:

- To be a reliable authority as to the quality of education and training offered by institutions of career education;
- To establish and foster high educational standards and ethical practices among such institutions;
- To promulgate standards for the accreditation and evaluation of such institutions;
- To receive applications for accreditation from such institutions;
- To adopt and apply processes and procedures for the evaluation and accreditation of such institutions;
- To issue a list of accredited institutions and disseminate information on the corporation's accrediting standards, procedures and activities; and
- To sponsor and conduct other activities related to accreditation which further and enhance the purposes of the Corporation.

In furtherance of the aforesaid purposes, the corporation may appoint and employ such persons as may be necessary; accept charitable contributions and grants; acquire, hold and dispose of property, both real and personal; exercise such incidental powers as are reasonable and necessary; and have and exercise all of the powers conferred upon nonstock corporations organized pursuant to Title 13.1 of the Code of Virginia as now in effect or as may hereafter be amended.

SEVENTH: No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to, its members, directors, officers, or other private persons, except that the corporation shall be authorized to pay reasonable compensation as set forth in the bylaws of the corporation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Sixth hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

EIGHTH: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

NINTH: To the fullest extent permitted by the Virginia Nonstock Corporation Act, as now in effect or as may hereafter be amended, no officer or director of the corporation shall be personally liable for any damages in any proceeding brought by or in the right of the corporation or brought by or on behalf of the members of the corporation, or in connection with any claim, action, suit or proceeding to which he or she may be or is made a party by reason of being or having been an officer or director of the corporation.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

BYLAWS

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES

ARTICLE I – BOARD OF DIRECTORS, ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES OF TECHNOLOGY

Section 1.01 – Definitions

- a. Accrediting Commission of Career Schools and Colleges of Technology. The Board of Directors of the Corporation, also hereinafter referred to as the "Accrediting Commission" or the "Commission."
- b. School Commissioners. Proprietors or bona fide executives of members of the Corporation as described in Section 2.01 hereof who have been elected to serve on the Commission pursuant to Section 1.04 hereof. The Commission shall not have among its membership more than one (1) School Commissioner affiliated with a single member of the Corporation or with members of the Corporation under common ownership and control.
- c. Public Commissioners. Persons with an interest and expertise in employment, education and training who (i) have been engaged as employers, in government, postsecondary education, public, adult or vocational education and in similar or allied fields; (ii) are not employees, members of the governing board, owners, shareholders, or consultants of an institution that either is accredited by the Commission or has applied for accreditation by the Commission; and (iii) have been appointed to serve on the Commission pursuant to Section 1.05 hereof.

Section 1.02 – Powers and Duties

Except as otherwise provided by law or in these Bylaws, the Accrediting Commission shall have the exclusive right and responsibility to manage and direct the affairs and exercise the powers of the Corporation. Without limiting the foregoing or the rights, responsibilities or powers set forth in the Articles of Incorporation or elsewhere in these Bylaws, the Accrediting Commission shall have the right to promulgate, after notice to and comment from the members of the Corporation, standards of accreditation. The Commission shall also have the right to adopt and apply processes and procedures for accreditation, receive applications for accreditation, monitor compliance with the standards of accreditation of members of the Corporation, issue a list of accredited institutions, disseminate information on the Commission's standards of accreditation, procedures and activities, and exercise other powers and duties incidental to the foregoing.

Section 1.03 – Composition

The Commission shall be composed of not less than nine (9) members and not more than thirteen (13) members. The number of Public Commissioners shall be four. Notwithstanding the foregoing, all Public Commissioners appointed prior to July 1, 2003 shall continue to serve as members of the Commission until their terms expire pursuant to Section 1.06 hereof or their position becomes vacant. The remainder of the Commission shall be composed of School Commissioners. In no case shall the Commission be composed of an even number of Commissioners. The number of Commissioners may be changed within the foregoing limits by a vote of at least two-thirds of the Commission. The number and composition of the Commission may otherwise be changed only by amendment of the Bylaws pursuant to Section 4.04 hereof.

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Section 1.04 – Election of School Commissioners

School Commissioners shall be chosen by vote of the members of the Corporation from among the nominees designated by the Nominating Committee established by the Commission pursuant to Section 1.09.b hereof, except that, for terms commencing on or after July 1, 2003, one School Commissioner shall be appointed by the Accrediting Commission, after affording the members of the Corporation the opportunity to comment, from among the nominees for such position designated by the Nominating Committee. For School Commissioner positions subject to election, the candidates receiving the greatest number of votes shall be elected.

Section 1.05 – Appointment of Public Commissioners

Public Commissioners shall be appointed by the Accrediting Commission, after affording the members of the Corporation the opportunity to comment, from among the nominees designated by the Nominating Committee established by the Commission pursuant to Section 1.09.b hereof.

Section 1.06 – Term

Members of the Commission shall serve for a term of four (4) years. Upon completion of a Commissioner's term, the Commissioner shall not be eligible for election or appointment to another term until four (4) years have elapsed. A Commissioner's term shall commence on the first day of the Corporation's fiscal year.

Section 1.07 – Removal

Upon a finding on a majority vote by the Commission that a School Commissioner no longer meets the requirements of Section 1.01.b or a Public Commissioner no longer meets the requirements of Section 1.01.c, such Commissioner shall be removed from office. A School Commissioner shall also be removed upon a determination by the Commission on a majority vote that one or more of the following circumstances have occurred:

- a. Denial or revocation of accreditation at the institution with which the Commissioner is affiliated;
- b. Cessation or announced cessation of operations at such institution;
- c. Filing for reorganization or bankruptcy by such institution or its parent corporation;
- d. Debarment of the Commissioner by the U.S. Department of Education from employment at any institution participating in federal student funding programs;
- e. Failure of such institution to meet its financial obligations to the Corporation which results in loss of membership; and
- f. Change of control or ownership at the institution with which the Commissioner is affiliated or change of employment by the Commissioner to another institution and the circumstances described in Subsections (a), (b), (c), or (e) have occurred with respect to such institution;

The Commission may also remove a Commissioner on a majority vote because of conviction of a felony or crime of moral turpitude or misconduct as defined by a code of conduct adopted by the Commission. The effective date of removal pursuant to this section shall be the date of the Commission's vote.

Section 1.08 – Vacancies

In the event of a vacancy on the Commission by reason of resignation, health, removal or otherwise, the Executive Committee of the Commission established pursuant to Section 1.09.a hereof shall nominate

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

candidates to fill such vacancy from among former Commissioners, irrespective of the date that their terms ended. Notwithstanding the foregoing, the Executive Committee may nominate only one candidate to fill a vacancy if it is not practicable to nominate multiple candidates. The Commission shall fill such vacancy only upon a majority vote. If a majority vote cannot be secured for a nominee, the Commission shall request new nominations from the Executive Committee, and the vacancy shall not be filled until a nominee is appointed by the Commission upon a majority vote. A Commissioner selected to fill such vacancy shall serve until the end of the fiscal year in which the Commissioner is selected. The Nominating Committee established pursuant to Section 1.09.b hereof shall nominate candidates to serve the remainder of the term of the position in which the vacancy occurred when it convenes to nominate candidates to fill vacancies on the Commission for Commissioners whose terms are expiring. A Commissioner selected to serve the remainder of a term shall thereafter be eligible to serve for a full term as set forth in Section 1.06 hereof, provided that less than one-half of the term of the position in which the vacancy occurred remains to be served. If more than one-half of such term remains to be served, the Commissioner selected to fill the vacancy shall be ineligible to serve for another full term in the same manner under Section 1.06 hereof as Commissioners who have completed a term of four (4) years.

Section 1.09 – Committees

The Commission may create such standing or special committees as it may deem necessary or desirable and define their duties and responsibilities. Except as provided below, appointments to such committees shall be made by the Chair of the Commission as such office is defined in Section 1.11.a hereof and confirmed by the Commission. In addition to the foregoing, the following shall constitute standing committees of the Commission:

- a. Executive Committee: The membership of the Executive Committee shall consist of the Chair, Vice Chair, Secretary and Treasurer of the Corporation, as such offices are defined in Section 1.11 hereof. Between meetings of the Commission, the Executive Committee is empowered to act upon special problems requiring immediate action and to order accredited institutions to show cause why their accreditation should not be revoked, but the Executive Committee may not change or waive standards of accreditation or grant, renew, deny or remove accreditation. The Executive Committee may also perform such other functions as the Commission may direct. The Executive Committee shall convene, only in person or by telephone conference call, whenever the Chair or, in the Chair's absence, any two (2) members of the Executive Committee are made aware of a matter requiring Executive Committee consideration or action hereunder. At any meeting of the Executive Committee, three (3) members shall constitute a quorum. All actions of the Executive Committee shall be taken by majority vote. Accurate minutes of Executive Committee meetings shall be kept by the Executive Director and staff of the Commission under the direction of the Secretary, and final minutes approved by the Executive Committee shall be promptly circulated to the members of the Commission.
- b. Nominating Committee: The Nominating Committee shall consist of five (5) persons as follows:
 - i. the Chair and Vice Chair of the Commission;
 - ii. one (1) person appointed by the Chair and confirmed by the Commission from among the following categories: a current member of the Appeals Panel established by the Commission under the standards of accreditation, a person who has served as a leader of visiting teams used by the Commission for site visits to accredited institutions, a former member of the Accrediting Commission, or a representative of the public with special knowledge, interest and expertise in career education and training; and
 - iii. two (2) representatives of the members of the Corporation nominated and elected by the members at the annual meeting of the Corporation.

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The Commission shall inform the members of the Corporation and other interested parties of the membership of the Nominating Committee and request the submission of suggestions for nominations. The Nominating Committee shall nominate at least two candidates for each vacancy on the Commission and shall report its nominations to the Commission and the members of the Corporation, except as provided in Section 1.08 hereof. The Nominating Committee in nominating candidates, and the Commission in appointing Commissioners pursuant to Section 1.04, 1.05 and 1.08 hereof, shall give consideration to achieving a diversity of backgrounds, experiences, and perspectives in order to achieve the purposes of the Corporation.

- c. Audit Committee: The Audit Committee shall consist of the Treasurer of the Corporation, two (2) Public Commissioners and one (1) School Commissioner. The Public Commissioners and School Commissioners shall be appointed by the Chair of the Commission and confirmed by the Commission, and the Treasurer shall serve in a non-voting capacity. The Audit Committee shall recommend to the Commission the selection of an independent auditor to review the accounts and financial affairs of the Commission, consult with the independent auditor with regard to the plan of audit, review and evaluate such audit and the financial reports submitted to the Commission by the Treasurer, consult with the independent auditor on the adequacy of internal financial controls and provide for the annual distribution of reports on the finances of the Corporation to the members.

Section 1.10 – Meetings

The Commission shall convene at the annual meeting of the Corporation and a minimum three (3) times each fiscal year for regular meetings at such times and places as may be fixed by the Commission for the transaction of business. The Commission may also convene, only in person or by telephone conference call, for special meetings whenever called by the Chair, the Executive Committee, or at least two-thirds (2/3) of the Commission in writing. Such notice, written or oral, as is practicable shall be given of special meetings. At any meeting of the Commission, a majority of the Commission shall constitute a quorum. Except as otherwise provided by law or in these Bylaws, all matters properly before the Commission for consideration and action shall be resolved by majority vote of those Commissioners present and voting. The Commission may, at its discretion, provide for a portion of the meeting where the members of the Corporation may attend and express their views on matters pertinent to the business of the Commission. Meetings of the Commission shall otherwise not be open to attendance by members of the Corporation or the public. Accurate minutes of meetings shall be kept by the Executive Director and staff of the Commission under the direction of the Secretary, and draft minutes shall be promptly circulated to the Commissioners for review. Final minutes shall be adopted no later than the next regular meeting of the Commission, and the Commission shall establish procedures for making minutes available to the members of the Corporation. In addition to the foregoing, the Commission may adopt such procedures as it deems necessary for the conduct of its business, including meetings in executive session. In the absence of an established procedure, Roberts Rules of Order shall apply.

Section 1.11 – Officers

The officers of the Corporation shall consist of the following:

- a. Chair: The Chair shall preside over all Commission and Executive Committee meetings and carry out the policies established and the actions taken by the Commission. The Chair may represent the Commission in its dealings with governmental bodies, the press and the public, and may sign or approve correspondence and other instruments of the Commission. The Chair shall oversee the activities of the Executive Director on behalf of the Commission. The Chair shall also perform such other duties as are assigned by the Commission and are incidental to the office of Chair.

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- b. Vice Chair: The Vice Chair of the Commission is the Vice President of the Corporation and shall act in the place of the Chair in the event of the Chair's absence or inability to carry out the duties described in Section 1.11.a hereof. The Vice Chair shall also perform such duties as may be assigned by the Chair or the Commission.
- c. Secretary: The Secretary shall be responsible for preparing and maintaining custody of minutes of all meetings of the members of the Corporation and of all meetings of the Commission, for authenticating the records of the Corporation, for giving all notices required in accordance with these Bylaws, and for performing all duties customary to the office of Secretary. The Secretary shall also have custody of the corporate seal of the Corporation and authority to affix the seal to any instrument requiring it.
- d. Treasurer: The Treasurer shall have custody of, and be responsible for, all funds and securities of the Corporation. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation and shall deposit all monies and other valuable property of the Corporation in such banks or depositories as the Commission may designate. The Treasurer shall perform all duties incident to the office of Treasurer, subject to the supervision of the Commission, and shall regularly report to the Commission on the financial affairs of the Corporation.

The officers of the Commission shall be elected by the Commission at the last regular Commission meeting of the fiscal year, and shall serve for a term of one year. Election of officers shall occur at the conclusion of such meeting. Officers shall be elected by a majority vote conducted by secret ballot. Any member of the Commission shall be eligible to serve as an officer; provided that if the Chair is a Public Commissioner, the Vice Chair shall be a School Commissioner, and if the Chair is a School Commissioner, the Vice Chair shall be a Public Commissioner. An officer may serve for as many years, consecutively or otherwise, as he or she is a member of the Commission provided that no member of the Commission may simultaneously hold more than one office. Vacancies shall be filled by a vote of the Commission at the first meeting of the Commission immediately following the occurrence of the vacancy. A Commissioner elected to fill such a vacancy shall serve until the next regularly scheduled election of officers.

Section 1.12 – Compensation

School Commissioners shall serve on the Commission without compensation. Public Commissioners may receive honoraria for their service on the Commission. Upon presentation of appropriate documentation to the Treasurer, Commissioners shall be reimbursed for expenses incurred in the performance of Commission duties. The Commission shall annually establish and disclose to the members of the Corporation the amount of honoraria that may be paid and rules governing the payment of honoraria and reimbursement of expenses.

Section 1.13 – Agents and Employees

- a. Executive Director: The Commission shall engage an Executive Director who shall be the Commission's Chief Executive Officer. The Executive Director shall have charge of and responsibility for the administration of the Commission's affairs and for management of the staff of the Commission. The Executive Director may represent the Commission in its dealings with governmental bodies, the press and the public, and may sign or approve correspondence and other instruments of the Commission. The Executive Director shall be answerable to the Commission, but the Chair acting on behalf of the Commission shall oversee the Executive Director's performance of his or her duties. Except when the Commission is in executive session to discuss and review the Executive Director's compensation or the performance of his or her duties, the Executive Director

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shall attend all meetings of the Commission and the Executive Committee and may participate in its deliberations in a non-voting capacity.

- b. Other Agents and Employees: The Commission may engage such other agents and employees who shall have such authority and perform such duties as the Commission may prescribe.
- c. Compensation: The Corporation shall pay compensation to the Executive Director and other agents and employees of the Commission in amounts established by the Commission.

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ARTICLE II – MEMBERS

Section 2.01 – Qualifications

The members of the Corporation shall consist of institutions of higher education which provide career training and education and which have been accredited by the Commission. The members shall include branches and main schools as described in the Standards of Accreditation of the Accrediting Commission.

Section 2.02 – Term

The term of membership shall be the period of accreditation by the Commission. Any member which ceases to be accredited by the Commission shall automatically, and without the necessity for further action, be deemed removed from membership. Any member may also resign by so notifying the Secretary of the Corporation in writing. Resignation results in the removal of accreditation by the Commission. All obligations owed to the Corporation, including the payment of dues and fees, shall be fulfilled prior to resignation; failure to fulfill such obligations shall cause the resignation and removal of accreditation to be retroactive to the date that all outstanding obligations had previously been fulfilled.

Section 2.03 – Annual Meeting

A meeting of the members shall be held annually at a date and a place which shall be determined by the Accrediting Commission. The purpose of such meeting shall be the receipt of reports on the budget and finances of the Corporation and its activities and affairs, election of representatives of the members of the Corporation on the Nominating Committee pursuant to Section 1.09.b.iii hereof, approval or disapproval of dues and assessments pursuant to Article III hereof, if necessary, and the transaction of other business as specified by the Accrediting Commission.

Section 2.04 – Special Meetings

Special meetings of the members may be called at any time by the Accrediting Commission or by a request submitted in writing to the Secretary of the Corporation by a number of members that equals or exceeds the quorum set forth in Section 2.06 hereof. The Accrediting Commission shall specify a date and a place for such meetings. Only business within the purpose or purposes described in the meeting notice may be conducted at a special meeting.

Section 2.05 – Notice

Notice of the time, place, and purpose of meetings of the members shall be mailed to the last recorded address of each member at least thirty (30) days before the date appointed for the meeting. A member may waive any notice required by law or these Bylaws before or after the date and time of the meeting that is the subject of such notice. The waiver shall be in writing, signed by an authorized representative of the member, and delivered to the Secretary of the Corporation. A member that attends a meeting (1) waives objection to lack of notice or defective notice of the meeting unless the member at the beginning of the meeting objects to holding the meeting or transacting business at the meeting and (2) waives objection to consideration of a particular matter at the meeting that is not within the purpose or purposes described in the meeting notice unless the member objects to considering the matter when it is presented.

Section 2.06 – Quorum

One-tenth of the members entitled to cast votes shall constitute a quorum at a meeting of the members for the transaction of any business. If a meeting cannot be organized because a quorum has not attended, then those present may adjourn the meeting for a maximum of seven (7) days from the date of the meeting as

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originally scheduled without notice other than announcement at the meeting, until a quorum is present or represented. At such adjourned meeting at which a quorum is presented or represented, any business may be transacted that might have been transacted at the meeting as originally called.

Section 2.07 – Voting

- a. Manner: Each member shall have one vote. Such vote shall be cast by an individual affiliated with and duly appointed by the member to vote (hereinafter referred to as the "Designated Delegate"). Proxies shall not be permitted on any vote, and no person may be the Designated Delegate for more than one member; provided that a Designated Delegate may serve as such for up to five (5) members under common ownership and control. Mail ballots shall be permitted to be cast in accordance with procedures established by the Accrediting Commission. Election of School Commissioners and approval or disapproval of amendments to the Articles of Incorporation and the Bylaws shall occur only through mail ballots. All other matters subject to a vote under these Bylaws may be determined by mail ballots, voting in person at a meeting of the members, or both. Election and voting procedures shall be subject to such conditions and limitations as the Accrediting Commission may establish to provide for an orderly and considered decision by members of the Corporation. Upon accreditation by the Commission, each member shall notify the Secretary of the Corporation in writing of its Designated Delegate. Changes in a member's Designated Delegate shall be made in writing to the Secretary at least fifteen (15) days prior to the date of any scheduled meeting of the members. The record date for determining eligibility to vote shall be the date that the vote is taken.
- b. Rights: In addition to amendment of the Articles of Incorporation and approval of a merger and other transactions as set forth therein, members shall have the right to vote upon the election of School Commissioners pursuant to Section 1.04 hereof, upon dues and assessments as set forth in Section 3.01 hereof, upon the selection of representatives of the members for the Nominating Committee pursuant to Section 1.09.b.iii hereof, amendment of the Bylaws of the Corporation pursuant to Section 4.04 hereof, and upon such other matters as the Accrediting Commission shall determine to submit to the members for a vote.

Section 2.08 – Members' List

The Secretary of the Corporation shall make, at least ten (10) days before each meeting, a complete list of members with the address of each. Such list shall be subject to inspection by any member at any time during the usual business hours of the Corporation for a period of ten (10) days prior to each meeting, and shall be produced and kept open at the time and place of the meeting, subject to inspection during the whole time of the meeting for the purposes thereof.

Section 2.09 – Liability

No member shall be liable for the debts of the Corporation in any amount except to the extent of the dues, assessments, and fees required of such member pursuant to Article III hereof. Notwithstanding the foregoing, a member of the Corporation shall pay all litigation costs and expenses incurred by the Commission in defending (i) any suit, claim or proceeding filed by such member against the Corporation, Commission, or any officer, director, Commissioner, member of a committee, agent or employee acting on behalf of the Corporation or Commission if any such defendant substantially prevails in any such suit, claim or proceeding or (ii) any suit, claim or proceeding brought by a third party against a member if the Corporation, Commission, or any officer, director, Commissioner, member of a committee, agent or employee acting on behalf of the Corporation or Commission are named as a defendant or defendants and substantially prevail.

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ARTICLE III – DUES AND FEES

Section 3.01 – Dues

- a. Amount: Members of the Corporation shall pay dues annually in accordance with the following: (i) if the gross tuition of the member is \$1,000,000 or less, the dues shall be \$900 plus .0026 times gross tuition over \$200,000; (ii) if the gross tuition of the member is greater than \$1,000,000 but not more than \$3,000,000, dues shall be \$3,000 plus .0010 times gross tuition over \$1,000,000; and (iii) if the gross tuition of the member is greater than \$3,000,000, dues shall be \$5,000 plus .000150 times gross tuition over \$3,000,000. Increases in dues shall be proposed by the Accrediting Commission and submitted to the members for approval or disapproval on a majority vote of the votes cast at the annual meeting of the Corporation.
- b. Assessments: The Accrediting Commission, upon a two-thirds (2/3) vote, may propose an assessment in addition to the annual dues established pursuant to Section 3.01.a hereof where there has occurred or is impending an emergency which may impair the ability of the Corporation to achieve its purposes and the amount of annual dues is insufficient to meet the Corporation's requirements. The proposed assessment shall be submitted to the members of the Corporation for approval or disapproval on a majority vote of the votes cast.
- c. Payment: Dues and assessments are payable annually at the office of the Corporation thirty (30) days after the beginning of the fiscal year of the Corporation or pursuant to a payment schedule established by the Accrediting Commission. Dues and assessments shall be considered delinquent if not paid within thirty (30) days of the due date. The Accrediting Commission may establish interest charges not to exceed one and one-half percent (1 1/2%) per month to be applied to the amount of delinquent dues and assessments.
- d. Proration: An institution which becomes a member during the first quarter of the fiscal year shall pay the full amount of applicable annual dues and assessments. An institution which becomes a member during any succeeding quarter shall pay a proportional amount of the applicable dues and assessments determined by the number of quarters remaining in the fiscal year after becoming a member including the quarter in which the institution became a member.

Section 3.02 – Fees

In addition to dues and assessments established pursuant to Section 3.01 hereof, the Accrediting Commission may establish fees for applications, reports, visits, and other accreditation activities to defray the costs of such activities. The initial fees shall be those set forth in the Standards of Accreditation of the Accrediting Commission for Trade and Technical Schools of the Career College Association. The Accrediting Commission may change such fees after notifying the members of the Corporation of proposed changes and inviting and considering comments thereon. The schedule of fees shall be published in the Commission's Standards of Accreditation.

Section 3.03 – Budget

The Accrediting Commission shall establish a budget for each fiscal year. A summary of such budget shall be provided to the members of the Corporation together with the notice of the annual meeting of the Corporation. The Treasurer shall report on the Corporation's budget and finances at the annual meeting.

Section 3.04 – Fiscal Year

The fiscal year of the Corporation shall be July 1 through June 30.

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ARTICLE IV – MISCELLANEOUS

Section 4.01 – Corporate Seal

The corporate seal shall be in such form as may be approved by the Accrediting Commission.

Section 4.02 – Checks, Notes, and Contracts

The Accrediting Commission shall determine the persons who shall be authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money, to sign acceptances, notes or other evidences of indebtedness, and contracts, or to execute and deliver other documents and instruments. The Accrediting Commission may require officers, agents, employees and other persons so authorized pursuant to this section to give security for the faithful performance of their duties.

Section 4.03 – Books and Records

The Corporation shall keep at its office correct and complete books and records of the accounts and transactions of the Corporation and a current list of the members, directors, and officers of the Corporation. Such books and records may be in written form or in any other form capable of ready conversion to written form.

Section 4.04 – Amendment of Bylaws

The Bylaws of the Corporation may be amended only upon at least a two-thirds (2/3) vote of the Accrediting Commission to propose an amendment to the members of the Corporation and an affirmative vote by mail ballot of at least two-thirds (2/3) of the votes cast by the members of the Corporation.

Section 4.05 – Indemnification and Insurance

The Corporation shall indemnify and hold harmless each director, officer, Commissioner, member of an Appeals Panel, member of a visiting team, agent, employee or other person acting on behalf of the Corporation or Commission against and from all loss, cost, and expense reasonably incurred by such person in the payment, defense, or settlement of any claim, suit or proceeding brought against such person because he or she acted on behalf of the Corporation or Commission as a director, officer, Commissioner, member of an Appeals Panel, member of a visiting team, agent or employee. The rights specified in this section shall apply whether or not such persons continue to act in such a capacity at the time the loss, cost, or expense is incurred. Such rights shall not apply in relation to any matters as to which any such person shall be finally adjudged in such claim, suit or proceeding to be liable for willful misconduct. The Accrediting Commission may also authorize the purchase and maintenance of insurance on behalf of such persons and the Corporation against any liability which arises from their actions in such capacities.

Section 4.06 – Jurisdiction and Venue

Jurisdiction and venue of any suit, claim or proceeding relating to membership, accreditation or accredited status, whether a claim for damages or injunctive or declaratory relief, brought by a member, former member, or applicant for accreditation, against the Corporation or the Commission, or a Commissioner, member of an Appeals Panel, member of a visiting team, or other agent or employee of the Corporation or the Commission because he or she acted on behalf of the Corporation or Commission, shall only be in the U.S. District Court for the Eastern District of Virginia or, if the Commission's main office is not located in such district, in the federal district court for the district in which the main office of the Commission is located.

ACCREDITATION ALLIANCE OF CAREER SCHOOLS AND COLLEGES – BYLAWS

LIST OF AMENDMENTS TO THE BYLAWS

Unless otherwise noted, the following amendments to the Bylaws of the Accreditation Alliance of Career Schools and Colleges were approved in accordance with Section 4.04 or Section 3.01.a. of the Bylaws:

Section 1.08	June 4, 1996
Section 1.10	June 4, 1996
Section 2.01	April 19, 1995 – conforming revision; add “additional locations.”
Section 3.01.a	June 4, 1996
Section 4.06	Jan. 22, 2001
Section 1.06	Sept. 7, 2001
Section 1.08	Sept. 7, 2001
Section 1.11	Sept. 7, 2001
Section 2.01	August 1, 2003 – conforming revision; remove “additional locations.”
Section 1.03	August 1, 2003
Section 1.04	August 1, 2003
Section 1.06	August 1, 2003
Section 1.08	August 1, 2003
Section 1.09.b	August 1, 2003
Section 1.11.a	August 1, 2003
Section 1.11.d	August 1, 2003
Section 1.1.3.a	August 1, 2003