ARTICLE III
Council

Section 1−Composition. The Council shall consist of commissioners representing member institutions; commissioners-at-large, and public representatives. It shall be comprised of no more than fifteen (15) commissioners and it shall include at least two academic representatives and at least two administrative representatives. Academic representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary teaching and/or research. Administrative representative is defined as someone currently or recently directly engaged in a significant manner in postsecondary institutional or programmatic administration. At least forty (40) percent of the commissioners shall be public representatives.

Section 2−Powers and Duties. Responsibilities of the Council shall be to:

(a) promulgate standards of accreditation and establish eligibility conditions, policies, and procedures for accreditation;

(b) take final action on initial grants of accreditation;

(c) take final action on denial, suspension, and withdrawal motions;

(d) provide mechanisms for appeals and dispute resolution to ensure due process in resolution of conflicts between members and the Council;

(e) provide to members appropriate accreditation-related services such as consultation, accreditation process workshops, and training opportunities for evaluators;

(f) disseminate information on standards, procedures, and activities;

(g) monitor compliance with the standards;

(h) receive and act on other applications;

(i) issue show-cause directives;

(j) serve as liaison to recognition agencies or bodies;

(k) issue a list of accredited colleges, schools, and organizations;

(l) assess and collect fees from members;

(m) take final action on the strategic plan; and

(n) exercise other powers and duties incidental to the foregoing.

ARTICLE IV
Terms, Vacancies, Removal, Resignations, and Compensation

Section 1−Assumption of Office. New commissioners shall assume office on January 1 of the calendar year following election or appointment, unless otherwise provided for by the Council. Incumbent commissioners will remain in office until new commissioners are seated.

Section 2−Terms. The term of service as a commissioner shall be five years. A person appointed to fill a term of less than two and one-half years is entitled to apply for appointment to a full term. Upon completion of a commissioner's term, the commissioner shall not be eligible to serve another full term until three (3) years have elapsed. However, a commissioner appointment to complete a vacated term, in full or part, is not subject to the three-year (3) waiting period. If nominated, public representatives may serve one additional appointment without the three-year (3) waiting period.

Section 3−Vacancies. Where a vacancy exists, the Nominating Committee shall review and make recommendations to the Council for its consideration.

Section 4−Resignations. Resignation from service as a commissioner and Director may be voluntarily tendered at any time. The resignation becomes effective upon receipt of written notice by the Chair of the Board and Council or the President. Automatic tendering of resignation is required under the following circumstances or conditions:

(a) change of control or ownership at the institution with which affiliated;

(b) change in employment status (other than internal); and

(c) the commissioner is employed by an institution that is deemed to be under sustained and serious scrutiny regarding noncompliance with ACICS standards and requirements; or

(d) adverse information resulting from an investigation of the institution, agency, or company with which affiliated by federal, state, or regulatory agencies.

Not all of the foregoing necessarily will result in acceptance of resignation but must be considered by the Council before service can continue.
Section 5−Removal. A commissioner may also be removed by not less than a two-thirds (2/3) vote of the Council for breach of any code, canon, or tenet of ethics formally adopted pursuant to these Bylaws. Automatic removal is required under the following circumstances or conditions:

(a) denial, suspension, or involuntary revocation of accreditation at the institution with which affiliated;

(b) cessation or announced cessation of operations at such institution;

(c) filing for reorganization or bankruptcy by such institution or its parent corporation;

(d) debarment by the U.S. Department of Education from employment at any institution participating in federal student funding programs; or

(e) indictment for a criminal offense.

Not all of the foregoing necessarily will result in acceptance of resignation but must be considered by the Council before service can continue.

Section 5−Removal. A commissioner may also be removed by not less than a two-thirds (2/3) vote of the Council for breach of any code, canon, or tenet of ethics formally adopted pursuant to these Bylaws.

Section 6−Compensation. Commissioners shall serve without compensation. Public representatives shall receive honoraria for service in such amounts as the Board shall fix. Commissioners, as well as members of committees, if so provided in advance, shall be reimbursed for expenses incurred in performance of authorized duties.

ARTICLE V
Committees

Section 1−Standing Committees of the Council. There shall be the following standing committees of the Council:

(a) *Nominating Committee.* The Nominating Committee shall be responsible for the screening of nominees and the selection of candidates for election as commissioners. It also shall identify persons qualified to be appointed as commissioners and recommend them to the Council for appointment. The Nominating Committee shall seek to maintain a Council that is generally representative of the types of member institutions.

(1) *Composition.* The Nominating Committee shall be appointed by the Chair of the Council and shall consist of five (5) members, at least four (4) of whom are current commissioners. Members representing both nondegree and degree granting institutions are encouraged. There shall be two (2) representatives from the Executive Committee of the Board of Directors and one (1) person from an ACICS-accredited institution who may or may not be a member of the Council. The Chair Elect of the Council and Board automatically serves as the Chair of the Nominating Committee.

(2) *Procedures.* The membership of ACICS shall be notified of the composition of the committee and invited to submit to it names of qualified nominees. The committee in its selection of candidates shall be mindful of diversity of programs, size and types of institutions, and geographic representation. It shall develop and publish eligibility criteria, permissible campaign practices by candidates, and any special voting procedures. Interviews of nominees by the committee are permitted.

(b) *Business Practices Committee.* The Business Practices Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to identify and promote quality business practices of career colleges and schools, to ensure integrity and ethical relations, and to foster cooperation among institutions on behalf of students and others served.

(c) *Education Enhancement and Evaluation Committee.* The Education Enhancement and Evaluation Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to establish standards for educational quality that assist institutions in mission fulfillment, program planning and development, institutional evaluation activities, and successful educational outcomes.

(d) *Financial Review Committee.* The Financial Review Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to monitor the financial stability of accredited institutions in order to ensure they maintain sufficient financial resources to deliver a quality education to their students.

(e) *Institutional Effectiveness Committee.* The Institutional Effectiveness Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to assist institutions in the improvement of their outcomes by establishing and assessing criteria for institutional effectiveness. In order to assist ACICS-accredited institutions to meet established standards, the committee shall review Campus Accountability Reports, Institutional Effectiveness Plans, and institutional outcomes and measurements.

Section 2−Standing Committees of the Board of Directors. There shall be the following standing committees of the Board:

(a) *Executive Committee.* The Executive Committee shall consist of the Chair of the Board of Directors, who shall serve as Chair of the Executive Committee; the Chair Elect of the Board, who shall serve as Chair of the Executive Committee in the absence of the Chair of the Board; the Secretary; the Treasurer; and additional Directors as the Chair deems necessary, which are elected annually by majority vote of the Board. The Executive Committee acts on behalf of the Board and/or Council during the periods between Board and Council meetings. Accurate minutes of each Executive Committee meeting shall be maintained and shall be provided to the Board of Directors and/or Council at the next subsequent meeting of the Board of Directors or the Council. The Executive Committee's responsibilities shall be: between meetings of the Board and/or Council, act on issues requiring the timely attention of the Board or Council and assume such other duties as the Board of Directors or Council may from time to time delegate to the Executive Committee.

(b) *Audit Committee.* The Audit Committee shall consist of a minimum of three members of the Board, including the Treasurer, as well as such other members as the Chair appoints. The committee shall work with the President to ensure an annual certified audit of the organization's financial activities is completed, that the findings of the audit are reviewed, and that actions are taken to address recommendations and areas of concern identified as part of the audit process.

(c) *Investment Committee.* The Investment Committee shall consist of the President, a minimum of three

other members of the Board, including the Treasurer, and such other members as the Chair appoints. The Investment Committee shall work with the President to provide oversight of ACICS's investment funds. The Investment Committee shall select investment advisors, develop an investment plan, and review investment reports at least annually.

(d) *Governance Committee.* The Governance Committee shall consist of commissioners appointed by the Chair of the Council and Board. The mission of the committee is to ensure that ACICS operates within the construct of the Bylaws. The committee will evaluate and make recommendations for modifications to the Bylaws in response to proposed changes in standards or operational policies at ACICS.

(e) *Ethics Review Committee.* The Ethics Review Committee shall consist of four individuals selected by ACICS consisting of two independent, public members, one member affiliated with an ACICS institution, and one current Director. The Committee shall meet at least annually to allow for continuous evaluation of the ethical practices that govern the Council, staff, and its institutions. In addition, the committee shall meet on and as-needed basis to review perceived or actual ethical violations of Directors and provide recommendations for resolution.

Section 3−Other Committees. The Board of Directors may establish and appoint members to other ad hoc committees as deemed necessary.

ARTICLE VI
Membership, Fees, and Meetings

Section 1−Gaining Membership. Membership in ACICS is voluntary and can only be obtained through accreditation. Members shall be institutions or organizations which provide education or training as heretofore defined. Each main or branch campus is entitled to all of the rights and privileges and assumes all of the obligations of membership as provided in these Bylaws. The term of membership shall be coexistent with accreditation.

Section 2−Loss of Membership. Any member that ceases to be accredited by ACICS shall automatically, and without the necessity for further action, be deemed to be removed from membership. Members may voluntarily withdraw pursuant to the procedures described in 2-2-700, which results in a revocation of accreditation. All obligations owed to ACICS, including payment of fees, shall be fulfilled prior to resignation. The loss of accreditation shall be retroactive to the date that all outstanding obligations had previously been fulfilled, if applicable.

Section 3−Types of Fees. There shall be three types of fees: (a) annual sustaining fees, (b) user (or service) fees, and (c) late fees. The annual sustaining fee shall be scaled by formula to the annual educational revenue generated by each member. The user fees shall relate to the cost of services requested or the actions initiated by the members or applicants for membership. The late fees shall be established by the Council.

Section 4−Change in Fees. The Council may adjust the fees annually equivalent to the change in the national Consumer Price Index. Any increase above the CPI percentage shall be presented to the membership for approval.

Section 5−Conditions of Payment. Sustaining fees are due and payable on August 15 and cover the period of July 1 – June 30. Nonpayment of annual fees by August 15 subjects a member to late fees and could result in an automatic loss of membership and loss of accreditation without a hearing. Sustaining fees are not subject to proration should an institution voluntarily withdraw or close during the year.

Section 6−Proration of Fees. A member becoming eligible for membership during the first month of the fiscal year shall pay the full amount of the annual sustaining fees as applicable. Members becoming eligible during succeeding months shall pay a proportionate amount of the otherwise applicable fee as determined by the number of months remaining in the fiscal year, including the month in which membership is attained.

Section 7–Other Costs. In addition to fees herein described, costs of visits conducted by the Council will be invoiced to the institution.

Section 8–Assessments. The Council, upon a majority vote, may propose an assessment in addition to the annual sustaining fees provided for in this Article where there has occurred or is impending an emergency which may impair the ability of the Council to achieve its purposes and the amount of annual dues is insufficient to meet the Council's requirements. The proposed assessment shall be submitted to the members for approval or disapproval on majority vote.

Section 9–Annual Meeting. A meeting of the members shall be held annually at a date and place to be determined by the Board of Directors. The purpose of such meeting shall be the receipt of reports on the budget and finances of ACICS and its activities and affairs, and the transaction of other business as may be specified by the Board in the call for and notice of the meeting. The meeting may combine these business purposes with informational and educational sessions; meetings of the Board, the Council, commissions, or committees; and special events for the members.

Section 10–Special Meetings. Special meetings of the members may be called by the Board of Directors upon request of a majority of the Board or upon petition to the Board by not fewer than the lesser of fifty (50) members or ten percent (10%) of the membership not under common ownership or control.

Section 11–Notice of Meetings. Normally, members shall be notified at least thirty (30) days in advance of the date, location, time, and purpose of all meetings of the members. Waiver of notice may be recorded at any special meeting of the members by majority vote of a quorum present at such meeting.

Section 12–Designated Delegate. Each main campus is entitled to one Designated Delegate who is authorized to vote on behalf of that member institution in all matters requiring a vote of the members. Appointment of the Designated Delegate is made by the chief executive officer of the institution by notice in writing to ACICS. Changes of Designated Delegate shall be made in writing at least fifteen (15) days prior to the date of any scheduled vote, which becomes the record date for determining eligibility to vote.

Section 13–Quorum. Twenty percent (20%) of the members eligible to vote and represented by Designated Delegates shall constitute a quorum at a meeting of the members for the transaction of business, except that any issue not properly noticed in the call for the meeting and that requires membership-wide participation may not be acted upon under new business. The Board of Directors may adopt such procedures as it deems necessary for the conduct of business. In the absence of an established procedure, Robert's Rules of Order shall apply.

Section 14–Meetings of the Council. The Council shall convene as often as necessary to review materials attendant to the accrediting process and to take formal action on the accredited status of applicants.

ARTICLE VII
Appeals Process

Section 1–Review Board of Appeals. A Review Board of Appeals shall be appointed by the Council. The purpose of the Review Board shall be to review, according to pre-established procedures and guidelines, appeals by members of final negative actions by the Council and in each case either to affirm the action of the Council, to remand the case to the Council for further review, or to amend or overturn the action. The Review Board shall consist of fifteen (15) persons, all of whom have had experience in accreditation. The Review Board shall include at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Article III, Section 1 herein. Review Board panels will consist of a minimum of three (3) members and be comprised of at least one (1) public, one (1) academic, and one (1) administrative representative. Members of the Review Board shall be appointed to terms of three years, with terms of initial appointees staggered so that one-third of the terms expire each year. A person appointed to the Review Board shall not have been a commissioner within one year prior to appointment. The President shall convene timely a panel of the Review

Board when necessary.

Section 2−Due Process. Criteria promulgated by the Council shall ensure that institutions are provided a fair and reasonable opportunity to present reasons why denial, suspension, withdrawal, or other final actions taken by the Council are inappropriate and should be remanded for further consideration. The due process provided is an appeal to the Review Board, pursuant to the procedures described in 2-3-604. All appeals to the Review Board of Appeals shall be on the record and shall provide for the submission of briefs and oral testimony by institutional representatives.

ARTICLE VIII
Miscellaneous

Section 1−Liability. No applicant, member, or former member shall be liable for the debts of ACICS in any amount except to the extent of the fees required of each member pursuant to Article VI, Sections 3 and 8, hereof.

Section 2−Corporate Seal. The corporate seal shall be in such form as may be approved by the Board of Directors.

Section 3−Checks, Notes, Contracts. The Board of Directors shall determine the persons who will be authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments. These persons (positions) will be designated in the Board approved Governance Policy Document. The Board of Directors shall, at its discretion, require officers, agents, employees, and other persons so authorized pursuant to this Section to give security for the faithful performance of their duties.

Section 4−Books and Records. The Corporation shall keep at its office correct and complete books and records of the accounts and transactions of the Corporation and a current list of the members, directors, and officers of the Corporation. Such books and records may be in written form or in any other form capable of ready conversion to written form.

Section 5−Confidentiality. The Council shall maintain the confidentiality of the accrediting process with members insofar as permitted by accrediting criteria, law, and regulation. The Council shall have written policies on disclosure of information to third parties.

Section 6−Indemnification and Insurance. The Corporation shall indemnify and hold harmless each director, officer, commissioner, member of an appeals board, member of a visiting team, agent, employee, or other person acting on behalf of the Corporation or the Council against and from all loss, cost, and expense reasonably incurred by such person in the payment, defense, or settlement of any claim, suit, or proceeding brought against such person because they acted as part of or on behalf of ACICS, the Council, or the Review Board, as a director, officer, commissioner, member of an appeals board, member of a visiting team, agent, or employee. The rights specified in this Section shall apply whether or not persons continue to act in such capacity at the time the loss, cost, or expense is incurred. Such rights shall not apply in relation to any matters as to which any such person shall be finally adjudged to be liable for willful misconduct. The Board of Directors also may authorize the purchase and maintenance of insurance on behalf of such persons and the Corporation against any liability that arises from their actions in such capacities.

Section 7−Amendments. The Bylaws of the Corporation may be amended by the Board of Directors by majority vote of all the directors.

Section 8−Dissolution. ACICS shall use its funds only to accomplish the objectives and purposes set forth in these Bylaws, and no part of said funds shall inure or be distributed to the members of ACICS. On dissolution of ACICS, any funds remaining shall be distributed to one or more regularly organized and qualified charitable, educational, scientific, or philanthropic organizations to be selected by the Board of Directors.

Section 9−Fiscal Year. The fiscal year of ACICS shall be July 1 through June 30.

Section 10 – Limitation of Liability. In any claim, cause, or action of any kind by any applicant for membership, member, or former member against ACICS, ACICS' liability is limited solely to reimbursement of any application or membership fees paid by said applicant for membership, member, or former member during the calendar year in which any such claim, cause, or action is initiated. ACICS shall not be liable to any applicant for membership, member, or former member for any direct, indirect, incidental, special, consequential, or any other type of damages, including but not limited to lost profits, nor shall ACICS be liable for any other person's or party's attorneys' fees or costs associated with any claim, cause, or action against ACICS. This limitation of liability applies to any and all liability or causes of action however alleged or arising to the fullest extent permissible by law.

ARTICLE IX

Litigation, Jurisdiction and Venue, and Expenses

Section 1−Suits Against ACICS, Jurisdiction, and Exhaustion of Administrative Remedies. Jurisdiction and venue of any suit, claim, or proceeding relating to membership, accreditation, or accredited status, whether a claim for damages or injunctive or declaratory relief, brought by an accredited member, former member, or applicant for membership and accredited status against ACICS, the Council, the Review Board, or a commissioner, officer, committee member, Review Board member, or staff member acting in his or her official capacity shall only be in the U.S. District Court for the Eastern District of Virginia, Alexandria Division, or the Circuit Court for the City of Alexandria, Virginia. Accredited members, former members, and applicants must exhaust all administrative remedies provided for in the ACICS Criteria and Bylaws before initiating any suit, claim, or proceeding in Court.

Section 2−Reimbursement of ACICS's Litigation Expenses. An applicant for membership, member, or former member of ACICS shall reimburse ACICS for all costs and expenses (including attorney's fees) actually and reasonably incurred by ACICS in defending any suit, claim, or proceeding, whether for damages or for injunctive or declaratory relief, brought by an applicant, member, former member, or one or more present or former students of any of the foregoing against ACICS, the Council, the Review Board, any commissioners of the Council, or members of the Review Board, or officers, employees, or agents of ACICS, the Council, acting in their official capacity, where ACICS, the Council, the Review Board, the commissioner, officer, employee, or agent shall have been adjudged to be the prevailing party in the suit, claim, or proceeding.

Section 3−Other Expenses. Each member shall reimburse ACICS for all costs and expenses (including attorney's fees) incurred by it in the production of any of the Corporation's, or the Council's, records relating to such member in response to lawful requests from parties in litigation or from state or federal agencies.

Section 4−Binding Effect.

(a) Each existing member and new member of ACICS shall be provided with a copy of these Bylaws. Acceptance or continuation of membership in ACICS shall constitute each member's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, while a member of and subsequent to the termination of membership in ACICS.

(b) Each applicant for membership in ACICS shall be provided with a copy of these Bylaws. Application for membership in ACICS shall constitute such applicant's agreement to be bound by the provisions of these Bylaws, as they may be amended from time to time, regardless of whether such applicant becomes a member of ACICS.

UNANNOUNCED VISIT FACT SHEET

The Council, at its discretion, may direct an unannounced visit to occur at an institution about which it has received adverse information or when general operations of the institution may be called into question. This Fact Sheet is designed to assist the institution and the visiting team in conducting this visit as smoothly and efficiently as possible.

VISIT PROCEDURES

The purpose of this visit is to review records, interview students and staff, and, if applicable, review previously cited problem areas and verify responses to previous requests for information, such as complaints. The team may consist of a staff member, an experienced evaluator, or both. Expect the team to spend the full day at your institution.

Upon arrival, the team will ask to speak with the chief on-site administrator. Following a brief interview, the team is to be given a short tour of the facility, including records storage areas, and then shown to a work room. This room could be an empty classroom or office, and it should be available exclusively for the team for the entire visit.

The institution must make the following information available to the visiting team:

1. the most recent Campus Accountability Report;
2. the current catalog and addenda (if applicable);
3. the current class schedule, including names of instructors and room numbers;
4. the most recent ACICS accreditation visit team report and institutional response;
5. a copy of each government program review and compliance audit conducted within the prior two years and any institutional responses;
6. faculty/personnel records;
7. all student records, including admissions, academic, and financial; and
8. copies of institutional advertising.

Additional records may be requested by the team. Staff, faculty, and students will be interviewed. Institutions are encouraged to have these records in a central location where more than one person can access them, should the chief on-site administrator not be present.

REPORT AND SUBSEQUENT ACTIONS

A report will be prepared and sent to the institution for response. If the institution is found to be operating in accordance with the *Accreditation Criteria*, no further action will be taken.

If the institution is found to be violating provisions of the *Accreditation Criteria*, the Council may direct the institution to show cause why its accreditation should not be withdrawn, or it may direct that a full team visit the institution to evaluate its correction of these violations.

EXIT CONFERENCE

At the conclusion of the visit, the team will meet with the chief administrator to discuss the visit and to answer any questions regarding the Council policies, procedures, and standards.

FEES

A fee will be assessed for this visit. Failure to remit payment for this fee may result in an adverse action.

INSTITUTIONAL PARTICIPATION

Any institution that refuses to undergo an on-site unannounced visit evaluation will be directed to show cause why its accreditation should not be withdrawn by suspension.

This Appendix includes the Council's criteria for institutional publications, including catalogs, advertising literature, and other published documents describing the institution.

CATALOG

The Council requires all accredited institutions and all applicant institutions to publish an acceptable catalog. An accredited institution with branch campuses may publish a common catalog, but it should be specific as to the faculty, programs, and student services available at each location (see Multiple-Campus Catalogs in this Appendix). All enrolled students must have access to the current catalog.

A catalog is written for many purposes and is directed toward a varied audience. The catalog becomes an announcement and a record and should be dignified in appearance. It must not be primarily a promotional publication, nor should it be directed toward a single segment of its varied audience. The catalog has been determined by the courts to be a legal document of the institution concerned.

The catalog should explain the offerings and services of an institution, but it should not glorify or extol. It should reflect the dignity and integrity of the institution it describes. The catalog must be available in hard copy and may also be available in a read-only electronic format. The hard copy catalog must be appropriately printed and bound. The catalog may include illustrations and photographs that are pertinent to the institution.
At a minimum, the catalog shall contain the following items:

1. A table of contents and/or an index.
2. An indication, on the front cover or on the title page, of the year or years for which the catalog is effective.
3. The names and titles of the administrators of the institution.
4. A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
5. If the institution is now accredited, a statement denoting this fact. (See Statement of Accreditation in this Appendix.)
6. A statement of the mission of the institution.
7. A list of the full-time faculty members that shows the following:
   (a) academic credentials held;
   (b) institutions awarding the credentials; and
   (c) the area of teaching specialization.
8. An academic calendar (calendar of events) showing beginning and ending dates of terms, quarters, or semesters; holidays; registration dates, etc.
9. The full disclosure of the institution's admission requirements, policies, and procedures, including the basis for admissions, test requirements, advanced standing requirements, and experiential learning assessment requirements.
10. A statement of the criteria established by the institution by which a determination is made with regard to accepting credits from another institution and, if applicable, a list of institutions with which the institution has established articulation agreements (see Section 3-1-413).
11. A statement on the transferability of the credits in the programs that are offered (see Section 3-1-413).
12. A description of the contracts or agreements and the services to be provided if the institution has entered into an agreement with an accredited institution, an agreement with an unaccredited institution, or an

international partnership agreement (see Sections 2-2-504, 2-2-505, 2-2-506, and 2-2-507 for additional information).

13. A statement of the curricula (programs) offered, including for each:
    (a) a statement of the objective or purpose of the curriculum;
    (b) an accurate and complete listing of the courses included in each curriculum, each with a unique identifying number and title;
    (c) the credit or clock hours awarded for each subject;
    (d) the total credits or clock hours required for satisfactory completion of the curriculum;
    (e) specialization options with a listing of all courses which make up that specialization;
    (f) requirements for certification, licensing, or registration in the program career field, as appropriate; and
    (g) any additional or special requirements for completion (such as practica or externships).
14. A description of each course (subject) offered including:
    (a) identifying number;
    (b) title;
    (c) credit or clock hours awarded;
    (d) a complete but concise description of the contents of the course; and
    (e) prerequisites, if any.
15. An explanation of the grading or marking system (consistent with that appearing on the student transcript).
16. A definition of the unit of credit. If credit hour, identify whether quarter or semester. (See Section 3-1-516 for additional information.)
17. An explanation of standards of satisfactory progress. (See Section 3-1-420 for additional information.)
18. A description of the certificates, diplomas, and/or degrees awarded, together with a statement of the requirements to be met in each instance.
19. A statement of the tuition, fees, and all other regular and special charges.
20. A complete and accurate listing of all scholarships offered. (See Section 3-1-431.)
21. A statement of the institution's refund policy and formula relative to the method of financial obligation. This policy must be clearly outlined and must comply with Sections 3-1-433 and 3-1-434.
22. A statement pertaining to the nature and extent of student services offered (e.g., counseling and placement).
23. A grievance procedure that includes the name and address of ACICS, unless the grievance procedure is published in a student handbook.
24. If the institution offers degrees, the catalog must include the following information:
    (a) for occupational associate's degree programs, identification of courses that satisfy the general education requirement and an explanation of the course numbering system;
    (b) for academic associate's degree programs, identification of courses that satisfy the general education and concentration requirements and an explanation of the course numbering system;
    (c) for bachelor's degree programs, identification of upper-division courses and courses that satisfy the general education and concentration requirements and an explanation of the course numbering system; and
    (d) for post-baccalaureate or graduate degree programs (master's degree programs), a separate section in the catalog describing the program requirements, admissions procedures, transfer policies, graduation

requirements, regulations, and course descriptions. (See Section 3-6-800)

25. If the institution offers courses via distance education, the catalog must include the following information:
    (a) a description of each mode of distance education delivery method used;
    (b) the admission requirements for the courses or program(s) of study offered through distance education required only if different from the admission requirements for the residential programs;
    (c) a description of tests used in determining access to distance education courses and programs, if applicable;
    (d) a description of the resources and equipment the students must have to avail themselves of the instruction (including, computer requirements such as hardware and software, internet access, access to library/college for monitoring of examinations, etc.); and
    (e) the special costs and fees associated specifically with distance education (e.g., platform access fees, on-line library access fees, purchase of books on-line).

ADDENDA/SUPPLEMENT TO THE CATALOG

Listing of administrative staff and faculty, tuition and fees, and academic calendar may be included in a catalog addendum/supplement as standing items. In addition, the addendum/supplement may include other reasonable changes that occur after a catalog has been printed until the next printing. An institution is expected to update its catalog at an appropriate interval and the addendum/supplement should not be used as a substitute for meeting this expectation.

The addendum/supplement must clearly state that it is part of the catalog and must include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary). The addendum must be included with each copy of the catalog.

MULTIPLE-CAMPUS CATALOGS

1. Pictures of the physical facilities of any of the institutions must be captioned to identify the particular campus depicted.
2. Faculty and administrative staff must be listed in the catalog and be clearly identified for each campus. The administrative staff of the institution also must be listed.
3. Any information contained in the catalog that is not common to all campuses in the group shall be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible.
4. The catalog must comply with the existing standards in all respects as outlined in these Guidelines.

ADVERTISING

Any advertisement or promotional literature written or provided by an institution through any type of media shall be completely truthful and dignified. The material shall be presented in a manner which avoids leaving any false, misleading, or exaggerated impressions with respect to the institution, its personnel, its courses and services, or the occupational opportunities for its graduates. An English translation for advertising that is in a language other than English must also be available.

1. All advertising and promotional literature provided by an institution must clearly indicate that training or education, and not employment, is being offered.
2. All advertising and promotional literature must include the correct name of the institution. So-called "blind" advertisements are not permitted.
3. Institutions advertising to attract students in classified columns of newspapers or the equivalent on websites and other electronic publications must use only classifications such as "Education," "Schools," and "Instruction." Headings such as "Help Wanted," "Employment," and "Business Opportunities" may be used only to procure employees for the institution.

4. Testimonials used in advertising must reflect the opinions or experience of a current or prospective student or graduate of the institution. Testimonial messages must be factual and portray current conditions. They cannot contain any representations that would be deceptive or could not be substantiated by the institution. The institution must maintain a written release from the individual providing the testimonial on file.
5. An institution shall not use the words "free" and "guarantee" for advertising or marketing purposes in a manner that is misleading to prospective or current students.
6. An institution shall not offer monetary incentives to the general public to visit, enroll in, attend, or complete a program. The institution cannot make guarantee or similar claims regarding job placement or salary for graduates.
7. References to financial aid availability must use the phrase "for those who qualify." Financial aid cannot be the sole source of an advertisement.

PERFORMANCE INFORMATION DISCLOSURE

In its disclosure of student achievement data (as required under Section 3-1-704), the following disclosure statement must be included:

"These are the data reported to ACICS by the institution in its most recent Campus Accountability Report."

STATEMENT OF ACCREDITATION

When making public disclosure of accredited status in its catalog, the institution must include the name, address, and telephone number of ACICS.

For institutional catalogs, the fact of accreditation shall be stated only as follows:

"Accredited by the Accrediting Council for Independent Colleges and Schools to award (name all applicable specific credential levels from among certificates, diplomas, associate's degrees, bachelor's degrees, and master's degrees).

For publications and advertising other than catalogs, institutions that wish to state the fact of accreditation shall use either the catalog language noted above or one of the following disclosure statements:

"Accredited by the Accrediting Council for Independent Colleges and Schools" or "Accredited Member, ACICS"

An institution is not permitted to use such statements as "fully accredited" or "accredited" without including the name of ACICS. An institution will not use or publicize the term "accredited" unless it is in fact accredited by ACICS or another recognized agency, or it has affirmative authority under state law. Any reference to stated authority for status as "registered," "approved," or "accredited" must include the name of the state extending the approval and must accurately identify the state agency. An applicant for ACICS accreditation may not disclose this fact in any manner.

For electronic media and websites, the institution may provide a hypertext mark-up language link ("html") to the ACICS website when making public disclosure of its accredited status. Disclosure must be in compliance with Appendix C.

APPENDIX D STANDARDS OF SATISFACTORY PROGRESS

An essential element in providing appropriate instruction and support services to students is monitoring their satisfactory academic progress (SAP). The Council requires all institutions to develop a policy of satisfactory academic progress that measures whether students are maintaining satisfactory academic progress in their educational program.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR INTERNATIONAL INSTITUTIONS

Institutions located outside the United States, which serve students not participating in the U.S. Title IV student financial assistance programs, are required to publish in the catalog an SAP policy and systematically monitor academic progress of their students. At a minimum, the SAP policy must address the following elements: (a) minimum qualitative standards, such as a grade point average, which must be achieved by the end of each academic year or at 50% of the normal program length if the program is less than one academic year; (b) maximum time frame in which the educational objectives must be successfully completed; (c) a rationale if the maximum time frame for program completion exceeds 150% of the normal program length; (d) institutional procedures for a systematic monitoring of each student's progress in meeting the SAP policy; (e) a description of actions that must be taken by the institution if the student fails to make satisfactory academic progress; and (f) a minimum cumulative grade point average of 2.0, C, or their equivalent that must be achieved by each student upon graduation.

The Council has determined that the institutional policy must include the following requirements, which are consistent with the regulations specified by the U.S. Department of Education for student eligibility for receiving Federal Title IV financial assistance.

1. The institution has written standards and a schedule of satisfactory academic progress for all students, which are published in the catalog and appropriate institutional literature and are consistently applied to all students.
2. The institution strictly adheres to its published standards of satisfactory academic progress, monitors whether a student meets the minimum qualitative and quantitative components of the standards, and notifies students when satisfactory academic progress is not being made.
3. The standards of satisfactory academic progress provide for minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
4. The policy defines a maximum time frame, not to exceed 150% of the normal program length, as defined by the institution, for all programs, in which the educational objective must be successfully completed (e.g., number of academic years, credit hours attempted, clock hours completed, months/weeks, terms or modules, as appropriate), as opposed to simply setting a time limit on eligibility for Title IV financial aid.
5. The institution has provisions for an evaluation point at least by the end of each academic year (or at 50% of the normal program length if the program is one academic year or less) that determine whether the student has met the qualitative and quantitative components of the standards.
6. The institution has provisions for utilizing and publishing a schedule designating the minimum percentage or amount of work that a student must successfully complete at the end of each increment to complete the educational program within the maximum time frame.
7. The institution has provisions for determining at the end of each increment whether the student has met the qualitative and quantitative components of the standards. The qualitative and quantitative standards must be cumulative and must include all periods of the student's enrollment regardless of whether or not the student receives federal financial aid.

8. The institution's policies define the effect on satisfactory academic progress of course withdrawals, incomplete grades, repeated courses, and non-punitive grades. The institution's policies define the effect of non-credit or remedial courses on satisfactory academic progress.

9. The institution has provisions for an evaluation at the end of the second academic year and at the end of each subsequent academic year, at which point the student must have a minimum cumulative grade point average (CGPA) of 2.0 on a scale of 4.0, C, or their equivalent, or has academic standing consistent with the institution's requirements for graduation. A student receiving federal financial aid who does not meet the CGPA standards at the end of the second year will no longer be eligible for financial aid, may not be placed on probation, and must be dismissed, unless the student wishes to continue without being eligible for federal financial aid. However, a student not meeting the CGPA standards at the end of the second year may remain as an enrolled student who is eligible for federal financial aid if there are documented mitigating circumstances (i.e., death in the family, sickness of the student).

10. If the institution places students on warning or probation, as defined in sections 11 and 12 below, the institution's policy must describe these statuses.

11. An institution that evaluates academic progress at the end of each payment period may assign warning status to a student who fails to make satisfactory academic progress. A student may be assigned to warning status without an appeal or other action by the student. For institutions awarding U.S. Department of Education Federal Financial Aid, a student on warning may continue to receive assistance under federal financial aid programs for one payment period despite a determination that the student is not making satisfactory academic progress.

12. The institution must have an appeal process for students who do not meet the requirements of the institution's satisfactory academic progress policy. When an institution grants a student's appeal for mitigating circumstances, the student will be placed on probation for a specified period of time and considered to be making regular satisfactory progress. While a student is on probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses.

    If a student is not making satisfactory academic progress, the institution may place the student in an extended enrollment status. However, all credits attempted count toward the 150% of the normal program length even if the student is on extended enrollment. Grades may be replaced if that is the institution's written policy. At the discretion of the institution, a student with an approved appeal who exceeds one and one-half times the standard time frame as defined by the institution either as a regular student or in an extended enrollment status may receive the original academic credential for which he or she enrolled, provided that there are no additional financial obligations to the student.

    For institutions awarding U.S. Department of Education Federal Financial Aid Only: A student on probation will have their eligibility for financial aid reinstated. A student on probation may receive federal financial aid funds for one payment period. At the end of one payment period on probation, the student must meet the institution's satisfactory academic progress standards or meet the requirements of the academic plan developed by the institution and the student to qualify for further federal financial aid funds. A student placed in an extended enrollment status is not eligible for financial aid.

13. The institution must have clearly defined procedures for re-establishing satisfactory academic progress.

14. The institution has rules for students who change programs, as well as for students who seek to earn additional credentials. For instance, an institution may have a policy that for a student who changes programs it will include in the determination of a student's satisfactory academic progress standing the credits attempted and grades earned that count toward the student's new program of study. Such a policy must be part of the institution's written policy.

15. The institution must have a policy that addresses the implications of transfer of credit on satisfactory academic progress.

16. The institution has provisions that the student must have a minimum CGPA of 2.0, C, or their equivalent for undergraduate programs and 3.0, B, or their equivalent for graduate programs upon graduation. For approved professional graduate programs, which require attainment of specified competencies and a licensure or certification, the institution has published and consistently follows an appropriate SAP policy.

In evaluating institutionally funded student aid, ACICS will consider the characteristics listed below. These characteristics are not listed in any priority order. Any institution whose aid program is not in accordance with any or all of these characteristics may be subject to a compliance warning. The greater the number of these characteristics evident in an institution's grant program, the greater the presumption of acceptability. ACICS will, however, review each institutional grant program in its entirety.

1. Grants are made from segregated funds or from identifiable funds which have been provided for in the institution's operating budget.
2. The percentage of students receiving institutionally funded grants, as compared to the overall student population of the institution, is not inordinately high.
3. The total amount for institutionally funded grants is publicly and clearly identified prior to the beginning of the academic year or term.
4. Institutionally funded grants may be awarded on the basis of student need or standards describing similarly circumstanced students.
5. The amount of institutionally funded grants is not based solely on the difference between the tuition charged and the amount of federal or state financial aid received.
6. The tuition charged reasonably and closely represents the cost to the institution of the instruction provided and does not significantly vary in amount from similar or same instruction in another certificate or degree program.
7. The amount of tuition retained as nonrefundable by the institution from those students who drop out prior to the end of the academic term or period is proportionally allocated between the institutionally funded grants and the federal and state financial aid received by the student.
8. The type and amount of institutionally funded needs-based grants is determined by an independent selection or review panel.

APPENDIX F REQUIREMENTS FOR ENGLISH AS A SECOND LANGUAGE PROGRAMS

This appendix consolidates information regarding the Council's requirements for institutions offering stand-alone ESL programs and/or ESL coursework as part of a Title IV-eligible program, and federal requirements for the awarding of financial aid.

The following information is intended to combine the highlights of the ACICS requirements and federal regulations noted above and should assist institutions in understanding Council criteria for offering stand-alone ESL programs and the major differences between Council requirements and federal regulations for these ESL programs. Additionally, an overview of federal guidelines for ESL coursework offered within an eligible program is included.

SEPARATELY ELIGIBLE, STAND-ALONE ESL PROGRAMS

Council Requirements

The requirements for reporting information on separately-eligible ESL programs are the same as for all other programs. The institution must immediately notify ACICS when these programs are initiated, changed, or discontinued. An on-site evaluation with an appropriate subject specialist will be required when a new ESL program is initiated, and may be required when the program is changed.

The objective of stand-alone ESL programs is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skills, but cannot use that knowledge, training, or skill because of their English-speaking deficiency. No vocational training is provided in a stand-alone ESL program.

In order to receive approval from ACICS to provide stand-alone ESL programs, the institution shall:

1. Adhere to the stated mission of the program when developing the curricula;
2. Administer, at entrance and exit, a nationally recognized exam of English comprehension (e.g., Test of English as a Foreign Language, Test of Spoken English.)
3. Provide documentation that all admitted students are enrolled in accordance with Section 3-1-303.
4. Verify or assess at entrance, with supporting documentation, that the enrolling student already has knowledge, training, or skills in a vocational field, unless the student is enrolled solely to obtain ESL competency unrelated to a vocation (also a Department of Education regulation.)
5. Describe the placement services, if any, to be offered to graduates of the ESL program. Institutions are not required to include these graduates in their placement statistics.
6. Employ degreed faculty who have prior experience in this field of instruction.
7. Involve faculty in professional organizations and workshops enabling them to meet the special needs of the ESL student.

Department of Education Regulations

The institution must provide information or documentation that the program:

1. Consists solely of ESL instruction.
2. Admits only undergraduate students who it determines need ESL to use already existing knowledge, training, or skills.
3. Meets the other program and institutional eligibility requirements including:
   (a) that it leads to a degree or certificate,

(b) that it is at least a one-year program at a public or private nonprofit institution of higher education, or a six-month program at a postsecondary vocational institution or a proprietary institution of higher education,

(c) that it admits as regular students only persons who have a high school diploma or the recognized equivalent (GED) or who are beyond the age of compulsory school attendance in the state in which the institution is located and have the ability to benefit from the training offered,

(d) that it is legally organized by its state to offer the ESL certificate or degree program,

(e) that it is approved by the school's nationally recognized accrediting agency or association, or that it meets one of the statutory alternatives to accreditation, and

(f) if it is a credit-hour program, that it meets any applicable state and accrediting agency requirements governing the use of credit hours.

NOTE: ESL is an eligible program only for purposes of the Pell Grant Program.

ESL COURSES AS PART OF AN ELIGIBLE PROGRAM

Council Requirements

Conversion from clock to credit hour for the ESL courses must be appropriate and in compliance with Department of Education regulations for remedial coursework.

Department of Education Regulations

ESL coursework required by a student when accepted into an existing, Title IV-eligible program must be considered remedial in nature for the purpose of calculating student financial aid. Note that remedial coursework is by regulation either noncredit or reduced credit, for purposes of the postsecondary program, although these noncredit or reduced academic credit hours are converted to the credit value of non-remedial courses for the purpose of calculating Title IV payments to students.

It is important to remember that a program of study must be Title IV-eligible excluding the remedial courses (i.e., for a 300 clock-hour Hospitality and Tourism program to be eligible for student loan programs, any remedial courses offered must be added to the 300 clock hours).

SUMMARY

ACICS members currently offering or planning to offer stand-alone ESL programs or ESL as remedial courses taken with an eligible program must be aware of and in compliance with all Council requirements and Department of Education regulations. In comparing the two, it is apparent that if an institution is not in compliance with the Department of Education, it will not be in compliance with ACICS because all of the Department's requirements are inherent to the *Accreditation Criteria*; ACICS is, however, more restrictive in several areas.

Be advised that compliance with Appendix F does not ensure that a program will be determined by the U.S. Department of Education to be eligible for Title IV participation. Should the institution desire Title IV funding for an ESL program, it should discuss program eligibility with the appropriate Department of Education regional office before applying for Council approval.

These guidelines are designed to inform institutions of the policies of the Council and to guide staff in disclosing information and providing materials to third parties regarding an institution's accreditation. Many policies are required by federal law and regulation.

The policies presented below are not intended to cover every situation, and the Council exercises considerable discretion in balancing the need for confidentiality in the accreditation process with the need to disclose information to the public, including students and student applicants, and to other interested third parties, including government agencies. The Council will provide information requested by the U.S. Department of Education that may bear on an institution's compliance with federal student financial aid requirements, including the eligibility of the institution to participate in Title IV programs. (See Title II, Chapter 3, for additional information.)

1. The Council maintains and makes available to member institutions, appropriate governmental agencies, and the public complete information regarding its accreditation criteria, policies, and practices; the institutions that it currently accredits, including the dates when the institutions are scheduled to be reviewed for renewals of accreditation; and the names, educational backgrounds, and professional qualifications of its commissioners and senior administrative staff. This information is provided in written documents available from the Council office or on the Council's website. These documents include a directory of accredited institutions and an annual report, copies of which are forwarded automatically to the U.S. Department of Education, state regulatory agencies, and other recognized institutional accrediting agencies.
2. The Council will notify the U.S. Department of Education, state regulatory agencies, other accrediting agencies, other interested third parties, and the public of all Council actions that affect an institution's grant of accreditation, institutional closings, and voluntary withdrawal or expiration of accreditation within 30 days.

   In the case of the public, however, the Council will provide written notice of the decisions listed below within 24 hours of its notice to the institution:

   (a) a final decision to place an institution on show-cause or equivalent status; and

   (b) a final decision to deny, withdraw, suspend, revoke, or terminate the accreditation of an institution.

   Deferral actions will include an explanation that the institution's application is pending and that additional information has been requested. Negative actions subject to appeal will be denoted with a statement that the action is subject to appeal and is not final unless the institution does not exercise its appeal rights or until the institution's appeal rights have been exhausted. The disclosure of Review Board decisions will be in accordance with the procedures described in Section 2-3-607. The Council retains the discretion and the responsibility to communicate other relevant accreditation information with appropriate agencies and regulatory bodies.
3. Within 60 days of a final negative action, the Council will also make available to the agencies above and the public upon request, a brief statement summarizing the reasons for the negative action determination and the official comments that the institution may wish to make with regard to the Council's decision, or evidence that the affected institution has been offered the opportunity to provide official comment.
4. Through written, established protocols, the Council will directly, and in a timely manner, inform the U.S. Department of Education of any institution which the Council has reason to believe is failing to meet its Title IV program responsibilities or is engaged in fraud and abuse, along with the Council's reasons for concern about the institution.

   Further, the Council will make such notification if it believes the institution demonstrates systemic noncompliance with respect to use of the Department's definition of credit hour or significant noncompliance regarding conformity with commonly accepted practice in the assignment of credit hours

to one or more programs at the institution. The institution will then be given an opportunity to provide evidence demonstrating it is in compliance with Title IV requirements regarding credit hour assignments.

5. The Council will notify the public through its website and other means, as appropriate, of the following:
   (a) at least one year in advance of grant expirations, a list of all institutions with current grants of accreditation due to expire; and
   (b) as soon as practical, a list of all institutions which have applied for initial grants of accreditation.

   This notification will include guidance on how third parties may comment on these institutions' qualifications for accreditation.
6. The Secretary of Education's grant of recognition constitutes a "grant of authority" to the Secretary to conduct site visits (both to ACICS and to the institutions) and to gain access to agency records, personnel, and facilities on an announced and unannounced basis.
7. The Council automatically will submit an annual report to the Secretary of Education.
8. The Council will provide information regarding debarment actions on request.

APPENDIX H PRINCIPLES AND REQUIREMENTS FOR NONTRADITIONAL EDUCATION

SECTION I

DISTANCE EDUCATION

In addition to the general standards in Title III, Chapter 1, which apply to all institutions, and applicable standards in Chapters 2 through 6, the following standards apply specifically to distance education delivery methods. These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating distance education forms of educational delivery.

INSTITUTIONAL READINESS

(a) Institutions must notify and receive approval from ACICS prior to using distance education as a mode of delivery. (See Section 2-2-106.)

(b) Institutions must have a plan to implement distance education instruction. At a minimum, the plan should include the rationale, resources, course/program objectives, content, and student assessment. Institutions must integrate this plan into the Campus Effectiveness Plan.

(c) The instructional delivery method must be appropriate for students and the curriculum.

(d) Institutional policies and procedures should be consistently applied using procedures that are appropriate to the mode of delivery.

(e) Institutions must designate a qualified individual to oversee the distance education activities.

ADMISSIONS REQUIREMENTS AND ENROLLMENT

(a) Institutions must identify the admission requirements of distance education courses and/or programs and how they differ from, if applicable, the on-ground admission requirements.

(b) If an online admissions test is required, it must be administered in a manner which verifies the student's identity. Institutions must make it clear in writing at the time of enrollment how the student's identity will be verified throughout the course and program, how the student's privacy will be protected, and if the student will be assessed any additional charges associated with the verification of student identity.

(c) Institutions must clearly and appropriately state any requirements the students must possess or have access to in order to access this mode of delivery.

(d) Institutions must provide an online orientation program to familiarize the student with the equipment and resources used in the distance education activities and to orient the student to the distance education learning process.

CURRICULUM AND INSTRUCTIONAL DELIVERY

(a) Regardless of the instructional delivery method, the syllabi must identify the course learning objectives. Each course learning objective must support one or more program learning outcomes. (See Glossary definition of Syllabus.)

(b) The course must provide sufficient and appropriate opportunities for interaction between faculty and students and among students.

(c) Institutions must demonstrate to the Council that the clock or credit hours required and awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. Credit award rationales for distance education delivery of courses or programs generally do not use the traditional lecture/laboratory/externship formulas for credit calculations (See Section 3-1-516, Course and Program Measurement).

(d) Curriculum must be administered in a way that maintains security of access.

(e) Institutions must demonstrate that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The verification method, at the option of the institution, may include a secure login and pass code, proctored examinations, and other appropriate student authentication or verification technology.

FACULTY AND INSTRUCTIONAL SUPPORT

(a) The institution must employ academically and/or experientially credentialed faculty to teach online courses appropriate to the subject matter.

(b) Faculty hired to facilitate online instruction must be properly trained to utilize the institution's learning management system for purposes of instruction, communication, and assessment.

(c) The instruction must provide an accessible and reliable learning management system and technical support to effectively facilitate online instruction and learning.

(d) The institution must demonstrate that the student/teacher ratio appropriately supports faculty and student interaction, facilitation of interaction among students and interaction with curriculum content.

(e) The institution must have a faculty development plan on file that is appropriate for each individual. For further information, see Section 3-1-543.

RESOURCES AND EQUIPMENT

(a) The institution must demonstrate that it has adequate financial resources to support the form of delivery.

(b) The institution must demonstrate that students taking online courses have access to the same or equivalent library resources and support as students taking courses in a physical classroom. If 50% or more of the student's program is approved for online delivery, these resources must include at a minimum access to a virtual library collection of program-related books, journals, and periodicals and access to virtual library and information technology services.

STUDENTS AND STUDENT SERVICES

(a) The institution must orient online students to its learning management system, resources, and support services, including technical support.

(b) Student support services available to students enrolled in online programs must be the same or equivalent to those provided to students enrolled in ground-based programs, including but not limited to student services such as academic advising, financial aid, and employment assistance.

STUDENT EVALUATION AND PROGRAM ASSESSMENT

(c) The course learning objectives for a course delivered online must be the same as the learning objective for the same course delivered on ground.

(d) Regardless of instructional delivery method, assessments and assignments should demonstrate student achievement of course learning objectives.

(e) The institution must document that it conducts course/program evaluations, including assessment of student learning outcomes; student retention and placement; and student, graduate, faculty, and employer satisfaction. (See Section 3-1-111.)

PUBLICATIONS

(a) The institution must fully disclose what form(s) of instruction it uses in its catalog and website and, when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C.

APPENDIX I PRINCIPLES AND GUIDELINES FOR INTERNATIONAL PARTNERSHIP AGREEMENTS

In addition to the general standards in Section 2-2-507; Title III, Chapter 1, which apply to all institutions, and applicable standards in Title III, Chapters 2 through 7, the following standards apply specifically to institutions proposing to initiate an international partnership agreement with an entity outside the United States or its territories.

The programs and/or courses offered abroad must be consistent with the institution's educational mission and goals and must meet the same academic standards, educational effectiveness and student achievement.

These principles and guidelines are designed to inform institutions of the policies of the Council and to guide institutional representatives when designing, implementing, and evaluating an International Partnership Agreement (IPA).

The partnership agreement should include the following items and detail each entity's responsibility in the following areas:

ELEMENTS IN AN INTERNATIONAL PARTNERSHIP AGREEMENT

I. Duration and Jurisdiction.

1. Institutions must identify the start and end date of the agreement.
2. The agreement must list the signatories/partners involved in the international partnership.
3. The agreement must describe under which jurisdiction(s) the agreement will legally be bound, i.e. legal jurisdiction of the ACICS institution.

II. Administration of the International Partnership Activity.

1. Institutions must identify the individual with the overall responsibility for the activity.
2. Institutions must identify the on-site administrator for the activity.

CURRICULUM CONTENT, INSTRUCTION, AND DELIVERY

Institutions shall ensure the quality and rigor of the courses/program offered through the international partnership agreement.

III. Faculty and Instructional Support.

1. Institutions must employ academically and experientially credentialed faculty to oversee the instruction, evaluation, and grading requirements of the courses/program.
2. Institutions must have faculty credentials evaluated by a recognized service for evaluation of foreign credentials.
3. The faculty must be supported with the appropriate education resources and technology.

IV. Admissions Procedures and Requirements. The institution must identify the admission requirements for enrolling in courses/programs abroad.

V. Students and Student Services.

1. Advising
   (a) Institutions must provide academic advising services to students.
   (b) Institutions must have procedures for adding and dropping courses.

2. Financial Aid

   If applicable, institutions shall detail the institution's procedure for awarding, disbursing, and counseling students on financial aid funds that will be used for overseas study.

3. Transfer of Credit

   Institutions must be in compliance with Section 3-1-413 as it relates to transfer of credit.

4. Student Orientation

   The institution must provide pre-departure orientation and on-site orientation programs for students, if applicable.

5. Grievance Procedure

   A grievance policy and procedure must be included in the catalog and list the name and address of ACICS, unless it is published in a student handbook.

6. Student Records

   The institution must provide a plan for storing student records and providing access to the on-site administrator at the international location.

7. Student Accommodations

   Institutions should detail the plan for arranging student accommodations during the study abroad period, if applicable.

VI. Security.

1. Institutions must describe student, staff and faculty safety at the international education facility will be ensured.
2. Institutions must describe the plan to ensure the security of students, staff, and faculty in case of civil unrest or natural disaster in the host country.

VII. Financial Requirements. Institutions must be in compliance with Section 3-1-430 as it relates to financial aid, tuition, and charges.

VIII. Resources and Equipment. Instructional resources and equipment must be readily available, accessible, and reliable.

IX. Student Evaluation and Program Assessment. The institution must implement an assessment plan that measures attainment of core competencies for courses and/or programs and measurable objectives for each course.

X. Publications. The institution must fully disclose what form(s) of instruction it uses in its catalog and website, and when appropriate, in its advertising and promotional material. The catalog disclosure must follow the requirements as described and outlined in Section 3-1-701 and Appendix C, Number 22.

XI. Termination of Agreement and Teach-out Plan. Institutions must detail the plan for completion of programs or courses should an international partner fail to provide services.

XII. International Site Facilities. Institutions must include a description of facilities at the international site and provide evidence that the facilities are in compliance with host country building code regulations.

Summary

ACICS members planning to enter into an international partnership agreement must be aware of and in compliance with all Council requirements and Department of Education regulations.

APPENDIX J PRINCIPLES AND GUIDELINES FOR PROGRAM ENHANCEMENT EDUCATION AND STUDY ABROAD ACTIVITIES

International demands for postsecondary education provide opportunities for member institutions to expand the geographic footprint of their education delivery infrastructure, through online, on-ground, combinations of those, and other modalities. Regardless of the education delivery infrastructure utilized at an international location, the institution is expected to operate in compliance with ACICS standards as demonstrated through direct monitoring of administrative operations, instruction, student services, and the comparable full array of processes that apply to all institutions accredited by ACICS.

The standards and guidelines below will be applied to institutions that offer education or study abroad activities at international locations under the ACICS grant of accreditation. They are designed to apply Council expectations for effectiveness and integrity to programs that primarily lead to employment in professional, technical, and occupational fields, regardless of the geographic location of the education or study aboard activity, or the modality with which the education is delivered. Council acknowledges education or study abroad may serve to enhance the interpersonal and developmental aspects of the student, including an improved ability to relate to and work with people from different cultures and ethnic, linguistic, and national backgrounds. Council also acknowledges that education or study abroad, as part of a comprehensive career education program, may be directly applicable to the workplace and contribute to a graduate's success in finding placement in an organization with a multinational employee profile that utilizes multinational vendors and suppliers. Finally, the Council authorizes the utilization of education or study abroad under the parameters prescribed in this section in recognition that structured education or study abroad may enhance the graduate's ability to compete for job placement with international employers.

A key principle of ACICS standards regarding education or study abroad is that the accredited institution must demonstrate that the quality of the education derived from locations outside of a student's home country is comparable to that received at its domestic accredited locations. The burden of proof lies with the institution, regardless of the form of education or study abroad.

1. ***Education or Study Abroad Activities***: For all education or study abroad activities, other than those performed through a formal partnership agreement with an international institution, a U.S.-based institution is required to host a comprehensive Forum review and provide the final determination letter demonstrating substantial conformity with the Forum's standards, contained in the document, "Standards of Good Practice for Education Abroad (SGPEA)", published by The Forum on Education Abroad (https://forumea.org/wp-content/uploads/2014/08/Standards-2015.pdf); the requirements for maximum length of study as defined in #2 (below); and the academic residency requirement as described in #3 (below). For those education or study abroad activities performed through a formal partnership agreement, the IPA requirements apply (see section 2-2-510 and Appendix I). International institutions accredited by ACICS located outside the U.S. that are planning to initiate education or study abroad activities must disclose the nature and scope of such activities in writing to ACICS and seek prior approval.
2. ***Maximum of Length of Education or Study Abroad Activity***: No more than 50 percent of a program's coursework may be completed through education or study abroad activities, including transfer credit, challenge examinations, and other sources. An education or study abroad program may not exceed an equivalent of two semesters in length.
3. ***Academic Residency***: Students admitted to an education or study abroad program are those who must have satisfactorily completed a minimum of one full-time equivalent semester, quarter, or trimester online or on site through the home institution. Additionally, education or study abroad students are required to complete a minimum of one full-time equivalent semester, quarter, or trimester online or on-site through the home institution following completion of the education or study abroad activity and prior to completion of the credential.

APPENDIX K REQUIREMENTS AND GUIDELINES FOR THE CAMPUS EFFECTIVENESS PLAN (CEP)

This Appendix identifies the Council's requirements for the content of a written Campus Effectiveness Plan (CEP) document. The CEP should provide information about the campus and how it measures and evaluates key elements of its operations in order to continuously improve its overall educational operations and meets its mission and objectives. The Council requires each campus to have a current CEP available that meets the requirements identified in this Appendix.

A main and branch campus may use similar language, format, and general content in CEPs, where appropriate. However, the CEP for each main and branch campus must also include information and data specific to its own campus including the characteristics and demographics of the current student population; the number of students enrolled in each program; campus and program retention, placement, graduation rates; results of surveys to determine current student, graduate, and employer satisfaction; and student learning outcomes.

Follow-up studies on students or former students, as an extension of or in addition to the analysis of satisfaction surveys, must be conducted by the institution and summarized within the CEP. The studies should provide further data or feedback regarding the programs and institution, relative to its performance as an educational institution or program, or regarding the effectiveness of its training in the workplace. Such studies must be conducted at least annually. (See Glossary of Definitions for *Follow-up*).

For those campuses offering programs in non-traditional modes of delivery, the distance education plan must be integrated into the CEP and the elements evaluated to include the effect of the modality on overall outcomes. Further, the campus must also incorporate its assessment of faculty satisfaction into its plan.

EVALUATION OF ELEMENTS IN THE CAMPUS EFFECTIVENESS PLAN (CEP)

The CEP shall, at minimum and at both the campus and program levels, report outcomes for each of the elements listed below. For each element, at the campus and program levels, as appropriate, baseline rates and levels for comparison and goals for the current evaluation period must be identified. A summary and analysis of previous performance, a rationale for the baseline rates and levels, goals, and a listing of activities that will be undertaken to achieve the goals must also be included. In accordance with Section 2-1-809, a specific plan to improve the retention, placement, and/or licensure pass rate(s) for each program not meeting current Council standards for retention and/or placement must be included within the CEP.

1. Retention rates.
2. Placement rates.

   Student retention and graduate placement rates reported on the Campus Accountability Report (CAR) shall be included in the CEP for the most recent three years, or, if less than three years' worth of CAR data is available, data for at least one reporting period. The data and information reported for retention and placement rates must demonstrate that the campus is maintaining or improving performance each year or, if that is not the case, then the campus must provide an explanation of mitigating circumstances affecting improved outcomes.

3. Graduation Rates

   Graduation rates are based on scheduled to graduate cohort for each program offered at a campus. The graduation rates reported on the Campus Accountability Report (CAR) shall be included in the CEP for the most recent three years, or, if less than three years' worth of CAR data is available, data for at least one reporting period.

4. Current student satisfaction.
5. Graduate satisfaction.
6. Employer satisfaction.

   The level of satisfaction for each of the three elements identified above shall be determined and reported at least twice a year. For each of these three elements, the CEP must identify and describe what types of data were used to determine the level of satisfaction, how they were collected, and the target group's response rate. Graduate satisfaction should be evaluated no sooner than 30 days following and within 6 months after graduation and include both placed and non-placed graduates.

7. Student learning outcomes (SLOs).

   Measuring and evaluating achievement of the SLOs are among the most important activities available to validate and confirm overall program and campus effectiveness. The assessments used to measure SLOs should be appropriately selected, with a rationale, to reflect the nature of the academic programs offered and must include direct assessments but may also include indirect measurements (see Glossary definitions of Direct Assessment and Indirect Assessment). For campuses that offer programs for which licensure or certification is required to practice in the specific career field, pass rates shall be evaluated as a required student learning outcome.

IMPLEMENTATION AND MONITORING OF THE CAMPUS EFFECTIVENESS PLAN (CEP)

Each campus shall systematically maintain progress reports on a periodic basis as defined by the campus but no less than two times during the CEP year that document completion of activities and changes in data and information for each of the CEP elements. Activities, as described in the reports, are to be specific and measurable.

In addition to the periodic progress reports, each campus is required to conduct a comprehensive evaluation of its plan at the end of the CEP year and to incorporate the results of that evaluation into the next year's CEP, as appropriate. The next year's CEP should contain a narrative section describing or explaining the consideration and, if applicable, the incorporation of the previous year's outcomes in the formulation of the new document.

APPENDIX L STUDENT ACHIEVEMENT STANDARDS AND CAMPUS ACCOUNTABILITY REPORTS

INTRODUCTION

ACICS defines academic quality in terms of the extent to which an accredited institution achieves its intended student learning and student success outcomes. Student learning outcomes involve assessment of skill and competency attainment, including licensure or certification examination pass rates, where applicable. Student success outcomes include student retention or persistence and employment or placement.

Section 2-1-809 of the *Accreditation Criteria* requires periodic Council review of student achievement data, verified both by the institution as well as by the Council, submitted by the campus in the annual Campus Accountability Report (CAR) as required under Section 2-1-801. Appendix L provides an overview of the Council's student achievement standards and Council actions that will be taken if the student achievement data show that a campus or program is out of compliance with these standards.

STUDENT ACHIEVEMENT STANDARDS

Student achievement standards outlined below apply to retention and placement rates at the campus and program levels, and licensure or certification examination pass rates, where applicable, at the program level. Minimum standards are intended to ensure that a substantial majority of students at ACICS-accredited campuses are retained, pass licensure or certification examinations where applicable, and find appropriate employment.

Consideration will be given to extenuating circumstances in relation to local, state, or national requirements or trends; student population; program length; graduates pending the completion of licensure or certification exams; economic or cultural factors; or any other reasonable circumstances impeding an institution's ability to meet or exceed the established compliance standard. However, the institution must also submit documented evidence of student learning through other appropriate indicators.

Campus-Level Student Achievement Elements (Effective 2013 Reporting Year)	**Compliance Standard**	**Benchmark***
Retention Rate	**60%**	**70%**
Placement Rate	**60%**	**70%**
Program-Level Student Achievement Elements (Effective 2013 Reporting Year)	**Compliance Standard**	**Benchmark***
Retention Rate	**60%**	**70%**
Placement Rate	**60%**	**70%**
Licensure Examination Pass Rates, where applicable**	**60%^**	**70%**

**A campus and/or program whose rates fall below the Benchmark must develop and implement an Improvement Plan.*

***Standards apply to programs for which licensure or certification is required to practice in the specific career field. The program is required to meet any higher licensure or certification agency standards.*

^ *The Council also will consider any conditions or negative actions from other oversight agencies, as well as*

additional student achievement indicators when taking an action.

DATA COLLECTION AND VERIFICATION OF DATA INTEGRITY

As required under Standard 2-1-801, each main campus and each branch campus must submit an annual Campus Accountability Report (CAR). These reports are due on or before November 1 annually. The CAR reporting year is July 1 to June 30. Placement is accepted through November 1 of the CAR reporting year. Based on the student-by-student data submitted by the campus, the Council calculates the various student achievement rates. All data reported to ACICS for any purpose is expected to reflect an accurate and verifiable portrayal of institutional performance and is subject to review for integrity, accuracy, and completeness (see Standard 3-1-203). In addition to the Council review of data on an annual basis, placement information is reviewed via monthly submissions, and all CAR data is subject to review and verification at any time, including during an on-site evaluation visit.

STUDENT ACHIEVEMENT REVIEW AND COUNCIL ACTIONS

The Council reviews student achievement data for each campus on an annual basis and takes appropriate action. The Council reserves the right to take prompt adverse action once a campus and/or program is found out of compliance and will exercise its judgment in applying the guidelines outlined below:

Year Reporting	Rates	Campus and/or Program Status*	Council Directed Activities
Current Submission**	**60-69.9%**	**Reporting**	• Development and implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (*campus- and/or program-level*) • Attendance at ACICS's Retention and Placement Workshop (*campus-level*)
	50-59.9%	**Compliance Warning**	• Institutional review before the Council • Development and implementation of an Improvement Plan (IP) and inclusion into the Campus Effectiveness Plan (CEP) (*campus- and/or program-level*) • Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period (*campus and/or program-level*) • Submission of all communication and reporting with the oversight agency on licensure or certification performance (*program-level licensure/certification)* • Submission of updated licensure/certification information as provided by the oversight agency, or a reliable third-party, or as collected and compiled by the campus with supporting backup documentation (*program-level licensure/certification)*

Year Reporting	Rates	Campus and/or Program Status*	Council Directed Activities
	Below 49.9%	**Show-Cause**	• Institutional Review before the Council • Submission of a corrective action plan to the Council along with documentation of implementation and effectiveness (*campus- and/or program-level*) • Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period (*campus and/or program-level*) • Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (*campus- and/or program-level*) • Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (*campus and/or program level)* • Submission of all communication and reporting with the oversight agency on licensure/certification performance (*program-level licensure/certification)* • Submission of updated licensure or certification information as provided by the oversight agency, or a reliable third-party, or as collected and compiled by the campus with supporting back up documentation (*program-level licensure/certification)*
	*	**Adverse Action**	• Submission of a Campus Closure Application with a teach-out plan and agreements (campus level) • Institutional review before the Council (campus and/or program level) • Submission of a Program Termination Application with teach-out or transfer-out agreements (program level) • Immediate cessation of new enrollment (program level)
	50-59.9%	**Show-Cause**	• Institutional review before the Council

Year Reporting	Rates	Campus and/or Program Status*	Council Directed Activities
Following Year 1			• Submission of a corrective action plan to the Council along with documentation of implementation and effectiveness (campus and/or program level) • Submission of a partial Campus Accountability Report (CAR) which includes backup documentation to support the rate(s) reported for the specified period (campus and/or program level) • Notification of its status to its current and prospective students on its website, internal student communication system, and appropriate admissions forms and reference materials (campus and/or program level) • Submission of a prepared campus closure plan and/or program termination plan that includes an audit of students currently enrolled along with a plan for teach out (campus and/or program level) • Submission of all communication and reporting with the oversight agency on licensure or certification performance (program-level licensure/certification) • Submission of updated licensure or certification information as provided by the oversight agency, or a reliable third-party, or as collected and compiled by the campus with supporting back up documentation (program-level licensure/certification)
	Below 49.9%	**Adverse Action**	• Submission of a Campus Closure Application with a teach-out plan and agreements (*campus-level*) • Institutional Review before the Council (*campus and/or program-level*) • Submission of a Program Termination Application with teach-out or transfer-out agreements (*program-level*) • Immediate cessation of new enrollment (*program-level*)
Following Year 2	**Below 59.9%**	**Adverse Action**	• Submission of a Campus Closure Application with a teach-out plan and agreements (*campus-level*)

Year Reporting	Rates	Campus and/or Program Status*	Council Directed Activities
			• Institutional Review before the Council (*campus and/or program-level*) • Submission of a Program Termination Application with teach-out or transfer-out agreements (*program-level*) • Immediate cessation of new enrollment (*program-level*)

** If the Council deems an institution or program significantly out of compliance relative to student achievement outcomes with little or no chance of coming into compliance within the maximum time frame, it will take an adverse action. If Council judges that the institution or program can come into compliance within the maximum time frames specified in Title II, Chapter 3, Introduction, it will take action appropriate to the circumstances such as compliance warning or show-cause directive.*

***For any institution or program that receives a compliance warning or show-cause directive, the institution must come into compliance within the time frames specified in Title II, Chapter 3, Introduction (i.e. an institution whose longest program is less than one year in length has a time frame of twelve months to come into compliance).*

^ A program show-cause directive or compliance warning is not a negative or conditioning action and is therefore not appealable. It is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards.

DESCRIPTION OF STUDENT ACHIEVEMENT REVIEW ACTIONS

Immediate Adverse Action: The Council reserves the right to take immediate adverse action if the institution or one of its campuses is significantly out of compliance with the Council standards with little or no chance of coming into compliance within the maximum time frame. An adverse action for an institution is a withdrawal by suspension of the institution's accreditation, or withdrawal of inclusion of the branch campus's approval within the accredited status of the institution. An adverse action for a program is the withdrawal of the program's approval, except for teach-out purposes for the currently enrolled students. An institution, in accordance with Section 2-3-403(a), will be allowed the opportunity for a review before the Council prior to the execution of an adverse action.

Withdrawal by Suspension or Withdrawal of Program Approval: If an institution or one of its campuses does not come into compliance within the time frames specified by a compliance warning or show-cause directive, then the Council will issue a withdrawal by suspension of the institution's accreditation, or withdrawal of inclusion of the branch campus's approval within the accredited status of the institution.

If a program does not come into compliance within the time frames specified by a compliance warning or show-cause directive, then the Council will issue a withdrawal of program approval and the institution will be required to immediately cease new enrollments and terminate the program.

Show-Cause: The show-cause directive is an action by which the Council determines that the campus and/or program is materially out of compliance and provides the institution an opportunity for a review before the Council concerning the deficiencies identified. The campus must submit evidence to the Council of the corrective actions planned and implemented to improve performance and come into compliance within one year. Further, the campus must prepare a campus closure and/or program termination plan. In addition, the campus and/or program must provide notification of its status to all current and prospective students. If the show-cause directive is as a

result of licensure or certification examination pass rate performance, the campus must also provide updated pass rate information and all communication from the oversight agency concerning the monitoring of its performance.

Compliance Warning: A campus and/or program on compliance warning is required to evaluate, analyze, and if necessary, revise the Improvement Plan implemented while on student achievement reporting. The Council reserves the right to request the submission of the evaluation and analysis of the Improvement Plan for review. The campus will be given the opportunity for a review before the Council to provide evidence of improvement at the campus and/or program levels. As a result of being found out of compliance, the campus and/or program must come in to compliance within the time frame specified in Title II, Chapter 3, Introduction.

Reporting: If a campus and/or program reports student achievement retention or placement rates or program-level licensure or certification examination pass rates between 60-70%, it is considered on student achievement reporting. The campus and/or program is required to show improvement and must develop and implement an Improvement Plan that is fully incorporated into the Campus Effectiveness Plan (CEP). The Improvement Plan must identify the factors negatively impacting the student achievement outcome, the specific activities to be implemented or being implemented to address the deficiency, and an analysis of any changes realized since its implementation. This plan will be reviewed during any on-site evaluation visit.

Data Collection and Verification: ACICS standards are applied by the Council to data collected from each main and branch campus through the annual Campus Accountability Report (CAR). The Council reviews campus- and program-level retention and placement rates and program-level licensure or certification examination pass rates where licensure or certification is required for employment in the state the campus is located. The CAR reporting year is July 1 to June 30, and placement is accepted through November 1 of the CAR reporting year.

Please refer to* Campus Accountability Report (CAR) Guidelines and Instructions *for details regarding online submission of the annual report, instructions, types of information collected, and calculation formulas.

APPENDIX M GUIDELINES FOR OCCUPATIONAL AND AVOCATIONAL PROGRAMS AND COURSES

OCCUPATIONAL PROGRAMS

The offering of programs with occupational objectives requires the review and approval of ACICS consistent with the procedures of Sections 2-2-105 and 2-2-120. As defined, these programs would be included within the scope of the campus's approval or institution's accreditation, and therefore subject to the following expectations of review to assure academic quality.

EVALUATION OF OCCUPATIONAL PROGRAMS

Admissions and Tuition

An admissions policy, appropriate to the scope and outcomes for the program, must be established and published, with consistent application to similar students.

Tuition and any applicable fees must be reasonable for the program with notice to students of any changes as well as any balances due at the time of completion.

Program Oversight & Instruction

Evidence must be maintained to demonstrate that the program has qualified oversight and instructors in the area of study to assure adequate preparation of the students. The program must meet all state or licensing requirements for instruction, licensure preparation, and outcomes.

Student Achievement Outcomes

Retention, placement, and licensure pass rates, if applicable, will be evaluated consistent with the guidelines of *Appendix L.* The program must also be included in the campus's effectiveness plan for evaluation of each required element.

AVOCATIONAL COURSES/PROGRAMS

These programs and/or courses do not require ACICS approval except if required by the state or other licensing/oversight body. Further, these programs and/or courses may only be disclosed in the catalog and other publication/media with clear notice to students and other interested parties that they are not approved by ACICS as part of the institution's accreditation and are offered for the sole purpose of continuing education, professional development, or preparation.

INDEX

A

Ability to Benefit
- definition of, Glossary
- enrollment of students under, 3-1-411(a)
- recordkeeping, 3-1-303(b)(c)

Academic Associate's Degree
- educational activities, 3-4-200 to 3-4-204
- faculty, 3-4-300 to 3-4-304
- library, 3-4-400 to 3-4-406
- state authority, 3-4-100

Academic Credentials
- academic associate's, Title, III, Chapter 4
- bachelor's, Title III, Chapter 5
- conferring of, 3-1-521
- definition of, Glossary
- master's, Title III, Chapter 6
- nondegree, Title III, Chapter 2
- occupational associate's, Title III, Chapter 3

Academic Freedom
- 3-1-202(c); 3-1-531(b); 3-1-541

Accreditation
- automatic discontinuation of, 2-2-403(a)
- compliance warning, 2-3-220
- criteria maintenance, 3-1-301
- deferral of, 2-3-210
- deferred or conditioned, 2-3-200
- definition of, Glossary
- denial of, 2-3-300
- denoting, 2-1-806; Appendix C
- granting of, 2-3-100
- maintenance of, 2-1-800 to 2-1-810
- reinstatement of, 2-2-403(b) (ownership)
- revocation of, 2-3-401
- show-cause, 2-3-230
- suspension of, 2-3-402
- withdrawal of, 2-3-400
- withholding of, 2-1-302
- workshop requirements, 2-1-100

Accrediting Council, The
- authority of, Appendix A
- autonomy of, Appendix A
- composition of, Appendix A
- meetings of, Appendix A
- official activity of, Appendix A
- organization of, Appendix A
- purpose and authority of, Appendix A
- scope of, Appendix A

Accrediting Process
- Appendix A
- disclosure and confidentiality, Appendix G
- ethical standards, Appendix A
- privacy of, Appendix A

Actions
- accreditation deferred or conditioned, 2-3-200
- accreditation deferred, 2-3-210
- accreditation denied, 2-3-300
- accreditation granted, 2-3-100
- accreditation withdrawn, 2-3-400
- accreditation withheld, 2-1-302
- compliance warning, 2-3-220
- general Council, 2-1-700; Title II, Chapter 3
- revocation, 2-3-401
- show cause, 2-3-230
- suspension, 2-3-402

Administration
- evidence of degrees, 3-1-302
- in general, 3-1-300
- management, 3-1-301
- master's degree, 3-6-300 to 3-6-302
- of student financial aid, 3-1-434
- program, 3-1-511
- records, 3-1-303

Administrative Staff
- counseling and guidance, 3-1-441
- duties of, 3-1-202(b)
- library, 3-1-800(d); 3-3-401; 3-4-401; 3-5-401; 3-6-701
- management, 3-1-202; 3-1-301
- student financial aid, 3-1-434
- student recruitment, 3-1-412

Admissions Policies
- general standards, 3-1-410 to 3-1-414
- master's degrees, 3-6-600 to 3-6-604

Admissions and Recruitment
- 3-1-410
- representatives, 3-1-412(d)

Advertising
- 3-1-703; Appendix C

Annual Accountability Report
- 2-1-801

Annual Financial Report
- 2-1-802

Appeals
- expenses of, 2-3-608
- hearing of, 2-3-500; 2-3-606
- process, 2-3-500; 2-3-600
- review board, 2-3-600 to 2-3-608

Application
for initial grant of accreditation, 2-1-200
for renewal of accreditation, 2-1-300
Applied General Education
definition of, Glossary
occupational associate degrees, 3-3-202
Area of Concentration
definition of, Glossary
Articulation Agreements
2-2-507
Associate's Degree
academic, Title III, Chapter 4
occupational, Title III, Chapter 3
Attendance
satisfactory progress, 3-1-420
Audioconferencing
definition of, Glossary
Avocational short-term programs/courses
definition of, Glossary
guidelines, Appendix M

B

Bachelor's Degree
educational activities, 3-5-200 to 3-5-204
faculty, 3-5-300 to 3-5-304
library, 3-5-400 to 3-5-406
state authority, 3-5-100
Blended Course or Blended Learning
definition of, Glossary
Board of Directors
Appendix A
Branch Campus
definition of, 1-3-102; Glossary
evaluation of, 2-2-102(a)
notification of, 2-2-101(a)
Budget
general (institutional), 3-1-204
library, 3-1-800
library, academic associate's, 3-4-402
library, bachelor's, 3-5-402
library, master's, 3-6-702
library, nondegree, 3-2-204
library, occupational associate's, 3-3-402
Bulletin Board System (BBS)
definition of, Glossary
Bylaws of ACICS
1-1-100; Appendix A

C

Campus Effectiveness Plan (CEP)
3-1-110; Appendix K

evaluation of, 3-1-112; Appendix K
implementation of, 3-1-111; Appendix K
monitoring of, 3-1-111; Appendix K

Campus Accountability Report (CAR)
Appendix L
Cash Discounts
3-1-435
Catalog
Appendix C
3-1-700 to 3-1-702; 3-6-800
Category Grant
definition of, Glossary
Certification
requirements, 3-1-500
Change of Ownership or Control
general, 2-2-400 to 2-2-403
Changes
administration, 3-1-301; Title II, Chapter 2
facilities, 2-2-100
location, 2-2-602
name, 2-2-601
ownership or control, 2-2-400 to 2-2-403
programs, 2-2-503
Chat Room
definition of, Glossary
Classification of Campuses
branch campus, 1-3-102
general, 1-3-100
main, 1-3-101
Closing of (Campus) Institution
2-2-300
Committees
Appendix A
Community Resources
3-1-512(c)
Community Surveys
3-1-514
Complaints and Adverse Information
general, 2-3-700
grievance policy, 3-1-202(d)
Compliance Warning
2-3-220
Computer-Assisted Instruction (CAI)
definition of, Glossary
Confidentiality
Appendix A; Appendix G
Connect Time
definition of, Glossary
Consortium Agreements

2-2-504
Contracts with Accredited Institutions or Entities
2-2-504
Contracts with Unaccredited Institutions or Entities
2-2-506
Copyright Laws
3-1-531(d)
Council Actions
accreditation deferred, 2-3-210
accreditation deferred or conditioned, 2-3-200
accreditation denied, 2-3-300
accreditation granted, 2-3-100
accreditation withdrawn, 2-3-400
compliance warning, 2-3-220
denial of branch campus, 2-3-302
denial of change of control, 2-3-302
denial of change of ownership, 2-3-302
denial of initial grant, 2-3-301
denial of renewal of accreditation 2-3-302
general, 2-1-700
other denial actions, 2-3-303
procedural guarantees, 2-3-403
revocation, 2-3-401
show-cause directive, 2-3-230
suspension, 2-3-402
Council Evaluation
2-1-603
Counseling and Guidance
3-1-441
Course
definition of, Glossary
scheduling, 3-1-516
Credentials Conferred
certificates, diplomas, degrees, 3-1-521
Credit
allocation, 3-1-515
clock hour conversion, 3-1-515
hours, definitions of, Glossary; 3-1-515
transfer of, 3-1-413
Curriculum
academic associate's degree, 3-4-203
bachelor's degree, 3-5-203
evaluation and revision, 3-1-514
general, 3-1-512
master's degree, 3-6-404
occupational associate's degree, 3-3-203

D

Debarment
2-3-900
Default Rate
2-1-810
Deferral of Accreditation
2-3-210
Degree (Education) Requirements
academic associate's, 3-4-202
bachelor's, 3-5-202
master's, 3-6-403
occupational associate's, 3-3-202
Degrees
conferring of, 3-1-521
definition of, Glossary
evidence of, 3-1-302
faculty, 3-1-542
Denial of Accreditation
2-3-300 to 2-3-304
Direct Assessment
definition of, Glossary
Disclosure
Appendix G
of Council decisions, Appendix A
Distance Education or Distance Learning
definition of, Glossary
guidelines, Appendix H

E

Education or Study Abroad
3-1-504
Appendix J
international partnership agreements, Appendix I
Educational Activities
academic associate's degrees, 3-4-200
bachelor's degrees, 3-5-200
general standards, 3-1-500 to 3-5-544
master's degrees, 3-6-400
occupational associate's degrees, 3-3-200
Educational Facilities
code requirements, 3-1-602
in general, 3 1 600
plant and equipment, 3-1-601
Electronic Learning or E-learning
definition of, Glossary
Eligibility Criteria
agreements, 3-1-432(c)
credit requirements, academic associate's, 3-4-202
credit requirements, bachelor's, 3-5-202
credit requirements, master's, 3-6-403
credit requirements, occupational associate's, 3-3-202
minimum requirements, 1-2-100(a-i)

state authority, 3-3-100; 3-4-100; 3-5-100; 3-6-200
Employment Assistance
3-1-441(c)
English as a Second Language
guidelines, Appendix F
Enrollment
academic associate's, 3-4-204
agreements, 3-1-432(c)
bachelor's, 3-5-204
master's, 3-6-405
occupational associate's, 3-3-204
Equipment, Educational
3-1-531; 3-1-601
Evaluation
authorization of, 1-2-100(h) by team, 2-1-500
graduate applicants, 3-6-602
nonmain campus, 2-2-102
self (self-study), 2-1-204
visiting team, 2-1-400 to 2-1-402
Evaluation Standards
3-1-100 to 3-6-800
Evaluation Team
composition of, 2-1-402
evaluation of separately accredited programs, 2-1-403
expenses of, 2-1-405
functions of, 2-1-502
general, 2-1-400
procedures, 2-1-503
selection of team members, 2-1-401
staff member on, 2-1-404
Evaluation Visit
post visit, 2-1-600
scheduling of, 2-1-205
scope of, 2-1-501
Evaluator Selection
2-1-400

Extended Enrollment
for satisfactory academic progress, Appendix D
(See also Glossary definition of Regular Student.)
Extracurricular Activities
3-1-442

F

Face-to-Face or F2F
definition of, Glossary
Faculty
academic associate's, 3-4-300
administrative participation by, 3-1-301
assignments, 3-2-104; 3-3-302; 3-4-302;
bachelor's degree granting, 3-5-300
curricula revision by, 3-1-514
development, 3-1-543; Glossary
field preparation, 3-2-102
general, 3-1-540; 3-2-100; 3-3-300; 3-4-300; 3-5-300; 3-6-500;3 5 302; 3-6-502
in-service training, Glossary
master's, 3-6-500
meetings, 3-1-544
nondegree, 3-2-100
occupational associate's, 3-3-300
preparation, 3-1-541; 3-3-301; 3-4-301; 3-5-301; 3-6-501
professional growth, Glossary
stability, 3-2-105; 3-3-304; 3-4-304; 3-5-304; 3-6-504
student-teacher ratio, 3-2-105; 3-3-305, Appendix H
subject preparation, 3-2-103
teaching load, 3-2-101; 3-3-303; 3-4-303; 3-5-503; 3-6-503
verification of credentials, 3-1-542
working conditions, 3-1-531
Federal Regulations
knowledge of and adherence to, 3-1-434; Appendix E
Financial Report
annual, 2-1-802
certified audit, 2-1-803
Financial Stability
3-1-204
Full-Motion Video
definition of, Glossary

G

General Education
definition of, Glossary
General Education. Humanities
definition of, Glossary
General Education. Mathematics and the Sciences
definition of, Glossary
General Education. Social Sciences
definition of, Glossary
General Education Requirements
academic associate's, 3-4-202; Glossary
bachelor's, 3-5-202; Glossary
master's, 3-6-403; Glossary
occupational associate's, 3-3-202; Glossary

Grading System
3-1-303(e)
Graduation Requirements
Appendix C; 3-1-420
certification, 3-1-500
Grants in Aid
3-1-431; Appendix E
Guidance Services
3-1-441

H

Hearings
financial, 2-3-502
format, 2-3-501
general, 2-3-500
procedures, 2-3-500(a) to 2-3-500(c); 2-3-606
review board, 2-3-600 to 2-3-608
Home Institution
definition of, Glossary
Host Institution
definition of, Glossary
Hybrid Course or Hybrid Program
definition of, Glossary

I

Independent Study
definition of, Glossary
Indirect Assessment
definition of, Glossary
Individual Differences of Students
3-1-512(b)
Information Technology
definition of, Glossary; 3-2-200; 3-3-400; 3-4-400; 3-5-400; 3-6-700
Initial Application
application of, 2-1-202
general, 2-1-200
preliminary review of, 2-1-201
resource visit of, 2-1-203
scheduling the visit of, 2-1-205
self-evaluation of, 2-1-204
In-Service Training
definition of, Glossary
faculty development, 3-1-543
institutional changes (See Procedures.)
Institutional Effectiveness
3-1-110 to 3-1-113
Institutions
classification/types of, 1-3-100 to 1-3-103
integrity of, 3-1-202
Instruction
general standards, 3-1-530 to 3-1-532
Instructional Resources and Materials
academic associate's, 3-4-400 to 3-4-406
bachelor's, 3-5-400 to 3-5-406
budget, 3-2-204, 3-3-402, 3-4,402, 3-5-402
master's, 3-6-700 to 3-6-706
nondegree, 3-2-300 to 3-2-204
occupational associate's, 3-3-400 to 3-3-406
Integrated Learning System or ILS
definition of, Glossary
Intermediate Review Committee
2-1-602
International Partnership Agreements
2-2-508, Appendix I

L

Learning Management System or LMS
definition of, Glossary
Learning Object
definition of, Glossary
Learning Site
1-3-103
Council approval of, 2-2-110(b)
definition of, Glossary
substantive change, 2-2-104(b)
Legal Control and Organization
1-2-100(b)(g); 3-1-201
Library, Instructional Resources, and Technology
academic associate's, 3-4-400 to 3-4-406
acquisitions, 3 3-406; 3-4-406; 3-5-406; 3-6-706
bachelor's, 3-5-400 to 3-5-406
budget, 3-2-204; 3-3-402; 3-4-402; 3-5-402; 3-6-702
distribution of, 3-2-202
function, 3-3-403; 3-4-403; 3-5-403; 3-6-703
general, 3-1-800
holdings, 3-3-405; 3-4-405; 3-5-405; 3-6-705
inventory, 3-2-203
master's, 3-6-700 to 3-6-706
nondegree, 3-2-200
occupational associate's, 3-3-400 to 3-3-406
references, 3-2-201
staff, 3-3-401; 3-4-401; 3-5-401; 3-6-701
use and accessibility, 3-3-404; 3-4-404; 3-5-404; 3-6-704
Loan
definition of, Glossary; 3-1-431; Appendix E
Lower-Division Course
definition of, Glossary

M

Maintaining Accreditation
annual financial report, 2-1-802
annual institutional report, 2-1-801
audited financial statements, 2-1-803
general, 2-1-800
payment of fees, 2-1-804; Appendix A
Master's Education
admissions, 3-6-600 to 3-6-604
educational activities, 3-6-400 to 3-6-405
faculty, 3-6-500 to 3-6-504
library, 3-6-700 to 3-6-706
nature of, 3-6-100
organization and administration, 3-6-300 to 3-6-302
publications, 3-6-800
state authority, 3-6-200
Meetings
Council, Appendix A
faculty, 3-1-544
review board of appeals, 2-3-600 to 2-3-608
Membership of Faculty
in professional associations, 3-1-543
Methods of Instruction
3-1-530
Minimum Eligibility Requirements
1-2-100 (a-i)
Mission
bachelor's education, 3-5-201
disclosure, 3-1-101
general, 3-1-100
implementation, 3-1-102
master's education, 3-6-401

N

Need-based Grant
definition of, Glossary
Nondegree Programs
faculty, 3-2-100 to 3-2-105
instructional resources, 3-2-200 to 3-2-204
Nonmain Campus
evaluation of, 2-2-102
general, 2-2-100
notification of, 2-2-101
termination or substantial change of, 2-2-103
Nontraditional Education
course measurement, 3-1-515
Guidelines, Appendix H

O

Objectives
academic associate's degrees, 3-4-201
bachelor's degrees, 3-5-201
general, 3-1-100
master's degrees, 3-6-401
occupational associate's degrees, 3-3-201
Occupational Associate's Degrees
educational activities, 3-3-201 to 3-3-204
faculty, 3-3-300 to 3-3-305
library, 3-3-400 to 3-3-406
state authority, 3-3-100
Occupational short-term programs
definition of, Glossary
guidelines, Appendix M
Online Learning
definition of, Glossary
Organization
Council, Appendix A
disclosure, 3-1-201
financial stability, 3-1-204
in general, 3-1-200
integrity, 3-1-202
master's degree, 3-6-300 to 3-6-302
Orientation
3-1-441
Ownership (or Control)
change of, 2-2-401
corporate structure, 1-2-100(g)

P

Physical Plant
3-1-601
Placement
of students, 3-1-441(c)
rate, 2-1-809; 3-1-111
Post-Visit Procedures
commission and council review, 2-1-603
general, 2-1-600
intermediate review, 2-1-602
opportunity to respond, 2-1-601
Preliminary Review
initial applicants for accreditation, 2-1-201
Prerequisites
3-1-513(b); 3-3-204; 3-4-204
President of Council
Appendix A
Procedural Guarantees
accreditation withdrawn, 2-3-400 to 2-3-403
in general, 2-3-403

Procedures
accreditation (initial), 2-1-100 to 2-1-205
accreditation (renewal), 2-1-300 to 2-1-302
appeals, 2-3-500; 2-3-600
approval of scholarships, grants, and loans, 3-1-431(b)(c); Appendix E
branch location to main campus reclassification, 2-2-201
change of name or location, 2-2-601; 2-2-602
change of ownership or control, 2-2-400 to 2-2-403
closing an institution, 2-2-300
degree granting status, 1-3-100 to 1-3-103; 3-1-521
evaluation teams, 2-1-400
handling complaints, 2-3-700
hearings, 2-3-500(a) to 2-3-500(c); 2-3-606
new programs, evaluation of, 2-2-501
nonmain campus, evaluation of, 2-2-102
initiation of, 2-2-101;
termination of, 2-2-103
renewal of accreditation, 2-3-1002-3-100
review board of appeals, 2-3-600
Professional Growth
definition of, Glossary
Program Administration
3-1-511
Programs
administration of, 3-1-511
changes to, 2-2-503
course and program measurement, 3-1-515
definition of, Glossary
development of , 3-1-513
evaluation of, 3-1-514
higher credential, 2-2-502
length and tuition and fees, 2-1-807
new 2-2-501
planning of, 3-1-512
termination of, 2-2-504
Progress
of student, 3-1-303(e); 3-1-420 to 3-1-423
Public Participation
1-1-300
Publication
of grant of accreditation, 2-1-806
of review board decisions, 2-3-600 to 2-3-608
of withdrawal action pending appeal, 2-3-604
Publications
advertising, 3-1-703; Appendix C
catalog, 3-1-701; Appendix C
general, 3-1-700; 3-6-800; Appendix C
master's programs, 3-6-800; Appendix C
multiple school catalog, 3-1-702; Appendix C

R

Recognition
1-1-200
Record, Transcript of Hearing
2-3-500(c); 2-3-605
Records
administrative operations, 3-1-303(a)
faculty, 3-1-542
in general, 3-1-303
safety of, 3-1-303(f)
student, 3-1-303(b) to (g)
Recruitment
of students, 3-1-412
Redesignation of Campuses
branch location to main campus, 2-2-201
reassignment of campuses, 2-2-202
Refunds
policy, 3-1-433
Regular Student
3-1-420 to 3-1-423
definition of, Glossary
Relations with Students
administration of financial aid, 3-1-434
admissions, 3-1-411
cash discounts, 3-1-435
counseling and guidance, 3-1-441
extracurricular activities, 3-1-442
financial relations, 3-1-430
general, 3-1-400
institutional grants, 3-1-431; Appendix E
institutional loans, 3-1-431; Appendix E
recruitment, 3-1-412
refund policy, 3-1-433
satisfactory progress, disclosure, 3-1-422
satisfactory progress, elements, 3-1-423
satisfactory progress standards, 3-1-420 to 3-1-423, Appendix D
scholarships, 3-1-431; Appendix E
student services, 3-1-440
transfer of credit, 3-1-413
tuition and charges, 3-1-432
Renewal of Accreditation
2-3-100
application, 2-1-301
general, 2-1-300
withholding of, 2-1-302
Reports
annual and interim, 2-1-801 to 2-1-808
by visiting team, 2-1-502

financial, 3-1-204
Resource Visit
2-1-203
Resources (of Community)
3-1-512(c)
Response to Team Report
2-1-601
Retention
emphasis on, 3-1-441(b)
rates, 2-1-809; 3-1-111
Review Board of Appeals
accreditation withdrawn, 2-3-400
appeal, 2-3-600
appointment of members, 2-3-602
Council receipt of decisions, 2-3-607
decisions of, 2-3-606
expenses of hearing, 2-3-608
hearing of appeal, 2-3-605
jurisdiction and authority, 2-3-603
request for appeal, 2-3-604
Reviews
intermediate (post visit), 2-1-602
preliminary, 2-1-201
Revocation (of Accreditation)
2-3-401

S

Safety
of facilities, 3-1-601
of records, 3-1-303(f)
Satisfactory Progress Standards
3-1-420 to 3-1-423; Appendix D
Scalability
definition of, Glossary
Scheduling (course)
3-1-516
Scholarships
Appendix E
definition of, Glossary; 3-1-431;
School Plant
general, 3-1-600
physical requirements, 3-1-601
Self-Evaluation (Self-Study)
2-1-204
Simulations
definition of, Glossary
Special (and FACT) Visits
2-3-900
Specialization
academic associate's degrees, 3-4-202
bachelor's degrees, 3-5-202
definition, Glossary
master's degrees, 3-6-403
occupational associate's degrees, 3-3-202
Stability, Financial
3-1-204
Staff
general administrative, 3-1-202(b); 3-1-300 to 3-1-302
general recruiting, 3-1-412(a)(d)
general counseling, 3-1-441
library, 3-3-401; 3-4-401; 3-5-401; 3-6-701
Standing Committees, Council
Appendix A
State Authority (for granting credentials)
academic associate's degrees, 3-4-100
bachelor's degrees, 3-5-100
master's degrees, 3-6-200
occupational associate's degrees, 3-3-100
State Laws
knowledge of and adherence to, 3-1-412(c); 3-1-431; 3-1-434; 3-1-500; 3-1-602
Student Financial Aid
3-1-430; 3-1-435
Student Loan Repayment
3-1-431(c)
Student Services
counseling, 3-1-303(b); 3-1-441
employment assistance, 3-1-441(c)
extracurricular activities, 3-1-442
guidance, 3-1-303(b); 3-1-441
in general, 3-1-400
orientation, 3-1-441
Student-Teacher Ratios
nondegree granting, 3-2-105
occupational degree, 3-3-305
Study Abroad
3-1-504; Appendix J
international partnership agreements, Appendix I
(See also Education or Study Abroad.)
Suspension
of accreditation, 2-3-402
Syllabus
3-1-513(a)
definition of, Glossary
Synchronous Interactions
definition of, Glossary

T

Teaching Load
academic associate's degree granting, 3-4-303

bachelor's degree granting, 3-5-303
master's degree granting, 3-6-503
nondegree granting, 3-2-101
occupational associate's degree granting, 3-3-303
Teach-out
2-2-303
Team Functions and Procedures
compositions of teams, 2-1-402
expenses, 2-1-405
functions, 2-1-501
general, 2-1-500
procedures, 2-1-502
scope of visit, 2-1-404
selection of team members, 2-1-401
staff member on visit, 2-1-403
Terminal Degree
definition of, Glossary
Threaded Discussions
definition of, Glossary
Transcripts
of staff, 3-1-302
of students, 3-1-303
of faculty, 3-1-542
Transfer of Credits
evaluation of, 3-1-413
in general, 3-1-512(b)
master's programs, 3-6-603
Tuition and Fees
3-1-430 to 3-1-435

U

Unannounced Visit
2-1-805; Appendix B
Upper-Division Course
definition of, Glossary

V

Validated Test
definition of, Glossary
scores for, 3-1-303(b)
Videoconferencing
definition of, Glossary
Visiting Team
2-1-400 to 2-1-405
(See also Evaluation Team.)

W

Webinar
definition of, Glossary
Withdrawal
definition of, Glossary
of accreditation, 2-3-400 to 2-3-404
voluntary, 2-2-700, Appendix G
Withholding
of accreditation, 2-3-300
Working Conditions
of faculty, 3-1-531

b. Team chair summarizes the findings identified by the team that would require a response
c. Staff representative explains the next steps in the evaluation process
d. Evaluation formally ends

GUIDELINES FOR TEAM ACTIVITIES

This outline is provided for guidance to team members. Please note that not all parts of the outline will be applicable to all institutions. Team members will utilize the sections applicable to their assigned sections of the report.
Sections of the outline are compatible with sections of the self-study and Accreditation Criteria. Team members should always request and review documentation to support all statements.

TEAM CHAIR

1. Interview Chief On-Site Administrator

A. Mission
   1. What is it
   2. How is it achieved
   3. Describe Campus Effectiveness Plan (CEP) and its relationship to the mission

B. Campus Effectiveness Plan (on-site administrator or coordinator)
   1. How was the plan developed
   2. Discussion on specific areas
   3. Who is responsible for the implementation and monitoring
   4. Progress reporting/review
   5. Evidence of evaluation
   6. Review of surveys and other supporting materials

C. Organization, administration, and control
   1. Educational and experiential background of director
   2. Administrative chain of command
   3. Advisory committees or other community input
   4. Administrative staff and faculty meetings (how often, topics, etc.)
   5. Evaluation of staff and faculty
   6. Faculty input into administrative policies
   7. In-service training
   8. Extracurricular activities
   9. Clerical assistance
   10. Counseling for students
   11. Retention program (if applicable, interview specific staff assigned this function)
   12. Other student services
   13. Programs of study

2. Review and Evaluate

A. Faculty and administrative staff records
   1. Job descriptions
   2. Official college transcripts
      a. Look for seal; not stamped "Issued to Student"
      b. Make sure there is a transcript for each degree listed

c. Determine if degree is appropriate; review grades received in related subjects
d. If degree is out of field, verify minimum of two years' work experience in fields

3. Application for employment
4. Faculty development plan
5. In-service training

6. Professional growth
7. Employee contracts, if applicable
8. Evaluations

3. Educational Facilities

A. Buildings and grounds
B. Classrooms, offices, and lounges
C. Furniture and equipment
D. Review code compliance documentation (fire, safety, sanitation)
E. Examine fire extinguisher inspection notes (check expiration dates), fire exits, and evacuation plan

STUDENT RELATIONS SPECIALIST

The extensiveness of the expectations of the SR review process is thoroughly detailed in the ACICS Student Relations Training Manual which will be provided to each approved evaluator. Below is a general outline of the onsite interview/review process.

1. Interview Admissions Director and Representatives (as a separate group)
   - Institution's admission standards
   - Determination of leads and subsequent procedures
   - Procedures for admission (testing, orientation, etc.)
   - Type of student being recruited--recent graduate, adult, veteran, non-high school graduate, contract
   - Control executed over admission representatives
   - Responsibility for advertising (check materials published; for more information, refer to Appendix C of the *Accreditation Criteria*)
   - Evaluation of performance
   - Understanding of chain of command
   - Frequency of staff meetings and topics discussed
   - Testing procedures for ability-to-benefit vs. high school graduates/GED; who administers test
   - Who is responsible for determining test cut-off scores for admission
   - Observe at least one person designated to engage in recruitment activities conduct an initial phone screen and/or briefly observe an in-person interview with a prospective student.

2. Interview Financial Aid Director and Officers (separately)
   - Describe financial aid programs in which institution participates (Federal and state programs)
   - Describe institutional grant or loan programs
   - Describe any scholarship programs offered by the institution (check to see if all the details are accurately described in the catalog and research past recipients)

- Ask to see student financial records (e.g., ledger cards) and explanation of accounting methods
- Percentage of total enrollment receiving financial aid
- How are standards of satisfactory progress monitored
- Describe the communication between the education and financial aid departments concerning satisfactory progress
- Review standards of satisfactory progress as stated in the catalog
- Explanation of refund policy and procedures (check actual withdrawals to be randomly selected by team member)
- Describe default management procedures
- Education/experience of financial aid director
- Evaluation of performance
- Involvement in admission process
- Understanding of chain of command
- Frequency of staff meetings and topics discussed

3. Evaluation and Review of Financial Aid Procedures
   - Review of Enrollment Agreements, Ledger Cards and R2T4 forms
   - Review of administrative procedures for determining eligibility, packaging, awarding, and disbursement.
   - Review of initial and ongoing training and supervision for all financial aid personnel.
   - Review of financial aid activities.

4. Evaluation and Review of Recruitment Procedures
   - Review of initial and ongoing training and supervision for all recruitment personnel (internal and external).
   - Review of recruitment activities.
   - Interviews with students regarding their recruitment experience.

5. Interview individual(s) responsible for administration/monitoring of Satisfactory Academic Progress (SAP)
   - Where is the policy published in the catalog?
   - Explain the policy
   - Documentation of implementation (student file review)
   - Evidence of evaluation
   - Evidence of providing assistance to students (advising)

6. Interview Placement/Career Director
   - Describe placement activities
   - Placement follow-up studies – documentation reviewed
   - Evaluation of performance
   - Understanding of chain of command
   - Frequency of staff meetings and topics discussed

EDUCATIONAL ACTIVITIES SPECIALIST

1. Interview the director of education/dean/academic affairs
   A. Discussion of qualifications and experience
   B. Academic oversight and resources
   C. Academic freedom policy
   D. Academic Governance
   E. Program for dealing with individual (academic) differences among students

F. Process for the evaluation and revision of curriculum and the involvement of faculty
G. (If applicable) Discussion on systematic process for the awarding of credit for experience (occupational or professional). Documentation to evidence consistency in award.

2. Review of General Education Faculty (Occupation – bachelor's degrees)
   A. Evidence of bachelor's degree and appropriate coursework (applied general education)
   B. Evidence of graduate degree and the equivalent of 18 semester hours in the teaching area C. Review coursework determined to be applicable to teaching area

3. Review of all faculty academic file (with assistance from staff coordinator)
   A. ACICS Data Sheet (current; not required)
   B. Official transcripts for all qualifying credentials
      1. College seal or evidence of authenticity (for those microfilmed)
      2. Not "issued to student"
   C. Faculty Development Plans
      1. In-service training (schedule)
      2. Professional growth activities
      3. Documentation of implementation
   D. Position Descriptions or Employment Contracts
   E. Evaluations by administration (student evaluations are recommended but not required)
   F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)
4. Placement Verification in programs which hold specialized accreditation
5. Review of Instructional tools for general education (if applicable)
6. Review of contracts and/or agreements with other institutions or entities (if applicable)
7. Review of curricula and general education coursework (if applicable)
   A. Inclusion of minimum number of general education credits (credential specific)
   B. Inclusion of required distribution of general education disciplines C. General Education meeting standards (glossary definition of disciplines)

DISTANCE EDUCATION SPECIALIST

1. Interview the individual assigned to provide administration of the activity
   A. Discussion of qualifications and experience
   B. Oversight and resources C. Distance Education Plan
   D. Academic Governance
   E. Program for dealing with individual (academic) differences among students

2. Review of the Distance Education Plan
   A. Inclusion of components
   B. Integration into CEP
   C. Review coursework determined to be applicable to teaching area

3. Review Distance Education faculty academic files (with assistance from ED/staff coordinator)
   A. ACICS Data Sheet (current; not required)

B. Official transcripts for all qualifying credentials
    1. College seal or evidence of authenticity (for those microfilmed)
    2. Not "issued to student"

C. Faculty Development Plans
    1. In-service training (schedule)
    2. Professional growth activities
    3. Documentation of implementation

D. Position Descriptions or Employment Contracts

E. Evaluations by administration (student evaluations are recommended but not required)

F. Percentage of faculty members holding requisite academic credentials as specified (credential specific)

4. Review of, and interaction with, online platform (admin log-in should be provided)
    A. Curriculums
    B. Syllabi
    C. Faculty/Student interaction and Student/Student interactions

5. Review of Publication (Catalog)
    A. Admissions policy
    B. Confirmation of student identity
    C. Disclosure of distance education activity

6. Review of contracts and/or agreements with other institutions or entities (if applicable)

PROGRAM SPECIALIST

1. Review, Observe and Evaluate

A. Classrooms
- What teaching methods are used?
- Are teaching methods employed effective and appropriate for the subject matter?
- Is the course being taught as outlined in the syllabus?
- How is the rapport between the instructor and the student?
- Do students participate in class, e.g., questions, note taking, presentations
- ▪ How is instructional equipment utilized?
- Are facilities adequate for type of class and number of students?

B. Program Faculty

▪ Qualifications – academic and experiential (documentation required) ▪ Professional development/currency

C. Instructional Resources

▪ Approximate number and quality of book titles, periodicals, reference materials and their adequacy for the programs offered
- Circulation system, if used
- Evidence of usage by faculty and students
- Accessibility, location, hours (if housed in one central location)

D. Instructional Equipment
- In working order
- Up to date
- Sufficient quantity for present enrollment
- Applicable to courses offered

- Usage
- Leased or owned; maintenance
- Distributed or centrally located
- Appropriate software licensure, as applicable

D. Publications

- Review program-specific content to include admissions criteria, curriculum, course descriptions, etc. ▪ Comparison with information in syllabi

E. Syllabi

F. Evaluation of Out of Classwork for Purposes of Credit awarded for Financial Aid

- Review the campus's written procedures (as evidenced by their academic credit analysis) to determine compliance
with the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV
funding.
- Review evidence that out-of-class work or the equivalency is being evaluated.

2. Interview Students

Interviews should take place on all visits. See Interviewing Students section.

A. Enrollment information

1. How student heard about this institution
2. Why this institution was chosen
3. What admissions procedures were utilized
4. Was a catalog issued to student and does it accurately portray the institution
5. Were administrative policies explained
6. Was an enrollment agreement signed--if yes, did student receive a copy
7. Was there an orientation program?

B. Educational background

1. Is student a high school graduate
2. Has student had other postsecondary education--if so, what were transfer-of-credit policies and procedures when student enrolled in this institution

C. Tuition and financial arrangements

1. Name of program in which student is enrolled, length, and cost
2. How is the tuition paid?
3. Awareness of refund policy and terms of policy
4. If the student is receiving financial aid, is the student aware of how the aid is packaged and what the repayment responsibilities are? Does the student know the difference between a grant and a loan? Has the student been counseled about student loan default?

D. Educational program

1. Program objectives
2. Program requirements for graduation; does student know when s/he will complete program
3. Are students familiar with the sequencing and scheduling of courses
4. Size of largest, smallest, and average class
5. Preparation of instructors
6. Are instructors available for additional help
7. Do students evaluate faculty

8. Is there ample time for practice on equipment (e.g., computer, medical, electronic) and is it in good working order?
9. Are textbooks received in a timely manner?
10. Resource center/library
11. Counseling and guidance
12. Is there a feeling of freedom to discuss problems (e.g., academic, financial, personal) with administration and faculty?
13. Awareness of school policy regarding academic or attendance problems

E. Extra-Curricular Activities
1. What does the school offer?
2. Do students actively participate in the activities offered?

F. Opinions
1. School and educational program in general (e.g., best features, recommendations for improvement)
2. Faculty as a whole
3. Administration as a whole
4. If choice were to be made again, would student enroll in this institution
5. Would student recommend the institution to a friend or relative?

G. Use of community resources
1. Guest lecturers
2. Field trips
3. Externships/internships

H. Instructional evaluation
1. Who does the evaluation (director, dean, students, etc.)?
2. How are evaluations performed?
3. Who discusses results? How is it documented?

I. Use of the resource center/library

J. Describe best and worst features of working conditions

K. Recommendations for improvement

GENERAL INTERVIEWING GUIDELINES

FACULTY MEETINGS

Faculty can be interviewed in groups (by department and overall) and probably some individually. General faculty meetings will be led by the educational activities specialist with support from the program specialists.

A. Educational/experiential background

B. Faculty Development Plan
1. How is plan developed? How is it implemented?

2. How is it documented? When is it reviewed?

C. Professional organization memberships
1. Amount of participation
2. Does institution contribute towards membership fees?

D. Faculty meetings
1. How often
2. Topics

E. In-service training
1. How often
2. Topics
3. Do you find them helpful?

F. Involvement in curriculum revision, materials selection, and faculty governance generally
1. How are faculty involved in curriculum review and development? Do you participate?
2. -Are you able to make suggestions and recommendations for books and such? (*do you feel campus administration listens? values faculty input*?)
3. Does your job description identify faculty participation in governance as a duty?

G. Teaching load
1. Number of clock hours per week in class
2. Average student-teacher ratio
3. Number and identification of subject preparations

H. Student attendance
1. Are you required to take attendance? Who do you give your attendance info?
2. Is there an administrative policy of excessive absenteeism? If so, what is it?

I. Availability to provide academic assistance outside of class time

J. Preparation, utilization, and evaluation of course syllabi--are they given to students

K. Selection of textbooks and supplementary

L. Use of community resources: any or all of the following?
1. Guest lecturers
2. Field Trips
3. Externships/internships
4. Other

M. Instructional evaluation
1. Who does them (e.g., director, director of education, students?)
2. How is evaluation performed? Are results discussed with you? Who does that?

N. Use of the resource center/library – do you give assignments requiring students to use LRC

O. Describe best and worst features of working conditions – Recommendations for improvement

STUDENT INTERVIEWS

If class is a mixed group, the evaluator may want to quickly ask students to **identify which program** they are enrolled in – you may ask them to say **when they started** & **when they plan to finish**. ***These questions are suggested as a guide and not a script.***

1. How did you hear about the school? (*move on after you get some info about this*)
   - Why did you decide to enroll here? (*same as above, move on after a few responses*)

2. Admissions:
   - Did you complete an "application"?
   - Did you sign an enrollment agreement? (*and get a copy?*)

3. Catalog
   - Did you get a copy? When?
   - Have you been able to find info you need in it? - Does it accurately portray things? ….. so far?

4. Orientation program:
   - Do you remember **who** did it? **When** was it done for you? **Helpful?**

5. Tuition and financial arrangements:
   - Was financial aid explained OK? How's it going? (*need to be careful here – don't get trapped into a griping session*)

6. Educational program
   - Do you know the objectives of your program? (*what do you expect to do when you finish)*
   - Do you generally know the requirements for graduation? (*for example, what are some of the courses you have to complete?*)
   - Do you have a "plan" for finishing? (*i.e., keep track of courses finished, courses need to take yet, etc.)*

7. Class sizes
   - Generally, how many students in the classes you take?
   - What kind are generally the largest? the smallest?

8. Instructors: How would you rate them, generally, on
   - preparation for class? knowledge about subjects they teach?
   - being willing to help you when you need it?
   - Do you know when they are available to help outside of class time?
   - Do you complete faculty and/or course evaluations?

9. Syllabus
   - Do you get a copy in all of your classes? at the start of the term?
   - Do you feel the syllabi are helpful? easy to figure out and use?
   - Do syllabi clearly give info on how your course grade will be figured?

10. Textbooks & instructional materials – are they appropriate? current? helpful to you?

11. How about equipment?
    - For classes or in programs where needed
    - Is the equipment available when needed? Kept in good repair? Generally up-to-date?

12. Library / LRC:

- Do you **use it**? For **what**?
- Are you **required to use it** for some assignments?

13. "Opinions":
    a. What's **best** about the school?
    b. What would you **change**?
    c. Would **you recommend a friend or family member come here**?

February 7, 2018

Evaluation Team Report –RENEWAL OF ACCREDITATION VISIT REPORT
ID for Campus Visited: 00023099
Main Campus ID: 00023099
Staff Contact: Mr. Andre McDuffie – Phone: (202) 336-6767
Application ID: 74268
VISIT RESPONSE DUE DATE: February 22, 2018

Dr. Isa Sarac
President
Virginia International University
4401 Village Drive
Fairfax, VA 22030
acicsinfo@viu.edu

Dear Dr. Sarac:

A copy of the report prepared by the Council's evaluation team that recently visited your institution is attached. The Council invites you to respond to this report before it takes formal action on your institution's application for accreditation. Please submit your response to the findings in the report via your online application under "Citations." The Council offers the institution ten business days to formally respond to the report; therefore, your response should be uploaded by the date indicated above.

We look forward to receiving your response. You will be notified in writing of the Council's decision following its next meeting.

Visit Response

Your response should pertain to the findings notated in the report or letter. The following information provides suggestions for developing your response. Please include information on any significant changes that have taken place at the institution since the site visit.

Web-Based Submission of Campus Response

ACICS has implemented a web-based submission process for all visit responses. The response to each finding must be uploaded under the application ID number associated with the visit (this is noted on the cover page of the team report). Each finding must include a narrative and supporting documentation (if applicable). If supporting documentation covers more than one finding, the campus is required to duplicate the documentation and upload it in each finding. Submission of a current catalog need only be uploaded once and only if referenced in the response. If you have any questions, please send your inquiry to Linda Lundberg at llundberg@acics.org.

Process:

Once the campus logs on to the ACICS membership website, go to the "In Process Applications" heading, select the application name and ID. The campus will then click either "Citation Documents" and upload each response document as described below. (Please see the attached "Preparing the Institutional Response" for step-by-step visual instructions on how to upload your response into your institution's Member Center Account.)

IMPORTANT: Document Labels

The institution may name the document any appropriate file name. However, each document must be labeled with the corresponding 'Document Type.'

Example: The document uploaded to satisfy the:
Finding 1 Narrative task must be labeled **1st Cite -*Narrative***.

If a campus needs to submit multiple pieces of information to support one citation response, this information should be combined into one document prior to uploading. Note: There is no maximum size for documents, but larger documents may take some time to upload. If you are uploading PDF documents, save them as reduced size PDF documents.

Response Tasks

Below is the format for how the listing of "Document Type" will appear once the document is uploaded. Each visit type will have a standard amount of visit *Response* tasks. Upload your response document and label each one accordingly. Ignore tasks that exceed your response requirement.

1st Cite - Narrative
1st Cite - Supporting Document
2nd Cite - Narrative
2nd Cite - Supporting Document
3rd Cite - Narrative
3rd Cite - Supporting Document

Responses should be professional in appearance. The responses should be paginated and well-organized to ensure a complete and sufficient review.

Sincerely,

(b)(6)

Linda J. Lundberg
Accreditation Content Editor
Accreditation and Institutional Development

Attachments

RENEWAL OF ACCREDITATION VISIT REPORT

CAMPUS
VIRGINIA INTERNATIONAL UNIVERSITY
4401 Village Drive
Fairfax, VA 22030
ACICS ID Code: 00023099

Dr. Isa Sarac, President (isarac@viu.edu)
(acicsinfo@viu.edu)
http://www.viu.edu

January 17-18, 2018

[redacted]	Chair	Dallas Nursing Institute (Retired)	Coppell, TX
[redacted]	Student-Relations Specialist	Krissler Business Institute (Retired)	Newburgh, NY
[redacted]	Public Administration/Education Activities Specialist	Kaplan University	Okeechobee, FL
[redacted]	Distance Education/Library Specialist	Montgomery County Community College	Blue Bell, PA
[redacted]	Information Systems, Information Technology, Computer Science, Software Engineering Specialist	Intelligent Education Solutions, Inc.	Tracey, CA
[redacted]	Applied Linguistics and TESOL Specialist	California State University Stanislaus	Turlock, CA
[redacted]	Business Programs Specialist	Northwood University	Bay City, MI
Ms. Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC
Mr. Andre McDuffie	Staff Representative	ACICS	Washington, DC
Ms. Elizabeth Daggett	Observer	U.S. Department of Education	Washington, DC

PROGRAMS OFFERED BY
VIRGINIA INTERNATIONAL UNIVERSITY
FAIRFAX, VA

CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock/ Contact Hrs.	Sem./ Qtr. Hrs.	Enroll: Full-time/ Part-time	CAR Retention & Placement (%)			
						2017		2016	
						Ret.	Pla.	Ret.	Pla.
Master of Business Administration (MBA)	Master's Degree	Business Administration	540	36	79/19	88	**61**	87	71
MS in Accounting (MAC)	Master's Degree	Accounting	720	36	4/2	**57**	N/A	100	81
BS in Business Administration (BBA)	Bachelor's Degree	Business Administration	1800	120	19/5	71	**38**	86	88
MS in Project Management (MPM)	Master's Degree	Project Management	720	36	5/4	80	**40**	95	**67**
Graduate Certificate in Project Management (GCPM)	Certificate (Graduate)	Project Management	270	18	3/1	**50**	**0**	90	**25**
Certificate in Small Business Management	Certificate	Small Business Management**	360	24	0/0	100	100	100	100
Certificate in International Business	Certificate	International Business	360	24	0/1	75	100	100	100
MS in Computer Science (MCS)	Master's Degree	Computer Science	540	36	23/17	80	**69**	94	87
BS in Computer Science (BCS)	Bachelor's Degree	Computer Science	1800	120	24/8	72	**67**	81	**40**
MS in Information Systems (MIS)	Master's Degree	Information Systems	540	36	16/10	82	75	93	85
MS in Information Systems Management (MISM)	Master's Degree	Information Systems Management	540	36	13/5	74	**61**	94	73
MS in Information Technology (MIT)	Master's Degree	Information Technology	540	36	7/3	82	**66**	93	90
MS in Software Engineering (MSE)	Master's Degree	Software Engineering	540	36	5/1	86	92	98	73
Graduate Certificate in Business Intelligence	Certificate (graduate)	Business Intelligence**	270	18	0/0	**0**	N/A	100	**0**

Graduate Certificate in Information Systems (GCIS)	Certificate (Graduate)	Information Systems	270	18	0/1	N/A	N/A	100	**50**
Graduate Certificate in Information Systems Management	Certificate (Graduate)	Information Systems Management**	270	18	0/0	100	**0**	**50**	N/A
Graduate Certificate in ITAC	Certificate (Graduate)	Information Technology Audit & Compliance**	270	18	0/0	100	N/A	100	**0**
Master of Public Administration (MPA)	Master's Degree	Public Administration	540	36	6/2	93	**33**	91	100
MS in International Relations (MIR)	Master's Degree	International Relations	540	36	14/3	81	**67**	71	**0**
MS in Applied Linguistics (MSAPLX)	Master's Degree	Applied Linguistics	635	36	1/3	100	**0**	78	**67**
MA in Teaching English to Speakers of Other Languages (MATESOL)	Master's Degree	TESOL	600	36	6/3	77	**0**	83	**67**
Master of Education (MEd)	Master's Degree	Education**	675	39	0/0	**0**	N/A	100	**60**
Graduate Certificate in TESOL	Certificate (Graduate)	TESOL**	300	18	0/0	N/A	N/A	100	100
English as a Second Language (ESL)	Certificate	ESL***	840	N/A	7/5	79	N/A	**51**	N/A
Non-Degree					0/1				
		TOTAL ENROLLMENT			**326**				
TOTAL CAMPUS RETENTION		79%	TOTAL CAMPUS PLACEMENT						67%

Notes: Typed in bold are any retention rates below 65 percent (programs >1 year in length) or 70 percent (programs ≤ 1 year in length) and any placement rates below 70 percent.

** Programs that had no enrollment and were not reviewed. VIU expects all programs, with the exception of the Master of Education, to continue enrolling students in 2018. The MEd program has been up for discussion with the Program Advisory Committee, Institutional Effectiveness Committee, and Executive Committee, and the institution will discontinue the program pending board approval in 2018.

*** The ESL program holds Commission on English Language Program Accreditation (CEA) accreditation and was not reviewed.

This campus is approved for distance education 50% or greater.

INTRODUCTION

History

Virginia International University (VIU) was established in 1998 to provide affordable and high-quality education for students preparing to meet the needs and opportunities of the 21st century. It has greatly expanded its programs, facility, faculty, and staff within its 20 years of operation. The various schools of study (business, computer information systems, education, language studies, online education, and public and international affairs) offer a variety of academic and non-academic degrees at the undergraduate, graduate, and certificate levels, with both on-ground and online classes. The campus is currently located in Fairfax, Virginia, which location was opened in 2014 with several updates over the past four years to ensure appropriate student services and a conducive learning environment.

VIU's Current State of Affairs

VIU's campus includes a three-story building of approximately 62,000 square feet, with classrooms, offices, a library, a dedicated student center, and a striking café that just recently opened in response to student requests. There is ample parking around the building, and VIU provides shuttle service to and from the nearby Metro Station. The team found the beautiful campus to be well organized and well managed, with a spirit of collegiality among students, staff, and faculty. VIU is a not-for-profit organization with articles of incorporation; and Dr. Isa Sarac, founder and president, has assembled a highly qualified staff and faculty to serve students on a daily basis.

Dr. Sarac shared with the team during the interview that VIU serves primarily international students - 90 percent of the student population is international students, reduced from 95 percent, which he believes is due to the current immigration climate in the U.S. As a result of this downward trend, VIU is attempting to recruit more local students from the Fairfax, Virginia area, while increasing its relationships with international schools, and conducting additional fund-raising activities. The 2017 Campus Effectiveness Plan (CEP) states that during the 2016-2017 academic year, the total unduplicated enrollment count was 1,160, with 67 percent being male and 33 percent female. Eighty-six (86) scholarships were awarded and the student-to-faculty ratio was 14 to 1. VIU enrolls students from approximately 60 different countries, with the majority of students coming from India (50-plus percent). The student count on the day of the visit was 326, with the institution reporting campus-level retention of 79 percent and campus-level placement of 67 percent.

Federal, State, and Local Compliance

The institution holds a Certificate of good standing from the Commonwealth of Virginia State Corporation Commission. It also holds a State Authorization from the Commonwealth of Virginia State Council of Higher Education for Virginia dated December 28, 2017. The Authorization lists a program inventory consisting of 24 certificate, bachelor, post-baccalaureate graduate certificates, and master's degree programs, along with a Conditional Certificate to Operate an Institution of Higher Education dated August 22, 2017, to expire September 30, 2018.

The institution was first approved to offer federal financial aid in October 2016, and there have been no audits to date. The institution presented a Program Participation Agreement (PPA) and an E-CAR with Provisional Approval to expire June 12, 2018. The team reviewed the institution's Emergency Preparedness Plan dated January 2017 and an Annual Security Report dated September 2017. There is an institutional Copyright Policy, which was updated February 11, 2017, and it includes appropriate guidelines for students and faculty.

Risk Assessment
There are no open complaints against the university; there are no adverse actions taken; and according to Dr. Sarac, the president, there are no financial concerns.

Student and Faculty Satisfaction
There were no issues found as a result of the data integrity review, call for comment, or on-site surveys. High student satisfaction with the institution was reported during the call for comment and the on-site student surveys, with comments such as, "I enjoy the environment, the professors, and the teaching quality"; "…good ratio of students to instructors"; "…superb e-library"; "…the university provides me a unique edge in the competitive job market"; and "I would recommend this institution to others." Faculty also shared, during interviews, a high level of satisfaction with the university and its leadership.

Future Plans
Although VIU cannot currently make any changes or add any new programs while in the process of acquiring additional accreditation, there are future plans for new programs in medicine, nursing, and criminal justice. VIU will also continue to update its curriculum to include instruction in the most current, industry-standard software, which Dr. Sarac believes will ensure higher placement rates for graduates, especially in the Virginia area.

Learning Sites
The institution currently has no learning sites.

Summary of Data Integrity Review

Retention Verification

1. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

   ☒ Yes ☐ No ☐ Not Applicable

Placement Waivers

2. Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

   ☒ Yes ☐ No ☐ Not Applicable

On-Time Graduation by Cohort

1. Describe the tracking system utilized by the campus for students' scheduled graduation dates.

   The institution utilizes the CAMS Enterprise as its student management system. At the time of admission, the expected graduation date is manually inputted by the admission representative. To ensure accuracy, the registrar conducts an audit of the data on a monthly basis. Further, program audits are done prior to every registration cycle (semester) to ensure that students are on the right track to program completion, with revisions made as needed.

2. How does the campus document leaves of absence and cohort transfers?

   There is a detailed process for the documentation and monitoring of leave of absences, especially for students on restricted visas, as there are additional immigration requirements. The request must be made in writing and will be reviewed for approval. If approved, documentation is maintained and a notation made on the student's record. Subsequent revisions to the scheduled graduation date would be reflected in the program audit. In the event of a cohort transfer, the regular degree audits would identify the new expected completion/graduation date and communicate to students concerning their course load.

REPORT QUESTIONS

1. MISSION

1.01 What is the mission statement of the institution?

Virginia International University's mission is to educate students from all over the world through a highly qualified, equally diverse faculty and staff while striving to provide programs at the graduate, undergraduate, and certificate level that engender the intellectual curiosity, critical thinking, and creativity urgently needed in the global community with a commitment to providing students with the knowledge to achieve excellence in research, scholarship, and creative endeavors.

1.02 Does the campus have an appropriate mission statement with a set of supporting objectives devoted substantially to career-related education?

☒ Yes ☐ No

1.03 Are the objectives reasonable for the following:

(a) The programs of instruction?

☒ Yes ☐ No

(b) The modes of delivery?

☒ Yes ☐ No

(c) The facilities of the campus?

☒ Yes ☐ No

1.04 Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available to the public?

☒ Yes ☐ No

1.05 Describe how the campus demonstrates its commitment to successful implementation of its mission.

The team interviewed the president, Dr. Isa Sarac, who discussed the university's commitment to educating students from all over the world at the graduate, undergraduate, and certificate levels. Dr. Sarac personally visits countries outside the U.S. to solidify memoranda of understandings (MOUs) and/or articulation agreements with new partners wherein the foreign universities will send their students to Virginia International University (VIU) to study. (Some universities are requesting that VIU send a faculty member to their school to better prepare foreign students prior to beginning their studies at the institution.) Dr. Sarac also discussed providing highly credentialed faculty who motivate students to learn and are involved in the curriculum review process, ensuring that VIU graduates are prepared to secure employment within the global community and in the U.S. once they have completed their studies. He also shared that the university is well managed without any financial worries at this time and that since the school is a non-profit institution, they have once again begun fund-raising efforts in order to ensure a healthy fiscal future for the university and its employees and students.

1.06 Does the campus have a current Campus Effectiveness Plan (CEP)?

☒ Yes ☐ No

1.07 Does the CEP describe the following:

(a) The characteristics of the programs offered?

☒ Yes ☐ No

(b) The characteristics of the student population?
☒ Yes ☐ No
(c) The types of data that will be used for assessment?
☒ Yes ☐ No
(d) Specific goals to improve the educational processes?
☒ Yes ☐ No
(e) Expected outcomes of the plans?
☒ Yes ☐ No

1.08 Are the following seven required elements evaluated in the CEP at both the campus and program levels:
(a) Student retention rates?
☒Yes ☐ No
(b) Placement rates?
☒Yes ☐ No
(c) Graduation rates?
☒Yes ☐ No
(d) Level of student satisfaction?
☒Yes ☐ No
(e) Level of graduate satisfaction?
☒Yes ☐ No
(f) Level of employer satisfaction?
☒Yes ☐ No
(g) Student learning outcomes?
☒ Yes ☐ No

1.09 Define the measurable student learning outcomes (SLOs) used by the campus and how these outcomes are being assessed.
The institution presented the following student learning outcomes (SLOs): think critically and creatively, communicate effectively, demonstrate leadership, work productively as an individual and in a group, and make decisions based on reason and ethics with a respect for diversity. The university has mapped these SLOs within each program and each course, indicating where students demonstrate mastery of these outcomes. They have also included the faculty and student survey results wherein these stakeholders report their assessment of the realization of these SLOs. The CEP also contains an exhibit that is an analysis of student course completion rates and placement statistics as an assessment of these SLOs. The team spoke with Ms. Christy Koonts, associate vice president of institutional effectiveness who is the point person for the CEP, who indicated that student learning outcomes were recently updated to include appropriate language to meet the requirements as stated by Southern Association of Colleges and Schools (SACS) as VIU completes the process to secure regional accreditation within the next two years.

Do the student learning outcomes include pass rates for programs that require licensure or certification to practice in the specific career field?
☐ Yes ☐ No ☒ Not Applicable (No programs require licensure or certification.)

1.10 Are the following identified and described in the CEP at both the campus and program levels:

(a) Appropriate baseline data and goals for each outcome?

☒ Yes ☐ No

(b) The data used by the campus to assess each outcome?

☒ Yes ☐ No

(c) How the data was collected?

☒ Yes ☐ No

(d) An analysis and summary of the data collected?

☒ Yes ☐ No

(e) An explanation of how the data will be used to improve the educational processes?

☒ Yes ☐ No

If *Yes* for (e), describe the specific activities the campus will be or is using to improve the educational processes.

The campus has identified the following activities to improve the educational process: a more robust academic advising process for those students who might be experiencing problems, identifying at-risk students earlier through consistent attendance monitoring and communication with students, and providing more opportunities for student engagement through guest speakers and job fairs.

1.11 What documentation does the campus maintain, and that the team reviewed, to evidence the following:

(a) That the CEP has been implemented?

The campus provided the 2016 Campus Effectiveness Plan (CEP); the Mid-Year Update to the 2016 CEP; and the 2017 CEP, which was finalized in December 2017. Staff meeting minutes where campus metrics and activities were discussed were also provided.

(b) That specific activities listed in the plan have been implemented?

The campus provided updates to the CEP that confirmed that planned activities like graduation, the fall festival, and career fairs have been implemented. Upon tour, the team visited the campus café that recently opened and was one of the planned undertakings listed in the CEP to meet student needs and improve retention.

(c) That periodic progress reports have been completed?

The campus provided a Mid-Year Update from 2017, and meeting minutes from the Institutional Effectiveness Committee October 2017. The mid-year update meeting for the December 2017 CEP is scheduled for May 2018.

1.12 Who is responsible for implementing and monitoring the CEP? If a committee is utilized, describe the committee.

There is a CEP team including the associate vice-president of institutional effectiveness and quality assurance (committee point person), the director of educational assessment, director of organizational assessment, the dean of the school of business, the dean of the school of computer information systems, the director of online education, the interim director of the school of language studies, the dean of the school of public and international affairs, the registrar, the executive vice president of university affairs, the career center manager, the student affairs manager, the vice president of academic affairs, and the campus president.

1.13 Describe the documentation that evidences that the CEP is evaluated at least annually.
The campus presented a CEP from 2016 and one from 2017 along with mid-year updates, which confirm that the CEP is evaluated at least annually. The most recently completed 2017 plan and the 2016 plan, as well as mid-year updates, were reviewed to verify the annual evaluation of the CEP.

2. ORGANIZATION

2.01 Who is the on-site administrator, and what are this person's qualifications?
The founder and on-site administrator of Virginia International University (VIU) is Dr. Isa Sarac, who has been the president and a lecturer at VIU since 1998. Dr. Sarac holds a bachelor's degree in mathematics and a master's degree in statistics and computing from EGE University, Izmir, Turkey. He also holds a PhD in factor analysis, discriminant analysis, and applications from Dokuz Eylul University in Izmir, Turkey. Dr. Sarac has held various positions as a professor and lecturer in Turkey, the United Kingdom, and the United States. Prior to coming to VIU, he also worked as an educational consultant, and he has published several articles and served as a contributor to various books on mathematics.

2.02 Describe the leadership team and how they manage the campus effectively and efficiently and how appropriate attention and training is given for the necessary functions of the campus.
Dr. Sarac shared with the team, during the interview, that the members of his leadership team, which is composed of various vice presidents, directors, and specialists in the areas of academics, human resources, facilities, finance and accounting, enrollment management, student affairs, business development, quality assurance and institutional effectiveness, and public relations, were each selected based on their credentials and experience in the field. In addition, there is an extensive administrative team that supports the leadership team on a daily basis. Dr. Sarac meets with the leadership team bi-weekly, and individually with the vice presidents and directors as needed. Evaluation of how well each member of the leadership team is meeting their goals and suggestions for improvement are of the highest priority for Dr. Sarac. The team observed a well-managed campus that runs smoothly with evidence of collaboration among departments. Upon interview, students, faculty, and staff reported satisfaction with the training and support provided by Dr. Sarac and the university.

2.03 Describe how the campus trains its employees, provides them with constant and proper supervision, and evaluates their work.
Dr. Sarac confirmed that there is an extensive on-boarding process for all new employees that includes training, supervision, and monitoring at 30-, 60-, and 90-day intervals. After the first quarter of employment has been completed, employees are evaluated at least annually. Dr. Sarac meets with the leadership team on a bi-weekly basis, ensuring progress toward goals, with employee redirection and retraining as warranted.

2.04 Describe how the campus documents that faculty and staff members:
(a) Clearly understand their duties and responsibilities.

(b) Know the person to whom they report.

(c) Understand the standards by which the success of their work is measured.

The employees sign a detailed job description that lists duties and responsibilities, indicate the person to whom they report, and discusses the standards by which they will be evaluated. The team was able to review these descriptions for both faculty and staff.

2.05 Describe the documentation the administration maintains to evidence evaluation of the faculty and staff.
The institution maintains evidence of annual evaluations of faculty and staff for each year of employment with the institution. Comments by supervisors on employee performance and plans for improvement are included. These documents were found in the staff and faculty employment files.

2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
☒ Yes ☐ No

2.07 How is the employee grievance policy communicated to faculty and staff, and where is it documented?
The employee grievance policy is contained in the university's current catalog (2017-2018 Academic Catalog, Virginia International University) as well as in the 2018 Employee and Faculty Handbooks. Employees attest to the fact that the handbook has been received upon employment by signing an acknowledgment form to that effect, which is contained in their personnel files.

2.08 Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
As president, Dr. Sarac is responsible for the financial oversight of the campus. As previously stated, Dr. Sarac holds degrees in mathematics and has held various positions as a professor and lecturer in Turkey, the United Kingdom, and the United States. Prior to coming to VIU, he worked as an educational consultant, and he has published several articles and served as a contributor to various mathematics books.

3. ADMINISTRATION

3.01 Is there evidence that the campus keeps adequate records to support the following administrative operations:

(a) Financial aid activities?
☒ Yes ☐ No ☐ Not Applicable (The campus does not participate in financial aid.)

(b) Admissions?
☒ Yes ☐ No

(c) Curriculum?
☒ Yes ☐ No

(d) Accreditation and licensure?
☒ Yes ☐ No

(e) Guidance?
☒ Yes ☐ No

(f) Instructional resources?
☒ Yes ☐ No

(g) Supplies and equipment?
☒ Yes ☐ No

(h) The school plant?
☒ Yes ☐ No

(i) Faculty and staff?
☒ Yes ☐ No

(j) Student activities?
☒ Yes ☐ No

(k) Student personnel?
☒ Yes ☐ No

3.02 Does the campus admit ability-to-benefit students?
☐ Yes ☒ No *(Skip to 3.07.)*

3.07 Do student files contain evidence of graduation from high school or the equivalent?
☒ Yes ☐ No

3.08 Are appropriate transcripts maintained for all students?
☒ Yes ☐ No

3.09 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
☒ Yes ☐ No

3.10 Are student records protected from theft, fire, water damage, or other possible loss?
☒ Yes ☐ No

3.11 Does the campus maintain transcripts for all students indefinitely?
☒ Yes ☐ No

3.12 Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
☒ Yes ☐ No

4. RELATIONS WITH STUDENTS FOR ALL PROGRAMS

4.01 How many student files were reviewed during the evaluation?
The team reviewed 49 student files including 43 files related to the 2017 CAR and 6 files related to the administration of Satisfactory Academic Progress (SAP). Two of these files were for students who were granted transfer credit. Of the 43 CAR-related files, 11 were withdrawals, 10 were graduates, 10 were students still enrolled as of June 30, 2017, and 12 were the entire number of students receiving financial aid. Files represented students pursuing all 18 programs reported on the 2017 CAR. All files are in an electronic format. The team reviewed printed VIU transcripts. All other documents were accessed electronically.

4.02 How does the campus ensure that its student relations reflect high ethical standards?
The campus ensures ethical practices in student relations by clearly outlining policies in the faculty/staff handbook. Topics covered include discrimination and harassment, sexual misconduct, fraternization, and a code of computing conduct (as it relates to electronic media usage). To assure admissions representatives are adhering to ethical standards, Ms. Deborah Brent, the associate vice president of enrollment, conducts phone call observations with the admissions representatives. Also, she listens to interviews between prospective students and the admissions representatives. The institution publishes a code of ethics in their employee handbook on page 7.

The staff and faculty of VIU receive a handbook at the time of employment. They indicate receipt of the handbook with a signed document that is maintained in their personnel file. Various objectives are documented in the handbook for adherence that includes such items as professionalism, academic freedom,

annual reviews, and the guiding philosophy of VIU. Staff and faculty are expected to follow the guidelines and policies set forth in the handbook in relationships with students and with fellow employees.

4.03 Describe the admissions criteria.

• Applicants admitted to a program leading to a certificate or degree must have graduated from high school or its equivalent. Applicants admitted to a master's degree program must possess a bachelor's degree and a 2.5 GPA.

• Applicants must have a valid visa, permanent residency, or U.S. citizenship.
• Applicants must complete the application for admissions.
• Applicants must provide original or certified copies of all transcripts.
• Applicants whose native language is not English must demonstrate an established level of English language proficiency through one of the following tests:

(TOEFL) Internet-based (iBT): 79 or paper-based (pBT): 550
(IELTS) International English Language Testing System 6.0 or 6.5 depending on the program.
(PTE) Pearson Test of English academic overall band score: 59

In lieu of these proficiency requirements, the applicant may provide an official transcript indicating completion of a minimum of 9 credit hours (graduate level) or 12 credit hours (undergraduate level) from an accredited United States post-secondary institution at which the language of instruction was English, including at least one course in English composition, academic writing, or a similar subject. The GPA for those credits, as well as the writing course, must not be lower than C-level.

The institution provides another alternative to the proficiency requirements. The applicant may provide evidence of having completed high school in the United States (excluding special diplomas, special education diplomas, modified diplomas, applied study diplomas, adjusted diplomas, alternative diplomas, certificates of completion/attendance/participation, etc.). A CGPA of 2.0 or higher on a 4.0 grading scale or equivalent is required.

Is the admissions process appropriate?
☒ Yes ☐ No

4.04 What evidence is there to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
The review of 49 student files evidenced that the published admissions criteria are appropriate and are being followed. All electronic files contained the required documentation: application form, official transcripts corresponding to the student's previous academic background, and English proficiency records are maintained for each non-native English-speaking student.

4.05 Does the campus contract with third parties for admissions and recruiting purposes?
☒ Yes ☐ No

If *Yes*, what evidence is there to demonstrate that these parties are supervised by and familiar with the campus?

The team reviewed documentation showing that VIU provides the international agencies training and monitoring on a regular basis. Most agencies are visited by VIU representatives. All agencies receive training and ongoing communication via e-mail and Skype as well as personal visits. Also, the agencies are provided with a VIU agency portal, which provides all current information about VIU. The institution is in the process of developing an international agency certification to better demonstrate that the agents are fully aware and up to date on all VIU information.

4.06 Does the admissions policy conform to the campus's mission?
☒ Yes ☐ No

4.07 Is the admissions policy publicly stated?
☒ Yes ☐ No

4.08 Is the admissions policy administered as written?
☒ Yes ☐ No

4.09 Does the campus use an enrollment agreement for each enrolled student that:
(a) Clearly outlines the financial obligations of both the institution and the student?
☒ Yes ☐ No
(b) Outlines all program-related tuition and fees?
☒ Yes ☐ No
(c) Includes the scheduled month and year of expected graduation?
☒ Yes ☐ No
(d) Has a signature of the student and the appropriate school representative?
☒ Yes ☐ No

How does the campus evidence that a copy of the agreement has been provided to the student?
The original enrollment agreement is signed electronically by the student acknowledging receipt of the student's copy.

4.10 Describe the recruiting process for new students.
Until last year, recruitment was 99.9 percent focused on international students. In 2017, the institution implemented a domestic marketing campaign and hired an admissions representative, Ms. Alaysia Cauley, whose sole responsibility is domestic recruitment.
The following recruitment methods are utilized:

- Working with overseas educational consulting companies.
- Paid and unpaid e-portals like Google, famous local educational portals (some with native languages) and blogs.
- Effective use of social media, such as Facebook, Twitter, etc.
- Attending international educational fairs/expos.
- Using personal contacts both locally and internationally.
- Participating in local high school and college fairs.
- Working with local language schools.
- Advertising on local cable TV channels.
- Collaboration agreements with local and international universities/institutions.
- Visiting local associations and businesses.

- Attending local cultural festivals and fairs.
- Visiting foreign embassies, particularly with educational attachés, to inform them of the opportunities available to foreign students.

Ms. Ana Serano, international marketing coordinator, focuses on generating leads and applications from the international marketing sources. The admissions representatives service interested applicants for the admissions process. Ms. Serano reports to Mr. Prashish Shrestha, executive vice president, IT & business development. Mr. Shrestha promotes VIU with the international agencies contracted for applicant referrals. He has personally visited many of the over 100 agencies with which VIU has contracted, and he is constantly seeking new partnerships.

Based on interviews, observations, and a review of recruitment materials, is the process compatible with the educational objectives for the campus?
☒ Yes ☐ No

4.11 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following:
(a) Courses and programs?
☒ Yes ☐ No
(b) Student achievement disclosures?
☒ Yes ☐ No
(c) Services?
☒ Yes ☐ No
(d) Tuition?
☒ Yes ☐ No
(e) Terms?
☒ Yes ☐ No
(f) Operating policies?
☒ Yes ☐ No

If *Yes*, describe how communication to students of the above items is documented:
All information is transmitted over the internet and reviewed at the required new student orientation. This information is also published on the institution's website as well as in the catalog.

4.12 Who is responsible for oversight of recruitment activities at the campus?
Ms. Deborah Brent, associate vice president of enrollment management and marketing, is responsible for admissions. She is supported by three admissions representatives. Ms. Brent has been in this position for one year. She has over 23 years of experience at various private institutions as campus director, admissions director, and other management roles. Ms. Brent holds a bachelor's degree in telecommunications and a master's degree in international communications, both from Ohio University.

4.13 Describe the documentation that the campus maintains to demonstrate that it systematically monitors its recruitment activities for compliance with all applicable standards (i.e. recorded calls, secret shopper results, training materials, remediation efforts, etc.).
Admissions representatives are required to complete a comprehensive training program within 30 days of hire. Phone, interview, and lead/applicant follow-up procedures are outlined in the admissions skills portion. Admissions representatives must be certified in the interview process after three attempts. The

team reviewed the VIU certifications of the three admissions representatives. They must earn a minimum score of 75 percent. The associate vice president of enrollment management and marketing performs documented observations of phone conversations and in-person interviews for compliance standards. Admissions representatives attend weekly product knowledge and skills training to stay current on all processes and procedures. Admissions representatives sign and acknowledge VIU's legal and ethical principles of recruitment and have their training manual available for easy access to essential information, including the language to avoid in recruitment with complaint alternative phrasing. VIU has an internal audit committee with monitoring of the admissions department program that inspects admissions phone contact with prospects and conducts in-person interview evaluations for compliance standards. Violations identified are rated per severity and addressed via the corrective action policy.

4.14 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
☐ Yes ☒ No

4.15 Does the state in which the campus operates require representatives to be licensed or registered?
☐ Yes ☒ No

4.16 Are the titles of recruitment and enrollment personnel appropriate?
☒ Yes ☐ No

4.17 Describe the policies and procedures for evaluating and accepting transfer credit and the evidence reviewed to support their consistent application:
Transfer credit is granted for courses comparable to those offered by VIU that were successfully completed with a grade of "B" or above for master's degree programs and with a grade of "C" or above for the bachelor's degree programs at another accredited institution. Up to 60 and 18 semester credits may be transferred at the undergraduate and graduate levels, respectively. The team reviewed three files of students who were awarded transfer credits and observed that the campus is following its published procedures.

4.18 Does the campus disclose in its catalog its transfer of credit policies, including policies related to accepting transfer credit from another campus?
☒ Yes ☐ No

4.19 Has the campus established articulation agreements with other institutions?
☒ Yes ☐ No (If *No, skip to 4.20 for Master's Degree Programs or 4.21 for all programs.)*

If *Yes*, describe the location of the published list, the names of the institutions, and the nature of the agreement:
The campus publishes a list of institutions with which it has established academic partnerships. The list of current partnerships can be found at https://www.viu.edu/our-university/viu-partnership/current-partnerships/

VIU holds an academic collaboration with Czech College, pending ACICS approval. VIU holds a number of Memorandum of Understanding Agreements with institutions with whom they would like to explore opportunities for further collaborations. The MOU states that VIU and the other entity are interested in possible collaborations and serves as a basis for which future collaborations, such as

articulation agreements, might be built upon. Currently, the institution holds an active MOU with Universum College in Kosovo.

FOR MASTER'S DEGREE PROGRAMS ONLY

4.20 What is the maximum permissible number of transfer credits into the program?
VIU accepts a maximum of 18 semester credits of transfer course work earned at other accredited institutions.

FOR ALL PROGRAMS

4.21 Is the standards of satisfactory academic progress (SAP) policy, as one comprehensive policy, published in the catalog?
☒ Yes ☐ No

If *Yes*, state the page number(s) where the standards of SAP policy is published.
The standards of satisfactory academic progress (SAP) policy is published in its entirety on pages 58 through 66 of the VIU 2017-2018 catalog, 2nd edition.

4.22 Does the standards of SAP policy published in the catalog contain the following:
(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length?
☒ Yes ☐ No
(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame?
☒ Yes ☐ No
(c) Minimum qualitative standards, such as a grade point average or completion of work projects, which can be measured against a norm.
☒ Yes ☐ No
(d) Procedures for re-establishing satisfactory academic progress?
☒ Yes ☐ No
(e) A definition of the effects of the following on the CGPA and successful course-completion percentage:
Withdrawals?
☒ Yes ☐ No
Incomplete grades?
☒ Yes ☐ No
Repeated courses?
☒ Yes ☐ No
Non-punitive grades?
☒ Yes ☐ No ☐ Not Applicable (not offered)
Non-credit or remedial courses?
☒ Yes ☐ No ☐ Not Applicable (not offered)
A warning status?
☒ Yes ☐ No ☐ Not Applicable (not used)
A probationary period?
☒ Yes ☐ No

An appeal process?
☒ Yes ☐ No
An extended-enrollment status?
☐ Yes ☐ No ☒ Not Applicable (not offered)
The effect when a student changes programs?
☒ Yes ☐ No ☐ Not Applicable (The campus offers only one program of study.)
The effect when a student seeks to earn an additional credential?
☒ Yes ☐ No ☐ Not Applicable (The campus offers only one program.)
The implications of transfer credit?
☒ Yes ☐ No

4.23 Describe the evidence that demonstrates that the campus applies its SAP standards consistently to all students.
The team reviewed the files of the 2 students currently on academic probation for failure to meet SAP requirements, 2 files of the 16 students on academic warning, and the files of the 2 students academically dismissed. Appropriate documentation of advising and notification of SAP status were provided electronically. The registrar, Ms. Yoko Gursen, runs the SAP report each semester.

4.24 Are students who are not making satisfactory academic progress properly notified?
☒ Yes ☐ No ☐ Not Applicable (No students are in violation of SAP)

4.25 Is SAP evaluated at the end of each academic year or at 50 percent of the normal program length if the program is one academic year in length or shorter?
☒ Yes ☐ No

4.26 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent, or have academic standing consistent with the institution's requirements for graduation?
☒ Yes ☐ No ☐ Not Applicable (All programs are less than two years.)

4.27 Is there evidence that students who are not making satisfactory academic progress at the end of the second year are dismissed or allowed to continue without being eligible for Federal financial aid?
☒ Yes ☐ No ☐ Not Applicable (All programs are less than two years.)

4.28 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
☒ Yes ☐ No

4.29 Are students allowed to remain on financial aid while under warning or probation status?
☒ Yes ☐ No ☐ Not Applicable (The campus does not participate in financial aid.)

If *Yes,* is the student informed of this policy?
☒ Yes ☐ No

4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation, have eligibility for financial aid reinstated, and considered to be making satisfactory academic progress?
☒ Yes ☐ No ☐ Not Applicable (There are no such students.)

4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances)?
☐ Yes ☐ No ☒ Not Applicable (The campus does not have extended enrollment and/or does not participate in financial aid. *Skip to 4.33.*)

4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
☐ Yes ☐ No ☒ Not Applicable (The campus does not have extended enrollment.)

4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
☐ Yes ☐ No ☒ Not Applicable (There is no such student and/or the campus does not have such a policy.)

4.34 Are students required to have a minimum CGPA of 2.0 (3.0 for graduate programs) or its equivalent upon graduation from all programs?
☒ Yes ☐ No

4.35 Who is responsible for the administration of satisfactory academic progress?
Ms. Yoko Gursen, registrar, administers the standards of SAP at the end of each semester. She is well-versed in the system and has been with VIU for 15 years. Ms. Gursen's professional experience in university administration is specific to the registrar's office. She holds a master's degree in business administration from the institution.

Based on interviews and reviews of SAP implementation and monitoring documents, is it evident that the individual assigned is providing sufficient oversight of this process?
☒ Yes ☐ No

4.36 How does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
When Ms. Gursen e-mails students concerning their SAP determinations, she requests they meet with an academic advisor or dean by the end of the add/drop period. She also requests that the students meet with her personally. The academic advisor in conjunction with the appropriate dean determine the best course of action to assist the student. In many cases, tutoring is arranged with a specific faculty member.

Are these mechanisms appropriate and do they demonstrate the campus's commitment to assisting students?
☒ Yes ☐ No

4.37 Does the campus finance any of the following: (Mark all that apply.)
(a) ☒ Scholarships?
(b) ☐ Grants?
(c) ☐ Loans?
(d) ☐ The campus does not offer scholarships, grants, and/or loans. *(Skip to 4.39.)*

If *Yes* for any item, does the campus properly identify all scholarship, grant, and loan programs?
☒ Yes ☐ No

Of the 326 currently enrolled students, 73 have been awarded institutional scholarships according to the procedures published in the 2017-2018 catalog. The team sampled 10 scholarship recipients and reviewed ledger cards of 10 students currently receiving institutional scholarships and found that the campus is posting the scholarships according to their published procedures. The scholarships comply with Council standards.

4.38 Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship, and grant programs in its catalog?
☒ Yes ☐ No

4.39 Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
☒ Yes ☐ No

4.40 Are tuition and fees clearly stated in the catalog?
☒ Yes ☐ No

If *Yes,* have students confirmed receiving a copy of the catalog?
☒ Yes ☐ No ☐ Not Applicable

4.41 Do the financial records of students clearly show the following:
(a) Tuition charges?
☒ Yes ☐ No
(b) Dates for the posting of tuition?
☒ Yes ☐ No
(c) Fees?
☒ Yes ☐ No
(d) Other charges?
☒ Yes ☐ No
(e) Payments?
☒ Yes ☐ No
(f) Dates of payment?
☒ Yes ☐ No
(g) The balance after each transaction?
☒ Yes ☐ No

The institution records the balance after each transaction at the bottom of the financial statement. The electronic statement shows the date of payment, tuition charges, etc. Two columns are utilized: one for debits and one for credits. The difference between the two columns represents the balance after the last transaction and is visible on the statement. Students have access electronically. Although a history of balances after each transaction is not readily visible, students can access their current balance at any time via the student portal, and a printout can be provided showing the balance as of any specific date requested.

4.42 Is the effective date listed on announcements of changes in tuition and fees?
☐ Yes ☐ No ☒ Not Applicable (The campus has not changed tuition or fees since the last catalog publication.)

4.43 Is the campus's refund policy published in the catalog?
☒ Yes ☐ No

4.44 Is the refund policy fair, equitable, and applicable to all students?
☒ Yes ☐ No

4.45 Describe the documentation to evidence that the campus is following its stated refund policy.
The team reviewed 11 files of the 276 students who withdrew during the 2017 CAR year and 1 file of a recent withdrawal. Documentation showed that the institution is following its published refund policy. Documentation included a completed withdrawal application and the student's ledger statement showing the withdrawal fee of $100. For the one student who withdrew who had been awarded financial aid, the required R2T4 form was on file and the appropriate refund was documented.

4.46 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No *(Skip to 4.51.)*

4.47 Who makes the final decisions regarding financial aid eligibility, packaging, awarding, and disbursement, and what is their experience?
Ms. Busanee Luemrung, financial aid administrator, makes the final decisions regarding financial aid eligibility, packaging, and awarding. Ms. Yoon Hwang, director of finance, is responsible for disbursement.

Ms. Luemrung holds a master's degree from the University of Maryland in intercultural communication. She has been employed by VIU since February 2012. Ms. Luemrung began as a communications coordinator and in February 2016, she commenced her training in financial aid. VIU was approved to award federal financial aid starting in 2016 and currently has fewer than 15 students receiving loans and only 1 student receiving a Pell grant.

Ms. Yoon Hwang is the director of finance. She holds a bachelor's degree in accounting from George Mason University and has been director of finance for more than a year.

4.48 Who is responsible on site for administering student financial aid, and explain how this person (or persons) has been trained to administer financial aid?
As previously noted, Ms. Luemrung, financial aid administrator, is responsible for administering student financial aid. She transitioned to the role in 2016 when the institution was approved to award financial aid. Ms. Luemrung participated in the Fundamentals of Federal Student Aid Administration, March 7-11, 2016, in Washington, DC. She attended the Southern Association of Student Financial Aid Administrators conference February 7-11, 2016, and she has participated in the Virginia Association of Student Financial Aid Administrators (VASFAA) 2017 Fall conference.

4.49 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
☒ Yes ☐ No

If *Yes*, list the names of the financial aid administrators and their affiliations:
Ms. Luemrung currently holds a membership with Virginia Association of Student Financial Aid Administrators (VASFAA) and the institution is a member of the Southern Association of Student Financial Aid administrators (SASFAA).

4.50 Describe the educational activities, including membership and participation in state, regional, or national financial aid associations and other professional organizations that evidence the financial aid administrator and financial aid office stay up to date on procedures and changes in the field.

Ms. Luemrung, financial aid administrator, receives weekly IFAP announcements and Dear Colleague Letters from the U.S. Department of Education, which outline the latest changes and updates in federal student aid programs.

In addition, Ms. Luemrung works with external Title IV partners to arrive at best business practices in the administration of financial aid. Her formal training for financial aid includes conferences administered by the Department of Education, NASFAA and VASFAA associations, webinars and self-assessment and training using the tools provided by the Department of Education at http://ifap.ed.gov.

She attended the 2017 FSA Training Conference for Financial Aid Professionals and participated in the VASFAA 2017 Fall non-conference Training.

4.51 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios?

☒ Yes ☐ No ☐ Not Applicable (clock hour programs only)

4.52 Does the campus provide discounts for cash received in advance of the normal payment schedule?

☐ Yes ☒ No *(Skip to 4.53.)*

4.53 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

☒ Yes ☐ No ☐ Not Applicable

4.54 Was the team able to verify the graduates reported as unavailable for placement on the campus's most recent CAR?

☒ Yes ☐ No ☐ Not Applicable

Sixty-two graduates were reported as unavailable for placement on the 2017 CAR. The team reviewed the 62 waivers, and appropriate documentation was found for every waiver. Over 50 percent of these graduates were continuing their education at various postsecondary institutions.

4.55 Describe the process by which students who receive financial aid are counseled concerning their student loan repayment obligations.

The VIU financial aid office has adopted the U.S. Department of Education's default prevention plan. Every student seeking to borrow federal student loans must complete entrance counseling. The entrance counseling required is administered through the Department of Education's website and it details the terms and conditions of borrowing student loans, repayment options, and it encourages student to make a budget while attending school. In addition, each student borrower interviews with Ms. Luemrung, financial aid administrator, who goes over their eligible aid amounts and discourages loan over-borrowing. The same procedures are utilized for exit loan counseling.

FOR MASTER'S DEGREES ONLY

4.56 Do all students enrolled in master's degree programs possess a bachelor's degree?
☒ Yes ☐ No

4.57 Describe the techniques used by the institution to evaluate applicants' qualifications to benefit from graduate study.
For the 13 graduate degree programs, applicants must have completed at least an appropriate bachelor's degree with a grade point average (GPA) of at least 2.5 on a 4.0 scale. The foreign transcript evaluation is an important technique in the evaluation process. All applicants must submit original official transcripts, or notarized or attested copies of transcripts, from all colleges or universities previously attended (whether or not a degree was earned from the institution). Evidence of sufficient English language proficiency must be provided as outlined in the institutional catalog.

Are these techniques appropriate?
☒ Yes ☐ No

5. EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS

5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
☒ Yes ☐ No

All programs have been approved to the State Council of Higher Education for Virginia (SCHEV) and approved by the Accrediting Council for Independent Colleges and Schools (ACICS).

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?
Dr. Ronald J. Kovach is the vice president for academic affairs and oversees all educational activities. He joined the institution in March 2017. He holds an EdD in adult and higher education from Northern Illinois University and a master's degree in English from Kent State University. Dr. Kovach brings to the University over 35 years of higher education experience, including extensive administrative experience. Previously, he held positions as provost, chief academic officer, chief student affairs administrator, and faculty member. Dr. Kovach has published journal articles and presented at many national and international conferences.

5.03 Does this person have appropriate academic or experiential qualifications?
☒ Yes ☐ No

5.04 Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Program administrators have sufficient authority and responsibility for the administration of programs. This is supported by detailed, written job descriptions entailing job duties and responsibilities.

5.05 Is the time devoted to the administration of the educational programs sufficient?
☒ Yes ☐ No

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?
☒ Yes ☐ No

The team reviewed the January 2018 Faculty Handbook and the academic governance policy is located on page 62.

5.07 Does the policy, at a minimum, address the role of the faculty in the following areas:
(a) Development of the educational program?
☒ Yes ☐ No
(b) Selection of course materials, instructional equipment, and other educational resources?
☒ Yes ☐ No
(c) Systematic evaluation and revision of the curriculum?
☒ Yes ☐ No
(d) Assessment of student learning outcomes?
☒ Yes ☐ No
(e) Planning for institutional effectiveness?
☒ Yes ☐ No

5.08 Is there evidence that this policy has been adopted and that faculty members are aware of it?
☒ Yes ☐ No

During the faculty meeting, all faculty confirmed the knowledge and understanding of this policy. There is also a signed sheet acknowledging receipt of the faculty handbook.

5.09 Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved?
☐ Yes ☒ No (*Skip to 5.10 for renewal of accreditation. Skip to 5.12 for initial grants.)*

FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?
☒ Yes ☐ No (*Skip to 5.12.*)

5.11 Does the program meet the needs of its students and the requirements of the Council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☐ No ☒ N/A (ESL Program)
(b) Student placement rate of 70 percent?
☐ Yes ☐ No ☒ N/A (ESL Program)

FOR ALL CAMPUSES

5.12 Are the educational programs consistent with the campus's mission and the needs of its students?
☒ Yes ☐ No

All programs and documentation reviewed are consistent with the campus mission and student needs.

5.13 How does the campus involve students, graduates, administrators, faculty, and other interested parties such as advisory committees in the formation of policies and the design of educational programs?
All courses taught at VIU are evaluated and information is collected and received by the deans. Faculty, students, staff, and program advisory committees participate in this process. Students, staff, and faculty interviewed by the team verified they are aware of this process and have contributed to it. Review of program advisory committee meeting minutes provided confirmation of this process.

5.14 What provisions are made for individual differences among students in the learning environment?
Provisions are made for individual differences among students in the learning environment, with the use of various modes of instructional delivery. Students take a placement test to determine English language proficiency and they are then placed in courses based upon their skills and needs. Student affairs provides a variety of services to assist all students. This also includes writing and research assistance. All faculty and staff address any challenges students may face. The campus has tutoring in place to assist students who require additional assistance. Students and faculty interviewed by the team advised they are aware of these services.

5.15 Describe the system in place to evaluate, revise, and make changes to the curriculum.
The team interviewed faculty, who confirmed they are aware of the process to evaluate, revise, and make changes to the curriculum. Some faculty have submitted revision recommendations for class syllabi, textbooks, and curriculum. The team also reviewed documentation to support that this process is in place.

5.16 Does the faculty participate in this process?
☒ Yes ☐ No

During the faculty meeting, faculty advised they have submitted recommendations for their classes, and administration has reviewed these requests and approved the recommendations.

5.17 What evidence did the team review to confirm that credit is appropriately converted in relation to total student contact hours in each class?
The campus provided the team with the academic analysis for all courses identifying course number, course name, lecture hours, intern/externship hours, total contact/clock hours, and total credits.

5.18 Does the campus award academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences?
☐ Yes ☒ No (*If No, skip to 5.19.)*

At the time of the team's visit, no student had received academic credit to demonstrate subject competency based on academic, occupational, or personal experiences.

5.19 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
☒ Yes ☐ No

5.20 Are the following appropriate to adequately support the number and nature of the general education courses? (*If only nondegree programs are offered with no general education courses, or if all general education courses must be transferred in, skip to 5.21.*)
(a) Facilities.
☒ Yes ☐ No

(b) Instructional equipment.
☒ Yes ☐ No
(c) Resources.
☒ Yes ☐ No
(d) Personnel.
☒ Yes ☐ No

5.21 Describe how the campus provides an environment for its faculty that is conducive to effective classroom instruction.
The campus provides an environment for faculty that supports effective classroom instruction. The team interviewed faculty, who reported that the institution supports them in providing some electronic classrooms, in-service and professional development opportunities, and they are encouraged to attend/participate in professional conferences and secure professional organization membership. Faulty are also supported by administration through use of academic freedom.

5.22 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
☒ Yes ☐ No

5.23 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
☐ Yes ☒ No

If *No,* insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:
(Section 3-1-542): Official transcripts are not on file for the following faculty members:
1) [redacted] – Ph.D. Computer Engineering, TU Berlin; M.S. and B.A. in Information Engineering, TU Dresdon; and
2) [redacted] – Ph.D. in Computer Systems from Stockholm University

The evaluations of these foreign transcripts are currently on file, and the official transcripts were requested by the institution while the team was on site.

5.24 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?
☒ Yes ☐ No ☐ Not Applicable (No faculty members hold foreign credentials.)

5.25 Is there documented evidence of a systematic program of in-service training at the campus?
☒ Yes ☐ No

If *Yes*, how is this documented?
The team reviewed in-service files for faculty members.

5. 26 Is there evidence that appropriate faculty development plans have been developed and implemented

annually, including documentation to support completed activities listed on the plans?
☐ Yes ☒ No

If *No* for missing plans, insert the section number in parentheses, list faculty names, and explain:
(Section 3-1-543): Current faculty development plans are not on file for a majority of faculty members who are teaching in the January 2018 term. The institution shared with the team that it is in the process of concluding its 2017 review cycle and formulating 2018 plans. As such, a number of faculty members' development plans were not available as they are still under review. Initially, there was a concern with a lack of evidence of completion of activities for the most recent year (2017); but while the team was on site, the institution provided sufficient back-up documentation to demonstrate compliance for 2017.

5.27 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?
☒ Yes ☐ No

The team reviewed faculty meeting minutes, and during the faculty meeting attended by both full-time and part-time instructors confirmed that they participate in faculty meetings.

5.28 Describe the process the campus uses to determine that there is an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs.
VIU maintains an appropriate number of full-time faculty based upon student enrollment, teaching, advising, and service responsibilities. Programs are also supported by adjunct/part-time faculty. Full-time faculty will teach one (1) to four (4) courses a semester and as well as conducting the advisement of students and program administrative responsibilities. Adjunct faculty may teach up to three (3) courses per semester.
VIU provides all faculty opportunity for advancement, compensation packages, professional growth opportunities, and other types of support.

5.29 Describe the contracts and/or agreements the campus has with other institutions or entities.
The institution has a Memorandum of Understanding (MOU) with Universum College in Pristina, Kosovo. This is to "…establish certain cooperative programs that are beneficial to each respective education institution and to explore the development of joint studies, training activities, and other educational programs of mutual interest." This document, which is a general agreement to move forward with a more formal agreement, was signed and dated as of August 16, 2016. In addition, the university has an academic collaboration with Czech College, Czech Republic, that is pending approval from ACICS.

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

5.32 Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the *Accreditation Criteria*?
☒ Yes ☐ No

All faculty teaching general education courses meet the stated requirements. The team reviewed the faculty files and interviewed faculty for confirmation.

FOR BACHELOR'S DEGREES ONLY

5.36 Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
☒ Yes ☐ No

5.37 Summarize the general education courses and describe whether they meet the Glossary definition of general education and place emphasis on principles and theory, not on practical applications associated with a particular occupation.
VIU requires completion of a total of 36 credits (12 courses) in general rducation classes in the following areas: communications, arts and humanities, social sciences and cross cultural studies, mathematical sciences, natural sciences, and languages.

5.38 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
☒ Yes ☐ No

FOR ALL PROGRAMS

5.39 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, and student orientation.
The following student services are provided by VIU and a detailed listing is located in the 2017-2018 Academic Catalog on pages 20-27: airport pick-up assistance, housing accommodation assistance, new student orientation, student ID cards, student activities, student health insurance, counseling services, student success initiative, leadership and mentorship program, student clubs, student union, library and information services, library online resources, computer and internet access, international student services, school transfers, financial support, opportunities for practical training, and a career center.

5.40 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
Ms. Robyn Taylor is the campus Career Center manager. Ms. Taylor coordinates employer needs to a student's skill set. She has an MBA from William Carey College and a bachelor's degree in organizational communications from Saint Augustine's College. Ms. Taylor brings to the campus over 10 years of career service experience.

5.41 How does the campus ensure that employment assistance is offered to all students?
The majority of VIU students are international; however, a small percentage of students are domestic and Career Services office provides employment opportunities and assistance.

5.42 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus's graduates?
☐ Yes ☒ No ☐ Not Applicable (There have been no graduates.)

If *No,* insert the section number in parentheses and explain:
(Section 3-1-441(c)): The campus does not have a process in place to ensure graduate surveys are administered at specific measuring points after placement. The team interviewed [redacted]

[redacted] who indicated that these surveys are not currently being conducted by the university.

5.43 Does the campus use placement percentages or salary projections as part of its recruiting activities?
☐ Yes ☒ No

5.44 Describe the extracurricular educational activities of the campus (if applicable).
The team interviewed Ms. Allison Forbes, associate director of student affairs, and she provided the team with documentation for the following extracurricular activities available at VIU: community soccer sports league, humanity club, music club, international business club, fantastic trip club (rock climbing, bicycling, etc.), drama club, information technology club, international religious fellowship, Nobel Nepalese Club (Nepal), Indian Spirit Club, Hips and Toes (dance club), African Pride Club, and We I You Club (guest speakers for student topics of interests).

COMMENDATIONS:
The team would like to commend VIU for its commitment to providing numerous valuable experiences for student enjoyment, interaction, and collaboration.

6. PUBLICATIONS

6.01 What catalog was used during the evaluation? (Include the year, number, and volume, if appropriate.)
The team used the Virginia International University 2017-2018 Academic Catalog 2nd Edition during the on-site evaluation.

6.02 Does the campus publish a catalog that is appropriately printed and provided to all enrolled students?
☒ Yes ☐ No

6.03 Does the catalog contain the following items:
(a) A table of contents and/or an index?
☒ Yes ☐ No
(b) An indication of the year(s) for which the catalog is effective on the front page or cover page?
☒ Yes ☐ No
(c) The names and titles of the administrators?
☒ Yes ☐ No
(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation?
☒ Yes ☐ No (*Include Section 3-1-201in the finding below.*)
(e) A statement of accreditation?
☐ Yes ☒ No ☐ Not Applicable (initial applicant)
(f) A mission statement?
☒ Yes ☐ No
(g) A list of full-time faculty members, qualifying credentials, awarding institution, and area of teaching specialization?
☒ Yes ☐ No
(h) An academic calendar?
☒ Yes ☐ No
(i) A full disclosure of the admission requirements?
☒ Yes ☐ No

(j) A list of institutions with which the institution has established articulation agreements?
☐ Yes ☐ No ☒ Not Applicable

(k) A statement on the transferability of the credits in the programs that are offered?
☒ Yes ☐ No

(l) A description of the contracts or agreements and services to be provided, if the institution has an agreement with an accredited or unaccredited institution, or an international partnership agreement?
☐ Yes ☐ No ☒ Not Applicable

(m) A statement for each curriculum that includes a statement of objective or purpose; an accurate and complete list of all courses in the curriculum with a unique identifying number, title and credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum?
☒ Yes ☐ No

(n) A description of each course that includes the identifying number, a title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites and/or corequisites?
☒ Yes ☐ No

(o) An explanation of the grading system that is consistent with the one that appears on the student transcript?
☒ Yes ☐ No

(p) A definition of the unit of credit?
☒ Yes ☐ No ☐ Not Applicable (The campus does not award credit.)

(q) A complete explanation of the standards of satisfactory academic progress?
☒ Yes ☐ No

(r) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each?
☒ Yes ☐ No

(s) The transfer of credit policy?
☒ Yes ☐ No

(t) A statement of the tuition, fees, and any other charges?
☒ Yes ☐ No

(u) A complete and accurate list of all scholarships, grants, and loans offered?
☒ Yes ☐ No ☐ Not Applicable (No scholarships, grants, and loans are offered.)

(v) The refund policy?
☒ Yes ☐ No

(w) A statement describing the student services offered?
☒ Yes ☐ No

(x) A student grievance policy that includes the name and address of ACICS (which may be in the student handbook instead of the catalog)?
☒ Yes ☐ No

If *No* for any item, insert the applicable section numbers 3-1-201, 3-1-202(d), 3-1-701, and/or Appendix C in parentheses and explain:
(Section 3-1-701 and Appendix C): The catalog does not meet Council standards in all areas. The statement of accreditation currently indicates that ACICS is recognized by the United States Department of Education.

6.04 Does the campus list degrees of staff members in the catalog?

☒ Yes ☐ No

If *Yes,* is appropriate evidence of the degrees on file?
☒ Yes ☐ No

6.05 Does the campus offer degree programs?
☒ Yes ☐ No *(Skip to 6.06.)*

If *Yes,* does the catalog contain the following:
(a) An explanation of the course numbering system (for all levels)?
☒ Yes ☐ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only)?
☒ Yes ☐ No ☐ Not Applicable
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only)?
☒ Yes ☐ No ☐ Not Applicable
(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only)?
☐ Yes ☒ No ☐ Not Applicable

If *No* for any item, insert the section number in parentheses and explain:
(Section 3-1-701 and Appendix C): The catalog does not clearly identify courses that satisfy the upper-division requirement for bachelor's degrees.

6.06 Does the campus offer courses and/or programs via distance education?
☒ Yes ☐ No *(Skip to 6.07.)*

If *Yes,* does the catalog contain the following:
(a) A description of each mode of delivery used for distance education courses?
☒ Yes ☐ No
(b) Any additional or different admissions requirements for students taking distance education courses?
☐ Yes ☐ No ☒ Not Applicable (There are no additional or different admissions requirements.)
(c) A description of any tests used to determine access to distance education?
☐ Yes ☐ No ☒ Not Applicable (No additional tests are given.)
(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction?
☒ Yes ☐ No
(e) Costs and fees associated specifically with distance education?
☒ Yes ☐ No ☐ Not Applicable (There are no additional costs and fees.)

(Section 3-1- 701 and Appendix C): While the catalog adequately addresses the items above, it does not clearly indicate how a student can transition from fully residential to an online mode of delivery. It is also unclear that residential students may be required to take classes online.

6.07 Is the catalog updated at an appropriate interval? (An addendum/supplement should not be used as a substitute for meeting this expectation.)
☒ Yes ☐ No

6.08 Does the catalog contain an addendum/supplement?
☒ Yes ☐ No (*Skip to 6.09.)*

If yes, describe the addendum/supplement content.
The addendum was created during the ACICS site visit in order to update the credentials of Mr. Michael Seyfert. The original catalog stated that he holds a master's degree; however, his file indicates that he only holds a bachelor's degree.

(a) Does the addendum/supplement include the school name and location and the effective date for the entire document (or for individual sections if effective dates vary)?
☒ Yes ☐ No
(b) Do students receive a copy of the addendum/supplement with the catalog?
☒ Yes ☐ No

6.09 Is the catalog available online?
☒ Yes ☐ No *(Skip to 6.10.)*

If *Yes*, does it match the hard copy version?
☒ Yes ☐ No

6.10 Does the campus utilize a multiple-school catalog?
☐ Yes ☒ No *(Skip to 6.11.)*

6.11 Is all advertising and promotional literature, through any type of media (social media, web site, newspapers, etc.), truthful and dignified?
☒ Yes ☐ No

6.12 Is the correct name of the campus listed in all advertising, web postings, and promotional literature?
☒ Yes ☐ No

6.13 Where does the campus advertise (publications, online, etc.)?
Virginia International University advertises their campus via Facebook, Twitter, Linkedin, El Tiempo Latino, the Virginia International University magazine, and their catalog.

Are all print and electronic advertisements under acceptable headings?
☒ Yes ☐ No

6.14 Does the campus use endorsements, commendations, or recommendations in its advertising?
☐ Yes ☒ No *(Skip to 6.15.)*

6.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
☒ Yes ☐ No

6.16 Is the phrase "for those who qualify" properly used in all advertising that references financial aid?
☐ Yes ☒ No ☐ Not Applicable

If *No,* insert section number 3-1-703 & Appendix C in parentheses and explain:

(Section 3-1-703 and Appendix C): The phrase "for those who qualify" is not properly used within a Virginia International University's marketing publication. In this publication, which has not yet been circulated to the public, states within their financial aid section, "Virginia International University considers all incoming accepted students who qualify for financial assistance." This statement gives the impression that only students who are eligible for financial aid will be accepted to the campus and those who do not qualify will not be accepted by the university. The campus has confirmed that they will make the necessary corrections.

6.17 Does the campus provide the following information to the public:

(a) Campus retention rate?
☒ Yes ☐ No

(b) Campus placement rate?
☒ Yes ☐ No

(c) All program retention rates?
☒ Yes ☐ No

(d) All program placement rates?
☒ Yes ☐ No

(e) Licensure examination pass rates?
☐ Yes ☐ No ☒ Not Applicable (No programs require licensure or certification.)

Where is this information published? Describe any additional information that the campus provides.
Virginia International University has published their 2017 CAR report on their website under the Consumer Information Disclosure section. This report lists all retention, placement, and licensure information at the campus and program levels.

Does the information provided match the information reported on the campus's most recent CAR?
☒ Yes ☐ No

Does the performance information disclosure include the required statement, "These are the data reported to ACICS by the institution in its most recent Campus Accountability Report"?
☒ Yes ☐ No

FOR MASTER'S DEGREES ONLY

6.18 Does the catalog have a separate section describing the following:

(a) Program requirements?
☒ Yes ☐ No

(b) Admission procedures?
☐ Yes ☒ No

(c) Transfer policies?
☒ Yes ☐ No

(d) Graduation requirements?
☒ Yes ☐ No

(e) Regulations?
☒ Yes ☐ No

(f) Course descriptions?
☒ Yes ☐ No

If *No,* insert the section number in parentheses and explain:
(Section 3-6-800): The catalog does not contain a separate section for admission procedures for graduate programs as required in the *Accreditation Criteria*.

7. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

7.01 Has the campus developed an adequate core of library resources to support academic success and to meet instruction and research needs?
☒ Yes ☐ No

7.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
☒ Yes ☐ No

7.03 Describe the training and support to faculty and students that the campus provides in utilizing library resources as an integral part of the learning process.
The campus offers an introductory information literacy course to all faculty, and to students during orientation. This session is 45 minutes of instruction with a 15-minute assessment at the end. This session introduces the library staff, and introduces library procedures and proecesses for borrowing print materials and accessing online resources. Additionally, faculty and students can request customized training or guidance on how to use, search for, or conduct research on particular topics or the use of individual resources. These trainings are facilitated by Mr. Jeffrey Prater, director of library services. The visit team reviewed the online student orientation and training materials, interviewed students and faculty, and reviewed workshop attendance sheets to verify that training and support for utilizing the library is offered to faculty and staff.

7.04 Are adequate staff provided to support library development, collection, organization, and accessibility?
☒ Yes ☐ No

7.05 Describe the campus's continuous assessment strategy for library resources and information services.
The institution assesses their library resources according to the collection policy published by the American Library Association. Additionally, the institution reviews its library collection on an annual basis through feedback from faculty and students along with usage statistics.

Are these methods appropriate?
☒ Yes ☐ No

7.06 Is there a physical space on site or within close proximity of the campus in order to allow for access to library resources and services?
☒ Yes ☐ No ☐ Not Applicable (Campus has no residential component.)

FOR NONDEGREE PROGRAMS ONLY

7.07 Are appropriate reference materials and periodicals available for all programs offered?
☒ Yes ☐ No

7.08 Are the instructional resources organized for easy access and usage?
☒ Yes ☐ No

7.09 Is there a current inventory of instructional resources and equipment?
☒ Yes ☐ No

7.10 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and student needs?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATES, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

7.16 Is the institution's established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?
☒ Yes ☐ No

7.17 What is the amount of the current year's library budget excluding personnel allocations?
The current year's library budget is $40,000.

7.18 What portion of the current year's library budget has been spent?
To date, $11,683 has been spent.

How has the money been allocated?
Annual Renewal Bywater Solutions - $2,600
JSTOR Renewal - $5,600
Credo Reference Renewal - $3,273
VLA Membership Request - $90
Washington Business Journal Renewal - $120

7.19 Are the library materials and services available at times consistent with the typical student's schedule in day, evening, and online programs?
☒ Yes ☐ No

7.20 Describe how the faculty inspire, motivate, and direct student usage of the library resources, including specific examples.
Faculty inspire, motivate, and direct student usage of the library resources by incorporating library information sessions in their courses, by developing assignments that require research and the use of library resources, and by requiring periodical and journal articles as reading assignments in their courses. For example, in ENG120 Academic Writing, in weeks three, four, and five of the course, students are required to conduct a comprehensive library catalog search, write an article summary, and complete an annotated bibliography. Similar assignments were found in EDUC 508 Motivational Theory and Classroom Management, BUSS 221 Consumer Behavior, and APLX 550 Language Assessment, and many others. Also, in all of the master-level course syllabi reviewed by the team, the faculty included instructions to access the library resources and links to recommended journal articles.

Are these methods appropriate?

☒ Yes ☐ No

7.21 Describe how the faculty have involvement in the selection of library resources.
Faculty have multiple opportunities to be involved in the selection of library resources. At the end of the academic year, faculty are asked to complete a survey to evaluate the current library holdings and to make recommendations for future resources. Additionally, faculty can contact Mr. Jeffrey Prater, director of library services, with any request for additional holdings or to have outdated holdings removed from the collection. Also, Mr. Prater e-mails the faculty and academic administrators quarterly data on the usage of current holdings. Before any changes are made to the current library holdings, faculty and academic administrators have an opportunity to comment and recommend changes. The visit team reviewed completed surveys from November 2017 where faculty evaluated resources to provide recommendations for updating and removing resources from the current library collection. Additionally, the visit team interviewed faculty, who confirmed their involvement in the selection of library resources.

FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY

7.22 Does the library collection include magazines and professional journals and periodicals?
☒ Yes ☐ No

7.23 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?
☒ Yes ☐ No

7.24 During library hours, are there well-trained individuals who supervise the library and assist students with library functions, and who are competent both to use and aid in the use of the online and computer-based library resources?
☒ Yes ☐ No

7.25 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
☒ Yes ☐ No

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

7.26 Who supervises and manages the library on-site, and what are this person's qualifications?
The on-site library is supervised and managed by Mr. Jeffery Prater, director of library services. Mr. Prater holds a bachelor's degree in history from Western Oregon University, a master's degree in teaching from Williamette University, and a master's degree in library science from The Catholic University of America. In his absence, Ms. Karen Weis, the campus librarian, supervises and manages the on-site library. Ms. Weis holds a bachelor's degree in speech communication from George Mason University and a master's degree in library science from The Catholic University of America.

Does this individual:

(a) Supervise and manage the library and instructional resources?
☒ Yes ☐ No

(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
☒ Yes ☐ No

(c) Assist students in the use of instructional resources?
☒ Yes ☐ No

7.27 Have library staff transcripts from institutions not accredited by agencies recognized by the U.S. Department of Education been translated into English and evaluated by a member of National Association of Credential Evaluation Services (NACES), American Association of Collegiate Registrars and Admission Officers (AACRAO), or Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
☐ Yes ☐ No ☒ Not Applicable (Library staff do not hold foreign credentials.)

7.28 Is documentation on file to reflect the librarian's participation in annual professional growth activities?
☒ Yes ☐ No

7.29 What are the library's hours of operation, and who is responsible for overseeing the library during these hours?

Monday	8:30 am – 9:00 pm
Tuesday	8:30 am – 9:00 pm
Wednesday	8:30 am – 9:00 pm
Thursday	8:30 am – 9:00 pm
Friday	8:30 am – 6:30 pm
Saturday	9:00 am – 5:00 pm

Monday through Friday the library is staffed by Mr. Jeffrey Prater, director of library services, and Ms. Karen Weis, the librarian. On Saturday, the library is staffed by trained student workers.

7.30 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
☒ Yes ☐ No

7.31 Are records of physical and/or online resources and circulation accurate and up to date?
☒ Yes ☐ No

7.32 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
☒ Yes ☐ No ☐ Not Applicable (no interlibrary agreements)

7.33 Are the library physical holdings and/or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

FOR MASTER'S DEGREES ONLY

7.34 Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research?
☒ Yes ☐ No

7.35 During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and aid in the use of the online and computer-based library resources?

☒ Yes ☐ No

7.36 Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty?
☒ Yes ☐ No

7.37 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?
☒ Yes ☐ No

7.38 Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs?
☒ Yes ☐ No

7.39 What library resources does the campus provide to support a better understanding of methods and principles scholarly research and how to use information ethically at the graduate level?
The institution has a Writing Resource Media Center that offers courses, tutorial services, and one-on-one assistance regarding writing strategies, formatting, Microsoft Office resources, research methods, and scholarly writing for both residential and online students. For example, in October 2017, the library offered a workshop on writing American Psychological Association (APA) citations, and in November 2017, the library offered a session on identifying scholarly resources. Additionally, the Writing Resource Media Center offers online articles and videos that address ways to avoid plagiarism, cite journal articles, and review academic journals.

8. PROGRAM EVALUATION

Bachelor's Degree in Business Administration
Master of Business Administration (MBA)
Master's Degree in Accounting
Master's Degree in Project Management
Graduate Certificate in Project Management
Certificate in International Business
Master's Degree in International Relations

FOR ALL PROGRAMS

8.01 Is licensure, certification, or registration required to practice in the specific career field?
☐ Yes ☒ No (*Skip to 8.02)*

8.02 Who is assigned to administer the academic programs listed above, and what are this person's qualifications?
Dr. Grace Klinefelter is the dean of the school of business at the institution. She has had an extensive career in higher education working with undergraduate-, graduate-, and doctoral-level students in business and leadership. She has taught both online and on-ground courses in change leadership, organizational behavior, organizational development, and human resource management. She also has extensive experience in curriculum development and academic administration including institutional effectiveness, accreditation, assessment, and student success. Dr. Klinefelter holds a doctorate in business administration from Nova Southeastern University and a master's degree in library science from Pratt Institute. She

completed graduate coursework in human performance improvement at Capella University and was trained as a Certified Professional Co-Active Coach (CPCC) at Coaches Training Institute. She is certified as a Senior Professional in Human Resources (SPHR) and as an Associate Certified Coach (ACC). Dr. Klinefelter also serves on a team of item writers at the Society of Human Resource Management (SHRM) for a variety of professional certification exams. She is a former board member of the Northern Virginia Literacy Council.

Dr. Klara Bilgin, dean of the school of public & international affairs (master's degree in international relations) holds a Ph.D. in political science from Johns Hopkins University and a master's degree in international relations from the University of Delaware. Prior to her VIU position, Dr. Bilgin has taught at the College of St. Mary's in Maryland, Western Illinois University, and the State University of New York, Geneseo. Her research work and publications focus on the processes of regime change, elections, and transitions in Eastern Europe and Eurasia.

8.03 Does this individual possess appropriate academic or experiential qualifications?
☒ Yes ☐ No

8.04 Describe what evidence there is that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s).
Dr. Grace Klinefelter, dean of the school of business, under the supervision of the vice president of academic affairs, is responsible for providing the academic leadership, curriculum and instructional design, planning, fiscal planning, hiring, recruitment, and development of the school of business. Her time is divided appropriately between academic planning, personnel and resources, academic collaboration, and marketing and outreach.

Dr. Klara Bilgin, dean of the school of public & international affairs (master's degree in international relations), under the supervision of the vice president of academic affairs is responsible for academics, development, and management of the school of public & international affairs. These duties and responsibilities include, but are not limited to, administrative tasks, advising, and teaching, being a representative at events, research/scholarly work, and marketing.

8.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?
☒ Yes ☐ No

8.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed the standards for the following areas:

(a) Student retention rate of 65 percent (programs >1 year in length) OR 70 percent (programs ≤ 1 year in length)?
☐ Yes ☒ No ☐ Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.
The master's degree in accounting has a 57 percent retention rate.
The graduate certificate in project management has a 50 percent retention rate.

(b) Student placement rate of 70 percent?
☐ Yes ☒ No ☐ Not Applicable (Data not available.)

If *No*, list programs that fall below the standards.
The Master of Business Administration has a 61 percent placement rate.
The bachelor's degree in business administration has a 38 percent placement rate.
The master's degree in project management has a 40 percent placement rate.
The graduate certificate in project management has a 0 percent placement rate.
The master's degree in international relations has a 67 percent placement rate.

If *No* for either item, does the campus provide a Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis, and activities to meet or exceed Council requirements?
☒ Yes ☐ No

If *Yes*, what specific activities does the campus have planned to improve the student retention and/or placement rate(s)?
Specific activities to improve the master's degree in accounting and graduate certificate in project management program retention rates include the following: develop stronger assessment to achieve learning outcomes; engage the Program Advisory Committee (PAC); review and change curriculum for relevancy in the workplace; add new faculty; increase enrollment; and enhance the classroom experience through guest speakers, field trips, and community partnerships.

Specific activities to improve placement rates for the bachelor's degree in business administration, Master of Business Administration, graduate certificate in project management, master's degree in project management, and master's degree in international relations programs include the following: develop a stronger assessment process; collect feedback from instructors and use data to make positive changes in course content; and work collaboratively with the career services department to develop mandatory placement sessions, increased placement resources, enhanced data tracking of unplaced graduates, and continued job fairs, networking events, internships, sponsored student clubs, and job opportunities.

8.07 Does the program utilize a variety of community resources to enhance student achievement and potential career opportunities?
☐ Yes ☒ No

If *No*, insert the section number in parentheses and explain:
(Section 3-1-512(c)): Although the administration shared that they invite guest speakers to the campus, there are student organizations specific to the programs of study, and conferences and seminars are hosted, the team was unable to verify attendance of the business students at these events. The university provided flyers announcing events, a sign-in sheet for one event, and rosters for classes held on the days of the events indicating those present for the class and those absent for the class; but this was insufficient evidence of the use of these resources to enhance business students' achievement and potential career opportunities.

8.08 Does the catalog and/or other advertising material such as brochures and the campus web site, accurately describe the program, its objectives, and its potential occupational outcomes?
☒ Yes ☐ No

8.09 Does the program include an externship?
☒ Yes ☐ No *(Skip to 8.10.)*

(a) Does the institution have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria?
☐ Yes ☒ No ☐ Not Applicable (No student is at the point of needing them.)

If *No*, insert the section number in parentheses and explain:
(Section 3-1-513(a) and Glossary): The institution does not have a mutually signed written agreement that outlines the arrangement between the institution and the externship site, including specific learning objectives, course requirements, and evaluation criteria. All business programs allow for an optional internship program. A blank internship packet was provided to the team for review. However, the dean confirmed that a completed packet including an agreement was not available for the student who is currently out on internship.

However, the master's degree program in international relations allows for an optional internship program. A completed internship packet was provided with proof of dean/faculty supervision.

(b) Is the experience supervised by an appropriately qualified faculty member?
☒ Yes ☐ No

Describe how the externship is an appropriate culmination of previously studied theory and is appropriate for the program's objectives.

In the school of business, the optional internship is available in course MBA 660 Graduate Project Internship II. The internship/course allows students to work 135 hours per semester in their field under dean or faculty supervision.

The master's degree program in international relations allows an optional internship available through courses GOVT 665 and GOVT 666. The internship/course allows students to work 135 hours per semester in their field under dean or faculty supervision.

8.10 Does the program use independent studies?
☐ Yes ☒ No *(Skip to 8.12.)*

8.12 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
☒ Yes ☐ No

8.13 Are course prerequisites appropriate, are they identified in the catalog, and are they being followed?
☒ Yes ☐ No

8.14 Is an appropriately detailed syllabus on file for each course that includes the following elements:
(a) Title and course descriptions?
☒ Yes ☐ No
(b) Course numbers?
☒ Yes ☐ No
(c) Course prerequisites and/or corequisites?
☒ Yes ☐ No
(d) Instructional contact hours/credits?

☒ Yes ☐ No

(e) Learning objectives
☒ Yes ☐ No

(f) Instructional materials and references?
☒ Yes ☐ No

(g) Topical outline of the course?
☒ Yes ☐ No

(h) Instructional methods?
☐ Yes ☒ No

(i) Assessment criteria?
☒ Yes ☐ No

(j) Method of evaluating students?
☒ Yes ☐ No

(k) Date the syllabus was last reviewed?
☒ Yes ☐ No

For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:

(l) Out-of-class work assignments that support the learning objectives for the course?
☒ Yes ☐ No ☐ Not Applicable (clock hour program)

(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments?
☒ Yes ☐ No ☐ Not Applicable (clock hour program)

If *No* for any item, insert the section number in parentheses, list the courses, and explain:
(Section 3-1-513(a) and Glossary): Some syllabi do not appropriately state the modality and the instructional methods used in the class. The team reviewed the syllabi for the business programs and found that some syllabi state that the course is on ground, others state that the course is online, and the team was not able to obtain clarification from the institution regarding the modality and instructional methods used in all courses.

8.15 Do students confirm that they receive a course syllabus and that it is followed?
☒ Yes ☐ No

8.16 Are the courses available when needed by the student in the normal pursuit of a program of study?
☒ Yes ☐ No

8.17 Does the campus participate in Title IV financial aid?
☒ Yes ☐ No (*Skip to 8.20.)*

8.18 Do the campus's written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding?
☒ Yes ☐ No ☐ Not Applicable (clock hour programs only)

8.19 Is there evidence that out-of-class work or the equivalency is being evaluated?
☒ Yes ☐ No ☐ Not Applicable (clock hour programs only)

If *Yes*, describe the documentation of evaluation viewed on site.

The team reviewed course syllabi and the rubric used to evaluate out-of-class work.

FOR ALL PROGRAMS

8.20 Are the following appropriate to adequately support the number of students and nature of the program:
(a) Facilities?
☒ Yes ☐ No
(b) Instructional equipment?
☒ Yes ☐ No
(c) Resources?
☒ Yes ☐ No
(d) Support for modes of instructional delivery?
☒ Yes ☐ No
(e) Personnel?
☒ Yes ☐ No

8.21 Describe how the program(s) includes the following required instructional components:
(a) Systematic planning.
(b) Well-defined instructional objectives.
(c) The selection and use of appropriate and current learning materials.
(d) Appropriate modes of instructional delivery.
(e) The use of appropriate assessment strategies.
(f) The use of appropriate experiences.

a. Systemic Planning: All students enrolled in school of business courses for the certificate, bachelor's, master's, or MBA programs of study receive individual academic advising when they enter their respective program of study. Students are provided a detailed matriculation guide, which specifies the exact course of study, all electives, and the recommended sequence of study. In most instances, students' matriculation is mapped completely during their initial academic advising session. All students are required to meet with their academic advisor a minimum of once per semester.

b. Well defined instructional objectives: Instructional objectives are outlined in the syllabi and in the catalog.

c. The selection and use of appropriate content and learning material: The school deans/directors review the effective creation and delivery of instruction in consultation with faculty, considering the following:
• establishing learning goals for each degree program and developing the overall assurance that lesson plans are the responsibility of the faculty for content delivery in conjunction with the course descriptions published in the Academic Catalog.
• The school's faculty members review proposed new and current course offerings to provide their expertise and input.
• Oversight and assurance of curriculum effectiveness through the measurement of learning goals, objectives, and accomplishments are the duties of the school deans/directors.
• The school administration receive copies of course syllabi for monitoring course content. The administrators and faculty share responsibility for assuring the effectiveness of instruction at VIU.

d. Appropriate modes of instructional delivery are used to meet the diverse needs of the student body.

e. Use of appropriate assessment strategies: Student Learning Outcomes are the largest self-assessment action undertaken by the university each year. Rubrics and other assessment methods are used to complete the annual assessment reports for each program. At VIU all course learning outcomes are tied to the program learning outcomes, which are tied to the school's learning outcomes, and finally to the institution's learning outcomes and mission. VIU conducts educational assessment on a semester basis, and has also developed a handbook for educational assessment, which explains the regulations and processes used in assessing student learning outcomes.

f. The use of appropriate experiences: VIU employs qualified faculty members who have teaching experience, practical working knowledge, and related experience in the area(s) of their expertise. The vast majority of faculty members have earned, or are working on, terminal degrees in their respective fields. VIU also provides continuous training for faculty to help them acquire new instructional methods and tools. VIU requires that any faculty member teaching at the graduate level must have an earned doctorate or PhD in the field of instruction.

FOR NONDEGREE PROGRAMS ONLY

8.22 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development of the educational programs?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

8.23 Are all faculty assigned to teach in no more than three fields of instruction at any given time, with no more than five preparations?
☒ Yes ☐ No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

8.24 Do the faculty members' qualifications meet the minimum requirements outlined in the *Accreditation Criteria,* and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
☒ Yes ☐ No

8.25 Is the size of the faculty appropriate to the total student enrollment?
☒ Yes ☐ No

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.26 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development of the program?
☒ Yes ☐ No