



Accrediting Commission of Career Schools and Colleges

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March 31, 2026

ELECTRONIC DELIVERY

██████████
Director of Education
The Landing School
286 River Road
Arundel, Maine 04046

School #M055405
Probation

Dear ██████████:

At the February and March 2026 meetings, the Accrediting Commission of Career Schools and Colleges (“ACCSC” or “the Commission”) considered its previous decision to place The Landing School (“TLS”) located in Arundel, Maine on Warning with regard to the school’s Application for Renewal of Accreditation. Upon review of the October 23, 2025 Warning and the school’s response, the Commission voted to place TLS on **Probation** with a subsequent review scheduled for ACCSC’s August 2026 meeting. The Commission also voted to direct TLS to **cease enrollment in the Marine Industry Technology (AAS) program** until the Commission takes further action. The reasons for the Commission’s decision are set forth below.

Area of Non-Compliance with Accrediting Standards

TLS failed to demonstrate that the school offers an occupational associate degree program that includes a minimum of 9 semester hours in academic general education courses or applied general education courses that support the program objectives (*Section II (C)(2)(c)(i), Substantive Standards, Standards of Accreditation*). Per the May 28, 2025 On-site Evaluation Report (“OER”), the school’s catalog stated the following:

Students enrolled in the Associate of Applied Science degree program are required to successfully complete 8 credit-hours of applied general education in addition to the 6 credits embedded within their technical program (14 credits)... students are required to take two credits of Quantitative Principles and two credits of Written/Oral Communication. Students must then satisfy an additional four credits of additional general education coursework, either using transfer credits or by successfully completing two of the three additional education courses offered at the School.

In addition, in reviewing the transcripts of Marine Industry Technology (AAS) program graduates, the on-site evaluation team noted that it appeared as though graduates only completed 8 semester credit hours of general education and not the minimum of 9 semester credit hours required by accrediting standards or the 14 semester credit hours, as detailed in the school’s catalog. Although the school provided additional documentation, it was unclear which courses made up the other “6 credits embedded” within the technical programs.

In response to the May 28, 2025 OER, the school included information for the Marine Industry Technology program replicating the on-site evaluation team’s finding in which the general education requirements are 14 credits consisting of 6 credits embedded within technical curriculum and 8 credits from math (2 credits), written/oral communication (2 credits), and from several other options (4 credits). The school stated that the 6 embedded credits “are the 100-level, introductory general education courses specific to each technical program. Example: DSN 11-Introduction to Yacht Design; DSN 120-Introduction to Naval Architecture.” The Commission found that it remained unclear how the school meets accrediting standards by embedding general education requirements within the technical courses and directed TLS to provide information to demonstrate that the school’s occupational associate degree program includes a minimum of 9 semester

credit hours in academic general education courses or applied general education courses that support the program objectives.

In response to the October 23, 2025 Warning, TLS submitted an Outline of a Degree Program (“Outline”) for the Marine Industry Technology (AAS) program. Although the program is approved with 82 semester credit hours, the Commission noted that the Outline shows the program with 84 program semester credits. In addition, the Outline shows the 1-credit (65 hours of externship) Professional Experience Program (PEP 100) course twice. Given that the PEP 100 course is counted as an externship, it is unclear if the program includes two externships or if the school completed the outline incorrectly.

Regarding general education courses, the Outline provided by TLS shows that the school lists:

- A 2-credit Technical Math (MAT 110) course and a 2-credit Technical Communications (ENG 110) course in the Applied General Education courses section and
- A 2-credit Graphic Communication (ART 120) course and a 3-credit Captain’s Course (TECH 110) in the General Education courses section.

While these courses add up to 9 semester credit hours, which would meet ACCSC’s *Standards*, this does not meet the school’s requirements of 14 general education credit hours as stated in the catalog as follows:

Students enrolled in the AAS program must complete:

- *The six general education credits embedded within the technical curriculum*
- *A technical mathematics course (two credits)*
- *A written/oral communication course (two credits)*
- *Four additional elective general education credits (typically two courses), either through:*
 - *Courses offered at The Landing School, or*
- *Approved transfer credits from other institutions (December 12, 2025 The Landing School’s response, pg. 346).*

The catalog lists general education courses as follows:

- *Mathematics (e.g., Quantitative Principles)*
- *Written/Oral Communication (e.g., English Composition or Technical Communication)*
- *Students must also complete four additional elective credits selected from the following subject areas:*
 - *General Arts (GA)*
 - *General Humanities (GH)*
 - *General Natural and Physical Sciences (GN)*
 - *General Quantitative Principles (Math)*
 - *General Social and Behavioral Sciences (GS)*
 - *General Written/Oral Communication (GWO)*
 - *Marine-specific electives, such as:*
 - *Captain’s Course*
 - *Project Management in the Marine Industry*
 - *Marine Science courses (Id., pg. 346)*

The Commission noted that the Project Management in the Marine Industry course does not appear on the Outline for the Marine Industry Technology program. In addition, courses in the elective subject areas do not appear on the Outline or in the catalog, and Marine Science courses are not general education courses.

It appears that the 2-credit Graphic Communication course (ART 120) should be in the applied general education portion of the Outline.¹ Nevertheless, as referenced above, the Outline shows four general education courses – MAT 110, ENG 110, ART 120, and Captain’s Course (TECH 110) – for a total of 9 credits rather than the 14 credits required to complete the program as stated in the catalog. Regarding the Captain’s Course, TLS describes the course as follows in the school’s catalog:

The Landing School typically offers The Captain’s Course each spring, which can be used to satisfy general education requirements. The Operator of Uninspected Passenger Vessels (OUPV) portion of the course covers the classroom work and exams required for the student to satisfy the OUPV licensing requirements. This portion of the course is divided into 4 sections; Navigation General, Chart Plotting, Rules of the Road and Deck General. The GT Masters portion of the course will follow the completion of OUPV. Sea time is not covered by the course. A minimum of 360 days of experience on a vessel (90 days within the last 3 years) is required to receive an OUPV. This course is taught by an outside vendor and is subject to an additional fee (Id., pg. 356).

Based on this description, the Commission found that the Captain’s Course is not a general education course. In addition, the Commission questions who is teaching this course and the qualifications of this individual since TLS indicates that an outside vendor serves as the course instructor. Please note if this is indeed a general education course, faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with appropriate coursework and preparation in the subject area(s) taught or eight years related practical work experience and college-level coursework in the subject area(s) taught (*Section III (B)(6)(a), Substantive Standards, Standards of Accreditation*).

Further, TLS lists a 2-credit Project Planning and Management in the Marine Industry course (BUS 110) and a 2-credit Management of Marina and Boatyard Operations course (BUS 120) as part of the general education courses in the catalog. The Commission noted that neither of these courses are general education, and the school does not include these courses on the Outline for the Marine Industry Technology program.

As part of the October 23, 2025 Warning, the Commission directed TLS to provide a list of the 10 most recent graduates from the Marine Industry Technology program along with a transcript for each graduate, which highlights the general education courses completed and associated credits earned. While the school identified general education courses on the transcripts by general education courses taken at TLS, credits transferred from other institutions, and embedded general education courses at TLS, based on the response, the Commission noted the following:

- Student 100066 – The student completed the 3-credit Composite Materials Fundamentals course (COM 120) and 3-credit Introduction to Yacht Design course (DSN 110) which the school lists as embedded general education. These are not general education courses. The student transferred in 8 general education credits but did not earn 9 credits required.
- Student 100239 – The student completed the 3-credit course Electricity Concepts (MST 140) and the 4-credit Fundamentals of the Marine Industry (ByM 110), which the school lists as embedded general education and does not appear to be general education. The student also completed the 3-credit Captain’s Course which the Commission determined is not general education. The student transferred in 8 general education credits from a different institution, including 2 credits of Arch Design I, which does not appear to be a general education course. Without these courses, the student earned only 6 general education credits.

¹ Please see *Section II (A)(3)(d), Substantive Standards, Standards of Accreditation* for a description of technical and occupationally related courses, applied general education courses, and academic general education courses.

- Student 100224 – The student completed the embedded MST 140 and DSN 110 courses and transferred in 2 credits from another institution from a Project Management course, none of which are general education courses. Without these credits, the student earned only 6 general education credits.
- Student 100246 – The student completed the embedded MST 140 and DSN 110 courses. Without the credits for these courses, the student completed only 8 general education credits.
- Student 100296 – The school indicated that the student completed the imbedded MST 140 course and the 3-credit Wooden Boat Lofting and Set Up (WBB 122) course as well as the Captain’s Course. Without the credits for these courses, the student completed only 8 general education credits.
- Student 100276 – The student completed the embedded the COM 120 and DSN 110 courses. Without these credits, the student only completed 8 general education credits.
- Student 100299 – The student completed the MST 140 and COM 120 courses and transferred in 2 credits for a Marine Sciences course from an institution titled “Ministry of Education” which the transcript shows as applied to general education. Without these credits, the student only completed 6 general education credits.
- Student 100262 – The student completed the COM 120 and DSN 110 courses and the Captain’s Course. While the student transferred in credits, without these credits, the student completed 9 semester credits and not the 14 required by the school.
- Student 100261 – The student completed the COM 120 and DSN 110 courses and the Captain’s Course. While the student transferred in 8 credits and earned 2 credits for the Graphic Communications course, the 10 credits do not meet the school’s requirements of 14 general education credits.
- Student 100275 – The student completed the COM 120 and DSN 110 courses, and the transcript shows that the student transferred in 4 semester credits for a Marine Services Tech course which the school shows as applied as general education credits. Without these credits, the student only completed 6 general education credits.

Overall, the Commission found that TLS failed to demonstrate that its Marine Industry Technology (AAS) occupational associate degree program includes a minimum of 9 semester hours in academic general education courses or applied general education courses that support the program objectives. Although the school included syllabi for several courses, the school did not demonstrate that courses such as Composite Materials Fundamentals (COM 120) and Introduction to Yacht Design (DSN 110) are general education courses despite the school’s insistence that general education is embedded into the curriculum. In addition, the Commission found that the Captain’s Course is not a general education course. Furthermore, based on the transcripts submitted, TLS did not demonstrate that the program’s graduates completed a minimum of 9 semester hours in academic general education courses or applied general education courses or the 14-semester general education credit hours required per the school’s catalog. In addition, the general education courses portion school’s Outline for the Marine Industry Technology program does not match what TLS lists in its catalog, and the total program credit hours are incorrect. Since students do not complete a minimum of 9 semester hours in academic general education courses or applied general education courses, which brings questions about the integrity of the associate degree credential, the Commission directs TLS to cease enrollment for new students in the Marine Industry Technology program.

Lastly, generally programs measured in credit hours include outside work for the majority of the courses in a program. Upon reviewing the Outline for the Marine Industry Technology program, the Commission found that only one technical course, Woodworking I, includes outside work. Given that the majority of the courses include supervised lab hours, the Commission found that some courses appear to award higher

number of credit hours. As such, the Commission directs the school to separate the supervised lab hours from the didactic hours in the outline.

Based on the information provided, TLS did not demonstrate compliance with the Commission's Standards related to general education courses required for an occupational associate degree program. Accordingly, the Commission directs the school to submit the following:

- a. A description detailing any changes made to the Marine Industry Technology (AAS) program's general education courses since the school's response to the October 23, 2025 Warning, as applicable;
- b. A revised [Outline of a Degree Program](#) for the Marine Industry Technology (AAS) program to include the following:
 - i. A clear description of which courses within the program are classified as general education, such that graduates complete 9 semester credits per ACCSC's requirements and 14 semester credits per the school's catalog and
 - ii. Separated lab, didactic, and outside work hours;
- c. A description of the Marine Industry Technology program as stated in the school's catalog;
- d. Syllabi for all of the courses in the Marine Industry Technology program;
- e. A list of the 10 most recent graduates from the Marine Industry Technology (AAS) program along with a transcript for each graduate, which highlights the general education courses completed and associated credits earned;
- f. An explanation as to how the school offers the Captain's Course to include a copy of the contract with the outside vendor and the qualifications of the individual(s) teaching this course to include the appropriate Faculty Personnel Report(s); and
- g. Any additional information that the school believes will assist the Commission in determining the school's compliance with accrediting standards.

Additional Areas of On-Going Concern

1. TLS must demonstrate that the school:
 - a. Has appropriate administrative and operational policies and procedures for every operational area to which the school adheres, reviews, and updates as needed (*Section I (A)(1)(d), Substantive Standards, Standards of Accreditation*) and
 - b. Ensures the continuity of management and administrative capacity through the reasonable retention of management and administrative staff (*Section I (A)(4), Substantive Standards, Standards of Accreditation*).

In response to the October 23, 2025 Warning, the school provided an organizational chart and Staff Personnel Reports for seven members of the school's leadership. The Commission noted that the Staff Personnel Reports do not show ongoing development and training activities for [REDACTED], President; [REDACTED] [REDACTED] Accounts Payable/Payroll; and [REDACTED] [REDACTED] Recruiting Officer. In addition, while TLS submitted a Management Personnel Retention Chart, the information is incomplete as the chart only lists individuals who are no longer at the school. As directed in the October 23, 2025 Warning, this chart was to include all management/administrative level staff at the school since January 1, 2025, not just those no longer employed. As such, additional information is needed from TLS to demonstrate

the continuity of management and administrative capacity through the reasonable retention of management and administrative staff.

Regarding operational policies and procedures, TLS submitted its Faculty & Staff Handbook dated May 6, 2021 along with information about how the school reviews and updates policies and procedures. The school stated that the Director of Education and Leadership Team conduct an annual review of all policies and maintains a process to identify revisions during the year. “Faculty and staff may submit a Policy Revision Request Form when they observe inconsistencies, gaps, or areas needing clarification” (*Id.*, pg. 60). The Leadership Team then reviews proposed revisions and submits revised policies to the school’s President for approval. Policies may also be submitted to the Board of Trustees for review. Then, the school communicates policy changes via internal email and during monthly staff and faculty meetings. Although the Commission did not direct TLS to provide documentation of operational policy and procedure changes, the school did not show any updates since May 6, 2021, the date of the last revision of the Faculty & Staff Handbook. It is possible that the school made updates to operational policies and procedures in other documents, but the school did not provide any information or reference other administrative policy documents in the response.

Based on the foregoing, the Commission directs TLS to submit the following:

- a. A current Organizational Chart showing all personnel responsible for the administration of the school;
- b. A Staff Personnel Report² for each manager and administrator listed above;
- c. Documentation of ongoing development and training activities to correspond with the Staff Personnel Reports;
- d. A Management Personnel Retention Chart for all management/administrative level staff at the school since January 1, 2025 using the following format:

Name	Title	Initial Date of Employment	Initial Date of Employment / Current Position	Tenure of Service for Current Position		Reason for Leaving/Termination (if applicable)
				Yrs.	Mos.	

- e. A copy of the school’s administrative and operational policies and procedures documents (e.g., manual) to include information as to when the school last updated information for each policy/procedure;
- f. Documentation of updates made to operational policies and procedures since January 1, 2026. This may include notations within the operational policies and procedures documents, internal email notices, and faculty and staff meeting minutes; and
- g. Any additional information that the school believes will be useful to the Commission in making a determination regarding the school’s compliance with ACCSC’s requirements regarding administrative and operational policies and procedures and management and administrative staff retention.

2. TLS must demonstrate successful student achievement by maintaining acceptable rates of student graduation and employment in the career field for which the school provided education and supporting these rates through the school’s verifiable records and (*Section VII (B), Substantive Standards, Standards of Accreditation*). In response to the October 23, 2025 Warning, the school reported the

² Available for download on the [ACCSC website](#).

following student achievement rates using a July 2025 Report Date on the Graduation and Employment Charts:

Program (Credential)	Length Mos.	Program Graduation Rate	ACCSC Benchmark Graduation Rate	Program Employment Rate	ACCSC Benchmark Employment Rate
Yacht Design (Diploma)	9	92%	60%	88%	70%
Marine Industry Technology (AAS)	9	100%	60%	67%	70%

The employment rate for the Yacht Design (Diploma) program falls below ACCSC’s benchmark rate.³

In reviewing the rosters to support the information reported on the Graduation and Employment Charts, the Commission found that the school listed students from outside the reporting period for the Marine Industry Technology (AAS) program. Specifically, for a 9-month program using a July 2025 Report Date on the Graduation and Employment Chart, the reporting period represents student starts from March 2023 through February 2024. The school listed all six students as September 2022 starts. In addition, the response indicates that these students graduated in May 2024, which would exceed the maximum time frame of 1.5 times the normal duration of the program within which a student is expected to complete the program. For a 9-month program, as reported by the school on the Graduation and Employment Chart, the maximum time frame is 13.5 months. Based on the school’s response, these students graduated in 20 months.

TLS also submitted a roster of graduates employed in the trained field. Although the school reported four graduates of the Marine Industry Technology program as employed in field on the Graduation and Employment Chart, the roster only shows one graduate of this program and includes graduates from the Boat Yard Management (Diploma) and Wooden Boatbuilding (Diploma) programs. In addition, TLS did not include job titles for all graduates listed as employed in the field, and the Commission questioned if Yacht Design graduate with the initials [REDACTED], a Sales Specialist at Patriot Subaru of Saco, gained employment in the trained field. The school also listed several graduates with initial dates of employment prior to graduation⁴ but did not submit documentation of career support/advancement as directed by the Commission in the October 23, 2025 Warning. The Commission did note that it is possible that this roster represents recently employed graduates for item #3 below; however, if this is the case then it does not appear that the school provided employment information for students reported as employed in field on the Graduation and Employment Charts.

As part of the response, the school attributed the below-benchmark employment rate in the Yacht Design program to the small cohort. TLS provided several strategies to improve the employment rate including refocusing recruitment to applicants intending to seek employment in the trained field; integrating career advising earlier in the program; and enhancing employer engagement. The school indicated that it will evaluate the effectiveness of these actions by tracking graduate employment, obtaining Program Advisory Committee feedback, and reviewing applicant information to determine student interest in working in the marine industry.

Overall, the Commission determined that further information is necessary to ensure that Marine Industry Technology students made satisfactory academic progress and are properly reported as

³ Section VII (B)(2)(b), Substantive Standards, Standards of Accreditation and Appendix VI - Student Achievement Rates.

⁴ Per ACCSC’s Guidelines for Employment Classification, the intent of the “Career Support/Advancement” provision does not apply in cases where a student secures employment toward the end of the program but prior to graduation, where the employment is based on the near anticipated completion of the program (e.g., externship to hire prior to graduation).

graduates. In addition, TLS must demonstrate that the school properly utilizes the Graduation and Employment Chart and supports the student achievement rates reported on the chart. Based on the foregoing, the Commission directs TLS to submit the following:

- a. The school’s student achievement improvement plan for the Marine Industry Technology program specifically addressing any enhancements or modifications made in the following areas:
 - i. Curriculum content and/or design;
 - ii. Equipment;
 - iii. Resources;
 - iv. Student Services; and
 - v. Career services and employer engagement;
- b. An assessment of the effectiveness of the school’s student achievement improvement efforts;
- c. Graduation and Employment Charts for the Marine Industry Technology (AAS) and Yacht Design (Diploma) programs using a **July 2026 Report Date**;⁵
- d. Summary information for each Graduation and Employment Chart organized according to the corresponding **cohort start date** reported on the chart (line #1) as follows:

i. For each student who started in the program, provide the following (sample text):

Count	Student ID	Program	Start Date	Graduation Date	Withdrawal/Termination Date
1	12345	Yacht Design	9/5/2024	6/15/2025	N/A
2	12346	Yacht Design	9/5/2024	N/A	12/15/2024

ii. For each student classified as “Unavailable for Graduation” (line #6), provide the following:

Count	Student ID	Program	Start Date	Reason Unavailable	Description of the Documentation on File
1					

iii. For each graduate classified as employed in the field⁶ (line #14), provide the following:

Count	Graduate ID	Program	Start Date	Grad. Date	Employer, Contact, Address, & Ph. #	Date of Initial Employ.	Descriptive Job Title and Responsibilities	Source of Verification (i.e., graduate or employer)
1								

- iv. Supporting and verifiable documentation or a narrative justification for each graduate in (iii.) above whose descriptive job title or place of employment does not appear directly related to the graduate’s program of study.
- v. From the list in (iv.) above, for each graduate classified as employed in a training related field, that is “self-employed,” provide the following:

Count	Graduate ID	Program	Start Date	Graduation Date	Description of the Documentation on File
1					

vi. From the list in (iii.) above, for each graduate classified as employed in a training related field, that is “Career Advancement,” provide the following:

⁵ See the December 21, 2021 ACCSC [Accreditation Alert](#) regarding COVID-19 guidance for student achievement reporting effective for any Graduation and Employment Charts submitted with a January 2022 Report Date going forward.

⁶ See *Appendix VII – Guidelines for Employment Classification, Standards of Accreditation*.

Count	Graduate ID	Program	Start Date	Graduation Date	Description of the Documentation on File
1					

vii. Supporting and verifiable documentation for each graduate in (vi.) above to include written documentation from the graduate or employer acknowledging that the training allowed the graduate to maintain the employment position due to the training provided by the school or that the training supported the graduate’s ability to be eligible or qualified for advancement due to the training provided by the school; and

viii. For each graduate classified as “Graduates-Further Education” (line #11) or “Graduates-Unavailable for Employment” (line #12), provide the following:

Count	Graduate ID	Program	Start Date	Classification on the G&E Chart	Reason	Description of the Documentation on File
1						

and

e. Any additional information, to include contemporaneous retention, graduation, or employment data, that the school believes will be useful to the Commission in determining the school’s compliance with ACCSC’s student achievement outcomes requirements.

3. TLS must demonstrate that the school maintains verifiable employment records (*Section VI (C)(2), Substantive Standards, Standards of Accreditation and Appendix VII, Standards of Accreditation*). In response to the May 28, 2025 On-site Evaluation Report (“OER”), TLS indicated that the school contracted Auxicent to perform graduate employment verification and included a copy of the statement of work signed by the school and the company. In addition, the school stated that Auxicent was expected to provide employment verification data by August, which was after the school’s submission. The Commission also found that the school did not provide a description of its internal process and procedures for recording and verifying graduate employment or any documentation of employment verification records.

In response to the October 23, 2025 Warning, the school submitted its process and procedures for recording and verifying graduate employment. Although the policy includes the statement, “Verified employment information is submitted to Auxicent, an independent third-party verifier, to confirm the accuracy of graduate employment data,” (*Id.*, pg. 112) TLS did not provide any information or documentation from Auxicent in the response. The policy also includes the following item:

4. During the week of graduation, students are required to complete a SurveyMonkey employment survey as part of graduation rehearsal. Students who do not complete the survey at that time are contacted by the Director prior to graduation to obtain the required information (Id., pg. 112).

ACCSC’s *Guidelines for Employment Classification* states that the school must be able to justify the classification of each graduate as employed in a training-related field. The *Guidelines* also state that employment is for a reasonable period of time and directly related to the program from which the individual graduated. The school’s policy of requiring students to complete the employment survey **prior to graduation** does not appear to meet the intent of the *Guidelines*.

TLS also submitted employment verification documentation, consisting of completed online surveys, for 11 graduates. In response to the question “Are you currently employed in the Marine Trades?” three respondents answered no. In response to the question, “How long after graduation did it take you to

find employment” five respondents answered, “I was employed at the time of graduation.” However, as noted in item #2 above regarding career support/advancement, students that are already employed in the field of study at the time of graduation can be considered employed when completing the program of study as follows:

- i. The school shows with written documentation from the employer or the graduate that the training allowed the graduate to support or maintain the employment position due to the training provided by the school or
- ii. The school shows with written documentation from the employer or the graduate that the training supported the graduate’s ability to be eligible or qualified for advancement due to the training provided by the school.

TLS did not provide any such documentation. In addition, the graduate surveys do not include the employment start dates or specific graduation dates, other than the first question asking respondents to verify that the students graduated in 2024.

Based on the foregoing, the Commission determined that additional information is necessary from TLS to demonstrate that the school adequately verifies initial graduate employment. Accordingly, the Commission directs TLS to submit the following:

- a. An updated description of the school’s process and procedures for recording and verifying graduate employment with a notation of any changes, if applicable;
- b. The school’s current employment verification form or other tool being used to record and document employment and employment verification;
- c. For up to 10 graduates whose in-field employment was verified after the on-site evaluation, provide the following information (sample text):

Count	Graduate ID	Program	Start Date	Graduation Date	Employer, Contact, Address & Phone #	Date of Initial Employ.	Date Employment Verified	Descriptive Job Title	Job Duties
1	12345	Wooden Boatbuilding	9/4/25	5/17/26	ML Boatbuilding, John Smith, 123 Water Way, Anywhere, ME 207.333.1234	5/1/26	6/15/26	Boat Builder	Boat design and building skills
2	12346	Wooden Boatbuilding	9/4/25	5/17/26	Shipwright Craft, Chris Newport 456 Inlet Dr. Somewhere, ME 207.444.5678	6/1/26	6/20/26	Shipwright	Construct, repair, and maintain boats and ships.

- d. The following supplementary information for each graduate identified in the chart above:
 - i. A copy of the school’s completed verification form for each graduate employed;
 - ii. For each graduate classified as self-employed, provide a signed statement from the graduate verifying that the employment is valid, 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.
 - iii. For each graduate classified as “career advancement,” provide supporting and verifiable documentation for each graduate to include a signed statement from the graduate or employer acknowledging that the training allowed the graduate to maintain the employment position due to the training provided by the school or that the training supported the graduate’s ability to be eligible or qualified for advancement due to the training provided by the school; and
 - iv. For any of the above forms that include typed signatures, provide corresponding materials to support the validity of the electronic signature (DocuSign, Adobe Digital ID, email submission of form, etc.);
 - e. An explanation of whether the school utilizes Auxicent or another third-party company to verify employment, and if so, a copy of the results of the company’s employment verification results, if applicable; and
 - f. Any additional information that the school believes will assist the Commission in determining the school’s compliance with accrediting standards regarding employment verification.
4. TLS must demonstrate that scholarships are fully, clearly, and accurately disclosed to the prospective students and fairly applied (*Section I (D)(1)(a), Substantive Standards, Standards of Accreditation*). In response to the October 23, 2025 Warning, the school provided a link to its website showing scholarships available to students along with the scholarship application form and information for the 10 most-recent students to apply for scholarships. Of the nine students who received scholarships, the amount awarded ranged from \$1,000 to \$9,000. For a Marine Systems (Diploma) program student with the initials T.D., the Commission noted a discrepancy in which the scholarship award letter shows that this student received the TLS Scholarship for \$3,000; however, the student ledger lists a scholarship credit memo for \$5,000.

TLS also provided a key in rating scholarship applicants with those in the low category receiving awards of \$500-\$2,000; the medium category receiving awards of \$2,001-\$3,999; and the high category receiving \$4000+. For the 2026-2027 school year, the school submitted individual “Scholarship Application Evaluation Rubric” forms for one applicant completed by the President and the Vice President of Finance. While the response shows that this student received an award of \$4,800, the scholarship meeting notes state:

██████████ met and discussed the Rubric and the fact that while there is not a formal budget set, this is a strong candidate. Also discussed is how we can formalize the process as we progress through the year (*Id.*, pg. 299).

The Commission reminds TLS that per *Section I (D)(1)(c), Substantive Standards, Standards of Accreditation*, a grant or scholarship – as distinct from a tuition discount – must:

- i. Be bona fide financial assistance whereby funds are applied toward a qualified student’s costs;
- ii. Be issued for recognized and acceptable purposes; and
- iii. Include specified criteria that a student must meet in order to be eligible for and receive the grant or scholarship.

As such, the school must ensure that scholarships are bona fide financial assistance. In addition, even with the rubric, the Commission seeks additional information as to how the fairly applies scholarship

funds. Specifically, TLS must explain how students fall into the low, medium, and high categories, and how the school determines the differing awards within each category.

Based on the foregoing, the Commission directs the school to submit the following:

- a. A narrative explanation as to how the school determines how students meet the low, medium, and high categories as well as a description of how the school determines the amount of funds awarded within each category;
 - b. The scholarship opportunities available to students, as published, along with a description of how students qualify;
 - c. A list of the 10 most-recent students to apply for scholarships to include information as to whether students were awarded scholarships, the amount received, and how the school determined the specific amounts for each student;
 - d. The documentation the school relied upon to award the scholarship;
 - e. Ledger cards of students identified in item b. showing the scholarship funds applied; and
 - f. Any additional information that the school believes will be useful to the Commission in making a determination regarding ACCSC's requirements in this area.
5. TLS must demonstrate that the school has and applies a fair and equitable refund policy and that the school issues refunds in accordance with that published policy (*Section I (D)(3), Substantive Standards, Standards of Accreditation*). In response to the October 23, 2025 Warning, TLS provided a copy of the school's catalog with the tuition refund policy which includes the following:

A student who wishes to cancel or withdraw from The Landing School must notify the President in writing. Refunds of institutional charges are made according to the schedule and terms outlined below. This policy applies to both voluntary withdrawals and terminations initiated by the School (Id., pg. 301)

The Commission reminds TLS that per ACCSC's *Standards of Accreditation*, written notification of withdrawal from the student shall not be required for refund payment (*Section I (D)(3)(b), Substantive Standards, Standards of Accreditation*).

In addition, the Commission directed the school to provide an explanation as to why, during the on-site evaluation, the team determined that two students appear to have been eligible for a refund and refund information for the 10 most recently withdrawn students who were owed a refund. In its response, the school indicated that the two students referenced were not eligible for a refund based on the withdrawal dates. TLS also stated that "Going back 7 years, the school has no records of issuing a refund to students who withdrew" (*Id., pg. 323*).

TLS' refund policy as stated in the 2026-2027 catalog states the following:

A student who withdraws between Orientation Day and by close of business (5pm) on Wednesday, September 16, 2026 is financially obligated for 25% of the total tuition and program fees. A student who withdraws after September 16, 2026 is financially responsible for 100% of tuition and fees (Id., pg. 302).

According to the academic calendar in the catalog, Orientation Day is September 8, 2026 and fall semester classes begin on September 9, 2026, meaning that a student is responsible for 100% of tuition and fees after completion of the first week of classes. However, the Return of Title IV Funds portion of the refund policy states:

Students who receive Title IV federal financial aid and withdraw from The Landing School on or before completing 60% of the semester (in days) are entitled to keep only the portion of Title IV federal financial aid that they earned up to the point of withdrawal. If a student receiving federal financial aid withdraws after completing 60% of the semester, they are considered to have earned all of the Title IV aid for that semester (Id., pg. 302).

As such, the Commission is interested in understanding how these policies are compatible and if there are different refund policies for students who receive Title IV financial aid and those that do not. In addition, the Commission is interested in how the school’s refund policies meet any refund requirements by the state of Maine, if applicable.

Based on the foregoing, the Commission directs TLS to submit the following:

- a. A copy of the school’s refund policy as published in the catalog and enrollment agreement. Please indicate if there are any updates since the school’s response to the October 23, 2025 Warning;
- b. An explanation regarding how the school’s refund policy meets the requirements of the U.S. Department of Education and the state of Maine and if the school has different refund policy for students who receive Title IV federal financial aid;
- c. A list of the 10 most recently withdrawn students organized as follows:

Student ID#	Start Date	Refund Required (Y/N)	Last Date of Attendance	Date of Determination	Refund Due Date	Date Refund Paid	Refund Amount

- d. Refund information for the students listed in item (c.) above to include the enclosed the Refund Report Summary Sheet, Refund Report Worksheet, individual attendance records to include documentation of approved leave of absences (as applicable), and copies of all electronic refund transactions and/or checks – front and back – issued for the purpose of student refunds;
 - e. Student ledgers for each of the students noted above, demonstrating tuition charges applied, tuition funds paid, and refunds issued; and
 - f. Any additional information that the school believes will assist the Commission in determining the school’s compliance with accrediting standards regarding refunds.
6. TLS must demonstrate that the school enforces a policy of acceptable student attendance (*Section VII (A)(3)(b), Substantive Standards, Standards of Accreditation*). The on-site evaluation team found that the school’s policy allowed the individual faculty members to exercise discretion in tracking and notating student attendance. As such, TLS did not demonstrate that the school tracked student attendance consistently. In response to the OER, TLS indicated that the Director of Education would conduct a faculty meeting regarding tracking student attendance and following the published policy. The school also provided an excel spreadsheet as an example as to how faculty will track and record attendance. Although it appeared that the school has policies and procedures in place to track student attendance, the Commission found that TLS did not provide documentation of implementing and enforcing an acceptable student attendance policy.

In response to the October 23, 2025 Warning, the school provided a copy of the attendance policy as published in the catalog which includes the following:

Students are expected to attend at least 90% of their scheduled program hours to remain in good standing. Missing more than 10% of a semester's scheduled hours—approximately 10

days—without approved accommodations or prior arrangements may result in dismissal (Id., pg. 395).

The policy also states:

After 5 missed days, a written warning will be issued, and after 10 missed days, students will be subject to dismissal unless alternative arrangements have been approved in advance by the Director of Education or a faculty member (Id., pg. 395).

Though not in the policy, as part of the school’s narrative TLS indicated that the instructor notifies the Director of Education when a student reaches four missed classes. The Director of Education then has an informal conversation with the student. If the student misses a fifth day, the school issues an attendance warning letter and the Director conducts a formal counseling session.

In its response, TLS provided representative attendance logs for students enrolled in each of the Yacht Design, Marine Systems, and Wooden Boatbuilding programs. In reviewing this log, the Commission noted that one student in the Yacht Design program and one student in the Marine System program missed more than 10% of the scheduled hours. Both of these students missed five days, which is subject to a written warning according to the school’s attendance policy. The school included a letter to a student as a reminder about the attendance policy, requiring students to attend at least 90% of classes to be eligible to graduate. The letter states,

At this time, your attendance is nearing the threshold that may affect your eligibility for a diploma. Students who miss more than 10% of a course or technical program during the semester may be dismissed from the program at the discretion of the Director of Education. We believe that with consistent attendance and focus, you are fully capable of completing your program and achieving your goals. If you need any additional support to maintain your attendance, please don’t hesitate to reach out to your instructor or the Director of Education (Id., pg. 400).

The letter does not appear to show any type of warning or consequences for continued absences. In addition, it is unclear if the school sent this letter to one of the two students with more than 5 missed days and missing more than 10% of the semester hours on the attendance log. Moreover, though mentioned above as part of the school’s narrative and not the attendance policy, TLS did not include documentation that a formal counseling session occurred for this student.

Overall, the Commission continued to have questions regarding the school’s attendance policies and how TLS monitors and follows them. Accordingly, the Commission directs TLS to submit the following:

- a. The school’s attendance policy, as published in the school’s catalog.
 - b. Examples of student attendance records for up to 10 students.
 - c. Documentation of warning letters and counseling sessions for students with five absences.
 - d. Documentation (ex. withdrawal letters) for any students with 10 missed days.
 - e. Any additional information that the school believes will assist the Commission in determining the school’s compliance with accrediting standards.
7. TLS must demonstrate that the school verifies prior work experience of the faculty (*Section III (A)(4), Substantive Standards, Standards of Accreditation*). At the August 2025 meeting, although the

Commission found that the institution appeared to have a system in place to verify prior work experience of its faculty, TLS did not submit verification documentation for all faculty members. Accordingly, the Commission directed the school to submit a roster of current faculty and evidence that the school verified prior practical work experience for all faculty members. In response to the October 23, 2025 Warning, the school submitted its “Standard Operating Procedure” for hiring new faculty effective July 2025. In addition, TLS provided a roster of six faculty members along with Faculty Personnel Reports and documentation of verification of prior work experience for each instructor.

In reviewing the response, the Commission noted the following:

- The verification form for instructor [REDACTED] shows employment verified for 2021-2022. According to this instructor’s Faculty Personnel Report (“FPR”), the instructor worked for a company from February 2021 through August 2022. As such, TLS did not provide documentation to verify a minimum of three years of related practical work experience in the subject area taught.
- The FPR for instructor [REDACTED] shows practical work experience from October 2023 to August 2024, and the verification form does not show dates of prior work experience. The information provided does not show that this instructor has a minimum of three years of related practical work experience in the subject area(s) taught as required by accrediting standards.
- The Faculty Personnel Reports for all six faculty members show that instructors teach associate level courses. As a reminder, faculty teaching applied general education courses in an occupational associate degree program must have a baccalaureate degree with appropriate coursework and preparation in the subject area(s) taught or eight years related practical work experience and college-level coursework in the subject area(s) taught per *Section III (B)(6)(a), Substantive Standards, Standards of Accreditation*.

Based on the foregoing, the Commission directs the school to submit the following:

- a. A roster of all current faculty and Faculty Personnel Reports for each instructor;
 - b. Evidence the school verified prior practical work experience for all faculty members showing that each instructor meets the faculty qualifications per *Section III (B), Substantive Standards, Standards of Accreditation*);
 - c. Documentation of academic credentials, if applicable, for faculty teaching applied general education courses in an occupational associate degree program; and
 - d. Any additional information that the school believes will better show the school’s adherence to standards in this area.
8. TLS must demonstrate that the Program Advisory Committee (“PAC”) review and comment activities include the curriculum, learning resources, and the equipment (*Section II (A)(4)(b), Substantive Standards & Appendix III (2)(c)(i), Standards of Accreditation*). The on-site evaluation team found that the school did not demonstrate that a PAC meeting occurred for 2023, and the PAC meeting minutes for 2024 appeared to lack specificity regarding review and commentary on curriculum, program objectives and length, program content, learning resources, and student achievement.

In response to the May 28, 2025 On-site Evaluation Report, the school provided “Meeting Notes” for the March 27, 2025 Marine Systems program and March 27, 2025 Composites & Wooden Boat program meetings. For the Marine Systems meeting, the Commission found that the information provided represented general notes without commentary by PAC members. In addition, the minutes/notes did not show PAC review and comment activities on student graduation and graduate

employment. The Composites & Wooden Boat minutes showed only discussion about the curriculum without review or comment activities related to student achievement, program objectives and length, learning resources, and facilities. Accordingly, in its October 23, 2025 Warning, the Commission directed TLS to submit written and detailed minutes for all PAC meetings held since March 27, 2025.

In its response, TLS provided a list of PAC members and an agenda for the school’s January 12, 2026 meeting. Since this meeting occurred after the school’s submission, TLS did not submit minutes from this meeting. Accordingly, the Commission directs TLS to submit the following:

- a. Written and detailed minutes for the January 12, 2026 PAC meeting and any other 2026 PAC meetings, if applicable, that include:
 - i. A description of all members in attendance (i.e., titles and affiliations) to include an annotation as to which PAC members represent the employment community and/or practitioners from the program area;
 - ii. The date, time, and location of the meeting(s);
 - iii. A comprehensive and clear description of the review of and commentary made by PAC members in compliance with *Section II (A)(4)(b)* and *Appendix III – Program Requirements, Substantive Standards, Standards of Accreditation*; and
 - iv. Evidence to show that the school gives consideration to the recommendations of the PAC; and
 - b. Any additional information that the school believes will assist the Commission in determining the school’s compliance with ACCSC’s requirements in this regard.
9. TLS must demonstrate that all advertising, promotional materials, statements, and claims are truthful and accurate and avoid leaving any false, misleading, misrepresenting, or exaggerated impressions. (*Section IV (B)(1), Substantive Standards, Standards of Accreditation*). The October 23, 2025 Warning referenced the following statement that appears on the school’s website:⁷

The Landing School of Boatbuilding and Design, located in Arundel Maine, is the oldest operating school of its type in the United States and the first to be accredited by The Accrediting Commission of Career Schools and Colleges (ACCSC). In addition, The Landing School is the only school in the world offering accredited programs in Yacht Design, Wooden Boatbuilding, Composite Boatbuilding, and Marine Systems under one roof.

To justify this statement, the school stated that there are three ACCSC-accredited boatbuilding schools in the United States, all founded after TLS and other American schools that offer boatbuilding programs but none of them offer programs in all four areas. In addition, the school cited examples of three schools abroad in the United Kingdom, Italy, and Norway that teach yacht design and naval architecture though not marine trades.

As such, the school stated that it “believe[s] that TLS is the only school in the world to offer all four in-person programs—Yacht Design, Wooden Boatbuilding, Composite Boatbuilding, and Marine Systems—taught under one roof” (*Id.*, pg. 592). While the Commission noted that the school provided information about other boatbuilding schools and the programs offered by these institutions, the Commission determined that a more comprehensive review is needed in order for the school to attempt to prove the statement that TLS is the only such school in the world.

Accordingly, the Commission directs TLS to submit the following:

⁷ <https://www.landingschool.edu/about-overview>

- a. A justification for italicized paragraph above as stated on the school’s website which could be construed as misleading or as an exaggerated impression of the school’s education;
 - b. Evidence, including external sources, for any claims to demonstrate that such claims are in fact truthful and accurate;
 - c. Alternatively, the school may submit evidence that this claim has been removed from the website; and
 - d. Any additional information that the school believes will assist the Commission in determining the school’s compliance with accrediting standards regarding advertising.
10. TLS must demonstrate that the school utilizes an Enrollment Agreement that includes, at a minimum, all required items listed on the ACCSC Enrollment Agreement Checklist (*Section IV (C)(2)(a), Substantive Standards, Standards of Accreditation*). Specifically, Item #8 of the Enrollment Agreement Checklist requires schools to include the terms of payment. In its response, the school included blank and completed 2025-2026 enrollment agreements and a blank 2026-2027 Enrollment Agreement. For the blank Enrollment Agreement, the listed tuition due date is August 5, 2025 and August 5, 2026, respectively. The Commission found that the Enrollment Agreement does not indicate if the entire cost of attendance is due on August 5th or if there are other payment plans available (ex. monthly payments). In addition, it appears that the cost of attendance does not consider any financial aid funds students may receive. While the catalog includes the following statement regarding tuition and program fees, this text does not appear on the enrollment agreement:

A \$500 tuition deposit is due upon enrollment and all tuition and fees must be paid in full before Orientation day. Modified payment plans are available. For more information regarding payment options, the student should contact a financial aid administrator at finaid@landingschool.edu (Id., pg. 655).

In addition, the cost of attendance portion of the enrollment agreement includes this statement:

Tuition for general education courses taken at The Landing School is included in the tuition above. Some general education classes that are administered by outside vendors (e.g. The Captain’s License Course) have an additional fee (Id., p. 684).

There is no reference in the Enrollment Agreement about the amount of the additional fee or where to find this information.

Based on the foregoing, the Commission directs the school to submit the following:

- a. An updated copy of the school’s Enrollment Agreement cross-referenced with the [ACCSC Enrollment Agreement Checklist](#);
 - b. A copy of the most recent executed enrollment agreement for the 2026-2027 school year, if available, for each active program;
 - c. Information notifying students of the costs associated with general education classes; and
 - d. Any additional information that the school believes will assist the Commission in determining that the school’s Enrollment Agreement meets ACCSC’s requirements.
11. TLS must demonstrate that the school publishes a catalog that accurately portrays the school’s educational programs and policies and procedures and that includes, at a minimum, all items listed on the ACCSC Catalog Checklist (*Section IV (C)(1)(a), Substantive Standards, Standards of Accreditation*). Specifically, Catalog Checklist Item #31 and Item #32 require the school to publish the

scope and sequence for each program offered by the school and the course description for each program offered by the school. The on-site evaluation team noted that the school's catalog did not represent courses and credit hours in a way that aligns with the school's syllabi with multiple discrepancies between course descriptions between the catalog and syllabi.

In response to the May 28, 2025 On-site Evaluation Report, TLS indicated that the school planned on completing catalog revisions in August 2025. Without a revised catalog available for Commission review, the Commission found that TLS did not demonstrate that the school publishes a catalog that accurately portrays the school's educational programs and policies and procedures and that includes, at a minimum, all items listed on the ACCSC Catalog Checklist. The October 23, 2025 Warning directed the school to provide a copy of the school's current catalog cross-referenced to the ACCSC Catalog Checklist. In its response, the school submitted a catalog and an ACCSC Catalog Checklist but did not cross reference the catalog marking the catalog with the Catalog Checklist item number at the location where the information appears.

Accordingly, the Commission directs the school to resubmit the following:

- a. A copy of the school's current catalog cross-referenced to the [ACCSC Catalog Checklist](#) and
- b. An explanation as to how all course descriptions are aligned between course syllabi and the catalog.

2025 ACCSC ANNUAL REPORT:

In addition, in its 2025 ACCSC Annual Report, TLS reported the employment rate for the following program that fell below ACCSC's benchmark rate using a July 2025 Report Date on the Graduation and Employment Chart:

Program (Credential)	Length in Months	School Graduation Rate	ACCSC Benchmark Graduation Rate	School Employment Rate	ACCSC Benchmark Employment Rate
Marine Systems (Diploma)	9	100%	60%	44%	70%

Therefore, TLS must submit the following additional information for this program:

- a. A Graduation and Employment Chart using a **July 2026 Report Date**.
- b. For any program for which the reported rates of student graduation or graduate employment do not meet the ACCSC benchmark, a description of the strategies being implemented to support student graduation and/or employment and an assessment of the school's progress toward meeting the Commission's benchmarks; and
- c. Any additional information, to include contemporaneous retention, graduation, or employment data that the school believes will be useful to the Commission in making a determination regarding the school's student achievement outcomes.

Probation Requirements:

In cases where the Commission has made a determination that a school is out of compliance with one or more accreditation standards or other requirements, the Commission will place a school on Probation. A school subject to a Probation must demonstrate corrective action and compliance with accrediting standards. **Failure of the school to demonstrate compliance with accrediting standards or other accrediting requirements by the due date set forth herein may result in a revocation of accreditation action.**

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 (Section VII (L)(6) Rules of Process and Procedure, Standards of Accreditation)*.

In accordance with *Section X, Rules of Process and Procedure, Standards of Accreditation*, the reason for the Probation is made public and provided to the U.S. Department of Education, appropriate State agencies, and appropriate accrediting agencies.

Teach-Out Plan Requirement:

Given the serious nature of the issues outlined herein, the Commission directs the school to provide an [Institutional Teach Out Plan Approval Form](#), **which must be submitted as part of the response for the items listed above.**

Maximum Timeframe to Achieve Compliance:

According to *Section VII (N), Rules of Process and Procedures, Standards of Accreditation*, when the Commission has found an area in which a school is out of compliance with accreditation standards or requirements, the Commission will provide the institution with a written timeline as set forth in the Commission's notification for coming into compliance that is reasonable based on the nature of the finding, the current period of review, the school's stated mission, and the educational objectives of the institution. Given the nature of the findings herein, the maximum timeframe allowed for TLS to achieve compliance begins as of the date of this letter and ends on **June 30, 2027** (which includes time for the Commission's review and determination). If the school does not demonstrate within this timeframe, the Commission may take action to withdraw the school's accreditation. Please also be advised that the Commission is not required to allow the maximum time frame to remedy noncompliance in all instances and if the Commission determines that the school is not making meaningful progress, the Commission may take an adverse action at any time prior to the end of the maximum timeframe established above.

Notification to Students:

Within **seven days** of receipt of the Probation notification and for the duration of that action, the school must:

- a. Inform current and prospective students in writing that the school has been placed/continued on Probation and provide such notice on the school's website;
- b. Provide a summary that accurately describes the reasons for the Probation; and
- c. Provide the uniform resource locator (URL) where that action can be obtained from the Commission's website.

The school must **within seven days** inform current and prospective students in writing that the school has been placed on Probation, provide a summary of the reasons for the Probation, and indicate where that action can be obtained from the Commission’s website. (*Section VII (L)(7) Rules of Process and Procedure, Standards of Accreditation*). **Within 10 days the school must upload a copy of the notice provided to students to ACCSC’s College 360 Database (directions below).**

Response Requirements:

By applying for accreditation, a school accepts the obligation to demonstrate continuous compliance with the *Standards of Accreditation*. While the Commission employs its own methods to determine a school’s compliance with accrediting standards, the burden rests with the school to establish that it is meeting the standards. The Commission’s deliberations and decisions are made on the basis of the written record and thus a school must supply the Commission with complete documentation of the school’s compliance with accrediting standards.

The Landing School must provide a response to the items expressed above that provides the information requested along with any additional information that the school believes supports a demonstration of compliance with accrediting standards.⁸ If the school’s response contains documentation that includes personal or confidential student or staff information that is not required for the Commission’s review (e.g., social security numbers, dates of birth, etc.), please remove or redact that information.

The Landing School must upload the school’s electronic response directly to ACCSC’s College 360 Database. The ACCSC College 360 database can be accessed by [clicking here](#). Please note that the password utilized by the institution to access the Annual Report Portal is the same to access the School Submission section of the College 360 database. The Instructions for College 360 DMS Submissions can be found [here](#). A detailed overview on how to upload a school submission can be found [here](#).

Keep in mind, the school’s response must be prepared in accordance with ACCSC’s Instructions for Electronic Submission (e.g., prepared as one Portable Document Format (“PDF”) file that has been prepared using Adobe Acrobat software (version 8.0 or higher) and which has a .pdf extension as part of the file name). The school will receive an e-mail confirmation that the file has been received within 24 hours of the submission.

In summary, the school’s response is to include the following:

- **A copy of the notice provided to students of this Probation to ACCSC’s College 360 School Submission Portal uploaded no later than April 10, 2026;**
- **The school’s response to the substantive items included in this letter along with a signed certification attesting to the accuracy of the information uploaded to the College360 School Submission Portal no later than June 25, 2026;**
- **An Institutional Teach Out Plan Approval Form submitted as part of the response due June 25, 2026.**

⁸ ACCSC has resources for submitting a well-documented and organized response for Commission consideration. As a reminder *Section I (H)(1) Rules of Process and Procedure, Standards of Accreditation*, states that all submissions and notifications must be organized as required by the *ACCSC Instructions for Electronic Submission*. More information is available on the [ACCSC website](#) under [Resources](#) and [Forms and Reports](#).

If the responses, the required \$1000 processing fee,⁹ and the certification attesting to the accuracy of the information is not received in the Commission’s office **on or before June 25, 2026**, the Commission will consider further appropriate action.

For assistance with the password or for any other questions regarding the electronic submission requirements, please contact [REDACTED] or [REDACTED]. Please note that any password requests to access College 360 must be made by the school director, or designated member of the school’s management team, via e-mail.

For further assistance or additional information, please contact me at [REDACTED]

Sincerely,

[REDACTED]

Michale S. McComis, Ed.D.
Executive Director

c: [REDACTED]

⁹ ACCSC assesses a \$1,000 processing fee to a school placed on Probation.