

## ACCSC ACCREDITATION ALERT

**To:** ACCSC Accredited Institutions and Other Interested Parties

**From:** Michale S. McComis, Ed.D., Executive Director

**Date:** July 1, 2023

**Subject:** Revisions to the ACCSC *Standards of Accreditation*

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### Revisions to the *Standards of Accreditation*:

#### Chapter 1 – Rules of Process and Procedure

- Branch Realignment Process – *Section IV (E)(5)(a)(xii)*
- Cessation of Approval – *Section (IV) (E)(6)(f)(ii-iii)*
- Annual Report – *Section V (B)(6)*
- Reporting – *Section VII (I)(1)*

#### Chapter 2 – Substantive Standards

- Institutional Name – *Section I (F)(2)*
- Externship Length – *Section II (A)(7)(e)*
- Baccalaureate Degree Completion Program Requirements – *Section II (C)(3)(e)*
- Student Safety Standards – *Section VI, Statement of Purpose & (A)*
- Student Assessment – *Section VII (A)(2)*

- Probation and Termination – *Section VII (A)(3)*
- Student Achievement – *Section VII (B)*
- Fee Increases – *Appendix I*
  - Sustaining Fees
  - Workshop Fees
  - Annual Report Processing Fee
  - Initial Applicant Waiver Fee
  - Application for Change of Control
  - Application for Appeal of a Commission Decision
- Guidelines for Employment Classification – *Appendix VII*
- Advertising – *Appendix IV*
- Catalog Checklist
- Enrollment Agreement Checklist

The Commission has republished the *Standards of Accreditation*, now dated July 1, 2023 replacing the previous version. The July 1, 2023 *Standards of Accreditation* document is available for download at <http://www.accsc.org/Accreditation/Standards-of-Accreditation.aspx>. Schools must use the most recently updated forms and reports found at <https://www.accsc.org/Forms-and-Reports/Forms-And-Reports.aspx>

All revisions and fees changes are effective July 1, 2023 unless otherwise indicated. For additional information related to this Accreditation Alert, please contact Michale S. McComis, Ed.D., Executive Director, at 703.247.4520 or [mccomis@accsc.org](mailto:mccomis@accsc.org).

## Branch Realignment Process

### *Section IV (E)(5)(a)(xii), Rules of Process and Procedure, Standards of Accreditation*

A main school can submit an Application for a Branch Realignment-Part I and an Application for a Branch Realignment-Part II to realign one or more branch campuses under a main campus. Previously however, this process was not specifically addressed in the *Rules of Process and Procedure, Standards of Accreditation*. Therefore, the Commission added the following new provision and language to the *Rules of Process and Procedure* section of the *Standards of Accreditation*.

New language in **red, bold, and italic text** and deleted language in ~~blue-strikethrough text~~.

## CHAPTER 1 – RULES OF PROCESS AND PROCEDURES

### SECTION IV – NON-SUBSTANTIVE & SUBSTANTIVE CHANGE NOTIFICATION & APPLICATION REQUIREMENTS

#### E. Substantive Change Application Requirements

##### 5. Separate Facilities

##### a. Branch Campus

***xii. Realignment of a Branch Campus(es): An accredited main school seeking to realign one or more currently approved branch campuses under that accredited main school must submit an Application for a Branch Realignment-Part I and an Application for a Branch Realignment-Part II with all required and supporting documentation. Approval of the realigned branch campus(es) within the scope of the accreditation of a main school will be granted only after all required information is submitted and the main school under which the branches are realigning with has appropriately demonstrated its ability to manage the branch campuses in compliance with accrediting standards. Any branch campus may not be realigned more than once in a 24-month period.***

Recodify: ~~xix~~xiii & ~~xix~~xiv.

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## Cessation of Approval

### *Section (IV) (E)(6)(f)(ii-iii), Rules of Process and Procedure, Standards of Accreditation*

As a conforming revision aligning to the changes made last year, the language here has been updated to include a provision that after approval if a school does not offer programs/courses via distance education, then such approval may be contingent upon a demonstration of capacity or will cease to be approved.

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## Institutional Name

### *Section I (F)(2), Substantive Standards, Standards of Accreditation*

Previously, the Commission had received requests from schools to use the term “University” in conjunction with or shortly after receiving approval for the school’s first graduate-level degree program. While the standard as currently written only requires that a school “offers at least one graduate-level degree,” the intent of the standard is not to be a perfunctory checklist, but rather to ensure that a school not only has approval of a at least one graduate degree, but also has implemented the program at the school and demonstrated success in offering graduate-level education. To align with the intent of the standards, the Commission has made the following revisions to the *Standards of Accreditation*.

New language in **red, bold, and italic text** and deleted language in ~~blue-strikethrough text~~.

## CHAPTER 2 – SUBSTANTIVE STANDARDS

### SECTION I – OWNERSHIP, MANAGEMENT, AND ADMINISTRATION

#### F. Institutional Name

2. A school may use the term “University” in its name only when such use has been approved by the appropriate state authorities and upon approval by the Commission after the following elements have been demonstrated:
  - a. The school offers at least one graduate-level degree;
  - b. ***The school can show successful student achievement in offering graduate-level education;***<sup>FN</sup>
  - ~~bc.~~ The school offers diverse ~~schools~~ ***programs*** of study with a comprehensive learning resource system to support those fields;
  - ~~cd.~~ The school is comparable to other schools with university status; and
  - ~~de.~~ The school has an established professoriate with a commitment to scholarship.

<sup>FN</sup> With the exception allowed pursuant to Section IV (E)(5)(a)(ii), Rules of Process and Procedure, Standards of Accreditation provided that the branch campus meets all other requirements for the use of the term University.

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#### Externship Length

***Standard: Section II (A)(7)(e), Substantive Standards, Standards of Accreditation***

Previously, all externships greater than one-third of the program length required Commission consideration and approval; however, the Commission had found that most of those cases were for an externship that was required to be greater than one third of the program due to some other industry-related regulatory or accreditation requirement (e.g., a Nursing Board requirement). Some programs are required by a licensing board or programmatic accreditor to include externships greater than one-third the program length in order to master the skills in the subject area. Therefore, to allow for alignment with industry and programmatic accreditor requirements, the Commission revised the *Standards of Accreditation* as follows.

New language in **red, bold, and italic text**.

## CHAPTER 2 – SUBSTANTIVE STANDARDS

### SECTION II – PROGRAM REQUIREMENTS

#### A. General Program Requirements

##### 7. Externships

- e. Schools are expected to maintain an appropriate balance among didactic, supervised laboratory, outside work/preparation, and externship activities as applicable 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, ***with the exception of cases where the length of the externship is due to the requirements of another accrediting or certification agency. In such instances, schools must provide evidence of these requirements to the Commission.***

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**Baccalaureate Degree Completion Program Requirements**  
***Section II (C)(3)(e), Substantive Standards, Standards of Accreditation***

The *Standard* regarding a baccalaureate degree completion program, *Section II (C)(3)(e), Substantive Standards, Standards of Accreditation*, has caused some confusion with regard to the intent of the standard and when it best applies in offering undergraduate education. To mitigate confusion of the standard and the requirements for baccalaureate degree completion programs, the Commission has eliminated *Section II (C)(3)(e), Substantive Standards, Standards of Accreditation*.

The intent of the baccalaureate degree completion program option had been to offer schools the flexibility to create a baccalaureate degree program where only the upper-level coursework is provided. This flexibility, however, previously required a student to have already completed an associate degree in a related area of study and to transfer a full associate degree program into the baccalaureate degree completion program, which can actually be limiting. The student was then required to complete 60 semester hours or 90 quarter hours of upper-level coursework to earn the baccalaureate degree. While the Commission received a small number of applications for baccalaureate degree completion programs each year, schools that applied for completion programs often misunderstand the intent and the requirements. Therefore, Commission had spent extensive time providing additional detailed guidance to assist schools in understanding the baccalaureate degree completion program requirements and schools were regularly asked to submit additional information requiring significant additional review time for both ACCSC and schools.

Despite the elimination of the baccalaureate degree completion program designation, the Commission believes that the intent of the baccalaureate degree completion program option can still be met through the application of the current *Standards of Accreditation* covering transfer of credit, admissions policies, and articulation agreements. Schools have the option to allow associate degrees and degree level courses to transfer into baccalaureate degrees making the need for a stand-alone set of requirements unnecessary and confusing.

For example, through a school's transfer of credit policy, a student that has completed a related associate degree or related degree level coursework/credits can transfer the associate degree or degree level credits into a baccalaureate degree program. In addition, as part of the admissions policy, schools would require a student to have a related associate degree or related degree level credits prior to admissions into the baccalaureate degree program. This effectively eliminates the need for a baccalaureate degree completion program distinction and encourages schools to utilize appropriate transfer of credit and admissions policies to allow students to transfer previously earned prior degree-level credits/credentials into a baccalaureate degree. The Commission reviewed the responses to the March 22, 2023 Call for Comment and chose to make the revisions in alignment with the Call for Comment. Given the comments received, the elimination of the *Standard* will not impact schools that are currently approved to offer a baccalaureate degree completion program. The Commission will grandfather those schools/programs to offer the baccalaureate degree completion program as originally approved.

To align with the intent of the standards, the Commission has deleted the following language from the *Standards of Accreditation*.

Deleted language in ~~blue strikethrough text~~.

## CHAPTER 2 – SUBSTANTIVE STANDARDS

### SECTION II – PROGRAM REQUIREMENTS

#### C. Degree Programs

##### 3. Baccalaureate Degrees

~~e. A school may offer a baccalaureate degree completion program where only upper level courses (i.e., 300 and 400 level) are required. A baccalaureate degree completion program 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 Section II (A) & (C), Substantive Standards, Standards of Accreditation. Advertising of this type of degree program must make clear that it is a baccalaureate degree completion program.~~

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### Student Safety Standards

#### *Section VI, Statement of Purpose & Section VI (A) Substantive Standards, Standards of Accreditation*

During the review of student complaints/feedback, the Commission has noted instances of students feeling unsafe due to the conduct of other students; faculty conduct and treatment of students; and other scenarios where students have felt uncomfortable about attending school. While these instances do not appear to be pervasive and largely circumstantial, the Commission nonetheless believes that providing a safe environment for students to engage in the learning process is paramount. In the March 22, 2023 *Call for Comment* the Commission requested schools to specifically address this area and based upon a review of the comments received the Commission did alter its proposed revision to focus on student safety and well-being. Specifically, the Commission chose to remove the word “health” and to only add “student safety and well-being” to the revised standard. In making this revision, the Commission does not have a preset notion as to what schools should do to meet this expectation. As is generally the case, it is incumbent upon a school to determine – taking into account a range of factors such as the size of the student population, the types of training offered, the modalities of instruction, etc. – how to best meet the needs of its students and to ensure that students have a safe and secure environment in which to learn and train.

Accordingly, the Commission has added the following language to the *Standards of Accreditation*. New language in ***red, bold, and italic text***.

## CHAPTER 2 – SUBSTANTIVE STANDARDS

### SECTION VI – STUDENT SERVICES

#### STATEMENT OF PURPOSE

The purpose of this section is to describe the fundamentals of assessing and addressing students’ educational and other needs ***and ensuring an appropriate and safe learning environment...***

#### A. Advising and Counseling

3. ...

- b. The student services program 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; ***student safety and well-being***; and information concerning housing, transportation, and child care.

**Student Assessment**  
***Section VII (A)(2), Substantive Standards, Standards of Accreditation***

The Commission’s *Standards* speak to “authentication” policies and process in a distance education course or program as follows in *Section IX (B)(4), Substantive Standards, Standards of Accreditation*:

4. *The school establishes authentication policies and processes regarding student verification in a distance education course or program as follows:*
  - a. *The school uses effective practices to verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (e.g., a secure login and/or pass code, proctored examinations, student identity technologies, etc.).*
  - b. *The school establishes processes that protect student privacy and notifies students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.*

As a best practice, the Commission determined that its student assessment standards should also establish policies and procedures to ensure academic integrity as a means to prevent student cheating. Accordingly, the Commission has made the following revision to the *Standards of Accreditation*.

New language in ***red, bold, and italic text*** and deleted language in ~~blue strikethrough text~~.

**CHAPTER 2 – SUBSTANTIVE STANDARDS**

**SECTION VII – STUDENT LEARNING, ASSESSMENT, PROGRESS AND ACHIEVEMENT**

**A. Student Learning, Assessment, and Satisfactory Progress**

2. Student Assessment

- c. The school establishes criteria to assess a student’s academic progress through the 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.~~
- d. ***The school promotes academic integrity and has policies and controls to discourage academic dishonesty (i.e., cheating, plagiarism, etc.) and clearly communicates the consequences of such behavior. The school may utilize its own methods to prevent, detect, document, and take appropriate action in instances of academic dishonesty.***
- e. ***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.***

Recodify: ~~d~~f.

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**Probation and Termination**  
***Section VII (A)(3), Substantive Standards, Standards of Accreditation***

Previously, ACCSC’s standards regarding probation and termination, *Section VII (A)(3)(e) Substantive Standards, Standards of Accreditation*, were located under the section for *Student Satisfactory Progress*. However, academic progress is not the only reason a student may be placed on probation or be subject to termination. Probation and termination policies and procedures apply to circumstances beyond just student satisfactory academic progress such as attendance policy and code of conduct violations. Additionally, probation and termination standards require specific notification and warning procedures. These areas bear sufficient importance and distinction and as such the Commission has added a discrete section in the *Standards* for probation and termination policies

The below revisions are intended to create a requirement for probation and termination procedures to protect against arbitrary and inconsistent probation and termination actions and to help ensure that schools create clear procedures and expectations for students. The revisions are not intended to preclude schools from immediately terminating students when circumstances warrant such action, but simply to ensure the school has established steps for such an action.

Based on the comments received in response to the March 23, 2023 Call for Comment, the Commission reworded and reorganized the revised standard to allow a school to show that it made an “attempt” to notify a student of a probation and/or termination decision. Accordingly, the Commission has made the following revisions to the *Standards of Accreditation*.

New language in ***red, bold, and italic text*** and deleted language in ~~blue strikethrough text~~.

**CHAPTER 2 – SUBSTANTIVE STANDARDS**

**SECTION VII – STUDENT LEARNING, ASSESSMENT, PROGRESS, AND ACHIEVEMENT**

**A. Student Learning, Assessment, and Satisfactory Progress**

**3. Student Satisfactory Progress**

~~e.—The school has probation and termination policies that are defined and published in its catalog. These policies must include specific warning procedures to notify the student in writing that continued unsatisfactory academic progress or a failure to meet attendance requirements will result in termination. The school shows that the student receives the notification or in the case of absenteeism that the school made an attempt to notify the student that continued failure to attend classes will result in termination. The school maintains documentation of the notification and the terms of the probation or termination in the student’s file.~~

~~f.—The school terminates any student who does not satisfactorily acquire the minimum knowledge, skills, and competencies required by the program objectives based on the school’s assessment criteria and satisfactory progress policy. The school publishes its policies and procedures for a student to request reinstatement after being terminated.~~

Recodify: ~~ge~~, ~~hf~~, and ~~ig~~.

**4. *Probation and Termination Policies***

***a. The school must have and follow probation and termination policies and procedures to:***

- i. Notify and warn a student in writing that continued unsatisfactory academic progress, failure to meet attendance requirements, or failure to adhere to the school’s conduct policies will result in probation or termination and***

- ii. *Document that the student received the notification or that the school made an attempt to notify the student of the warning.*
- b. *The school publishes its probation and termination policies in its catalog.*
- c. *The school terminates any student who does not satisfactorily acquire the minimum knowledge, skills, and competencies required by the program objectives based on the school's assessment criteria and satisfactory progress policy. The school publishes its termination policies and policies and procedures for a student to request reinstatement after being terminated.*

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### **Student Achievement Standards Reorganization** **Section VII (B), Substantive Standards, Standards of Accreditation**

In an effort to streamline the *Student Achievement* section, the Commission reorganized this section keeping the substantive requirements in the *Substantive Standards*, moving language that deals with “monitoring” and “Reporting” to the *Rules of Process and Procedure*, and eliminating duplicative language. In addition to streamlining, these changes also help to ensure consistency in the language and the Commission’s requirements. The Commission does not believe that these changes represent substantive revisions in either the *Rules of Process and Procedure* or the *Substantive Standards*.

#### **Revisions to the Standards of Accreditation:**

New Language *red, bold, and italicized text* and deleted language in ~~blue strikethrough text~~.

## **CHAPTER 1 – RULES OF PROCESS AND PROCEDURE**

### **SECTION V – ANNUAL REPORTING AND NOTIFICATION REQUIREMENTS**

#### **B. Annual Report**

6. *The Commission establishes and publishes the benchmark graduation and employment rates from information submitted in the Annual Reports of accredited schools.<sup>FN</sup>*

Recodify: ~~78~~ & ~~89~~.

<sup>FN</sup> See Appendix VI for the Commission’s current established benchmark rates for student achievement.

### **SECTION VII – COMMISSION ACTIONS**

#### **I. Heightened Monitoring**

1. The Commission may require a detailed review of a school’s Annual Report, *accreditation applications*, or other information as directed for submission *when monitoring of ongoing compliance is deemed necessary in conjunction with any accrediting process, procedure, or substantive standard included in the Standards of Accreditation (e.g., financial, refund, student satisfaction, student achievement outcomes, etc.)*. Heightened Monitoring is not considered Reporting and accordingly the restrictions applied to a school subject to Reporting do not apply to schools subject to Heightened Monitoring.



## CHAPTER 2 – SUBSTANTIVE STANDARDS

### SECTION VII – STUDENT LEARNING, ASSESSMENT, PROGRESS, AND ACHIEVEMENT

#### B. Student Achievement

1. *The school assesses educational quality, institutional effectiveness, and student achievement taking into account the rates at which students graduate from each training program, attain employment in a training related field, and pass licensure/certification exams required for employment, as well as other factors that are reasonably related to student achievement.*
2. The school demonstrates successful student achievement by:
  - a. ~~Documenting~~ through its assessment practices that students are acquiring the knowledge, skills, and competencies intended by the program objectives- *and*
  - b. ~~The school demonstrates successful student achievement by m~~Maintaining acceptable rates of student graduation and employment in the career field for which the school provided education as well as acceptable pass rates on licensure/certification exams where required by governmental entities to work in a particular career field, *except as provided in (4.) below.*<sup>1</sup>
3. The school supports student achievement rates through student transcripts, the school's verifiable records and documentation of initial employment of its graduates, and exam pass rate data obtained from the requiring entity.<sup>2</sup>
4. *For any program that has a graduation, employment, or licensure/certification exam pass rate that is lower than the Commission's established benchmark rates, a school may still demonstrate with supporting documentation the successful achievement of its students in that program by providing other reliable indicators of successful student learning and by showing that factors such as economic conditions, state and national trends, location, student population served, length of program, students who withdraw from training but still obtain employment, state requirements, or other external or mitigating factors reasonably related to student achievement are adversely impacting the school's ability to meet the Commission's established benchmark rates.*
  - i. ~~The Commission will review student achievement for each program offered at an institution and will consider not only the rates at which students graduate from a training program, attain employment in a training related field, and pass licensure/certification exams required for employment,<sup>3</sup> but also other factors that are reasonably related to student achievement as a measure of educational quality and institutional effectiveness.~~
  - ii. ~~The Commission establishes and publishes the benchmark graduation and employment rates from information submitted in the Annual Reports of accredited schools.<sup>4</sup> 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 an acceptable level of successful student achievement when graduation and employment rates meet or exceed the established benchmarks.~~
- 5.iii. For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a

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<sup>1</sup> See Appendix VI for the Commission's current established benchmark rates for acceptable student achievement. See the Rules of Process and Procedure for reporting and monitoring related to student achievement.

<sup>2</sup> See Appendix VII for the Commission's Guidelines for Employment Classification.

<sup>3</sup> This includes any exam that is required by a governmental entity for employment in a field, regardless of the exam's title or whether passing the exam results in a license, certification, or any other validation credential.

<sup>4</sup> See Appendix VI for the Commission's current established benchmark rates for acceptable student achievement.

program's licensure/certification exam pass rate to be acceptable when at least 70% of the students that take the exam attain a passing score.<sup>1</sup>

~~iv. For any program that has a graduation, employment, or licensure/certification exam pass rate that is lower than the Commission's established benchmark rates, a school may still demonstrate with supporting documentation the successful achievement of its students in that program by providing other reliable indicators of successful student learning and by showing that factors such as economic conditions, state and national trends, location, student population served, length of program, students who withdraw from training but still obtain employment, state requirements, or other external or mitigating factors reasonably related to student achievement are adversely impacting the school's ability to meet the Commission's established benchmark rates.~~

- 6v. Upon presentation by a school, the Commission may consider an aggregated institutional rate of graduation or employment attainment in determining whether to take a programmatic or institutional action related to student achievement.

## 2. ~~Student Achievement Outcomes Monitoring and Reporting~~

~~For any program that has a graduation, employment, or licensure/certification pass rate that falls below the Commission's established benchmark rate, the Commission will require a school to submit to heightened monitoring or reporting of student achievement outcomes as directed or take other action as deemed appropriate unless the school can otherwise demonstrate successful student achievement as described in Section VII (B)(1)(b)(iii), Substantive Standards above.~~

- ~~a. Heightened monitoring will require, at a minimum, detailed annual review of a program's graduation and/or employment rate(s) and may require the submission of additional student achievement outcomes information as appropriate (e.g., plans for improvement; an updated Graduation and Employment Chart; current program retention, graduation, employment and/or licensure/certification pass rate(s); supporting documentation; etc.).~~
- ~~b. Reporting will require the submission of student achievement outcomes data (e.g., student program retention, graduation rates, and employment rates); pass rates on licensure/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 activities; or any other information that the Commission determines necessary to make a judgment regarding the successful achievement of students.~~
- ~~c. The Commission at its discretion may take a programmatic action such as to require an on-site evaluation; temporarily require a school to cease enrollment in a program; suspend or revoke program, degree granting, or distance education approval; or may take an institutional action such as to issue a Warning or Probation Order (see Section VII, Rules of Process and Procedure, Standards of Accreditation) when the Commission has determined that the school has not demonstrated acceptable student achievement either through its student learning assessment efforts; graduation, employment attainment, and/or licensure/certification exam pass rate(s); or a combination thereof.~~

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<sup>1</sup> If another entity or agency requires a higher examination pass rate, the higher standard shall apply and the Commission will take into consideration any action taken by another oversight entity or agency with regard to a school's failure to meet an examination pass rate requirement.

**Fee Increases**

**Appendix I – Accreditation Fees, Substantive Standards, Standards of Accreditation**

**Sustaining Fees**

As of July 1, 2017, the ACCSC membership authorized a change to the Bylaws giving the Commission authority to increase sustaining fees up to 3% on a triennial basis without a vote by the member schools. The Commission opted not to increase sustaining fees in 2020 due to the COVID-19 Pandemic. Due to increasing costs related to travel and other key components of the Commission’s work, the Commission has authorized an increase for 2023. Effective July 1, 2023 the Commission has increased sustaining fees by 3%. Although the increase is technically effective July 1, 2023, the fee increase will actually be calculated for sustaining fees due to the Commission January 1, 2024 and later.

**Sustaining Fees (also revised in Section 3.01 of the AACSC Bylaws):**

Effective July 1, 2023, members of the Corporation shall pay dues annually in accordance with the following:

- i. If the gross tuition of the member is \$850,000 or less, the dues shall be \$1,5~~4500~~ plus .002~~94586~~ times gross tuition over \$200,000;
- ii. If the gross tuition of the member is greater than \$850,000 but not more than \$2,500,000, dues shall be \$3,~~605500~~ plus .0011~~33~~ times gross tuition over \$850,000; and
- iii. If the gross tuition of the member is greater than \$2,500,000, dues shall be \$5,~~655500~~ plus .00016~~95~~ times gross tuition over \$2,500,000.

**Other Fee Increases**

The Commission has increased Accreditation Workshop Fees effective January 1, 2024. All other fee increases shown below are effective July 1, 2023. New language in **red, bold, and italic text** and deleted language in ~~blue strikethrough text~~.

**APPENDIX I – ACCREDITATION FEES**

Accreditation Workshops	
• Member	
• 1 <sup>st</sup> Member .....	\$ <del>5</del> 650
• Each Subsequent Member .....	\$5 <del>500</del>
Annual Report Processing Fee .....	\$ <del>1</del> 250
Request for a Waiver of a Standard or Policy .....	\$ <del>250</del>
• <b>Member School</b> .....	<b>\$250</b>
• <b>Non-Member School</b> .....	<b>\$1,000</b>
Application for Appeal of a Commission Decision .....	\$ <del>68</del> ,000
Application for a Change of Control	
• Part I Transaction <b>Less than \$5 million</b> <del>or Less</del>	
• Main School .....	\$4,000
• Branch Campus .....	\$2,500
• Part I Transaction <del>Greater than \$5 million</del> <b>to \$10 million</b>	
• Main School .....	\$6,000
• Branch Campus .....	\$2,500
• <b>Part I Transaction Greater than \$10 million</b>	
• <b>Main School</b> .....	<b>\$8,000</b>
• <b>Branch Campus</b> .....	<b>\$2,500</b>
• Part II Main School .....	\$ <del>500</del> 750
• Part II Branch Campus .....	\$ <del>250</del> 500

**Guidelines for Employment Classification**  
*Appendix VII, Substantive Standards, Standards of Accreditation*

The *Guidelines for Employment Classification* state that the verification documentation for self-employed graduates requires that when licensure is required for employment, the self-employed graduate attests that such licensure has been achieved. The Commission has found in some cases that although licensure is required to work in the field, states/governmental regulatory entities may have an allowance where a graduate can work under a licensed practitioner before obtaining licensure. The current *Guidelines for Employment Classification* do not take such an allowance into account. To align with such instances, the Commission has made the following revisions to these *Guidelines*.

New language in **red, bold, and italic text** and deleted text in ~~blue-strikethrough text~~.

**APPENDIX VII – GUIDELINES FOR EMPLOYMENT CLASSIFICATION**

4. The employment classification is verified by the school (and verifiable by third parties such as the Commission) as follows:

b. Self-Employment:

The school secures written documentation from the self-employed graduate verifying that the employment is valid including, at a minimum, a statement signed by the graduate which includes the following:

- The graduate’s name and contact information;
- An attestation that the self-employment is aligned with the individual’s employment goals, is vocational, and is based on and related to the education and training received;
- An attestation that the graduate is earning consistent training-related income; and
- ~~In cases where licensure is required for employment, an attestation that such licensure has been achieved.~~ ***An attestation that any required licensure for employment has been achieved, if applicable - (e.g., this would not apply in cases where the state or regulatory entity would allow an individual to work under a licensed practitioner before obtaining licensure).***

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**Advertising**  
*Appendix IV, Standards of Accreditation*

Previously, the Commission considered how the use of social media has raised questions from schools, evaluations teams, and in the accreditation process with regard to ACCSC’s advertising standards. In July 2021, the Commission updated *Section IV (B)(4), Substantive Standards, Standards of Accreditation – Endorsements, Images, and Publicly Shared Media* to:

- Include a definition of an endorsement;
- Address the use images; and
- Set forth clear guidelines for the use of publicly shared media.

In the July 2021 Accreditation Alert, the Commission also provided example scenarios for schools to help make the Commission’s expectations clear. To further assist schools in this process, the Commission determined this guidance should be added to the *Standards of Accreditation* and not solely found in an Accreditation Alert.

In addition, recently there have been questions from schools regarding the use of an abbreviated school name in advertising and signage and how to promote School of Excellence and School of Distinction awards in advertising. As such, the Commission has made revisions to *Appendix IV* and added the *Guidelines for Advertising* consolidating requirements and expectations and providing guidance in several scenarios.

The Commission reviewed the comments in response to the March 22, 2023 Call for Comment and appreciates the feedback provided. With regard to the use of an abbreviated school name, a commenter sought guidance regarding the requirement to use the school's full name at least once in advertising. The Commission determined this could be achieved in a variety of ways and that it would be acceptable if, for example, a school uses an abbreviated name but also includes a hyperlink which takes the user to a webpage showing the full name of the school. Also, in one instance where a commenter requested clarification regarding the re-distribution of social media in advertising the Commission provided additional guidance in *Appendix IV*.

With regard to the Commission's longstanding requirement that schools must make clear that an occupational degree is not an academic degree, a commenter requested clarification regarding the name of the degree. The Commission understands that if the school's state regulator approves a degree name that does not include the word "occupational," the Commission has and will accept the name approved by the state (e.g., Pennsylvania approves an occupational degree as an "Associate in Specialized Technology").

Accordingly, the Commission has made the following revisions to the *Standards of Accreditation*.

New language in **red, bold, and italic text** and deleted language in ~~blue strikethrough text~~.

## APPENDIX IV – RECRUITMENT AND **ADVERTISING** ~~ADMISSIONS PERSONNEL CODE OF CONDUCT~~

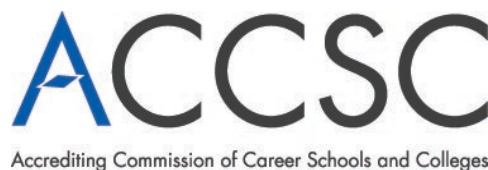
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### RECRUITMENT AND ADMISSIONS PERSONNEL CODE OF CONDUCT

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#### ~~INSTRUCTIONS~~**GUIDELINES** FOR ~~THE ADVERTISING OF ACCREDITED STATUS~~

1. A school approves all promotional materials used by school personnel in advance and accepts full responsibility for the materials used.
2. ~~Pursuant to Section IV (B)(1), Substantive Standards, Standards of Accreditation,~~ **A** school's advertising and promotional materials, **including the school's name**, are truthful and accurate and avoid leaving any false, misleading, or exaggerated impressions with respect to the school or its accredited status.
3. ***A school may only advertise its name as approved by the Commission except that a school may use an abbreviation in its advertising so long as the school's full name is included at least once. In addition, a school may also use an abbreviation of its name for building signage and in documents provided to students, so long as the school's full name is used in those circumstances prominently at least once.***
34. An ACCSC-accredited institution may publish official affiliation with the Accrediting Commission of Career Schools and Colleges by imprinting the ACCSC logo on advertising, literature, or other publication. The ACCSC logo is available for download under the [Resources section](#) at [www.accsc.org](http://www.accsc.org).



45. When citing accreditation status in advertising, literature, or publications, the following types of references, or substantially similar, may be used:
- Accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). This reference may be used alone; with the name of the school/institution/college\*/university† immediately preceding; or as a part of a sentence prefixed by phrases such as:
    - This [school/institution/college\*/university†] is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).
    - Our [school/institution/ college\*/university†] is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).
    - [Institution Name] is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).
  - Accredited [Member/Institution/School/College\*/University†], Accrediting Commission of Career Schools and Colleges.
  - Accredited Member/Institution/School/College\*/University† – ACCSC.
56. ACCSC-accredited institutions may not use the phrase “fully accredited.”
7. ***An applicant institution seeking accreditation from ACCSC may not make any promotional use of its application for accreditation prior to a grant of accreditation or approval of a main school’s branch application, and may not use the ACCSC logo in any publication until the Commission has conferred accreditation.***
68. When referencing the accredited status of a satellite location in advertising, the following statement must be included:
- (Name of satellite location) is recognized by the Accrediting Commission of Career Schools and Colleges (ACCSC) as a satellite location of (name and location of main school/branch).
9. ***For Occupational Associate Degrees, all advertising, promotional materials, and literature make clear that the degree is occupational not academic (Section II (C)(2)(c)(iii), Substantive Standards, Standards of Accreditation).***
710. When referencing ACCSC’s recognition by the U.S. Department of Education, the following types of statements may be used:
- The Accrediting Commission of Career Schools and Colleges/ACCSC is recognized by the Secretary of the U.S. Department of Education as a reliable authority concerning the quality of education or training offered by the institutions it accredits.***
  - The Accrediting Commission of Career Schools and Colleges/ACCSC is a recognized ***institutional*** accrediting agency by the U.S. Department of Education.
  - The Accrediting Commission of Career Schools and Colleges/ACCSC is recognized by the U.S. Department of Education as an institutionally recognized accrediting agency***~~ACCSC is a recognized accrediting agency by the U.S. Department of Education.~~
- ~~8. An applicant institution seeking accreditation from ACCSC may not make any promotional use of its application for accreditation prior to a grant of accreditation or approval of a main school’s branch application, and may not use the ACCSC logo in any publication until the Commission has conferred accreditation.~~

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\* If permitted by applicable law.

† A school may use the term “University” in its name only when such use has been approved by the Commission and appropriate state authorities (*Section IV (B)(32), Substantive Standards, Standards of Accreditation*).

**9II.** When citing recognition as an ACCSC School of Distinction or an ACCSC School of Excellence in advertising, literature, or publications, the following types of references, or substantially similar, references may be used:

- [Institution Name] has been recognized by ACCSC as a [Year] ACCSC School of Distinction/ACCSC School of Excellence.
- ACCSC has recognized [Institution Name] as a [Year] ACCSC School of Distinction/ACCSC School of Excellence.
- [Institution Name] has fulfilled ACCSC’s requirements for institutions seeking [initial/renewal of] accreditation and has been recognized as a [Year] ACCSC School of Distinction/ACCSC School of Excellence.
- **ACCSC only awards the School of Distinction / School of Excellence to an institution in conjunction with a school’s initial or renewal of accreditation review, which generally occurs every 5 years / which last occurred for the school in [YEAR].**
- Examples **include**:
  - ABC Technical Institute has been recognized by ACCSC as a 2022 ACCSC School of Distinction.\*  
*\*ACCSC only awards School of Distinction to an institution in conjunction with a school’s initial or renewal of accreditation review, which occurred in 2022 for our school.*
  - ACCSC has recognized ABC Technical Institute as a 2016 and 2022 ACCSC School of Excellence. **ACCSC only awards School of Excellence to an institution in conjunction with a school’s initial or renewal of accreditation review, which for ABC Technical Institute occurred in 2016 and 2022.**
  - The Accrediting Commission of Career School and Colleges has recognized ABC College as a 2022 ACCSC School of Excellence.
  - ABC Technical Institute has fulfilled ACCSC’s requirements for institutions seeking renewal of accreditation and has been recognized as a 2022 ACCSC School of Distinction.

**12. Section IV (B)(4), Substantive Standards, Standards of Accreditation:** *In this section of the standards, the Commission has established a distinction between “endorsements” and “publicly shared media.” The key distinction is origination. If a school solicits an endorsement for its advertising and the endorser gives such written or verbal statements, then the school must obtain written consent. The standards prohibit the use of currently enrolled students for such endorsements. However, if “an individual” – including current students – chooses of their own volition to post a comment using publicly shared media (e.g., a social media site), then the school can use/share that post in its own social media and advertising so long as “the media originated with the individual and is bona fide, factually and contextually accurate, unadulterated, and a faithful representation of the shared information or images.”*

*Below are illustrative examples to provide guidance regarding compliance with Section IV (B)(4), Substantive Standards, Standards of Accreditation:*

*Scenario: A school wishes to post/use in advertising a video it has created of students in action. No comments from students or graduates are shared, only the narrator describing the school’s programs and equipment.*

*Guidance: Pursuant to Section IV (B)(4)(b), the school would need to obtain written consent from the students allowing the school to share their images.*

*Scenario: A school wishes to post/use in advertising a video it has created of students in action that includes former student/graduates providing statements about their positive experiences at the school and after graduation working in their chosen field.*

*Guidance: Pursuant to Section IV (B)(4)(a-b), the school would need to obtain written consent from the former students/graduates allowing the school to share their endorsements and images.*

*Scenario: A school wishes to post/use in advertising a video it has created of students in action that includes current and former student/graduates providing statements about their positive experience at the school and after graduation working in their chosen field.*

*Guidance: Pursuant to Section IV (B)(4)(a-b), the school would need to obtain written consent from the former students/graduates allowing the school to share their endorsements and images. However, the school would be in violation of Section IV (B)(4)(a), if in fact the school uses endorsements from currently enrolled students.*

*Scenario: A current student posts to a social media account about a Blood Drive hosted by the school and the student's "awesome experience" helping people and practicing new skills. The post thanks the faculty and the school director for "making this happen for our community." The school sees this post and re-posts it to its own social media account with the caption "We are so excited to share our student success stories."*

*Guidance: Pursuant to Section IV (B)(4)(b), so long as the media originated with the individual (i.e., the current student) and is bona fide, factually and contextually accurate, unadulterated (i.e., not changed), and a faithful representation, then no written consent is required.*

*Scenario: A current student posts to a social media account content regarding their experience at a school. The school reposts this on its own social media account. The school also would like to pay for the student's content to be "boosted" or amplified in the social media algorithm so that it will appear more frequently in other user's feeds.*

*Guidance: Pursuant to Section IV (B)(4)(b), so long as the media originated with the individual (i.e., the current student) and is bona fide, factually and contextually accurate, unadulterated (i.e., not changed), and a faithful representation, then no written consent is required for the school to post this content to its own social media. However, in this scenario and others like it (i.e., regardless of whether the student is a current student or a graduated student), the paid re-distribution in this manner renders the content to be an advertisement/endorsement and the school would be required to follow all advertising and endorsement standards and prohibitions as applicable.*

*Scenario: A current student posts to a social media account upset with the current training because the equipment is completely out of date. The post states "I had a great experience at the beginning, but now I think this school is terrible and I just feel let down." The school sees this post and re-posts only the portion that states "I had a great experience."*

*Guidance: In this scenario, the school would be in violation of Section IV (B)(4)(b), because the school has taken a quote out of context and portrayed it in a positive light when in fact the students was expressing a negative experience. This would not be considered a "faithful representation" or "contextually accurate" depiction of the original social media post.*

*Scenario: A school informs its students that for each five "likes" or a "shout outs" given on their social media accounts will earn them a five-dollar credit at the bookstore.*

*Guidance: In this scenario, the school would be in violation of Section IV (B)(4)(b), because the school is essentially "paying" students to post positive comments.*



*Schools are advised to maintain documentation of the content used as a means to demonstrate context and accuracy and because if the original content is removed (e.g., a post is deleted), then the school may not be able to carry its burden to provide evidence to support compliance with the Commission's expressed expectations in Section IV (B)(4)(c) Substantive Standards, Standards of Accreditation. In addition, if the school continues to use old social media posts that do not otherwise reflect current conditions at the school, then the school may also be found out of compliance with Section IV (B)(4)(c) Substantive Standards, Standards of Accreditation. The school must in all cases be able to carry its burden of demonstrating ongoing compliance with accrediting standards and should remove/discontinue use of the content if the author of the content requests the school to do so.*

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### Catalog Checklist

In reviewing the manner in which schools disclose information to students, the range of policies and practices of individual schools/campuses, and the requirements of the ACCSC Catalog Checklist, the Commission has attempted to make its expectations for disclosure requirements clearer for schools and students. In addition, the Commission found in some cases where there have been changes to the *Standards of Accreditation* that also need to be added to the Catalog Checklist, such as policies related to experiential learning and emergency preparedness. Therefore, the Commission has revised the Catalog Checklist to:

- Reorganize the items into the categories of Required Items, Program Specific Items, and Conditional Items;
- Add policy areas where needed; and
- Clarified items for schools and students.

Upon review of the comments received in response to the March 23, 2023 Call for Comment, the Commission is clarifying here that the expectation regarding notifying students if the anticipated/scheduled graduation date will change due to course incompletions or having to retake course means only that the Catalog should indicate where or how this information will be issued/disclosed to students as applicable.

New language in **red, bold, and italic text** and deleted language in ~~blue-strikethrough text~~.

# CATALOG CHECKLIST

Accrediting Commission of Career Schools and Colleges

**This checklist must be cross-referenced to and accompanied by the school's catalog.**

School Name: \_\_\_\_\_ School #: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

The Catalog Checklist provides a list of each item for inclusion in a school’s catalog and serves as a detailed index to aid reviewers in finding each of these requirements. A copy of this Catalog Checklist is to accompany each catalog sent to the Commission. Mark the Catalog Checklist to show page number(s) (or references to specific covers or supplements) where each required item is included. Mark the catalog with the Catalog Checklist item number at the location where the information appears. The catalog of each ACCSC accredited school must include the following required items. If any item is not included, the catalog must refer to the supplement/addendum which contains the item, and the supplement/addendum must refer to the catalog. The supplement/addendum must contain the school’s name and location and the effective date of the supplement/addendum.

As per *Section IV (C)(1)(b), Substantive Standards, Standards of Accreditation*, the catalog must be designed, written, printed, and bound 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.

Item Number	Catalog Checklist <del>Item</del> – <i>Required Items</i>	Page Number(s)
1.	The title of the publication (i.e., “catalog”).	
2.	The name and address of the school.	
3.	The date of publication (month/year).	
4.	The school’s mission statement.	
5.	A statement of the school’s history.	
6.	A <i>general</i> description of the school’s <del>general</del> physical facilities, <i>learning resource system</i> , and equipment.	
7.	The maximum number of students in typical classroom or laboratory/shop settings of instruction.	
8.	The <i>school’s</i> admissions requirements <del>for each program</del> .	
9.	The <i>school’s</i> admission procedures.	
10.	<del>The transfer of credit policy to include the criteria and process for evaluating and accepting credit earned at other institutions for transfer, as well as any types of institutions or sources from which the institution will not accept credits<sup>†</sup></del>	
11.	<del>The total number of clock hours or credit hours as applicable for each course and program.</del>	
12.	<del>As applicable, the type of credit hour awarded, semester or quarter.</del>	
13.	<del>The length of time in weeks or months normally required for completion of each program.</del>	

Item Number	Catalog Checklist Item – Required Items	Page Number(s)
14.	<p>A clear description of each program offered by the school to include:</p> <ul style="list-style-type: none"> <li>• The program title;</li> <li>• Educational objectives;</li> <li>• Scope and course sequence;</li> <li>• Course descriptions, and</li> <li>• The name, nature, and level of occupations (e.g., entry level) for which training is provided.</li> </ul>	
<del>15</del> 10.	The <i>school's</i> policy relating to attendance.	
<del>16</del> 11.	The <i>school's</i> policy relating to make-up work.	
17.	<del>The leave of absence policy if the school allows students to take a leave of absence.</del>	
12.	<b><i>The effect of course withdrawals, course incompleting, and course failures including how the student will be notified if the expected graduation date will change.</i></b>	
<del>18</del> 13.	The <i>school's</i> policy relating to conduct.	
<del>19</del> 14.	The <i>school's</i> policy <b><i>and procedures</i></b> relating to probation and termination.	
<del>20</del> 15.	The <i>school's</i> grading / assessment system(s) <del>used</del> .	
<del>21</del> 16.	The <i>school's</i> satisfactory progress policy.	
<del>22</del> 17.	The required levels of performance for graduation.	
<del>23</del> .	<del>The credential (certificate, diploma, or occupational associates, academic associates, etc.) awarded upon graduation for each program.</del>	
<del>24</del> 18.	The total tuition <b><i>for the program</i></b> and <del>other</del> <b><i>estimated</i></b> student charges related to the enrollment, such as deposits, fees, books, supplies, tools, equipment, transportation, <b><i>and graduation</i></b> and any other “extras” e.g., make up work, special testing, equipment, late charges, or other school services (e.g., transcript requests) for which a student may be responsible.	
<del>25</del> 19.	The refund policy and a statement indicating where information regarding any applicable third-party funding agency refund or return of funds policies (e.g., Title IV, Veterans Administration, WIOA, etc.) may be obtained. (Please note that the refund policy in the school’s catalog must be consistently disclosed in the school’s enrollment agreement – see <i>Section I (D) (5) &amp; (6) 3(e), Substantive Standards, Standards of Accreditation</i> ).	
<del>26</del> 20.	A detailed and explicit description of the extent and nature of employment assistance available to students and/or graduates.	
<del>27</del> 21.	A detailed description of the nature and extent of all available student services and how students go about obtaining such services.	
<del>28</del> 22.	A calendar for the school year including vacation periods, breaks, holidays, etc.	
29.	<del>A list of all separate facilities. If a different catalog is used for a separate facility, it must include the name and location of the main school or branch, and must clearly disclose and define the relationship between a branch campus and its main school or between a satellite location and its branch campus or main school oversight entity.*</del>	
23.	<b><i>Emergency preparedness information and/or a statement indicating where information regarding the school's written emergency preparedness plan may be obtained.</i></b>	
<del>30</del> 24.	The <i>school's</i> complaint policy and procedures which includes, at a minimum, all items required in the Student Complaint Procedures of the ACCSC Complaint Review Process Form. <sup>1</sup>	

Item Number	Catalog Checklist Item – Required Items	Page Number(s)
31.	<del>If the school offers a course with secondary objectives,*** a designation and disclosure that clearly shows the course(s) are not within the school’s scope of accredited programs, except those that fall under item #32 of this checklist.</del>	
32.	<del>If the school offers a course with secondary objectives that have been approved by ACCSC to be included as within the school’s scope of institutional accreditation, the school’s catalog must include:</del> <ul style="list-style-type: none"> <li><del>• A statement making clear the course is not vocational in nature and does not lead to initial employment;</del></li> <li><del>• A course description that clearly shows the clock hour length, length in days or weeks, and educational scope of the course;</del></li> <li><del>• Whether the course is a prerequisite or provides credit toward any vocational program offered within the school;</del></li> <li><del>• The type of completion document provided by the school upon completion;</del></li> <li><del>• The refund policy; and</del></li> <li><del>• The complaint policy in accordance with #30 of this checklist.</del></li> </ul>	
33.	<del>Items as may be required by any regulatory or governmental bodies (such as state licensing and approval agencies).</del>	

Item Number	Catalog Checklist – Program Specific Items	Page Number(s)
25.	<i>The program title for each program offered by the school.</i>	
26.	<i>As applicable, any program specific admissions criteria.</i>	
27.	<i>As applicable, the type of credit hour awarded, semester or quarter.</i>	
28.	<i>The total number of clock hours or credit hours as applicable for each course and program.</i>	
29.	<i>The length of time in weeks or months normally required for completion of each program.</i>	
30.	<i>The educational objectives for each program offered by the school.</i>	
31.	<i>The scope and course sequence for each program offered by the school.</i>	
32.	<i>The course descriptions for each program offered by the school.</i>	
33.	<i>The name, nature, and level of occupations (e.g., entry-level) for which training is provided for each program offered by the school.</i>	
34.	<i>As applicable, any programmatic graduation requirements.</i>	
35.	<i>The credential (certificate, diploma, or occupational associates, academic associates, etc.) awarded upon graduation for each program.</i>	

Item Number	Catalog Checklist – Conditional Items	Page Number(s)
36.	<i>The transfer of credit policy to include the criteria and process for evaluating and accepting credit earned at other institutions for transfer, as well as any types of institutions or sources from which the institution will not accept credits † (see Section II (A)(10)(a), Substantive Standards, Standards of Accreditation).</i>	
37.	<i>The prior learning experience policy to include the criteria and process for evaluating and accepting credit for documented equivalent prior learning experience gained (see Section II (A)(10)(b), Substantive Standards, Standards of Accreditation).</i>	

Item Number	Catalog Checklist – Conditional Items	Page Number(s)
38.	<i>The independent study policy.</i>	
39.	<i>The school's leave of absence policy if the school allows students to take a leave of absence including how the student will be notified if the expected graduation date will change.</i>	
40.	<i>Any other school charges/fees that a student may incur in areas such as make-up work, special testing, equipment, late charges, or licensure examinations, or other school services (e.g., transcript requests).</i>	
41.	<i>Items as may be required by any regulatory or governmental bodies (such as state licensing and approval agencies).</i>	
42.	<i>As applicable, a list of all separate facilities. If a different catalog is used for a separate facility, it must include the name and location of the main school or branch and must clearly disclose and define the relationship between a branch campus and its main school or between a satellite location and its branch campus or main school oversight entity.<sup>2</sup></i>	
43.	<i>If the school offers a course with secondary objectives, a designation and disclosure that clearly shows the course(s) are not within the school's scope of accredited programs, except those that fall under item #44 of this checklist.<sup>3</sup></i>	
44.	<p><i>If the school offers a course with secondary objectives that have been approved by ACCSC to be included as within the school's scope of institutional accreditation, the school's catalog must include:</i></p> <ul style="list-style-type: none"> <li><i>• A statement making clear the course is not vocational in nature and does not lead to initial employment;</i></li> <li><i>• A course description that clearly shows the clock hour length, length in days or weeks, and educational scope of the course;</i></li> <li><i>• Whether the course is a prerequisite or provides credit toward any vocational program offered within the school;</i></li> <li><i>• The type of completion document provided by the school upon completion;</i></li> <li><i>• The refund policy; and</i></li> <li><i>• The complaint policy in accordance with #24 of this Checklist.</i></li> </ul>	

~~†Item #10 – Section II (A)(1)(e), Substantive Standards, Standards of Accreditation indicates that a school may award credit based on an incoming student's prior learning experience, provided that the school has appropriate written criteria used to evaluate equivalency and award credit for only such prior learning experience garnered through education and training in areas such as, service in the armed forces, employment and on the job training, apprenticeships, or other demonstrated competency or learning sources. Credits awarded may not exceed 10% of the credits required for the program.~~

~~\*\*Item #30 – Section IV (B)(1), Substantive Standards, Standards of Accreditation requires that institutions avoid the use of ACCSC accredited status in a false or misleading manner. Therefore, applicant schools and proposed branches should not publish Catalog Checklist Item #30 in the applicant school's catalog or proposed branch's catalog. Rather, applicant schools and proposed branches should submit – with each copy of the school's catalog submitted for Commission review – a draft copy of Checklist Item #30 for inclusion in the school's catalog upon a grant of accreditation.~~

<sup>1</sup> *Item #24 – Section IV (B)(1), Substantive Standards, Standards of Accreditation requires that institutions avoid the use of ACCSC accredited status in a false or misleading manner. Therefore, applicant schools and proposed branches should not publish Catalog Checklist Item #24 in the applicant school's catalog or proposed branch's catalog. Rather, applicant schools and proposed branches should submit - with each copy of the school's catalog submitted for Commission review - a draft copy of Checklist Item #24 for inclusion in the school's catalog upon a grant of accreditation.*

<sup>2</sup> *Item #29-42 – Section VIII (D)(3), Substantive Standards, Standards of Accreditation indicates that a branch may advertise and disclose its relationship to the main school only after the approval of the Application for a Branch-Part I. A satellite location may disclose its recognized status and relationship to the main school only after it has been granted recognition by the Commission. A school submitting a proposed branch catalog should not include the proposed branch's affiliation to the main school until the Commission has approved the Application for a Branch-Part I.*

<sup>3</sup> *Item #31-43 – See Section I (C)(2) Rules of Process and Procedure, Standards of Accreditation.*

### **Enrollment Agreement Checklist**

Based on feedback from the Commission's various review process and comments from accredited schools, the Commission is attempting to clarify sections of the *Enrollment Agreement Checklist*, specifically with regard to:

- Tuition and other fee charges;
- Program schedules; and
- Refund policies;

The Commission has also reorganized the Enrollment Agreement Checklist in alignment with the reorganization of the Catalog Checklist.

The Commission proposed requiring the inclusion on the Enrollment Agreement of a unique student identifier because the Commission continues to see school's utilizing student Social Security Numbers. Comments received in response to the March 23, 2023 Call for Comment posed several reasons as to why this requirement may be impracticable; chief among those reasons is that unique student identifiers are not typically assigned until after the student is enrolled. Although the Commission has opted not to require a unique student identifier on the Enrollment Agreement, the Commission strongly encourages schools to cease the practice of using student Social Security Numbers in lieu of a school generated unique student identifier.

New language in ***red, bold, italic text*** and deleted language in ~~blue strikethrough text~~.

# ENROLLMENT AGREEMENT CHECKLIST

Accrediting Commission of Career Schools and Colleges (ACCSC)

**This Checklist must be cross-referenced to and accompanied by the school’s Enrollment Agreement.**

School Name: \_\_\_\_\_ School #: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip code: \_\_\_\_\_

The Enrollment Agreement Checklist provides a list of items for inclusion in a school’s enrollment agreement and serves as a detailed index to aid reviewers in finding each of these items. A copy of this Enrollment Agreement Checklist is to accompany each enrollment agreement copy sent to the Commission. Mark the Enrollment Agreement Checklist to show the page number(s) where each item is included. Mark the enrollment agreement with the Enrollment Agreement Checklist item number at the location where the information appears. The enrollment agreement of each ACCSC-accredited school must include all required items (Items 1 through 19). As applicable, the school’s enrollment agreement must also include conditional items (Items 20 through 302) which disclose and outline any other conditions, circumstances, or qualifications imposed by the school.

**REQUIRED ITEMS:**

Item Number	Enrollment Agreement Checklist - <i>Required Items</i>	Page Number(s)
1.	Title of agreement.	
2.	Name and address of school.	
3.	Program title.	
4.	Number of clock hours (or credit units, if applicable), including the number of weeks or months required for graduation.	
5.	Type of document (certificate, diploma, or degree) awarded upon graduation.	
6.	The tuition period <i>and tuition charged for the period</i> which the agreement covers (e.g., quarter, semester, etc.) and the number and length of such periods required for graduation must be clearly disclosed.	
7.	<i>The total tuition for the program</i> and <del>the</del> <i>estimated</i> student charges related to the enrollment, such as deposits, fees, books, supplies, tools, equipment, transportation, and <i>graduation</i> any other “extras” e.g., make up work, special testing, equipment, late charges, or other school services for which a student may be responsible.	
8.	Payment method and terms of payment.	
9.	Starting date of program.	
10.	<del>Specific</del> <i>Expected days and</i> times of class attendance. <i>In distance education asynchronous programs, a statement that students are responsible to complete the coursework within the prescribed timeframes.</i>	
11.	Grounds for cancellation / termination by the school.	
12.	Procedures for <i>student</i> requesting cancellation <del>/ termination by the student</del> (see also Section I (D)(42)(a-bc), Substantive Standards, Standards of Accreditation).	

Item Number	Enrollment Agreement Checklist - Required Items	Page Number(s)
13.	The school's refund policy as disclosed in the school's catalog (see also <i>Section I (D)(5) &amp; (63), Substantive Standards, Standards of Accreditation</i> ). <b><i>This may be a summary of the refund policy provided that: a) the summary is consistent with the full policy as disclosed in the catalog; b) the summary refers to the full refund policy published in the school catalog; and (c) the summary contains minimally: (i) information pertaining to how refunds are calculated (e.g., pro-rata), (ii) the date from which refunds will be calculated, and (iii) the order that and timeframe within which refunds will be made.</i></b>	
14.	Disclaimer of employment guarantee.	
15.	Acknowledgment statement in large and conspicuous print that the student has read and received a copy of the enrollment agreement.	
16.	Acknowledgment statement in large and conspicuous print that the student has read and received a copy of the school catalog and understands and agrees to the school's policies published in the catalog.	
17.	<b><i>Name and s</i></b> Signature of applicant and date signed (parent or other sponsor may sign, as applicable).	
18.	<b><i>Name, title, and s</i></b> Signature of appropriate accepting school official (excluding those involved in recruiting <b><i>and admissions</i></b> activities) and the acceptance date, constituting admission into the school.	
19.	Each page must be clearly and conspicuously paginated providing the page number and the total number of pages in the agreement (i.e., Page 1 of 5, Page 2 of 5, etc.).	

**CONDITIONAL ITEMS:**

Item Number	Enrollment Agreement Checklist - Conditional Items	Page Number(s)
20.	Items as may be required by any regulatory or governmental bodies (such as state licensing and approval agencies).	
21.	The name and location of the main school or branch, and a clear disclosure that defines the relationship between a branch campus and its main school or between a satellite location and its branch campus or main school oversight entity, where applicable. <sup>1</sup>	
22.	Reasons and maximum period for possible delay of scheduled starting date with list of alternatives and effect on the refund policy.	
23.	Nature and extent of possible changes in program content, materials, or schedule and extra expenses to the student.	
24.	<b><i>As applicable, S</i></b> pecial graduation conditions or requirements <del>must be listed</del> .	
25.	Compliance with appropriate state and local retail installment requirements (e.g., type size, notice to buyer, computation box, etc.), as well as compliance with Federal Truth-In-Lending requirements (Regulation Z) if more than four payments are scheduled (e.g., mention of interest rates) must be outlined. The school's enrollment agreement must contain a statement if there is a separate retail sales contract and, at a minimum, incorporate that document in the enrollment agreement by reference.	
26.	<b><i>As applicable, any other school charges/fees that a student may incur in areas such as make-up work, special testing, equipment, late charges, or licensure examinations, or other school services (e.g., transcript requests) or a statement indicating where the information may be obtained.</i></b>	
<del>26</del> 27.	If the school reserves the right to adjust tuition rates before completion of the program, specific points in the program at which tuition changes may occur (school year, quarter, etc.) and the amount of reasonable advance notice to students must be outlined.	



<i>Item Number</i>	<i>Enrollment Agreement Checklist - Conditional Items</i>	<i>Page Number(s)</i>
<del>27</del> 28.	Requirements that student (and financial sponsors, if any) authorize the sale, discount or transfer of agreement or promissory notes and statement that the refund policy continues to apply must be outlined.	
<del>28</del> 29.	Name of the field representative and compliance with Federal Trade Commission door-to-door sales rule must be disclosed for any contacts made away from the school premises.	
<del>29</del> 30.	If a parent company, headquarters, or other organization or agency, separate from the school, is involved in the student contact or relations, name and address of the company or agency, nature of the anticipated contact or relations, role of the school in arranging the contact and in settlement of possible disputes must be outlined.	
<del>30</del> 31.	If the school offers a course with secondary objectives <sup>2</sup> that have been approved by ACCSC to be included as within the school’s scope of institutional accreditation, the school must use an Enrollment Agreement in conformance with all items of the Enrollment Agreement Checklist (replace “program” with “course” in the requirements).	
<del>31</del> 32.	Additional disclosures of rights, obligations, requirements, and conditions created by the enrollment agreement not specifically identified herein must be outlined.	

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<sup>1</sup> *Section VIII (D)(3), Substantive Standards, Standards of Accreditation indicates that a branch may advertise and disclose its relationship to the main school only after the approval of the Application for a Branch – Part I. A satellite location may disclose its recognized status and relationship to the main school only after it has been granted recognition by the Commission. A school submitting a proposed branch catalog should not include the proposed branch’s affiliation to the main school until the Commission has approved the Application for a Branch – Part I.*

<sup>2</sup> See Section I (C)(1)(d)(ii) Rules of Process and Procedure, Standards of Accreditation and Section I (B)(2)(d) Rules of Process and Procedure, Standards of Accreditation.