

- 4.51 Is the person who determines the amount of student awards *not* also responsible for disbursing those awards?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.52 Are final student financial aid award determinations made by administrative individuals who are *not* responsible for recruitment?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.53 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 *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).  
[REDACTED]

- 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.56 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

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule?  
 Yes       No (*Skip to question 4.58.*)

If *Yes*, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrollment?

Yes       No

If *No* (there is no such evidence), insert the section number in parentheses and explain:

█

If *Yes*, is the size of the discount based on the financial benefit that the campus receives from the payment of cash earlier than would be required under the normal tuition payment schedule?

Yes     No     Not Applicable

If *No*, insert the section number in parentheses and explain:

█

4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.

█

4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?

Yes     No     Not Applicable (there have been no graduates)

If *Not Applicable*, explain:

█

If *No*, insert the section number in parentheses and explain:

█

4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?

█

4.61 Does the campus offer employment assistance to all students?

Yes     No     Not Applicable (campus enrolls only international students on a student visa)

If *No*, insert the section number in parentheses and explain:

█

4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities?

Yes     No

If *Yes*, explain:

█

If *Yes*, does the campus maintain the required data on its graduates and nongraduates?

Yes     No

If *No* (the campus does not maintain the required data), insert the section number in parentheses and explain:  
[REDACTED]

- 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is [REDACTED]  
The ending enrollment reported on the previous year's CAR is [REDACTED]

*(Branch or initial grants, skip to question 4.64)*

If these figures are not identical, insert "Section 3-1-303(a)" in parentheses and explain:  
[REDACTED]

- 4.64 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

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:  
[REDACTED]

- 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations?  
 Yes     No     Not Applicable (campus does not participate in financial aid)

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 4.66 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations.  
[REDACTED]

- 4.67 Describe the extracurricular educational activities of the campus (if applicable).  
[REDACTED]

#### **FOR MASTER'S DEGREES ONLY**

- 4.68 Do all students enrolled in master's degree programs possess a bachelor's degree?  
 Yes     No

If *No*, insert the section number in parentheses, list student names, and explain:  
[REDACTED]

#### **GENERAL COMMENTS:**

[REDACTED]

#### **COMMENDATIONS:**

[REDACTED]

#### **RECOMMENDATIONS:**

[REDACTED]

## 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

If No, insert the section number in parentheses and explain:

\_\_\_\_\_

5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications?

\_\_\_\_\_

5.03 Does this person have appropriate academic or experiential qualifications?

Yes  No

If No, insert the section number in parentheses and explain:

\_\_\_\_\_

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.

\_\_\_\_\_

If there are no provisions made, insert the section number in parentheses and explain:

\_\_\_\_\_

5.05 Is the time devoted to the administration of the educational programs sufficient?

Yes  No

If No, insert the section number in parentheses and explain:

\_\_\_\_\_

5.06 Is there a published policy on the responsibility and authority of faculty in academic governance?

Yes  No

If No, insert the section number in parentheses and explain:

\_\_\_\_\_

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

If *No* for any item, insert the section number in parentheses and explain:

█

5.08 Is there evidence that this policy has been adopted and faculty members are aware of it?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

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 question 5.10 for renewal of accreditation. Skip to 5.14 for initial grants or branch inclusion*)

If *Yes*, does the campus:

(a) Carry the programmatic accreditation or is currently in the process of obtaining such accreditation in a timely manner for programs in which it is required by the state in order for students to attain entry-level employment?

Yes  No  Not Applicable (there is no such requirement by the state)

(b) Notify students as to:

(1) Which programs hold specialized or programmatic accreditation?

Yes  No

(2) Whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the campus is located?

Yes  No

(3) Any other requirements that are generally required for employment?

Yes  No  Not Applicable (no other requirements)

If *No* for any item, insert the section number in parentheses and explain:

█

## FOR RENEWAL OF ACCREDITATION ONLY

5.10 Does the campus have any programs with current specialized or programmatic accreditation?

Yes  No (*Skip to question 5.14*)

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 in length)?

Yes  No

If no, please list programs that fall below the rates

(b) Student placement rate of 70 percent?

Yes  No

If no, please list programs that fall below the rates

If *No*, does the campus provide one of the following:

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  Not Applicable

If *No*, insert “Section 2-1-809, 3-1-111, and 3-1-512” in parentheses and explain:

5.12 Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable

How many calls to employers or graduates were attempted?

The following number(s) of calls was(were) attempted by program:

Diploma program in XX:

Occupational associate’s degree program in XX:

Academic associate’s degree program in XX:

Bachelor’s degree program in XX:

How many calls to employers or graduates were successful?

The following number(s) of calls was(were) successful by program:

Diploma program in XX:

Occupational associate’s degree program in XX:

Academic associate’s degree program in XX:

Bachelor’s degree program in XX:

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

█

If *No*, insert “Section 3-1-303(a)” in parentheses and explain:

█

5.13 Was documentation on file to verify graduates classified on the CAR as “not available for placement”?

Yes  No  Not Applicable

If *No*, insert “Section 3-1-303(a)” in parentheses and explain:

█

**FOR ALL CAMPUSES**

- 5.14 Are the educational programs consistent with the campus' mission and the needs of its students?  
 Yes  No

If No, insert the section number in parentheses and explain:

- 5.15 Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?  
 Yes  No

If No, insert the section number in parentheses and explain:

- 5.16 What provisions are made for individual differences among students in the learning environment?

If None, insert the section number in parentheses and explain:

- 5.17 Describe the system in place to evaluate, revise, and make changes to the curriculum.  
[REDACTED]

- 5.18 Does the faculty participate in this process?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.19 Is credit appropriately converted in relation to total student contact hours in each class?  
 Yes  No

If *No*, insert the section number in parentheses, identify the courses, and explain:  
[REDACTED]

- 5.20 If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?  
 Yes  No  Not Applicable (campus does not award such credit)

If *No*, insert the section number in parentheses and explain:

If *Yes*, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?

Yes     No     Not Applicable (no student has made such a request)

If *No* (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

■

5.21 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?

Yes     No

If *No*, insert the section number in parentheses and explain:

■

5.22 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, skip to 5.23*)

(a) Facilities.

Yes     No

(b) Instructional equipment.

Yes     No

(c) Resources.

Yes     No

(d) Personnel.

Yes     No

If *No* for any item, insert the section number in parentheses and explain:

■

5.23 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?

Yes     No

If *No*, insert the section number in parentheses and explain:

■

5.24 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

Yes     No

If *No*, insert the section number in parentheses and explain:

■

5.25 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

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.26 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:  
[REDACTED]

- 5.27 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) 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)

If *No*, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:  
[REDACTED]

- 5.28 Is there documented evidence of a systematic program of in-service training at the campus?

Yes  No

If *Yes*, how is this documented?

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.29 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:  
[REDACTED]

If *No* for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain:  
[REDACTED]

- 5.30 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?

Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.31 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.32 Does the institution utilize contracts and/or agreements with other institutions or entities?  
 Yes  No

If *Yes*, do the contracts and/or agreements comply with all requirements of the applicable criterion?  
 Yes  No

If *No*, insert the applicable section number(s) in parentheses and explain:  
[REDACTED]

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 5.33 Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22.5 quarter hours, or their equivalent in general education or applied general education courses?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.34 Are the general education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

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

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

If *No*, insert the section number in parentheses, list faculty names, degrees, and courses, and explain:  
[REDACTED]

**FOR ACADEMIC ASSOCIATE'S DEGREES ONLY**

- 5.36 Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.37 Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.38 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

**FOR BACHELOR'S DEGREES ONLY**

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

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.40 Do the program's general education courses meet Council standards?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 5.41 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

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

**GENERAL COMMENTS:**  
[REDACTED]**COMMENDATIONS:**  
[REDACTED]**RECOMMENDATIONS:**  
[REDACTED]**6. EDUCATIONAL FACILITIES**

- 6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).  
[REDACTED]

- 6.02 Does the campus utilize any additional space locations?  
 Yes  No

If *Yes*, list the name and address of each location.  
[REDACTED]

- 6.03 Does the campus utilize learning sites?  
 Yes  No

If *Yes*, list the name and address of each learning site and identify any administrative services offered at the site. (*Please see section 13 for additional information*)  
[REDACTED]

- 6.04 Are all facilities (including additional space and learning sites) appropriate for the size of the student population and the programs offered?  
 Yes  No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 6.05 Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning sites)?
- (a) Equipment  
 Yes  No
- (b) Instructional tools  
 Yes  No
- (c) Machinery  
 Yes  No

If *No* for any item, insert the section number in parentheses and explain:  
[REDACTED]

6.06 Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?

Yes       No       Not Applicable

If *No*, insert the section number in parentheses and explain:

█

If *Not Applicable*, explain:

█

**GENERAL COMMENTS:**

█

**COMMENDATIONS:**

█

**RECOMMENDATIONS:**

█

## 7. PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

█

7.02 Does the self-study or branch application part II accurately portray the campus?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

7.03 Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

7.04 Does the catalog contain the following items?

(a) A table of contents and/or an index.

Yes       No

(b) An indication of the year or years 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

(e) A statement of accreditation

- Yes     No     Not Applicable (initial applicant)
- (f) A mission statement.  
 Yes     No
- (g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.  
 Yes     No
- (h) An academic calendar.  
 Yes     No
- (i) A full disclosure of the admission requirements.  
 Yes     No
- (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the 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
- (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.  
 Yes     No
- (l) An explanation of the grading system that is consistent with the one that appears on the student transcript.  
 Yes     No
- (m) A definition of the unit of credit.  
 Yes     No     Not Applicable (The campus does not award credit)
- (n) A complete explanation of the standards of satisfactory academic progress.  
 Yes     No
- (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.  
 Yes     No
- (p) The transfer of credit policy.  
 Yes     No
- (q) A statement of the tuition, fees, and any other charges.  
 Yes     No
- (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.  
 Yes     No     Not Applicable (no scholarships, grants, or loans offered)
- (s) The refund policy.  
 Yes     No
- (t) A statement describing the student services offered.  
 Yes     No
- (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).  
 Yes     No     Not Applicable (initial applicants only)

If *No* for any item, insert the section number in parentheses and explain:



7.05 Does the campus offer degree programs?

Yes  No

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:

\_\_\_\_\_

7.06 Does the campus offer courses and/or programs via distance education?

Yes  No (*Skip to Question 7.07.*)

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)

If *No* for any item, insert the section number in parentheses and explain:

\_\_\_\_\_

7.07 Does the catalog contain an addendum/supplement?

Yes  No (*Skip to Question 7.08.*)

(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?

Yes  No

(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?

Yes       No

(c) Do students receive a copy of the addendum/supplement with the catalog?

Yes       No

If *No* for any of the above questions, insert the section number in parentheses and explain:

7.08 Is the catalog available online?

Yes       No (*Skip to Question 7.09.*)

If *Yes*, does it match the hard copy version?

Yes       No

If *No* (the online version of the catalog does not match the hard copy version), insert the section number in parentheses and explain:

7.09 Does the campus utilize a multiple-school catalog?

Yes       No (*Skip to Question 7.10.*)

If *Yes*, answer the following:

(a) Are all campuses using the same catalog of common ownership?

Yes       No

(b) Are all photographs utilized properly labeled to identify the location depicted?

Yes       No

(c) Are faculty and staff listings properly identified with respect to the campus to which they belong?

Yes       No

If *No* for any item, insert the section number in parentheses and explain:

\_\_\_\_\_

7.10 Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

7.11 Is the correct name of the campus listed in all advertising, web postings and promotional literature?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

7.12 Where does the campus advertise (publications, online, etc.)?

\_\_\_\_\_

Are all print and electronic advertisements under acceptable headings?

Yes  No

If *No* (advertisements are not listed under acceptable headings), insert the section number in parentheses and explain:

█

7.13 Does the campus use endorsements, commendations, or recommendations in its advertising?

Yes  No (*Skip to Question 7.14.*)

If *Yes*, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?

Yes  No

If *No* (there is no such evidence), insert the section number in parentheses, list student names, and explain:

█

7.14 Does the campus utilize services funded by third parties?

Yes  No (*Skip to Question 7.15.*)

If *Yes*, is proper disclosure made for these services?

Yes  No

If *No* (proper disclosure is not made), insert the section number in parentheses and explain:

█

7.15 Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

7.16 Is the phrase “for those who qualify” properly used in all advertising that references financial aid?

Yes  No  Not Applicable (campus does not participate in financial aid)

If *No*, insert the section number in parentheses and explain:

█

7.17 What institutional performance information does the campus routinely provide to the public?

█

Where is this information published and how frequently is this information being updated?

█

If performance information is not being published, insert the section number in parentheses and explain:

█

### FOR MASTER'S AND DOCTORAL DEGREES ONLY

7.18 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:

█

### GENERAL COMMENTS:

█

### COMMENDATIONS:

█

### RECOMMENDATIONS:

█

## 8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY FOR ALL PROGRAMS

8.01 Does the campus develop an adequate base of library resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

8.02 Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

8.03 Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.04 Are adequate staff provided to support the development, organization of the collection, and access of library resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.05 Describe how the campus develops continuous assessment strategies for resources and information services?

\_\_\_\_\_

Are these methods appropriate?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.06 Is the library staff adequately trained to support the library?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

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

8.07 Is the campus' 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

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.08 What is the amount of the current year's library budget excluding personnel allocations?

The current year's library budget is \_\_\_\_\_

8.09 What portion of the current year's library budget has been spent?

How has the money been allocated?

- 8.10 Is there evidence that the faculty have major involvement in the selection of library resources?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

- 8.11 Are the library hours adequate to accommodate the needs of all students?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

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

- 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources?

Are these methods appropriate?

Yes  No

If *No*, insert the section number in parentheses and explain:

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

If *No*, insert the section number in parentheses and explain:

- 8.14 Are records of physical and/or online resources and circulation accurate and up to date?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

- 8.15 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)

If *No*, insert the section number in parentheses and explain:

8.16 Describe any full-text online collections available to students.

██████████

Not Applicable (No full-text online collections are available)

8.17 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

If *No*, insert the section number in parentheses and explain:

██████████

8.18 Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics?

Yes  No

If *No*, insert the section number in parentheses and explain:

██████████

#### **FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY**

8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

██████████

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

If *No* for any item, insert the section number in parentheses and explain:

██████████

8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

██████████

8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National

Association of Credential Evaluation Services (NACES) or the 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 (staff do not hold foreign credentials)

8.22 Is documentation on file to reflect the librarian's participation in professional growth activities?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.23 Are the hours the library is open adequate to accommodate the needs of all students?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.24 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

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

#### **FOR NONDEGREE PROGRAMS ONLY**

8.25 Are appropriate reference materials and periodicals available for all programs offered?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.26 Are the instructional resources organized for easy access, usage, and preservation?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.27 Is there a current inventory of instructional resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.28 Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

8.29 Has the campus designated an individual with the ability to maintain the resources and to assist students and faculty?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.30 Do the resources include the study, reading, and information technology facilities necessary to support the effectiveness of all the courses and programs offered by the campus?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.31 Is there a current inventory of instructional resources, including online resources?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.32 Are the resources organized for easy access and usage?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.33 Is it evident that faculty encourages the use of the library?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

8.34 Do the library holdings, including online collections, support all of the offerings of the campus?

Yes       No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

### **FOR MASTER'S AND DOCTORAL DEGREES ONLY**

8.35 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

██████████

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

If *No* for any item, insert the section number in parentheses and explain:

██████████

8.36 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

██████████

8.37 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the 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 (staff do not hold foreign credentials)

8.38 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

If *No*, insert the section number in parentheses and explain:

██████████

8.39 Is documentation on file to evidence that the librarian regularly participates in professional growth activities?

Yes  No

If *No*, insert the section number in parentheses and explain:

██████████

- 8.40 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 to aid in the use of the library technologies and resources?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

- 8.41 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

If *No*, insert the section number in parentheses and explain:

█

- 8.42 Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

- 8.43 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

If *No*, insert the section number in parentheses and explain:

█

- 8.44 What library resources does the campus provide to support a better understanding of scholarly research at the graduate level?

If *No*, insert the section number in parentheses and explain:

█

**GENERAL COMMENTS:**

█

**COMMENDATIONS:**

█

**RECOMMENDATIONS:**

█

## 9. PROGRAM EVALUATION

[Name of (ACICS Credential) in (Program Title)]

### FOR ALL PROGRAMS

- 9.01 Is licensure, certification or registration required to practice in the specific career field?  
 Yes       No (*Skip to question 9.02*)

If *Yes*, describe how the program provides students with the necessary skills to obtain licensure, certification or other registration necessary to practice in the specific occupational or professional area.  
 [REDACTED]

- (a) Is there a federal or state licensing agency pass rate established for this program?  
 Yes       No

If *Yes*, what is the minimum pass rate set by the federal or state licensing requirements?  
 percent.

*Add additional qualifiers if necessary:*

- (b) What are this program's pass rates for the past three years?

Year:                      Pass Rate:

Not Available

Year:                      Pass Rate:

Not Available

Year:                      Pass Rate:

Not Available

- (c) Does the current year's program pass rate exceed or meet the higher of the two pass rates, as set by either state or federal requirements or the Council standard of 70 percent?  
 Yes       No       Not Applicable

If *No*, does the campus provide one of the following:

Campus Effectiveness Plan (CEP) include an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements?

Yes       No

If *No*, insert sections 2-1-809, 3-1-512 and 3-1-111 in parenthesis and explain:

- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?  
 [REDACTED]

- 9.03 Does this individual possess appropriate academic or experiential qualifications?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
 [REDACTED]

- 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.06 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 (Branch Inclusion only)

[If more than one program is listed on the report] If no, please list programs that fall below the standards.

█

(b) Student placement rate of 70 percent?

Yes       No       Not Applicable (Branch Inclusion only)

[If more than one program is listed on the report] If no, please list programs that fall below the standards.

█

If *No*, does the campus provide one of the following:

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 *No*, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:

9.07 List the community resources and describe how they are utilized to enrich the program(s).

9.08 Is the utilization of community resources sufficient to enrich the program?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.09 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

Yes       No

If *No*, insert the section number in parentheses and explain:

9.10 Does the program include an externship?  
 Yes  No (*Skip to question 9.11*)

(a) Does the institution have a written and mutually signed 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)

(b) Is the experience supervised by an appropriately qualified faculty member?

Yes  No

(c) Is there evidence, based on observation, that the externship or internship is an appropriate culmination of previously studied theory and appropriate for the program's objectives?

Yes  No  Not Applicable (site was not visited-please explain)

If *No*, insert the section number in parentheses and explain:

9.11 Does the program use independent studies?  
 Yes  No (*Skip to question 9.13*)

9.12 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards  
 Yes  No

If *No*, insert the section number in parentheses and explain:

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

If *No*, insert the section number in parentheses and explain:

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

If *No*, insert the section number in parentheses and explain:

9.15 Is an appropriately detailed syllabus on file for each course that includes:

(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 (Branch Inclusion OR 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 (Branch Inclusion OR clock hour program)

If *No*, insert the section number in parentheses, list the courses, and explain:

\_\_\_\_\_

9.16 Do students confirm that they receive a course syllabus and that it is followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

9.17 Are the courses available when needed by the student in the normal pursuit of a program of study?

Yes  No

If *No*, insert the section number in parentheses and explain:

\_\_\_\_\_

9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

Yes  No  Not Applicable (there have been no graduates)

How many calls to graduates or employers were attempted?

[For a single program, use a full sentence. For two or more programs, please list in the manner below. Delete non-applicable credential levels]

The following numbers of calls were made to employers or graduates for the following programs:

Diploma in XX:

Occupational Associate's degree in XX:

Academic Associate's degree XX:

Bachelor's Degree XX:

How many calls to graduates or employers were successful?

The following numbers of calls, by program, were successful:

Diploma in XX:

Occupational Associate's degree in XX:

Academic Associate's degree in XX:

Bachelor's Degree in XX:

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

█

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

█

- 9.19 Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
- Yes     No     Not Applicable

If *No*, insert "Section 3-1-303(a)" in parentheses and explain:

█

#### **FOR RENEWAL OF ACCREDITATION AND INITIAL GRANTS ONLY**

- 9.20 Does the campus participate in Title IV financial aid?
- Yes     No (*Skip to question 9.23*)

- 9.21 Does the campus' 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)

If *No*, insert the section number in parentheses and explain:

█

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

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

█  
If *No*, insert the section number in parentheses and explain:  
█

### FOR ALL VISITS

9.23 Are the following appropriate to adequately support the number and nature of the program?

(a) Facilities.

Yes  No

(b) Instructional equipment.

Yes  No

(c) Resources.

Yes  No

(d) Personnel.

Yes  No

If *No* for any item, insert the section number in parentheses and explain:  
█

9.24 Are the following elements appropriately incorporated into the instructional components of the program?

(a) Systematic planning.

Yes  No

(b) Well-defined instructional objectives.

Yes  No

(c) The selection and use of appropriate and current learning materials.

Yes  No

(d) Appropriate modes of instructional delivery.

Yes  No

(e) The use of appropriate assessment strategies.

Yes  No

(f) The use of appropriate experiences.

Yes  No

If *No* for any item, insert the section number in parentheses and explain:  
█

### FOR NONDEGREE PROGRAMS ONLY

9.25 Is there an adequate core of full- and/or part-time faculty to ensure sound direction and continuity of development for the educational programs?

Yes  No

If *No*, insert the section number in parentheses and explain:  
█

### FOR NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY

9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations?

Yes  No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

█

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

9.27 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

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

█

9.28 Is the size of the faculty appropriate to the total student enrollment?

Yes  No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

█

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

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

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

9.30 Are teaching loads reasonable?

Yes  No

If *No*, insert the section number in parentheses, list the faculty and courses, and explain:

█

**FOR NONDEGREE PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.31 Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)?  
 Yes  No

If *No*, insert the section number in parentheses, list the instructor and course, and explain:

█

- 9.32 What is the current student/teacher ratio?  
(Calculate the student/teacher ratio by using the following formula:  
-Add the number of students enrolled in the program-specific courses (courses with program prefix)  
-Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety).

█

- 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

█

#### **FOR OCCUPATIONAL ASSOCIATE'S DEGREES ONLY**

- 9.34 Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

█

- 9.35 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes  No

If *No*, insert the section number in parentheses and explain:

- 9.36 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes  No  Not Applicable (no students in the second year)

If *No*, insert the section number in parentheses and explain:

- 9.37 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes  No

If No, insert the section number in parentheses and explain:

### FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

- 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No

If No, insert the section number in parentheses and explain:

- 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?  
 Yes       No       Not Applicable (no students in the second year)

If No, insert the section number in parentheses and explain:

- 9.42 Are the second-year courses based upon appropriate first-year prerequisites?  
 Yes       No       Not applicable

If No, insert the section number in parentheses and explain:

### FOR BACHELOR'S DEGREES ONLY

- 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission?  
 Yes       No       Not Applicable (institution offers all four years of the degree)

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?  
 Yes       No       Not Applicable (no students in the third and fourth years)

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

- 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites?  
 Yes       No

If *No*, insert the section number in parentheses and explain:  
[REDACTED]

#### **FOR MASTER'S DEGREES ONLY**

- 9.49 Describe the committee that oversees the development, modification, and maintenance of the graduate degree program.  
[REDACTED]

Does the committee include:

Students

- Yes       No

Faculty

Yes       No

Administrators

Yes       No

Employers

Yes       No

If there is no committee and/or the committee is missing any of the required members, insert the section number in parentheses and explain:

█

9.50 Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.51 Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.52 Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.53 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.54 Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work?

Yes       No

If *No*, insert the section number in parentheses and explain:

█

9.55 Are the course prerequisites appropriate, and are they being followed?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

9.56 Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient number possess a terminal degree?

Yes  No

If *No*, insert the section number in parentheses, list the faculty and course, and explain:

█

9.57 Does faculty possessing terminal degrees teach at least one-half of all graduate-level courses?

Yes  No

If *No*, insert the section number in parentheses and explain:

█

9.58 Does the campus encourage graduate faculty members to engage in scholarly research and to publish in professional journals?

Yes  No

If *Yes*, please describe how the campus encourages scholarly activity:

█

If *No*, insert the section number in parentheses and explain:

█

**GENERAL COMMENTS:**

█

**COMMENDATIONS:**

█

**RECOMMENDATIONS:**

█

## LEARNING SITE(S) REPORT QUESTIONS

1. Who has responsibility for the administration of the learning site? Describe the individual's academic credentials and professional experience.
2. What is the distance (i.e. driving or walking distance) between the learning site and the campus that has administrative oversight of it?

3. Describe how appropriate provisions have been made for supervision and monitoring of the learning site by the administration of the campus that is administratively responsible for the learning site.
4. Describe how students at the learning site are provided with access to student services, identifying if services are provided at the learning site or the oversight campus.
5. List the staff members employed only at the learning site, if applicable.
6. Describe how students are informed, during the recruitment and enrollment process, that they will be attending classes at the learning site location. Are full programs offered at the addition or only courses? Please specify.
7. Cite evidence that the learning site employs a sufficient number of faculty members for the number of courses offered and the size of the student population.
8. List the instructional equipment available for faculty and student usage at the learning site.
9. Describe the physical facility. Does it appear to be adequate and appropriate to support the educational programs offered and the current enrollment at the learning site?
10. Describe how the learning site is referenced in all advertising, including the catalog of the oversight campus.

# ACCREDITATION CRITERIA

Policies, Procedures, and Standards

Effective January 1, 2016

**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS**

750 First Street, N.E., ♦ Suite 980 ♦ Washington, DC 20002-4223  
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# Accreditation Criteria Policies, Procedures, and Standards

**Accrediting Council for Independent Colleges and Schools**

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*Effective January 1, 2016*  
*Criteria Revisions on page 139*



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# INTRODUCTION

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The Accrediting Council for Independent Colleges and Schools (“ACICS” or “Council”) supports the concept that periodic evaluation entered into voluntarily by institutions and their peers enhances the quality of the educational process and demonstrates that self regulation of a profession is superior to outside regulation. This has been the philosophy of ACICS since 1912 when the first association of business schools was formed.

ACICS is incorporated as a non-profit education organization in the Commonwealth of Virginia and maintains offices in the District of Columbia. It has been recognized by the U.S. Department of Education since 1956 as a national institutional accrediting body. The federal government, for purposes of distributing institutional and student financial funds, lists ACICS as an accrediting body on which it relies in determining the quality of education and training offered at institutions that ACICS accredits.

To help institutions and peer evaluators meet their responsibilities in conducting the process, ACICS developed and periodically has revised a set of policies, procedures, and standards governing the activity. Collectively, they comprise the *Accreditation Criteria* which, when complied with by institutions, results in the awarding of accreditation. This document incorporates all changes agreed to by the institutions since the last published edition, as well as organizational modifications.

Embodied in these criteria is the belief by ACICS that accredited institutions should at all times demonstrate a high standard of professional conduct involving educational practices and business ethics. Accreditation is not a regulatory process in the legal sense. The Council encourages not just conformity to standards but a continuous striving for excellence. Only those institutions that believe in this tenet should seek accreditation.



# TITLE I            GENERAL POLICIES

## Chapter 1    An Overview of the Council

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### INTRODUCTION

Accreditation is an independent appraisal of an institution during which the institution's overall educational quality (including outcomes), professional status among similar institutions, financial stability, and operational ethics are self-evaluated and judged by peers. It is a voluntary activity separate and distinct from business licensing, authority to award educational credentials, and eligibility to administer student financial assistance.

### 1-1-100 – BYLAWS

The Bylaws of the Accrediting Council for Independent Colleges and Schools (“ACICS” or “the Council”) are an integral part of the *Accreditation Criteria* and are incorporated herein by reference. The Bylaws are contained in Appendix A.

### 1-1-200 – RECOGNITION

ACICS is recognized by the U.S. Department of Education (“the Department”) as a national institutional accrediting agency that is a reliable authority regarding the quality of education and training provided by the institutions that it accredits. Any proposed change in the policies, procedures, or accreditation criteria that might alter ACICS's scope of recognition or ACICS's compliance with the requirements for recognition by the Department will be submitted to the Department and other appropriate agencies.

The Department's recognition provisions include certain operational requirements. Accordingly, the Council adopts the following statements regarding ACICS and the manner in which it carries out its accreditation function:

- (a) The Council grants accreditation for an established period of time, as described more fully in these criteria. Prior to the expiration of the grant of accreditation, each institution must seek a renewal of accreditation. The Council maintains complete and accurate records for each accredited institution that cover the current and the prior periods of accreditation.
- (b) The Council conducts ongoing and comprehensive reviews of its accreditation criteria and its policies and procedures to ascertain their appropriateness and effectiveness. Proposed changes to the criteria or the Council's policies and procedures may be initiated by the Council or submitted by member institutions or other interested parties, and substantive proposed changes approved by the Council will be circulated to member institutions, appropriate governmental agencies, and other interested parties for comment. The Council will consider all comments before it adopts any final changes.

### 1-1-300 – PUBLIC PARTICIPATION

Visitors to Council policy meetings will be seated as space permits. They should notify the President or the Chair of the Council in advance if they wish to address specific agenda items. Individuals may request that items be placed on the agenda by writing to the President at least 45 days before each meeting.

# TITLE I            GENERAL POLICIES

## Chapter 2      Eligibility Criteria

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### INTRODUCTION

The Council fulfills an evaluative and accrediting function for a particular sector of postsecondary education. This function has been deemed appropriate by the U.S. Department of Education through the recognition of ACICS.

The mission of the Accrediting Council for Independent Colleges and Schools is to advance educational excellence at independent, nonpublic career schools, colleges, and organizations in the United States and abroad. This is achieved through a deliberate and thorough accreditation process of quality assurance and enhancement as well as ethical business and educational practices.

### 1-2-100 – MINIMUM ELIGIBILITY REQUIREMENTS

To be eligible for consideration for accreditation, an institution or entity must satisfy the following minimum requirements.

- (a) It shall be either an institution of postsecondary education (as herein defined) primarily offering certificates or diplomas and postsecondary institutions offering associate's, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers; or a noninstitutional entity offering professional enhancement education.

An institution is presumed to be an institution of postsecondary education if it (1) enrolls a majority of its students in one or more programs, the content of which is on a postsecondary academic level and which leads to a postsecondary academic credential (such as a certificate, diploma, or degree) or an occupational objective; (2) enrolls students who possess a high school diploma or its equivalent, or who are beyond the age of compulsory school attendance and demonstrate through valid assessment an ability to benefit from the educational experience; and (3) offers at least one program which is a minimum of 300 clock hours in length.

A noninstitutional entity must enroll a majority of its students in one or more programs, the content of which is on the postsecondary level or at a level which prepares the student for immediate enrollment into a postsecondary program. A noninstitutional entity is ineligible to participate in federal student aid programs or to award degrees.

- (b) It shall be legally organized; licensed by (1) the appropriate state education agency for postsecondary institutions or (2) the appropriate state agency for authorizing the conduct of business in that state for noninstitutional entities; and have offered its educational services to the general public for at least two years immediately prior to consideration of the application by ACICS.
- (c) Its mission shall be to offer educational programs which help students develop skills and competencies to enhance their careers.
- (d) Its residential enrollment and enrollment in each program shall be sufficient both to support course work and learning experiences that, separately or in combination, constitute measurable and defined educational programs, and to enable ACICS to assess the educational effectiveness of those programs. Institutions that are considered distance education institutions may be considered on a case-by-case basis provided they require a residential component.

- (e) It shall have a sufficient number of graduates from a majority of its programs to enable ACICS to assess the educational effectiveness of those programs. Programs offered at any credential level from which there are no graduates will be reviewed in accordance with Section 2-2-107.
- (f) It shall be in compliance with all applicable laws and regulations.
- (g) It shall be organized as a corporation, as a limited partnership with a corporate general partner, or as a limited liability company.
- (h) Its evaluation for accreditation shall be authorized by the chief executive officer.
- (i) Its owners or managers shall not have been debarred by ACICS (See Section 2-3-1000).

# TITLE I      GENERAL POLICIES

## Chapter 3      Classification of Campuses and Institutions

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### INTRODUCTION

ACICS is an institutional accrediting body that accredits entire institutions. It does not separately accredit individual campuses or programs. All approved locations and programs are included within the institution's grant of accreditation. Therefore, all campuses must meet the standards established by the Council and must be evaluated accordingly. The specific method by which compliance with these standards is evaluated and accreditation is conferred depends upon the classification of campuses and the institutions they comprise.

### 1-3-100 – CLASSIFICATION OF CAMPUSES

The Council classifies campus activities into two categories: main and branch campus.

**1-3-101. *Main.*** A main campus is the primary location of an institution to be accredited by ACICS. This campus is expected to meet fully all applicable standards set forth in the *Accreditation Criteria*.

**1-3-102. *Branch Campus.*** A branch campus is a location of an institution that is geographically apart and independent of the main campus of that institution, but under the same corporate structure as the main campus (i.e., part of the main campus corporation or a wholly owned subsidiary). The branch campus is permanent in nature, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, and has its own budget, faculty, administrative staff and supervisory organization.

Full disclosure must be made in the catalogs of the main campus and/or branch campus as to the credentials and programs offered at each location. A branch campus may publish its own catalog.

**1-3-103. *Learning Site.*** A learning site is a classroom extension of a main campus or branch campus that is apart from the managing location and is capable of providing sufficient academic and administrative oversight, providing access to all student services and instructional resources and maintaining academic quality. Learning sites used for delivery of distance education activity or collaborative arrangements with other entities for specific on-site educational activity must be approved by the Council on a case-by-case basis and are subject to a quality assurance visit as specified by the Council.

### 1-3-200 – CLASSIFICATION OF INSTITUTIONS

**1-3-200. *Classification of Institutions.*** The Council classifies institutions into three categories: single campus, multiple campus, and distributed enterprise. Classification depends upon the number of locations included within the institution and the nature of administrative control over educational activities at the institution.

**1-3-201. *Single Campus Institution.*** A single campus institution is an institution that provides educational programs at one main campus. Accreditation is granted to the institution.

**1-3-202. *Multiple Campus Institution.*** A multiple campus institution is an institution that provides educational programs at one main campus and one or more branch campuses. Compliance with the *Accreditation Criteria* of the

main campus and its branch campuses is reviewed separately. Accreditation is granted to the institution at the main campus, with the specific inclusion of each of the branch campuses.

**1-3-203. Centrally Controlled Institution.** A centrally controlled institution is an institution that provides educational programs at multiple locations operating within the context of an administrative system. *\*Implementation of this section of the Criteria and all references to Centrally Controlled Institution is not yet effective. The effective date will be announced as soon as it has been determined by the Council.*

- (a) The centrally controlled institution must include one main campus with branch campuses and an academic administrative center. The institution must demonstrate its capacity to add and to successfully control educational activities at multiple locations.
- (b) The academic administrative center is the primary location of a centralized academic administrative system by which educational activities at a centrally controlled institution are controlled. These educational activities include development and delivery of instructional programs, hiring and evaluation of faculty, establishment and maintenance of facilities, selection and purchasing of instructional equipment and library resources, provision of academic and student support systems, and maintenance of financial stability. The physical address of an academic administrative center may be identical to or separate from that of a main campus. Some administrative activities not directly related to design and delivery of educational programs may be controlled at other locations affiliated with the academic administrative center.
- (c) To be classified as a centrally controlled institution, an institution must have
  - (i) been accredited for at least ten consecutive years; and
  - (ii) a main campus and at least three branch campuses that are currently accredited by ACICS and have been accredited by ACICS for at least the last four years.
- (d) To be classified as a centrally controlled institution, an institution must provide satisfactory evidence of a well-established and highly centralized administrative system to ensure and enhance quality at all the campuses of the institution that includes:
  - (i) Clearly identified academic control;
  - (ii) Regular evaluation of the compliance of all the campuses with Council standards;
  - (iii) Adequate faculty, facilities, resources, and academic and student support systems;
  - (iv) Financial stability; and
  - (v) Long-range planning, including planning for expansion.

Compliance of a centrally controlled institution with the *Accreditation Criteria* is evaluated by the Council at the system level and also subsequently at the individual campus level. Accreditation is granted to the institution, with the specific inclusion of the main campus and all branch campuses.

## TITLE II      GENERAL PROCEDURES

### Chapter 1      Gaining and Maintaining Accreditation

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#### INTRODUCTION

This chapter outlines the steps that institutions must follow and the procedures utilized by ACICS leading to and following the award of accreditation status. Accreditation is a deliberate and thorough process and is entered into for purposes of quality assessment and institutional enhancement. When an institution applies for and receives a grant of accreditation, it is committing itself to operate in accordance with the standards and policies established by the Council throughout the term of the grant.

Inasmuch as accreditation is given for a specified period of time not to exceed six years, ACICS uses the term “initial grant” to connote the first time an institution is accredited. The term “renewal of accreditation” indicates a continuing status with ACICS after an institution has reapplied, has been reevaluated, and, in effect, has been reaccredited.

#### **2-1-100 – ACCREDITATION WORKSHOP REQUIREMENTS**

The Council schedules accreditation workshops each year. Applicants for initial or renewals of accreditation are required to attend a workshop. During these workshops, Council representatives will consult with institutional representatives to help them understand and complete the process. Institutional representatives are required to attend an accreditation workshop within 18 months prior to the final submission of the self-study. For initial applicants, the chief on-site administrators of main campuses and all branch campuses are required to attend. For currently accredited institutions, the chief on-site administrators or the renewal self-study coordinators for single campus institutions and multiple campus institutions, and representatives of centrally controlled institutions are required to attend. Currently accredited centrally controlled institutions are responsible for providing workshop information to the chief on-site administrators and renewal self-study coordinators of all main campuses and branch campuses.

#### **2-1-200 – INITIAL ACCREDITATION**

All communications concerning initiation of the accrediting process for an institution should be sent to the ACICS office. The accrediting process proceeds in distinct phases, each of which must be satisfactorily completed by the institution before the next can occur. Each phase must be authorized by the chief executive officer of the institution, who also can authorize voluntary withdrawal from the process at any time prior to final action by ACICS.

When considering whether to award an initial grant of accreditation to an institution, ACICS will take into consideration the actions of other recognized accrediting agencies that have denied accreditation to the institution, placed the institution on probationary status, or revoked the accreditation of the institution. If an institution’s accreditation was withdrawn or denied previously by ACICS, its initial application will be considered only after at least two years have elapsed.

**2-1-201. *Preliminary Review.*** The institution must request in writing a preliminary review and receive a determination as to whether it is eligible to apply for accreditation as a single campus institution or a multiple campus institution. Such a preliminary review does not constitute an application.

To be eligible for accreditation, the institution must meet the eligibility criteria outlined in Title I, Chapter 2 and the definitions of campuses and institutional types outlined in Title I, Chapter 3. In addition, it must have graduated at

least one class at each credential level it offers. Programs offered at any credential level from which there are not graduates will be reviewed as required in Section 2-2-107.

**2-1-202. *Application.*** The institution, after receiving a favorable preliminary review, shall submit a formal application for accreditation on forms supplied by ACICS. By submitting an application for an initial grant of accreditation, the institution agrees to be bound by the standards contained herein, including the ACICS Bylaws contained in Appendix A.

The institution shall certify that the requirements covered in Title I, Chapter 2, "Eligibility Criteria" have been met. The application forms, eligibility certification, supporting documents required in the application form, and the nonrefundable application fee shall be submitted to ACICS.

Once an institution has been determined to be eligible for evaluation, filed a formal application, and remitted the application fee, the application is kept active for a period of one year.

**2-1-203. *Resource Visit.*** Following a determination by staff of the completeness of the application materials, a resource visit will be made to the institution, at the institution's expense, to determine if it is ready to begin the self-evaluation. ACICS, at its discretion, may waive a resource visit if that institution has maintained a satisfactory standing with another recognized accrediting agency. A report of the resource visit will be made available to the school and to ACICS and will be used for advisory purposes only.

Initial applicants must submit audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year before a resource visit will be scheduled.

**2-1-204. *Self-Evaluation.*** Self-evaluation is the most important part of the accreditation process, requiring full involvement by administration, staff, and faculty. The Council publishes separate guidelines and materials to help institutions with the process.

**2-1-205. *Scheduling the Evaluation Visit.*** Council staff will schedule dates for the visit or visits to evaluate compliance of an institution at all of its locations. It is the responsibility of the institution to agree to dates for the visit(s) when classes are in session, faculty is teaching, administrative staff is available, and other operations are functioning normally.

## **2-1-300 – RENEWAL OF ACCREDITATION**

It is the responsibility of the institution to file an application and remit the appropriate fees for a renewal of accreditation by September 30th of the year prior to the last year of the grant of accreditation. This also involves submission of the institution's renewal self-study, with supporting documents. Institutions that have not submitted a renewal self-study by December 1st of the year preceding expiration of the grant, and have not requested and received an appropriate extension or notified the Council of intent to voluntarily withdraw its accreditation, may be issued a compliance warning. The accreditation previously granted to an institution expires automatically with the passage of time unless extended by an action taken by ACICS. An extension of the previous grant cannot exceed one year, and not more than one extension may be given except for extraordinary circumstances over which the institution has no control.

**2-1-301. *Application.*** The process of application for a renewal of accreditation is the same as for initial accreditation except that institutions are not required to undergo another resource visit. Multiple campus institutions that are applying for renewals of accreditation will be required to submit a separate self-study for each branch campus.

Institutions classified as centrally controlled institutions may submit a consolidated self-study with an appropriate supplement for each location. The Council will not consider an application for a renewal of accreditation unless all reports are current and all fees are paid. (See Sections 2-1-801 and 2-1-802.)

**2-1-302. *Withholding of Accreditation.*** A decision by ACICS, based upon the application and evaluation for a renewal of accreditation, not to award accreditation for a new period is considered to be the withholding of accreditation, not the withdrawal of the previous grant of accreditation. The previous grant expires automatically with the passage of time unless the Council affirmatively extends the previous grant while it is considering the renewal of accreditation application. The Council always will give written reasons for withholding accreditation, and the matter, from that point, will be governed by procedures later described in Title II, Chapter 3, "Council Actions."

ACICS will not award a renewal of accreditation to an institution that is subject to an interim action by another recognized institutional accrediting agency or a state agency that could lead to the suspension, revocation, or termination of that institution's accreditation or authority to provide postsecondary education. Further, a renewal of accreditation will not be awarded to an institution that has been notified by its state licensing agency of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education, and the due process rights required by the action have not been exhausted.

## **2-1-400 – VISITING TEAMS, SELECTION AND COMPOSITION**

When an institution has submitted a satisfactory self-study and other required documentation, the office of the President will appoint a team to visit and evaluate the institution. The institution is notified of the composition of the visiting team and may request that team members be replaced for cause.

**2-1-401. *Selection of Team Members.*** Evaluators are selected from among educators, executives, and practitioners in business, administrative, and technical fields, and from state departments of education and other evaluation and approval bodies. The person designated as chair of the team is experienced in management and is responsible for assuring that the visit is conducted fairly and thoroughly.

Appropriate state licensing and approval bodies are routinely notified of forthcoming visits and invited to participate in the visits as observers. They do not participate in team deliberations or in preparing the team report.

**2-1-402. *Composition of Teams.*** The size and qualifications of the team are determined at the discretion of the Council based on the type and size of the institution, the type and number of programs being offered, the mode of educational delivery, location of the campus, student enrollment, credentials offered, and other special circumstances such as visits to centrally controlled academic administrative centers. Full-team on-site evaluation visits will consist of individuals serving as academic, administrative, public, or member representatives as defined in Appendix A - Bylaws.

The application forms and the completed self-study will be supplied to members of the visiting team for review prior to the visit and for use during the visit.

**2-1-403. *Evaluation of Separately Accredited Programs.*** If, in compliance with Section 3-1-515, an attestation and documentation have been provided to ACICS that a program at an institution has been separately accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation, or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, ACICS at its sole discretion may accept those documents as evidence that the accredited program meets an acceptable level of quality.

**2-1-404. Staff Member on Visit.** A member of the ACICS staff accompanies teams on visits. In the event that an ACICS staff member is unable to accompany a team on a visit, the use of a qualified and trained contractor may be used as the ACICS staff representative on the visit. The ACICS staff representative is responsible for assuring that comparability is achieved from visit to visit and from institution to institution. The same ACICS staff representative who accompanies a team also is available when ACICS deliberates and may be asked questions about what was observed and reported by the team during the visit.

**2-1-405. Expenses.** Visit expenses for all team members, including the ACICS staff member who accompanies the team, shall be paid by the institution. Expenses include an honorarium for members of the team.

## **2-1-500 – TEAM FUNCTIONS AND PROCEDURES**

An institution is expected to be performing according to what it reported in its self-study and to be in compliance with the *Accreditation Criteria* at the time of the visit.

**2-1-501. Scope of Visit.** The scope of a visit will depend on the location, operation, size, program offerings, and classification of the institution. For a multiple campus institution, the main campus and all branch campuses are subject to evaluation, either in conjunction with the main campus or separately.

**2-1-502. Functions.** The functions of the evaluation team are to verify information in the institution's self-study and to report all facts observed during the visit as to how the institution is accomplishing its stated mission, or failing to do so, in compliance with the criteria.

**2-1-503. Procedures.** Institutions are provided in advance with a checklist of materials and documents that should be current and readily available for review by the team. Prior to the visit, institutions are required to update the self-study where significant changes have occurred since its submission to ACICS. Teams visiting an academic administrative center will generate a report that will be shared with teams conducting visits to the individual campuses within the centrally controlled structure.

During the visit, institutions are expected to make provisions for adequate consultation between team members and the faculty, administrative staff, students, and chief on-site administrative officer.

The team prepares a written report that covers each area reviewed at the institution and includes other information pertinent to an accurate evaluation. The report subsequently is sent by the team chair to ACICS.

An exit conference is conducted at the conclusion of the visit and is attended by the chief executive or administrative officer of the institution and any others designated by the chief executive officer. During the session, the chair of the team will summarize the evaluation team's findings. Members of the team also may append to the report recommendations for institutional improvement. The visiting team is not a decision-making body.

## **2-1-600 – POST-VISIT PROCEDURES**

After the evaluation visit, the following post-visit procedures and reviews occur.

**2-1-601. Opportunity to Respond.** The ACICS office sends a copy of each evaluation team report to the designated representative at the centrally controlled academic administrative center or to the chief on-site administrator of the

respective multiple or single campus institution. These individuals are invited to respond in writing within the specified time frame.

**2-1-602. *Intermediate Review.*** All materials pertinent to an institution's accreditation are reviewed by experienced persons before being reviewed by the Council. These materials include, but are not limited to, the institution's self-evaluation report(s), the visiting team report(s), the institution's response(s) to the team report, financial records of the institution (which are not examined by the evaluation team), and any official reports from state or federal regulatory bodies.

The Intermediate Review Committee (IRC) upon intensive review of institutional files, makes recommendations to the Council of possible accreditation action.

**2-1-603. *Council Review.*** All materials collected during the evaluation process are reviewed by the Council. Only the Council can take a final accreditation action.

## **2-1-700 – COUNCIL ACTIONS**

Action by ACICS to accredit or renew accreditation or not to do so, or to limit or otherwise condition the grant of accreditation, is determined only following review of the self-evaluation report prepared by the applicant institution, the report of the visiting team, the response of the institution to that report, the institution's financial condition, and the recommendations (if any) of the interim reviewers. At each level of review, the number and seriousness of any deficiencies are taken into account, as well as the institution's indicated willingness and capability to overcome them. The Council may, at its discretion, direct an institution to submit a teach-out agreement, as described in Section 2-2-303 of the *Accreditation Criteria*. Specific Council actions are discussed in Title II, Chapter 3.

**2-1-701. *Maximum Length of Grants of Accreditation.*** The Council determines the grant lengths of each campus that is accredited by ACICS. The maximum length of an initial grant of accreditation is three years. If an institution can demonstrate a record of having been in good standing with another institutional accrediting agency recognized by the United States Department of Education, the Council may award an initial grant of up to four years. The maximum length of a renewal grant of accreditation is six years.

**2-1-702. *Grant Lengths of Branch Campuses in Multiple Campus Institutions.*** The Council at its discretion may determine that the grant length and/or expiration date for a branch campus will not coincide with the grant length and/or expiration date for the main campus. In the event that the main campus fails to maintain its accreditation status with ACICS, the associated branches and learning sites are ineligible for accreditation by ACICS.

## **2-1-800 – MAINTAINING ACCREDITATION**

An institution, by successfully completing the process, inherently agrees to keep ACICS fully informed of activities at the institution. The Council requires an annual report from each main and branch campus, where appropriate. Institutional changes that must be reported to ACICS are described in Chapter 2.

**2-1-801. *Annual Accountability Reports.*** The Annual Accountability Reports must be submitted on Council forms, comply with Council guidelines, and be certified by the chief executive officer of the institution. Data must be submitted separately on the Campus Accountability Report (CAR) for each main campus and for each branch campus. A centrally controlled institution must also submit a consolidated Institutional Accountability Report (IAR) containing information and data on the institution as a whole. These reports are due on or before November 1 annually. Failure to submit the Annual Accountability Reports in a timely manner will result in the revocation of accreditation.

**2-1-802. Annual Financial Report.** The Annual Financial Report must be submitted on Council forms and be certified by an officer or stockholder of the corporation. Data must be submitted separately for each campus included in a grant of accreditation. A centrally controlled institution must also submit a consolidated report containing data on the institution as a whole. It is due no more than 180 days after the end of the institution's fiscal year. Failure to submit the Annual Financial Report in a timely manner will result in the revocation of accreditation.

**2-1-803. Audited Financial Statements.** Audited financial statements, certified by an independent certified public accountant, are essential instruments in the determination by ACICS of an institution's financial stability. All institutions are required to submit audited financial statements within 180 days of the end of their fiscal year.

**2-1-804. Payment of Fees.** Institutions are required to pay all annual sustaining fees, user fees, evaluation visit deposits and expenses, and other assessed costs by the established deadlines. Non-payment of any fees or expenses subjects a member to revocation of accreditation without a hearing. (See Article VI, Section 5 of the Bylaws [Appendix A]).

**2-1-805. Unannounced Visits.** 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. Procedures for unannounced visits are described in Appendix B.

**2-1-806. Denoting Accreditation.** Only after accreditation is granted by ACICS may an institution so denote its status in official publications or in advertising. The form of notice is prescribed by ACICS, and specific permissible language is set forth in Institutional Publications Requirements in Appendix C.

**2-1-807. Program Length and Tuition and Fees.** ACICS will determine average program lengths and tuition and fees annually based on information collected in the Annual Accountability Reports and will provide these data to all accredited institutions. Institutions with program lengths that are more than one standard deviation from the average will be required to submit an explanation for the deviation. If the Council does not accept the explanation, it may require a consultation between ACICS and the institution, direct an on-site evaluation, issue a compliance warning, or withhold inclusion of the program from the institution's current grant of accreditation.

In assessing these relationships, the Council will consider institutional mission, program objectives and content, types and locations of instructional delivery, knowledge and skills necessary for students to reach competence, and additional requirements that may be placed upon a graduate for employability, including, if applicable, certification or licensure.

**2-1-808. Financial Review.** The Council reviews the Annual Financial Report, audited financial statements, and other relevant information to monitor each institution's financial condition. When this review indicates that an institution's financial condition may be weak or deteriorating, the Council will require the institution to furnish Quarterly Financial Reports, a Financial Improvement Plan, or other interim narrative reports that demonstrate the actions the institution is taking to improve its financial condition. If the Council determines the institution no longer complies with the Council's requirements for financial stability, the Council will issue a compliance warning, issue a show-cause directive, or otherwise take negative action and require the institution to demonstrate compliance within the time frames described in Title II, Chapter 3. These time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in financial stability. Institutions that are required to submit interim financial reports or that are determined to be out of compliance with the Council's standards for financial stability are considered to be on financial review and are subject to additional restrictions regarding the initiation of branches and learning sites.

**2-1-809. *Student Achievement Review.*** The Council reviews the Campus Accountability Report (CAR) and Institutional Accountability Report (IAR) to monitor performance in terms of student achievement at both the campus and program levels. Measures will include retention; placement; and licensure pass rates, if applicable. When this review indicates that student achievement is below Council standards, the Council will require the institution to add an Improvement Plan within its Campus Effectiveness Plan (CEP) and/or Institutional Effectiveness Plan (IEP). If the Council determines the institution is out of compliance with the Council's requirement for student achievement, the Council will issue a compliance warning and require the institution to demonstrate compliance with the next year's CAR submission. This time frame may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., improvement in retention, placement, or licensure pass rates.

**2-1-810. *Student Loan Cohort Default Rates Review.*** The Council will monitor an institution's student loan cohort default rates. An institution may be subject to additional reports or actions based upon these rates.

## TITLE II      GENERAL PROCEDURES

### Chapter 2      Institutional Changes

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#### INTRODUCTION

Approval by ACICS is required before substantive changes are implemented, and institutions should notify ACICS of other significant changes. The material in this chapter explains the evaluation procedures that ACICS will follow for approving substantive and non-substantive changes.

#### 2-2-100 – SUBSTANTIVE CHANGES

**2-2-101. *List of Substantive Changes.*** The following institutional changes will be considered substantive and require Council approval before they can be included in the institution's scope of accreditation:

- (a) Any change in the established mission or objectives of the institution as described in Standard 2-2-103;
- (b) Any change in the legal status, form of control, or ownership of the institution as described in Section 2-2-400;
- (c) The addition of programs that are considered to be out of scope. Programs considered out of scope are those that represent a significant departure from existing programs that were offered when the agency last evaluated the institution as described in Standard 2-2-105;
- (d) The addition of courses or programs that represent a significant departure from the existing delivery method utilized when the agency last evaluated the institution as described in Standard 2-2-106;
- (e) The addition of programs of study at a degree or credential level different from that which is included in the institution's current scope of accreditation as described in Standard 2-2-107;
- (f) A change from clock hours to credit hours as described in Standard 2-2-108;
- (g) 25% or greater increase in the number of clock or credit hours awarded for successful completion of a program as described in Standard 2-2-109;
- (h) The acquisition of any other institution or any program or location of another institution;
- (i) The addition of a permanent location at a site at which the institution is conducting a teach-out for students of another institution that has ceased operating before all students have completed their program of study;
- (j) The entering into a contract under which an institution or organization not certified to participate in the Title IV, HEA programs offers more than 25 percent of one or more of the accredited institution's educational programs as described in Standard 2-2-505; and
- (k) The establishment of a branch campus geographically apart from the main campus at which the institution offers at least 50 percent of an educational program as described in Standard 2-2-104(a).
- (l) The proposed addition of a direct assessment competency-based program as described in Standards 2-2-111, 3-1-505, and Appendix H, Section 1.

**2-2-102. *Effect of Extensive Substantive Changes.*** The Council shall conduct a comprehensive on-site evaluation of the institution if substantive changes that have been made or are proposed are sufficiently extensive that the institution's capacity to maintain compliance with accreditation standards requires an immediate assessment. Substantive

changes are defined by Council as “extensive” when the types and/ or number of changes are so substantial that the nature and scope of the accredited institution will no longer be the same since last evaluated and in its place a new institution has evolved.

**2-2-103. *Change of Institutional Mission.*** It is the responsibility of the institution to secure approval from the Council prior to implementing any change in the mission or objectives of the institution.

**2-2-104. *Initiation of Additional Campus Activity.*** An additional activity includes any ongoing instructional activity offered at a site away from the main facility of an institution. Activity at a site that meets the Council’s definition of a “Branch” is described in Section 1-3-100, Classification of Campuses. Activity at a site that does not meet the definition of an Branch Campus is referred to below as a “Learning Site.” Reporting requirements are as follows:

- (a) *Branch Campus.* It is the responsibility of the institution to secure approval from ACICS of the intention to initiate a branch campus before the branch begins classes. If approved, activity must be initiated at the branch campus within one year of the proposed start date. A branch campus must be approved by the Council before advertising, recruiting, and enrollment may take place. Failure to secure approval from ACICS prior to the initiation of a branch campus may call into question the accreditation of the institution.

The institution shall provide, on Council forms, the rationale for initiation of the branch and other information about the educational programs, credentials to be awarded, faculty, learning resources, physical and financial resources, strength in supporting fields, admission and graduation requirements, compliance with state law and authority to operate, number of students, and administrative arrangements. An acceptable catalog which identifies the branch campus also shall be included as part of the application.

The Council will monitor the number of branch applications submitted for each main campus and main campuses under common ownership based on a demonstration of sound administrative and financial capabilities. The Council reserves the right to limit the number of branches based on its review of demonstrated administrative and financial capabilities.

Any institution which (1) is required to submit a financial improvement plan to the Financial Review Committee, or which (2) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any branch campuses. An institution under a show-cause directive, a negative action, or in a probation status will not receive approval from ACICS for the initiation of any branch campus while the action is in effect.

- (b) *Learning Site.* It is the responsibility of the institution to secure approval from ACICS prior to initiation of any new educational activity which is under the direct control of the on-site administration of a main campus or branch campus and at a site that is apart from the primary location of that campus. In addition, if that activity involves 50% or more of an academic program, the learning site must be approved by the Council before advertising, recruiting, and enrollment may take place. If approved, activity must be initiated at the learning site within one year of the proposed start date. The institution shall provide, on Council forms, the location of the activity, its educational purpose, the programs offered, the number of students involved, and any additional information ACICS may request. A catalog for the campus which identifies the learning site also shall be included as part of the application.

Any institution which has a campus that (1) is under review by the Financial Review Committee of ACICS, (2) shows either a net loss or a negative net worth on its most recent financial report, (3) is required to report placement and/or retention data to the Institutional Effectiveness Committee, or (4) is under a deferral action by the Council must request and receive prior permission from ACICS for the initiation of any additional campus activity at which 50% or more of an academic program is provided. An institution under

a show-cause directive, a negative action, or in a probation status will not receive approval for the initiation of any such additional campus activity while the action is in effect.

**2-2-105. *Addition of Programs Out of Scope.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate the addition of programs that represent a significant departure or are out of scope from existing educational programs that were offered when the agency last evaluated the institution.

The institution or campus must initiate the approval process through the submission of a new program application and required documents for Council review and approval before being included in the institution's scope of accreditation.

**2-2-106. *Initiation of Distance Education (Online) or New Instructional Delivery Method.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate online delivery if all courses and programs within the institution are currently approved for residential or face-to-face instructional delivery method. Any significant change in instructional delivery method requires prior Council approval.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation information for Council review and approval before being included into the institution's current scope of accreditation.

**2-2-107. *Expansion of Program Offerings to Higher Credential Level.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a program at a higher credential level.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

**2-2-108. *Initiation of Change from Clock to Credit Hour Offering.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate a change from clock to credit hours in its program offering through the submission of an application and required documentation.

**2-2-109. *Increasing the Number of Clock or Credit Hours.*** It is the responsibility of the institution to secure approval from the Council of the intention to initiate an increase of 25 percent or greater in the number of clock or credit hours awarded. If the percentage is less than 25 percent but results in a change in the credential level, the credential level will be evaluated to be within the institution's scope of accreditation.

The institution or campus must initiate the approval process through the submission of a new program application and required documentation for Council review and approval before being included into the institution's scope of accreditation.

**2-2-110. *Evaluation, Approval, and Monitoring of Substantive Change Activity.*** All activity for which approval is sought will be evaluated by ACICS before approval is granted. Following is a description of those evaluations.

- (a) *Branch Campus.* Initial inclusion of a branch campus within the scope of the accreditation of the institution may be granted upon receipt of all required information. An institution proposing the initiation of a new location must follow the procedures as outlined by the Council and disclosed on its website. A new location must receive initial inclusion before advertising, recruiting, or enrolling students

at the proposed location. The Council reserves the right to require a preliminary visit to any potential branch campus prior to the granting of initial inclusion.

A branch campus that is granted initial inclusion will be required to undergo a verification visit within six months after the initial class start date. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

Only after a determination of acceptability and notification to the institution of the decision, may the institution consider a branch campus to be included within the scope of the institution's grant of accreditation. If approval is withheld, the withholding may be treated as a deferral or a denial, based on circumstances, and the institution may exercise its due process rights as outlined in Title II, Chapter 3.

- (b) *Learning Site.* The President is authorized to evaluate and approve additions to a main or branch campuses that are apart from the primary location of that campus. Educational activities at a learning site are eligible to be evaluated for inclusion within the scope of the accreditation of the managing campus provided that the learning site has been established to meet a specific educational need or condition and is authorized by the appropriate governmental education authority, if applicable.

The managing campus proposing the initiation of a learning site must submit a Learning Site Application. The managing campus must assure the Council that the educational activities at the learning site complement the overall objectives of the institution. Based on its review of the application materials, ACICS may (1) grant inclusion of the learning site or (2) deny the application.

A learning site that is granted inclusion will be required to undergo a verification visit within six months after the initial class start date if 50% or more of a program will be offered at the site. Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

All additions to the campuses of an institution are evaluated during an institution's regular evaluation for a renewal of accreditation.

- (c) *New Programs of Study.* Changes to an institution's scope of accreditation resulting from the proposed initiation of a new program of study, must be approved by the Council following a comprehensive review of supporting materials specific to the substantive change. Only upon approval of the substantive change to the institution's scope of accreditation is the institution or campus authorized to advertise, recruit, and enroll students for the new program.

To further monitor the institution or campus which initiated the substantive change to the institution's scope of accreditation, an on-site evaluation visit will be conducted as directed by the Council.

Following this visit, the Council may require the institution to submit additional information to satisfy areas of concern identified during the evaluation.

**2-2-111. Addition of a Direct Assessment Competency-based Program.** It is the responsibility of the institution to submit the required application for Council review and approval. The initial Council approval allows the institution to apply for submission of an application for approval of that competency-based program to the United States Department of Education for Title IV Federal student financial aid. See also Standard 3-1-505 and Appendix H, Section 1.

## **2-2-120 – INITIATION AND EVALUATION OF CHANGES WITHIN CURRENT SCOPE**

All programs and delivery methods must be within the institution's scope of accreditation and receive ACICS approval before recruiting or enrolling students. Programs offered by the institution are appropriately evaluated during the institution's initial grant of accreditation and renewal of accreditation evaluations.

The initiation of a new program, or a change in the overall objective of a currently approved program or in the credential level of an existing program, requires approval prior to implementation. The initiation of courses and programs offered via an online modality also requires approval prior to implementation. An application form and any additional documentation specified by ACICS must be submitted. Programs that have not started within one year of the proposed start date and programs that have been inactive for at least three years must be surrendered as defined in Section 2-2-503, *Termination of Programs*. Institutions or campuses must have demonstrated compliance with ACICS standards at a lower credential level before requesting a new program at a higher credential level.

Any institution or campus on interim reporting to the Financial Review Committee may be required to obtain prior permission from ACICS for the initiation of any new program. Any institution or campus under a compliance warning, a show-cause directive, a negative action, or in a probation status must obtain prior approval to apply for a new program. Additionally, any institution or campus subject to a comprehensive on-site evaluation as a result of extensive substantive changes must obtain prior permission from ACICS for the initiation of any new program.

**2-2-121. *Changes to Existing Programs.*** Changes to existing or currently approved programs fall under (a) extensive changes and (b) non-substantive changes.

- (a) *Extensive Changes.* An extensive change to existing program application process must be initiated and approval received prior to implementation. Failure to do so will result in a compliance warning for offering an unapproved program. The following changes will be considered substantive changes to the institution's scope of accreditation and require approval per Section 2-2-100 Substantive Changes:
  - i. A 25% increase in the number of clock or credit hours awarded for successful completion of an existing program.
  - ii. a change from clock hours to credit hours
- (b) *Non-substantive Changes.* These include minor changes to existing programs which do not substantially alter the scope, objectives and nature of the programs as described in Standard 2-2-151.

**2-2-122. *Substantial Changes to Nonmain Campus Operations.*** Prior notification to ACICS is required when an institution decides to make substantial changes to the operation of a nonmain campus. Notice shall be made in writing to the President, who is authorized to act on behalf of ACICS in approving such changes.

Failure to notify and receive approval prior to substantial change of activity may call into question the accreditation of the institution, and further evaluation may be required.

**2-2-151. *Non-Substantive Program Changes.*** Institutions and campuses are required to notify the Council of all non-substantive changes to existing programs. Changes in the program name, clock/contact hours, credits awarded, or program length will be disclosed to the public via the ACICS Web site. The following non-substantive changes will be acknowledged:

- (a) Less than 25% change in existing contact hours; credits awarded, curriculum content (courses offered), or program length of a currently approved program within a 12-month period.
- (b) A change in the name of an existing program that does not change the overall objective of the program.
- (c) A change from semester to quarter credit hours or vice versa.

**2-2-152. *Non-Substantive Changes to Campus Operations.*** As a condition for maintaining its accreditation status, the institution is expected to keep ACICS informed of changes affecting campus operations.

**2-2-200 – REDESIGNATION OF CAMPUSES**

**2-2-201. *Branch-to-Main Campus Reclassification.*** A branch is eligible for evaluation as the freestanding main campus of a separately accredited, single campus institution only if it has been operating as an approved branch for at least two years. Branches seeking main campus status must submit the appropriate application, and audited financial statements certified by an independent certified public accountant for the institution's most recent fiscal year. The Council reserves the right to conduct an on-site quality assurance monitoring visit at any time as it deems necessary.

**2-2-202. *Reassignment and Consolidation of Campuses.*** Institutions seeking to reassign the classification of a campus or campuses or to consolidate groups of campuses must submit the appropriate application and documentation, including the rationale to the Council. The Council will consider the institution's requested grant expiration date for the newly formed group of campuses and assign modified or full-team evaluation visits as necessary to bring the grant lengths of the various groups of campuses into alignment. The scope and timing of these visits will be based on the length of the grant of accreditation for each group being reassigned or consolidated, as well as a review of determining factors such as retention and placement rates, reporting status, complaints and adverse, and any other pertinent information. No campus will be given an extension of its current grant longer than one year for purposes of the consolidation, and new campuses moving through the branch inclusion process will be visited as part of that process, regardless of the consolidation proposal. The Council reserves the right to assign an on-site evaluation visit at either the main campus or branch campuses at any time as it deems necessary.

**2-2-203. *Designation of Centrally Controlled Institution.*** An institution may apply for classification as a centrally controlled institution by submitting an application and attachments on forms provided by the Council. Upon review of these materials, an evaluation visit will be conducted at one or more administrative sites and designated campuses to verify the information submitted and assess the eligibility of the institution for this classification. A full report will be submitted to the Council for review and approval.

**2-2-300 – CLOSING OF A CAMPUS**

In all instances of termination of activity at either main or nonmain campuses, ACICS must be assured that provision is made for presently enrolled students to complete the program of instruction for which they have enrolled, either at that institution or at another acceptable institution. In addition, ACICS must be assured that student academic transcripts are safely stored and protected and that the transcripts will be accessible to students and alumni indefinitely. ACICS and the appropriate regulatory agency must be notified of the arrangements made in this regard.

**2-2-301. *Closing of a Main Campus.*** An institution is required to notify ACICS as far in advance as possible when it plans to cease operation. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The institution's grant of accreditation will be revoked as of the effective date of closing.

When ACICS receives information from any source that an institution has ceased to operate, it shall immediately take steps to verify the information. If the Council believes that the institution, in fact, has ceased operations, the grant of accreditation is summarily suspended. Such action is authorized without prior notice or hearing and with immediate public notice.

The institution shall be notified of the summary suspension in writing at its address of record. Within 10 days after receipt of the suspension notice, the institution may petition ACICS for an expedited determination of whether such suspension should be withdrawn. If no petition is filed within 10 days, the suspension automatically shall become a revocation effective as of the date of notice of suspension.

**2-2-302. Closing of a Nonmain Campus.** An institution is required to notify ACICS as far in advance as possible when it plans to close a nonmain campus. It must complete the appropriate forms describing its plans for teaching out its students and for storing and servicing its records and other information necessary for effecting the cessation of operations as smoothly as possible. The nonmain campus will cease to be included in the institution's grant of accreditation as of the effective date of the closing.

**2-2-303. Teach-out.** The Council may direct a currently accredited institution to provide a school closure plan or a formal teach-out agreement in response to adverse information, high cohort default rate(s), low retention and/or placement rate(s), financial instability, or other concerns that may call into question the institution's ability to continue to serve the educational needs and objectives of its students or to continue as an on-going concern. If an institution closes or announces its intent to close, the Council will work to the extent feasible with the U.S. Department of Education and the appropriate state regulatory agencies to ensure that students are given reasonable opportunities to complete their education without additional charge. An institution that closes without completing its contractual training obligations to students must refund all unearned revenue.

Should an institution enter into a teach-out agreement with another accredited institution, the signed agreement must be submitted to and approved by the Council prior to implementation. In addition to general information on the institutions entering into the teach-out agreement, the agreement must demonstrate that:

- (a) students will be provided, without additional charge, all of the instruction promised but not yet provided by the closing institution; and
- (b) the teach-out institution is geographically proximate to the closing institution or otherwise can provide students with reasonable access to its programs and services, and that it has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and is reasonably similar in content, structure, and scheduling to that provided by the closing institution.

## **2-2-400 – OWNERSHIP OR CONTROL**

The Council at all times must know who is in control of an accredited institution. The transfer of ownership or a change in the control of an institution is a substantial change that must be approved by the Council before continuation of accreditation can occur. Any institution or owning corporation that is contemplating a transaction that may result in a change of ownership/control must submit the appropriate application and supporting documentation to the Council for approval 30 days prior to consummating the proposed change. Failure to provide this notification in a timely manner may negatively impact the continuation of accreditation. Transactions that constitute a change of ownership/control vary depending on the structure of the entity that owns or controls the institution.

Accredited institutions are owned or controlled by one of several types of corporations, by a limited partnership with a corporate general partner, or by a limited liability company, each of which is defined in the following subsections. In cases where the entity that directly owns or controls the institution is a subsidiary of another entity, the Council requires information on and monitors the ownership of the controlling entity, the parent entity, and any entities in the chain between those two.

- (a) *Privately held corporation.* A privately held corporation is one that operates for profit in which one or more stockholders own the voting stock of the corporation. The stock is marketable, but a majority of the voting stock is not traded on public markets overseen by governmental agencies such as the Securities and Exchange Commission in the United States. The control of a privately held corporation is vested in those in control of a majority of the voting stock of the corporation.

- (b) *Publicly traded corporation.* A publicly traded corporation is one that operates for profit in which a majority of the voting stock is traded on public markets overseen by governmental agencies such as the Securities and Exchange Commission in the United States. The control of a publicly traded corporation is vested in the voting members of the board of directors of the corporation.
- (c) *Not-for-profit corporation.* A not-for-profit corporation is one that has been determined by a governmental agency to be tax exempt for reasons the same as or similar to those set forth in Section 501 of the Internal Revenue Code of the United States. The control of a not-for-profit corporation is vested in the voting members of the board of directors of the corporation.
- (d) *Limited partnership with corporate general partner.* A limited partnership is one that is organized in accordance with the partnership laws of its home jurisdiction. The control of the limited partnership is vested in the general partner, which must be a corporation as defined in subsection (a), (b), or (c) above.
- (e) *Limited liability company.* A limited liability company is one that has been granted a certificate of approval under the laws of the state corporation office or other appropriate regulatory body in its home jurisdiction. A limited liability company may or may not issue certificates of ownership. The control of a limited liability company is vested in the members, whose ownership interests are defined in the limited liability company operating agreement or other such governing document, who are in control of a majority of the direct or beneficial ownership interest in the company.

**2-2-401. Change of Ownership or Control.** A change of ownership or control generally means that a transaction has occurred whereby a new person, combination of persons, or entity can exercise control of a corporation or limited liability company as described in Section 2-2-400. The following subsections outline the typical changes of ownership or control of the three types of corporations that own accredited institutions, including corporate general partners in limited partnerships, and limited liability companies. Transactions other than those outlined below, however, may constitute a change of ownership or control, and the Council reserves the right in its discretion to make the determination of whether a change of ownership or control has occurred in all cases. Institutions, therefore, must keep the Council informed of all substantive changes in the ownership of stock and the composition of the board of directors.

In addition to the transactions outlined below, any change from one type of entity to another as defined in Section 2-2-400 constitutes a change of ownership or control. Institutions also are reminded that nonmain campuses cannot be bought or sold independently of their main campus.

- (a) *Privately held corporation.* A change of ownership or control of a privately held corporation occurs as a result of any of the following transactions:
  - (i) the transfer of 50% or more of the total outstanding voting stock from one party or parties to another party or parties;
  - (ii) a transfer of voting stock that results in the ownership of 50% or more of the total outstanding voting stock by any party other than any previous owner of 50% or more of the total outstanding voting stock;
  - (iii) a transfer of voting stock whereby a stockholder's ownership of outstanding voting stock decreases from more than 50% to 50% or less, or from 50% to less than 50%; or
  - (iv) any other transaction whereby a stockholder or group of stockholders who previously could not exercise control of the corporation as described in Section 2-2-400(a) now can exercise control.
- (b) *Publicly traded corporation.* A change of ownership or control of a publicly traded corporation occurs as a result of any of the following transactions or events:

- (i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period;
  - (ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change;
  - (iii) the acquisition of outstanding voting shares by any entity whereby that entity owns 50% or more of the total outstanding voting shares; or
  - (iv) any other transaction that is deemed by an appropriate governmental agency to constitute a change of control, including but not limited to a transaction that requires the corporation to file Form 8-K with the Securities and Exchange Commission of the United States.
- (c) *Not-for-profit corporation.* A change of control of a not-for-profit corporation occurs as a result of any of the following occurrences:
- (i) the change of 50% or more of the voting members of the board of directors in any rolling, 12-month period; or
  - (ii) a change in the number of voting members of the board of directors in any rolling, 12-month period that will allow a group of directors to exercise control who could not exercise control before the change.
- (d) *Limited partnership with corporate general partner.* A change of ownership or control of a limited partnership with a corporate general partner occurs when the corporate general partner has undergone a change of ownership or control as defined in subsection (a), (b), or (c) above.
- (e) *Limited liability company.* A change of ownership or control of a limited liability company occurs as a result of any of the following transactions:
- (i) the transfer of 50% or more of the direct or beneficial ownership interest from one member or members to another member or members;
  - (ii) a transfer of direct or beneficial ownership interest that results in the holding of 50% or more of the total direct or beneficial ownership interest by any member other than any previous member who owned 50% or more of the total direct or beneficial ownership interest;
  - (iii) a transfer of direct or beneficial ownership interest whereby a member's direct or beneficial ownership interest decreases from more than 50% to 50% or less, or from 50% to less than 50%; or
  - (iv) any other transaction whereby a member or group of members who previously could not exercise control of the company as described in Section 2-2-400(e) now can exercise control.

A change of ownership or control also occurs when ownership or control of the primary assets of an institution or the authority to operate an institution is transferred from the controlling corporation, limited partnership, or limited liability company to another corporation, limited partnership, or limited liability company. A change of ownership or control, however, has not occurred when there is a transfer of assets among wholly owned subsidiary corporations or between a wholly owned subsidiary corporation and its parent corporation; a transfer of assets from a subsidiary corporation to its parent corporation where the parent corporation owns a majority of the outstanding stock of the subsidiary corporation; or a transfer of assets among subsidiary corporations where the common parent owns a majority of the outstanding stock of the subsidiary corporations.

The Council, for purposes of determining ownership or control, views married couples as a single entity, and it views closely related family groups as a single entity in most cases where all of the present and future relevant stockholders

actively participate in the management of the corporation. No change of ownership occurs when stock is transferred to a close family member by operation of law or inheritance upon the death of one of the stockholders.

**2-2-402. *Contingent Sales.*** The Council will not grant reinstatement of accreditation after a change of ownership or control if the sale of the stock or assets triggering the change of ownership is contingent on approval of the transaction by the Council. If the transaction is rescinded as a result of a condition subsequent to the change of ownership or control of an institution, then the previous owner must apply to the Council for reinstatement.

**2-2-403. *Change of Ownership or Control Review Procedures.*** Institutions must submit Part I of the change of ownership/control application 30 days prior to the transfer of ownership or change in control occurs. Part II of the change of ownership/control application must be submitted within five business days after the transaction. The following procedures govern the Council's review of change of ownership/control:

- (a) *Automatic Discontinuation.* Any change of ownership or control results in the immediate and automatic discontinuation of an institution's grant of accreditation. The grant of accreditation may be reinstated only upon application to and approval by the Council. Because the discontinuation results without action or prior approval on the part of the Council, this change in status does not constitute withdrawal of accreditation and is not a negative action.
- (b) *Reinstatement.* After the grant of accreditation has been discontinued, it may be reinstated at the discretion of the Council within 30 days of the change in ownership/control. Those terms and conditions of the reinstatement process are set forth in policy statements issued to the field and in the change of ownership/control application document that institutions must file to initiate the reinstatement process. The Council will conduct a quality assurance monitoring visit within six months of the effective date of a change of ownership/control. The new owner(s) and the chief on-site administrator must provide evidence of attending an ACICS Accreditation Workshop within one year of the change of ownership or attend an Accreditation Workshop prior to the quality assurance monitoring visit.
- (c) *Effect.* Until the Council approves a reinstatement of the grant of accreditation, the accreditation of the institution remains in abeyance. If approval of the application for reinstatement is withheld, the matter will be treated procedurally as a deferral or denial, as the case may be. (See Title II, Chapter 3, Council Actions, for further information.)

## **2-2-500 – PROGRAMS OF STUDY REGULATIONS**

**2-2-501. *Evaluation of Programs for Purposes of Federal Financial Aid.*** As part of its evaluation of an institution for initial accreditation or renewal of accreditation, ACICS will review the institution's policies and procedures for determining credit hour assignments for purposes of awarding federal financial aid. ACICS will evaluate the reliability and accuracy of the institution's assignment of credit hours, as defined by federal requirements, to courses and programs and will determine whether this assignment conforms to commonly accepted practice in higher education.

- (a) *Credit Hours for Credit-Hour Programs.* The evaluation of credit hour programs, as defined by federal requirements, for purposes of financial aid is based on the following federal definition of a credit hour:

Except as provided in federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the

institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

- (b) *Credit Hours for Programs that are neither Credit-Hour nor Clock-Hour Programs.* Clock hour programs as defined in federal regulations may not assign credit hours for the purpose of awarding federal financial aid. However, undergraduate degree programs of less than two years in length and non-degree programs that are not fully transferrable to degree programs of at least two years in length (with at least two graduates) at the same institution are eligible to convert clock hours to credit hours for purposes of awarding federal financial aid. In doing so, these programs may seek to combine a minimum number of hours in a range of hours of student work outside of class with a required minimum number hours of instruction alone to meet or exceed a total number of clock hours of instruction. The evaluation of these clock-to-credit hour programs is based upon the following federal conversion formulas:

The institution's student work outside of class combined with the clock hours of instruction meet or exceed the following numeric requirements:

- (i) A semester hour must include at least 37.5 clock hours of instruction;
- (ii) A trimester hour must include at least 37.5 clock hours of instruction; and
- (iii) A quarter hour must include at least 25 clock hours of instruction; and

The clock hours of instruction alone meet or exceed the following numeric requirements:

- (A) A semester hour must include at least 30 clock hours of instruction;
- (B) A trimester hour must include at least 30 clock hours of instruction; and
- (C) A quarter hour must include a least 20 hours of instruction.

**2-2-502. Program Compliance Warning.** When the Council determines that a program at a campus of the institution has fallen below the compliance standard for retention, placement, or licensure pass rates, the institution will be provided in writing with a warning regarding the alleged deficiency. The warning will note that the program will have to come into compliance by meeting or exceeding the program-level standard prior to the expiration of the established timeframe or be taught out and discontinued or otherwise conditioned.

A program compliance warning is not a negative or conditioning action and is therefore not appealable. Rather, it is issued as an official notification to an institution that a program provided by the institution is out of compliance with agency standards. Following receipt of a program compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to adverse action in the form of withdrawal of approval for inclusion of the program within the institution's grant of accreditation. The time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in retention, placement or licensure pass rates.

**2-2-503. Termination of Programs.** The withdrawal of approval for a program following the issuance of a program compliance warning or a decision by an institution to terminate any program voluntarily must be appropriately communicated to all interested publics. These publics include, but are not limited to, students, governmental agencies, the local community, and ACICS.

All institutions subject to the withdrawal of approval for a program or who voluntarily terminate an approved program will be directed to submit a program termination plan that conforms to the following requirements. New students may not be enrolled in any program which cannot be completed prior to the termination date for which

public notice has been given. Moreover, the institution is obligated to continue to offer appropriate courses, including prerequisites, so that currently enrolled students will be able to complete the program and receive the credential which was their designated educational objective. For this purpose, the period of time need not extend beyond sufficient time for students already enrolled and maintaining normal academic progress to complete the program.

Council-directed withdrawal of approval for a program conditions the institution's grant of accreditation with respect to the inclusion of the program and therefore is appealable to the Council. Due to the limited nature and narrow scope of the withdrawal of program approval, the appeal to the Council may be in writing only.

To maintain approval, an institution must demonstrate active enrollment in each program of study. If an approved program is inactive for at least three years, the program will be considered discontinued and will be removed from the institution's list of approved programs. To reinstate the program, the institution must initiate a new program application process. Programs that have not started within one year of the proposed start date will be surrendered. To reinstate the program, the institution must initiate a new program application process. Requests to extend a new program's proposed start date beyond one year of the initial date must be submitted to the President.

**2-2-504. *Contracts or Agreements with Accredited Institutions.*** A written arrangement between one institution eligible to participate in HEA Title IV financial aid programs and another eligible institution or with a consortium of such institutions permits an institution to arrange for a portion of its approved program to be delivered by another accredited institution. Contracts or consortium agreements describing these arrangements must be in writing and must be disclosed in the catalog. Institutions are advised that specific state and federal regulations may apply.

- (a) The entire consortium agreement must be submitted to and approved by the Council prior to the institution's participation in the arrangement. The institution seeking approval of such an agreement must submit documentation that demonstrates that the other institution or the members of the consortium that will deliver instruction hold institutional accreditation from an accrediting agency recognized by the U.S. Department of Education and that the portion of the program to be delivered by any other institution has been approved by that institution's accrediting agency.
- (b) The consortium agreement must identify how the curriculum and instruction will be monitored, how curriculum revisions will be undertaken, and how student grievances will be addressed. The institution seeking approval of a consortium agreement must acknowledge in writing that it retains ultimate responsibility for the delivery of its programs and the satisfaction of its students.
- (c) More than 50% of the program must be delivered by the institution that awards the academic credential.

**2-2-505. *Contracts with Unaccredited Institutions or Entities.*** An institution may enter into a contract with an unaccredited institution or entity for the delivery of up to 25% of a program of study.

The institution must submit the contract and provide the following information to ACICS for review and approval prior to the initiation of the contract:

- (a) a full catalog description of the program and the services to be provided by the contractor;
- (b) a systematic plan for administrative and student evaluations of instructors provided by the contractor;
- (c) evidence of the qualifications of faculty to teach the contracted courses;
- (d) a description of the instructional facilities provided by the contractor; and
- (e) plans for the completion of the program should the contractor fail to provide contracted services.

**2-2-506. *Articulation Agreements with Secondary Schools.*** An institution may enter into an articulation agreement with a secondary school to transfer credit for courses taken at the secondary level that are equal to courses offered in a postsecondary institution. Articulation agreements must be in writing, periodically reviewed, signed, and dated. The institution must maintain a file consisting of the following: (1) a Letter of Intent to Articulate signed by both institutions specifying the numbers and titles of courses to be articulated, (2) a written description of the standards for acceptable transfer of credit, and (3) a comparison of the course objectives of the secondary and postsecondary courses(s) with signed approvals of both institutions. These credits appear on both the secondary and postsecondary transcripts.

**2-2-507. *International Partnership Agreements.*** An ACICS-accredited institution may enter into an international partnership agreement with an institution of higher education in a geographic location other than that of the United States or its territories. At least 25% of the program must be delivered by the institution that awards the academic credential.

The ACICS-accredited institution must submit an international partnership agreement to the Council and provide the following information to ACICS for review and approval prior to the initiation of the partnership agreement:

- (a) evidence provided by the institution or agency that the international partner and the programs to be delivered are recognized by an educational approval agency equivalent to an accrediting agency recognized by the US Department of Education;
- (b) a full catalog description of the program and the services to be provided through the partnership agreement;
- (c) a plan which describes recruitment, admission, standards of satisfactory academic progress;
- (d) a plan which describes student financial relations, including tuition and fees, and refund policies;
- (e) a description of the program(s) of study or courses offered;
- (f) a systematic plan for administration and student evaluations of instructors provided by in the partnership agreement;
- (g) evidence of the qualifications of faculty to teach;
- (h) a description of the instructional facilities at the international site;
- (i) a plan for the completion of the program(s) should the international partner fail to provide agreed upon services;
- (j) a plan for the safety and security of students, faculty, and staff.
- (k) specify which programs or portions are to be delivered via distance education and how the institutions will monitor growth.

## **2-2-600 – OTHER CHANGES**

**2-2-601. *Change of Name.*** The Council must be notified and grant approval when an institution decides to change its name. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change in name. The following limitations apply:

- (a) “university” may be used only by those institutions that offer a master’s degree.

These limitations are effective for all Change of Name applications received after January 1, 1997. All institutional names approved prior to that date may be retained.

**2-2-602. *Change of Location.*** The Council must be notified and grant approval when an institution decides to change its physical location or its address and prior to the initiation of classes at any new location. Forms are supplied for the institution to explain and justify the change. The President has the authority to review and approve a change of location. In addition, the President may require an on-site evaluation visit as part of its review in order to determine compliance with Council standards.

## TITLE II      GENERAL PROCEDURES

### Chapter 3      Council Actions

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#### INTRODUCTION

When the Council has considered all of the information and reports submitted as a result of the accrediting process, it will make a judgment as to an institution's compliance with the *Accreditation Criteria*. The Council's decision is based on the extent of an institution's compliance. The judgment made is referred to as a "Council action." The actions which the Council may take are described in this chapter. Procedures available to institutions to challenge those actions and the maximum time frames for achieving final disposition of those actions by the Council also are explained. There are four general areas of Council actions: accreditation granted, accreditation deferred, accreditation denied, and accreditation withdrawn.

If the Council determines that an institution is not in compliance with the *Accreditation Criteria*, it will take prompt adverse action against the institution, or it will require the institution to take appropriate action to bring itself into compliance with the *Accreditation Criteria* within a time frame specified by the Council after the institution has been notified that it is not in compliance. That time frame will not exceed the following:

- (a) twelve months, if the longest program is less than one year in length;
- (b) eighteen months, if the longest program is at least one year, but less than two years in length; and
- (c) two years, if the longest program is at least two years in length.

The above time frames may be extended at the sole discretion of the Council for good cause, including evidence that there has been significant improvement in the deficient area(s) and the applicable time frame does not provide sufficient time to demonstrate full compliance, e.g., significant improvement in completion or placement rates.

#### 2-3-100 – ACCREDITATION GRANTED

If an institution is found to be in compliance with the *Accreditation Criteria*, ACICS may grant accreditation for a specific period of time from a minimum of one year to a maximum of six years. The length of the grant shall be at the discretion of ACICS. A grant of accreditation for less than six years is not a negative action and, therefore, is not appealable.

The Council will not grant accreditation for a full six-year term if the grant is awarded following any hearing resulting from a previous action to deny accreditation.

**2-3-101. Admonition.** The Council may judge an institution to be generally in compliance with the criteria, but it also may wish to call the institution's attention to one or more deficiencies that are not serious enough to preclude a grant of accreditation but that nonetheless must be corrected. In these cases, the institution will be awarded a grant of accreditation but will be admonished to correct the deficiencies. An admonition is an instruction to an institution either to initiate some prescribed practice or to refrain from some proscribed activity. An admonition does not condition the grant of accreditation, but failure to respond to it could result in a subsequent negative action.

**2-3-200 – ACCREDITATION DEFERRED OR CONDITIONED**

**2-3-210. *Deferral.*** When Council determines there is insufficient evidence available to make a decision, they may defer action until a later date pending receipt of additional information. In such cases, the Council will provide in writing the reasons for the deferral, state what the institution needs to provide with sufficient time for the institution to respond, and specify the response date. Based on the nature and/or number of identified deficiencies, the Council may require attendance of key administrators at a workshop and/or consultation.

Deferral is, in effect, “no action at this time” and is not a negative action. Therefore, deferral is not an appealable action. Neither is a deferral a final action. In all cases of deferral on renewal of accreditation of accredited institutions, the Council will extend the present grant of accreditation for a period sufficient for the institution to provide the information needed.

**2-3-220. *Compliance Warning.*** When the Council determines that an institution is not in compliance with the Accreditation Criteria, the Council will issue a compliance warning. The institution will be provided in writing with the areas of noncompliance and will be required to demonstrate corrective action for review by ACICS.

A show-cause directive or a denial action/suspension order may be issued by ACICS as the result of this review as described in Section 2-3-230 or 2-3-402. Following receipt of a compliance warning, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to a final adverse action.

When the reasons for the compliance warning are satisfied, the action may be lifted either by the President in cases where no evaluation is involved or by the ACICS Council in cases where evaluation of additional material is required and following such evaluation.

**2-3-230. *Show-Cause Directive.*** When the Council determines that an institution is not in compliance, and is unlikely to become in compliance, with the *Accreditation Criteria*, the institution will be provided in writing with the areas of noncompliance and will be invited to “show cause” why its accreditation should not be suspended or otherwise conditioned.

The opportunity to show cause before the Council will be considered to be a hearing as defined in Section 2-3-500. A suspension order or denial action may be issued by ACICS as the result of this hearing, and such action is considered a final action which may only be appealed to the Review Board of Appeals as described in Section 2-3-600. Following receipt of a show-cause directive, the institution must bring itself into compliance within the time frames specified in Title II, Chapter 3, or the institution will be subject to final adverse action.

When the reasons for the show-cause are satisfied, the directive may be lifted by ACICS. All institutions directed by the Council to show cause why their accreditation should not be suspended or otherwise conditioned will be directed to submit a school closure plan and may be required to submit a teach-out agreement as described in Section 2-2-303 of the *Accreditation Criteria*.

**2-3-240. *Probation.*** Probation is a status that the Council may impose on an institution if the institution is unable to demonstrate that it consistently operates in accordance with the *Accreditation Criteria*.

**2-3-241. *Imposition of Probation.*** Probation may be imposed by the Council either when it continues a show-cause directive after at least one hearing either in person or in writing, or after an institution has notified the Council that it intends to appeal a denial action.

**2-3-242. *Result of Probation.*** The Council will not accept any applications for new programs or new campuses from any institution on probation unless the institution receives approval in advance to submit such an application.

**2-3-243. *Probation Lifted.*** Probation does not expire automatically. Instead, the institution is obligated to demonstrate to the Council that the conditions or circumstances which initially led to the imposition of probation have been corrected before probation will be lifted. Probation may be continued even if the show-cause directive has been vacated. The Council may order a special visit at the institution's expense before lifting probation.

**2-3-244. *Notification of Probation.*** The Council will notify the U.S. Secretary of Education, appropriate state regulatory agencies, other appropriate accrediting agencies, and the public of its decision to place an institution on probation. The institution is required to notify immediately in writing its current and prospective students that it has been placed on probation by its accrediting agency.

### **2-3-300 – ACCREDITATION DENIED**

Denial of an accredited status is characterized by the Council as a “withholding” action and is differentiated from suspension of accreditation, which is a “withdrawal” action. There are two levels of denial. One totally withholds accreditation of the institution or a branch; the other denies approval of a requested substantive change. Denial at either level constitutes a negative action and is challengeable by the institution. The process of challenge, however, is different for each level of denial as separately described in Sections 2-3-301, 2-3-302, and 2-3-303. In all cases of denial, the Council will give the institution written reasons for the denial, which are subject to modification through the appeals processes as later described and explained. Denial actions that are not appealed in accordance with the appeals procedures provided by the Council are considered final actions.

**2-3-301. *Denial of Initial Grant.*** An institution that objects to a Council decision to deny an application for an initial grant of accreditation has the right and will be given the opportunity to present its case and to be heard by a panel of the Review Board of Appeals. At such a hearing, the institution may not present new evidence for consideration and must follow the procedures described in Section 2-3-600.

**2-3-302. *Denial of Renewal of Accreditation, Branch Inclusion, or Change of Ownership/Control.*** An institution that objects to a Council decision to deny an application for a renewal of accreditation, inclusion of a branch campus, or reinstatement of accreditation following a change of ownership or control has the right to appeal the decision to the Review Board of Appeals pursuant to the procedures described in 2-3-604.

Additionally, in cases of denial of a renewal of accreditation, branch inclusion or reinstatement of accreditation following a change of ownership or control, the Council may place the institution on probation as described in Section 2-3-800.

**2-3-303. *Other Denial Actions Not Affecting Overall Accreditation.*** An institution that objects to a Council decision to deny an application for branch-to-freestanding status or new program inclusion will be given the opportunity to present its case to a panel of the Council and to be heard at a subsequent regularly scheduled meeting of the Council. The institution may offer new evidence that will be considered by the Council if timely submitted.

**2-3-304. *Subsequent Action Following Denial.*** If the denial not affecting overall accreditation is affirmed, the denial action becomes final and no further remedy is available to the institution. In all cases of denial, the Council retains discretion to specify whether and under what conditions the institution might initiate a request for consideration of the same type of application.

### **2-3-400 – ACCREDITATION WITHDRAWN**

“Withdrawal of accreditation” differs from “denial of accreditation” in that denial rejects an institution’s application for an initial grant of accreditation or for a renewal of accreditation to take effect upon the expiration of an existing grant of accreditation; withdrawal of accreditation takes away a current grant of accreditation before its expiration. Accreditation may be withdrawn from an institution through two types of Council action: “revocation of accreditation” or “suspension of accreditation.”

**2-3-401. *Revocation.*** Revocation occurs without a hearing for any of the following reasons:

- (a) An institution notifies the Council that it has closed and/or ceased operation.
- (b) An institution whose accreditation has been summarily suspended does not challenge the suspension within 10 days of receipt of the suspension notice (see Section 2-2-301).
- (c) The institution fails to file an annual report as required by the Council (see Sections 2-1-801 and 2-1-802).
- (d) The institution fails to pay its annual fees, application fees, other assessed fees, or evaluation expenses (see Section 2-1-804).

A revocation action is not appealable. It requires an institution to start anew and to undergo the entire accreditation process to regain accreditation.

**2-3-402. *Suspension.*** Suspension of accreditation may occur when, in the judgment of ACICS, an institution no longer complies with the criteria.

By way of illustration, ACICS might issue an order of suspension for reasons such as the following:

- (a) The institution or any of its components (a branch or new program, for example), is evaluated as directed by ACICS and is determined not to be in compliance with the criteria.
- (b) Periodic required reports filed by the institution fail to conform to Council reporting requirements.
- (c) The institution makes substantial or significant change, without notice to ACICS, in its operation, structure, governance, ownership, control, location, facilities, or programs of study.
- (d) The institution fails to respond to or cooperate with attempts by the Council to make arrangements for a site evaluation.
- (e) The institution has deviated from the criteria or other directives of ACICS.
- (f) The institution fails to disclose any agreements, options, or other contractual arrangements between the institution and other parties which bear on the management or control of the main campus or its nonmain campuses.

In all cases of suspension, the Council retains discretion to specify whether and under what conditions the institution might apply for an initial grant of accreditation.

**2-3-403. Procedural Guarantees for Withdrawal by Suspension.** In all cases where accreditation is subject to withdrawal by suspension under Section 2-3-402, the institution is afforded the following procedural guarantees:

- (a) Opportunity for a hearing before ACICS on all material issues in controversy.
- (b) Written prior notice of the proceedings, the charges levied, and the standards by which the institution ultimately is to be judged.
- (c) A decision on the record alone and a statement of reasons for the ultimate decision.
- (d) A right of appeal as provided in Section 2-3-600.
- (e) If the Review Board of Appeals affirms the withdrawal of accreditation by way of suspension, the appeal shall be deemed to be finally disposed of upon issuance of the decision and publication will be made as described in Section 2-3-607.

### **2-3-500 – COUNCIL HEARING PROCEDURES**

The following procedures will govern hearings to be held before the Council:

- (a) The request for a hearing must be made by a date determined by the Council, which will not be less than 10 days from the date of receipt of the letter of notification of the show-cause directive. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of the procedures to follow to prepare for the hearing, including the dates by which the institution must submit its response to the show-cause directive.
- (b) The institution shall have the right to respond with evidence and facts concerning the areas of noncompliance with which it has been charged, to raise all reasonable questions, and to present evidence in opposition to or extenuation of the charges of noncompliance. Such written evidence must be submitted by the date prescribed by the Council unless the institution can show that such information was not available before the submission date and that failure to make a timely submission was outside of the institution's control.
- (c) At the hearing, the institution may present only evidence not already considered. The institution may send one or more representatives, including legal or financial counsel, to present its argument in opposition to or extenuation of the Council action. The Council transcribes all such hearings for its records. A copy of the transcript is available to the institution upon request.

**2-3-501. Hearing Format.** Hearings before the Council resulting from a show-cause directive and involving areas of noncompliance other than or in addition to financial concerns will take place before a panel of commissioners.

A hearing panel will be designated by the Council to hear the presentation of the institution. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

**2-3-502. Financial Hearings.** All hearings before the Council for financial concerns only will be heard by a panel of at least three commissioners, which will include at least one representative of the Financial Review Committee. The panel will present its findings and its recommended action to the full Council, which will make the final decision in a time frame not to exceed twelve months, if the longest program is less than one year in length; eighteen months, if the longest program is at least one year, but less than two years in length; and two years, if the longest program is at least two years in length from the time the institution was found out of compliance with the *Accreditation Criteria*.

### **2-3-600 – REVIEW BOARD APPEAL PROCESS**

For those institutions that appeal to the Review Board of Appeals a denial action as described in Sections 2-3-301 and 2-3-304 or a suspension action as described in Sections 2-3-402 and 2-3-404, the Council has established procedures designed to provide due process.

**2-3-601. Purpose and Authority of Review Board.** The Review Board of Appeals is a separate, independent appeals body established by the Council for the purpose of hearing appeals by institutions for actions specified in Sections 2-3-301, 2-3-304, and 2-3-402.

**2-3-602. Appointment of Members.** The Review Board of Appeals shall consist of fifteen (15) persons, all of whom have had experience in accreditation, who are appointed to three-year terms. A person appointed shall not have been a commissioner within one year prior to appointment. The Review Board of Appeals shall consist of at least two (2) academic representatives, two (2) administrative representatives, and three (3) public members, as defined in Appendix A.

A Review Board of Appeals panel of three to seven persons, depending on the scope and complexity of the matter or institution being reviewed, will be designated by the Council from the entire Review Board to hear an appeal from an institution. The Council also will designate one member of the Review Board panel to serve as chair. The selection and actions of the panel are subject to ACICS conflict of interest policies. A Review Board Panel will consist of at least one (1) public, one (1) administrative, and one (1) academic representative as defined in Appendix A.

**2-3-603. Jurisdiction and Authority.** The Review Board of Appeals is empowered to review, upon notice of appeal timely filed, actions specified in Sections 2-3-301, 2-3-304, and 2-3-402. The Review Board panel has the authority to:

- (a) affirm the decision of the Council;
- (b) amend the decision of the Council;
- (c) reverse the decision of the Council; or
- (d) remand the case to the Council with recommendations for further consideration.

The Review Board panel may amend or reverse the decision of the Council or remand the case to the Council for further consideration only if it finds the decision was:

- (i) arbitrary, capricious, or otherwise in substantial disregard of the Accreditation Criteria, or
- (ii) not supported by substantial evidence in the record on which the Council took the negative action.

The Review Board panel cannot amend or reverse the decision of the Council or remand the decision based on argument by the appellant that the Council action was disproportionate to the violations cited. The Review Board panel is further limited in that it has no jurisdiction or authority concerning the reasonableness of the Accreditation Criteria.

A determination by the Review Board panel to affirm the Council's decision is effective immediately upon the Review Board panel's action. A determination by the Review Board panel to amend, reverse, or remand the Council's decision will be referred to the Council for implementation and further action.

Except as noted below, Review Board panels will not consider any evidence that was not in the record before the Council. Documents reviewed by or available to evaluation teams are not considered to be part of the record unless they are appended to the team report or the institution submits them to the Council as part of the institution's response to the evaluation team report.

An exception to the policy on evidence will be made where a final adverse action is based solely on the failure of an institution to comply with the standards of financial stability. In that case, the institution on one occasion may seek review of significant financial information that was unavailable to the institution prior to the determination of the adverse action and that bears materially on the financial deficiencies identified by the Council. The Financial Review Committee will determine if the new financial information submitted by the institution is significant and material. If these criteria are met, the Financial Review Committee will provide a report of its review to the Council, which then will reconsider its adverse action in light of the new information. If the Council reaffirms the adverse action, the Financial Review Committee report and the result of the Council's recommendation will become part of the record under review before the Review Board.

The panel acts on behalf of the entire Review Board. Therefore, a decision of a Review Board panel is final and will not be considered further by the full Review Board. In cases remanded to the Council for reconsideration, the Review Board panel will identify specific issues that the Council must address. With respect to a Review Board panel decision that is implemented by or remanded to the Council, the Council will act in a manner consistent with the Review Board panel's decisions or instructions.

**2-3-604. *Request for Appeal.*** To exercise its right of appeal, the institution must file a request for a hearing before the Review Board of Appeals within a time frame determined by the Council, normally not more than 10 days from date of receipt of notification of the denial or suspension action. The request for a hearing must be in writing and signed by the chief executive officer of the institution. Upon receipt of the request for a hearing, the Council will notify the institution of procedures to follow in preparing for it.

**2-3-605. *Hearing of Appeal.*** The hearing will be held at a time and place designated by the chair of the Review Board panel. Three members will constitute a quorum.

If the appealing institution intends to submit a written appeals brief or statement of points, it must be received by the Review Board panel and the Council at least 15 business days prior to the hearing date. The Council's reply brief must be received by the panel and the appealing institution at least seven business days prior to the hearing. The Review Board panel chair will preside at the hearing and will rule on all procedural matters. There will be no right to cross-examine the opposing party or its representatives.

The Council transcribes all Review Board hearings for its own records. A copy of the transcript is available to the institution upon request.

The hearing shall be as informal as may be reasonable and appropriate under the circumstances. Both the Council and the institution may appear by or with counsel or other representative. The institution may waive a personal appearance, in which case the matter will be handled solely on briefs.

The chair of the Review Board panel may promulgate such additional rules of procedure for the scheduling and conduct of hearings as are consistent with these procedures.

**2-3-606. *Decision of the Review Board.*** Every decision must have the concurrence of the majority of the Review Board panel. Within a reasonable time after the conclusion of the hearing, the hearing panel shall issue in writing its decision with a statement of its reasons and recommendation, if any, to the Council. The decision will indicate those members of the Review Board panel who concur with the decision. Dissenting opinions may be filed. The majority decision with dissenting opinions, if any, will be furnished to the institution.

**2-3-607. *Council Receipt of Review Board Decisions.*** Decisions by the Review Board panel are transmitted to the Council for disposition and publication.

If the Review Board panel affirms the prior decision of the Council, there is no further remedy available within these procedures. The Council's decision is final, and immediate publication is automatic. If the Review Board panel remands the matter, the case shall be deemed to be finally disposed of when the Council takes final action on remand.

**2-3-608. *Expenses of Appeal Hearing.*** The institution shall bear the following expenses in connection with the appeal:

- (a) travel and subsistence of the Review Board panel members participating in the hearing; and
- (b) cost of the hearing room and transcription.

An appeals deposit must be made with the Council at the time of the filing of the notice of appeal described in Section 2-3-604. This deposit shall be applied to the expenses listed above, and any excess deposit will be returned to the institution.

### **2-3-700 – COMPLAINTS AND ADVERSE INFORMATION**

Procedurally apart from Council actions heretofore described and explained, ACICS receives and is obligated to investigate legitimate complaints about an institution from any source, that in any way pertain to ACICS criteria.

Also, ACICS periodically receives and may investigate information from federal or state agencies or other accrediting agencies, or through public media sources, which may indicate possible criteria violations. Adverse information may include, but is not limited to, low completion rates, low placement rates, high default rates, tuition refund problems, negative audits or program reviews, and governmental agency investigations.

When the staff of ACICS, with delegated authority to do so, determines that a complaint or adverse information warrants investigation, it will notify the chief executive officer of the institution in writing about the complaint or adverse information, and a copy of the information will be provided. The institution is requested to submit to the Council office its version of the conditions or circumstances which led to the complaint or adverse information. The complainant also will be informed in writing that the institution has been contacted and has been requested to provide information. Any governmental agency providing adverse information to the Council may be informed at the discretion of the Council of the action taken on the adverse information.

The role of the Council in resolving complaints and investigating adverse information is to determine whether the institution is out of compliance with one or more accrediting standards to which the complaint is addressed or to which the adverse information applies. After such determination, ACICS may then do one of the following:

- (a) dismiss the complaint or terminate further investigation of the adverse information;
- (b) postpone a final action on the complaint or adverse information if there is evidence that the institution is making progress to rectify the situation or if more investigation is necessary; or
- (c) notify the institution that, on the basis of information available, ACICS has determined that the institution is failing to comply with the *Accreditation Criteria* and that the institution is:
  - (i) issued a compliance warning
  - (ii) directed to show cause why its accreditation should not be suspended, revoked, or otherwise conditioned;
  - (iii) directed to submit a report to ACICS detailing plans for rectifying the area(s) of noncompliance; or
  - (iv) directed to undergo a special on-site evaluation.

The Council will inform the complainant of the determination by the Council and the disposition of the complaint.

### **2-3-800 – SPECIAL AND FACT VISITS**

The Council reserves the right to initiate special on-site evaluation visits to or request specific reports from an institution at any time, both of which are to be completed under conditions and within a time frame determined by ACICS. Refusal of an institution to respond to or cooperate with such requests shall be grounds for suspension of its grant of accreditation.

At any time ACICS has substantive evidence or information that an institution is in jeopardy of having its eligibility status with a federal or state agency or its accreditation status with another accrediting agency conditioned, ACICS may direct a special on-site evaluation visit to that institution. The purpose of the visit will be to ensure that the students in the institution are not being harmed educationally because of the institution's alleged noncompliance with federal or state statutes or regulations or another accrediting agency's standards and criteria.

The Council also may direct a Fast Assessment and Compliance Team (FACT) visit to investigate and report on alleged improper practices at ACICS institutions.

The Council retains discretion to determine the size and composition of special and FACT teams and the length and breadth of the evaluation. In making these decisions, the Council will consider the issues and factors that prompted the visit, the size of the institution, and the nature of the institution's offerings.

### **2-3-900 – DEBARMENT**

The Council may bar a person or entity, including spouses and closely related family groups as defined in Section 2-2-401, from being an owner, senior administrator, or governing board member of an ACICS-accredited institution if that person or entity was found guilty of fraudulent or criminal behavior; was debarred by a government agency or an accrediting agency; or was an owner, senior administrator, or governing board member of an institution that lost its accreditation as a result of a denial or suspension action or that closed without providing a teach-out or refunds to students matriculating at the time of closure.

The Council will notify the person(s) or entity whom it intends to bar as the result of denial or suspension action within four months following the loss of the institution's accreditation. It will notify the person(s) or entity whom it intends to bar as the result of the closing of an institution within a reasonable period of time following the closure. In each case, the Council will forward an intent to bar notice by both electronic and certified mail to the last institutional mailing address known to the Council, unless the Council has received updated mailing information following the institution's closure or loss of accreditation. Those individuals or entities will be considered notified when the Council has forwarded the intent to bar notice in accordance with these procedures.

The intent to bar notice will inform the person(s) or entity that they are entitled to present information and materials in writing to challenge the intent to bar at the next scheduled meeting of the Council. The notice will stipulate that if they intend to challenge the intent to bar, the person(s) or entity must inform the Council office in writing within ten days of receipt of the notice as to whether they will challenge the intent to bar in writing. A debarment order may be issued by the Council as a result of its consideration of the facts presented. Notice of the Council's decision will be sent to the individual(s) by electronic and certified mail following their challenge before the Council.

The Council retains final discretion to establish the terms and length of the debarment. The length of debarment will vary depending on the circumstances that led to the debarment decision, but it will be for a period of at least three years. Individual circumstances may justify a longer period of debarment.

Person(s) or entities barred by the Council may appeal this decision to the Council in accordance with such debarment appeals procedures as the Council may establish. The Council's decision is final if the person or entity elects not

to appeal within ten days of Council notification or if the Council affirms its decision following appeal, and no additional appeal rights are available under these procedures.

# TITLE III EVALUATION STANDARDS

## Chapter 1 General Standards Applicable To All Institutions

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### INTRODUCTION

This section of the *Accreditation Criteria* comprises the most heavily weighted part of the accrediting process. Chapter 1 states and explains the minimum operational and educational practices expected of all institutions, whatever methodology and mode of educational delivery is used and wherever the institution provides educational activities. Inasmuch as these are minimum expectations, extreme deviation from them is not permitted. The Council, while encouraging innovation at institutions and attempting to be somewhat flexible in its interpretation of these standards, does not grant waivers on criteria pertaining to good educational practice.

Chapters 2-6 contain additional criteria which are applicable to institutions offering nondegree programs and programs culminating in occupational associate's, academic associate's, bachelor's, and master's degrees. The Council recognizes that some requirements of these standards may not be appropriate for entities, and it may waive specific standards on a case-by-case basis.

### 3-1-100 – MISSION: PURPOSE AND OBJECTIVES

Every institution must have a mission which is its specific purpose for existing. This mission, together with a set of objectives to accomplish it, must be summarized in a mission statement. The objectives should be devoted substantially to career-related education and should be reasonable for the program of instruction, mode of delivery, and facilities of the institution.

Institutions may exhibit a variety of missions, ranging from those which have a singleness of purpose to those which are multi-purpose.

**3-1-101. *Disclosure.*** The mission statement of the institution, its purpose, and its supporting objectives must be stated in the catalog and in other publications readily available to the public. The mission statement must be expressed in terms readily understandable by a prospective student, parents, the public, and other educational institutions.

**3-1-102. *Implementation.*** The institution is measured both in terms of its stated purpose and in terms of its conscientious endeavor to fulfill this purpose. The faculty, financial resources, physical plant, administration, management, and educational activities shall be appropriate and committed to successful implementation of the stated mission of the institution.

### 3-1-110 – INSTITUTIONAL EFFECTIVENESS

An important indication of the overall effectiveness of an ACICS-accredited institution is the degree to which it meets its own predetermined educational outcomes. Each campus of an ACICS-accredited institution, consistent with its mission, shall develop and implement a Campus Effectiveness Plan that identifies how it plans to assess and continuously improve its educational programs and processes, and that addresses its ability to meet the educational and occupational objectives of its programs. In this document, each campus should attempt to incorporate short-term objectives to be accomplished in order to achieve the mission of the institution as it applies to the campus and its future goals.

**3-1-111. *Campus and Institutional Effectiveness Plans.*** Each campus shall have on file a Campus Effectiveness Plan (CEP). A main and its branches may share aspects of an CEP, such as the mission, but each main and branch campus is expected to have its own plan for effectiveness that describes the characteristics of the programs offered and of the student population, describes what types of data will be used for assessment, identifies outcomes, and states how continuous improvement will be made to improve or enhance outcomes at the campus. A centrally controlled institution must also submit a consolidated Institutional Effectiveness Plan (IEP) containing information and data on the institution as a whole. The IEP of a centrally controlled institution is due on or before September 15 annually.

For the Campus Effectiveness Plan, the following six elements, at a minimum, will be evaluated for institutional effectiveness:

1. student retention rates;
2. student placement rates;
3. level of graduate satisfaction;
4. level of employer satisfaction;
5. student learning outcomes; and
6. graduation rates [when available].

In compiling the data needed to assess the six elements, each campus shall identify and describe how the data were collected, the rationale for using each type of data, a summary and analysis of the data collected, and an explanation of how the data have been used to improve educational processes. Baseline data must be identified for each of the six elements.

For example, the data needed to demonstrate student learning outcomes includes baseline data and data to support that student learning has occurred. Examples of data may include, but are not limited to, course grades, GPA, CGPA, pre- and post-tests, entrance assessments, portfolios, standardized tests, professional licensure examinations, and other measures of skill and competency attainment. Placement data should not be used exclusively to validate student learning outcomes.

Each campus shall publish annual placement and retention goals. In formulating these goals, the campus shall take into account the retention and placement rates from the previous three Campus Accountability Reports and the specific activities that will be undertaken to meet those goals. The activities must demonstrate the campus' ability to maintain or improve retention and placement outcomes each year.

Institutions are encouraged to include additional information in their plans which is relevant to improving their overall effectiveness.

For the Institutional Effectiveness Plan of a distributed enterprise institution, the following elements will be evaluated for institutional effectiveness, at a minimum:

#### PLANS

1. Mission and Objectives of the distributed enterprise institution
2. Strategic Planning Objectives
3. Long Range Planning Goals and Timelines for:
  - a. Expansion and addition of campuses
  - b. Student enrollment
  - c. Retention and placement rates
4. Plans for Continuous Improvement

## DATA

1. Three (3) years of retention and placement trend data for the institution
2. Three (3) years of retention and placement trend data for each program
3. Student demographic data for the institution
4. Comparison and analysis of baseline data between campuses
5. Analysis of cohort default rates for the institution
6. Assessment of learning outcomes across the institution
7. Graduation Rates

## PROCESS

1. Composition of the institution's IEP team
2. Institutional process for curriculum review
3. Compliance monitoring and internal controls

**3-1-112. *Implementation and Monitoring of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall document that the specific activities listed in the plan are carried out and that periodic progress reports are completed to ensure that the plan's activities are implemented. Appropriate individuals should be assigned responsibility for implementing and monitoring the Campus and Institutional Effectiveness Plans.

**3-1-113. *Evaluation of Campus and Institutional Effectiveness Plans.*** Distributed enterprise institutions and all campuses shall evaluate the plan, its goals, and activities at least annually. Evaluation requires the determination of initial baseline rates and a measurement of results after planned activities have occurred. Distributed enterprise institutions and all campuses shall maintain documentation of historical outcomes and show evidence of how this documentation is used to achieve expected goals. Distributed enterprise institutions and all campuses should adjust their goals accordingly as a result of an evaluation of the Institutional and Campus Effectiveness Plans.

**3-1-200 – ORGANIZATION**

Each institution should have an organizational structure designed to promote among all staff and faculty a spirit of understanding, cooperation, and responsibility. Performance standards and monitoring controls need to be employed to insure adequate administrative functioning. The annual budget expenditures should be adequate to properly carry out the stated educational objectives of the institution.

**3-1-201. *Disclosure.*** The governance, control, and corporate organization of the institution shall be stated in appropriate publications, including the catalog, together with the names of the trustees, directors, administrators, and officers.

**3-1-202. *Integrity.*** The integrity of an institution is manifested by the professional competence, experience, personal responsibility, and ethical practices demonstrated by all individuals comprising the ownership, control, or management.

An institution must assume full responsibility for the actions, statements, and conduct of its representatives and must, therefore, select each of them with the utmost care, provide them with adequate training, and arrange for constant and proper supervision and evaluation of their work. The Council considers the following to be important:

- (a) Emphasis shall be placed upon the efficiency and effectiveness of the overall administration of the institution. Attention shall be given to educational activities, admissions, student financial aid, financial operations, plant and equipment, student services, and compliance with applicable local, state, and federal laws. The degree of institutional compliance with the criteria in these areas is a measure of the administrative capability of the chief on-site administrator of a main campus or branch campus and, for a distributed enterprise, the designated chief administrator of the institution.
- (b) The institution must maintain written evidence that faculty and staff members clearly understand their duties and responsibilities, know the person to whom they report, and understand the standards by which the success of their work is measured. A copy of the document describing these terms and conditions shall be given to the faculty and staff member and a copy maintained by the institution. The administration must maintain documentation of the evaluation of the faculty and staff.
- (c) In the administrative organization of the institution, the professional integrity of the faculty and staff shall be respected. Administrative decisions shall not inhibit the academic freedom of the faculty. The institution shall adopt a policy assuring academic freedom and communicate the policy to all faculty.
- (d) An institution shall establish, publish, and implement appropriate grievance policies and procedures for considering complaints received from students, employees, and other interested parties. The grievance procedure for students shall be published in the institutional catalog or student handbook and shall include the name and address of ACICS.

**3-1-203. *Financial Stability.*** The financial well-being of an institution requires constant oversight by competent managers.

The institution shall have adequate revenues and assets to meet its responsibilities, to ensure continuity of service, and to accomplish its mission. Budgetary practices should reflect a balanced application of resources to operations; the amount of expenses and debt must not burden the educational objectives of the institution; the proportion of the budget allocated to instructional programs must be adequate; and the financial profile of the institution must support the intent of its objectives.

### **3-1-300 – ADMINISTRATION**

Each institution must coordinate its administrative functions to best serve its educational mission. All staff should be well trained to carry out administrative functions. Detailed recordkeeping enhances the management of the institution.

**3-1-301. *Management.*** Each institution shall have a chief executive officer. Moreover, each institution also shall have a qualified on-site administrator at the main campus and at all branches. This person must be made known to ACICS and shall be responsible for the implementation of the stated mission as determined by the institution's governing body. The staff continuously shall evaluate the programs of study, student activity program, guidance services, financial aid services, instructional procedures and resources, and other aspects of the educational program of the institution. The chief executive officer shall seek to improve the educational program as a result of such evaluation. A current copy of the *Accreditation Criteria* shall be maintained by each main and branch location and shall be available to faculty and staff.

**3-1-302. *Evidence of Degrees.*** Institutions listing degrees of staff members in the catalog shall have on file appropriate evidence of the degrees. Copies of either transcripts or diplomas are acceptable.

**3-1-303. Records.** Careful recordkeeping is crucial to the smooth day-to-day operation of an institution. The data from these records are important to the institution for future planning, to students for informational purposes, and to evaluation teams during school visits. All such records should be maintained at each institutional site or shall be available at each site during evaluation visits. The Council expects at least the following:

- (a) Adequate records shall be kept by each institution relative to administrative operations. These include financial aid activities, admissions, curriculum, accreditation and licensure, guidance, instructional resources, supplies and equipment, school plant, faculty and staff, student activities, and student personnel.
- (b) For all students admitted under an ability-to-benefit determination, the institution shall maintain records of the validated test scores, initial and periodic academic and career advising, and any other factors used by the institution to support its admissions determination.
- (c) For institutions admitting students under an ability-to-benefit determination, documentation shall be maintained to evidence the relationship between test cut-off scores on whatever test the institution uses and successful academic or employment outcomes.

Such records could include such data as admissions rate (acceptances versus rejections), completion rate of those enrolled, general placement rate, or specific career placement rate.

For students tested and enrolled based on a test's validity to predict aptitude, the test score should predict successful completion of the program. Institutions must develop longitudinal data comparing the test cut-off score(s) utilized for acceptance with the eventual success of students.

An institution admitting a high percentage of applicants based on testing and losing a comparably high percentage of those students before completion (even allowing for factors other than ability) may not be using the appropriate test to measure aptitude, or the cut-off score for admission is too low, or both. The use of the minimum cut-off scores determined by the U.S. Department of Education will not, in and of itself, satisfy the requirements of this section.

- (d) For high school graduates or those with high school equivalency, the institution shall have on file evidence that the student has received a high school diploma or its equivalent. A signed statement by the student is acceptable documentation. The student's record also may include personal background information, evidence of other educational experiences (including certificates, diplomas, or degrees earned), or information about the ability of the student to benefit from the education offered, including any aptitude testing information or recommendations from other sources.
- (e) A permanent academic record (transcript) of the student's progress shall be maintained. Compatible with the institution's mission, the transcript shall indicate student accomplishment in terms of clock hours, units of credit, or some other recognized system. The grading system used shall be fully explained on the transcript and must be consistent with that appearing in the institutional catalog.
- (f) All basic records and reports pertaining to students shall be safely protected. Acceptable methods of protecting records from theft, fire, water damage, or other possible loss include appropriately fire-rated file cabinets (that can be and are locked when not being used); a central location such as a vault, the entirety of which is protected; and microfilmed records, computer disk, backup tape, printout records, or other hard copies of records protectively stored off the premises.
- (g) Certain basic records shall be maintained by the institution for a specified period of time. Transcripts should be kept indefinitely, and admissions data and other records should be kept for at least five years from the last day of attendance. Financial aid records shall be maintained according to the guidelines established by the funding source.

**3-1-400 – RELATIONS WITH STUDENTS**

Each institution should strive to ensure that its relations with students always reflect the highest ethical standards and conform to all applicable laws and regulations. Each institution also is required to develop a program of student services that is consistent with its stated mission, including services provided for students attending branch campuses and learning sites. Such services should support the educational program and reflect the institution's concern for the welfare of the student.

**3-1-410 – ADMISSIONS AND RECRUITMENT**

It is up to an institution to establish its own admissions criteria. It is the responsibility of ACICS to ensure that all who are enrolled are accorded equal educational opportunity.

The ultimate responsibility for the activities of an institution's employees, vendors, contractors, or agents in the referral, recruiting, evaluation, and admissions processes always remains with the institution. An institution may not delegate without supervision these activities to anyone whose economic incentives are to recruit prospects through means that are unethical or subject to public criticism or to admit ill-prepared applicants. The institution may not contract, directly or indirectly, with third parties who are generally unfamiliar with the institution. "Non-employees" are independent contractors who are not considered "employees" under the Internal Revenue Code.

Institutions participating in Title IV programs must be aware of regulations imposed by the U.S. Department of Education as they apply to recruiting practices.

**3-1-411. Admissions.** The admissions policy shall conform to the institution's mission, shall be publicly stated, and shall be administered as written. The following minimums apply:

- (a) The requirements for students admitted to programs leading to a certificate, diploma, or degree shall include graduation from high school or its equivalent, or demonstration of the student's ability to complete the program, as provided for by governing laws.
- (b) It is the responsibility of the institution to maintain student records which reflect the requirements for admission of all students.
- (c) Institutions are not precluded from admitting, under different requirements, students who are beyond the age of compulsory school attendance or who may be otherwise specially circumstanced, such as:
  - (i) having financial sponsorship through contractual arrangements with public or private organizations;
  - (ii) having identifiable needs requiring remedial instruction as a supplement to the regular curriculums;
  - (iii) participating in innovative postsecondary programs specially described to ACICS; or
  - (iv) being enrolled in individual courses not leading to an academic credential.

**3-1-412. Recruitment.** Recruiting shall be ethical and compatible with the educational objectives of the institution. The allocation of an institution's financial resources for purposes of recruitment shall be consistent with the stated mission of the institution. The following minimums apply:

- (a) An institution shall ensure that any person or entity engaged in admissions or recruitment activities on its behalf is communicating current and accurate information regarding courses and programs, services, tuition, terms, and operating policies.

- (b) No prospective student names obtained as a result of a survey, canvass, promise of future employment or income while a student, or other marketing activity by an institution may be used for recruitment purposes unless the name of that institution is clearly identified and purposes of such activity are communicated to the respondent. This does not preclude the use of surveys or other studies to determine the employment needs and the educational desires of the local community.
- (c) An institution shall conform to the laws and regulations of each of the states in which it operates and shall ensure that each of its representatives is properly licensed or registered as required by the laws of that state.
- (d) Representatives of an institution shall use only those titles which accurately reflect their actual duties and responsibilities. Recruitment and enrollment personnel may not be designated as counselors or advisors and may not make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement.
- (e) Referrals are permitted, and the referrer may be paid a fee so long as the referrer provides full disclosure and does not misrepresent the purposes of soliciting a prospective referral and such payments do not violate state or federal laws.
- (f) All recruiters must be supervised by the institution's administration to ensure that their activities are in compliance with all applicable standards.

**3-1-413. *Transfer of Credit.*** An institution shall evaluate and consider awarding proper academic credit for credits earned at institutions accredited by agencies recognized by the United States Department of Education. The institution shall establish and adhere to a systematic method for evaluating and awarding academic credit for those courses that satisfy current program course requirements. Written policies and procedures must clearly outline the process by which transfer of academic credit is awarded. The institution shall make public its policies on transfer of credit, including 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.

In addition, the institution must provide notification to students as to these articulation agreements and the transferability of the credits in the programs that are offered.

**3-1-414. *Enrollment Agreements.*** All institutions must use an enrollment agreement for each enrolled student which clearly outlines the financial obligations of both the institution and the student. The agreement must outline all program related tuition and fees, must be signed by the student and the appropriate school representative, and a copy provided to the student.

### **3-1-420 – STANDARDS OF SATISFACTORY PROGRESS**

Each institution shall establish and administer measures of satisfactory academic progress for all students as referenced in Appendix D.

**3-1-421. *Compliance.*** The institution complies with the requirements of Appendix D.

**3-1-422. *Documenting Compliance.*** The institution documents compliance with its Satisfactory Academic Progress policy.

**3-1-423. *Oversight.*** The institution encourages and assists students who are experiencing difficulty in progressing satisfactorily in their programs.

**3-1-430 – TUITION AND FEES**

**3-1-431. *Institutionally Financed Grants, Scholarships and Loans.*** The Council recognizes that most accredited institutions offer or administer grants, scholarships and loans for students. Institutions must meet appropriate guidelines for such programs in order to ensure their legitimacy. Participation in ethical institutional grant (See Appendix E, “Guidelines for Institutionally Funded Student Aid”), institutional loan, and scholarship programs requires adherence to the following:

- (a) In addition to administering federal or state student aid programs, institutions may offer the following types of student financial aid:
  - (i) grants funded by the institution and awarded to all students within a qualifying category or to all students who demonstrate a need in accordance with published standards;
  - (ii) scholarships funded by the institution or a third-party and administered by the institution to provide aid to students who demonstrate academic achievement in accordance with published standards;
  - (iii) loans funded by the institution and available equally to all students.
- (b) Institutionally financed or administered grants, scholarships and loans must be described in the current catalog with a description of the criteria for the award, the application procedures and deadlines, and amounts that may be awarded. All information must avoid false, misleading or exaggerated statements.
- (c) Institutionally financed loans may vary in amount depending on the student’s need. The terms and conditions for loans, including forbearance and repayment, must be described in the current catalog. All institutionally financed loans must be collected in accordance with sound and aggressive business practices for the collection of student loans. Institutions must counsel students concerning their loan repayment obligations.

**3-1-432. *Tuition and Charges.*** Institutions may charge varying amounts of tuition and fees for different programs. All charges should be consistent for similarly circumstanced students enrolling at the same time and in the same programs, however, and detailed financial records should indicate at all times the financial obligation of the student to the institution. The following are minimum expectations:

- (a) The tuition and other charges, including the period for which the student is financially obligated, shall be clearly stated in the catalog of the institution. The existence of any separate or comparable publication containing tuition rates must be referenced specifically in the catalog. The schedule of charges must be uniformly administered to similarly circumstanced students.
- (b) The financial records of the students shall clearly show the charges and dates for the posting of tuition, fees, and other charges; the payments and dates of payment; and the balance after each transaction.
- (c) Announcements of changes in tuition or fees must state the effective date of the change and be uniformly administered.
- (d) Terms of payment may be varied by the institution so long as the tuition charges are uniformly administered.

**3-1-433. *Refund Policy.*** The institution must have a fair and equitable refund policy that is applicable to all students and that is published in the institution’s catalog. Specific federal or state policies may apply.

**3-1-434. *Administration of Student Financial Aid.*** Participation in state or federal student financial aid programs requires serious administrative responsibility. The Council expects all institutions participating in such programs to be knowledgeable of and in compliance with applicable laws and regulations. The following requirements govern how such activities are evaluated by ACICS:

- (a) An institution participating in student financial aid programs shall designate at least one competent person at the site to administer student financial aid. The extent of this activity and the personnel needed shall be governed by the size and classification of the institution. The person who determines the amount of student awards cannot be responsible for disbursing those awards.
- (b) The person or persons assigned to administer student financial aid programs must in all cases be a part of the administration. Administrative personnel involved in student recruitment as their major activity shall not have the final decision-making authority in the approval or awarding of student financial aid.
- (c) There shall be professional awareness on the part of the financial aid administrator as shown by membership and participation in state, regional, or national financial aid associations and by other educational activities designed to keep the administrator up to date on procedures and changes in the field.

**3-1-435. Cash Discounts.** Any institution providing discounts for cash received in advance of the normal payment schedule must have a written policy. That policy must be provided in writing to all student applicants prior to enrollment.

The institution must demonstrate that the policy:

- (a) is available to all students at the institution; and
- (b) bases the size of the discount on the financial benefit the institution receives from the payment of cash earlier than otherwise would be required under the institution's normal tuition payment schedule or applicable retail installment contract.

### **3-1-440-STUDENT SERVICES**

**3-1-441. Counseling and Guidance.** Each institution shall designate at least one person on staff experienced in counseling students on personal or academic problems and employment opportunities. The extent of such activity, and the personnel assigned to it, shall be determined by the size, classification, and admissions standards of the institution, the characteristics and location of students, and the means of communication with them. Orientation activities shall assist new students in adapting to the institution. The following are minimum expectations:

- (a) A system of educational, occupational, and personal advising shall be available to students and shall be provided on a periodic basis to ability-to-benefit students enrolled pursuant to Section 3-1-303(b).
- (b) Institutions shall emphasize retention and program completion for all students through activities that take into account their academic and socioeconomic characteristics.
- (c) Institutions shall provide employment assistance and document activity. An institution shall not guarantee employment or the starting salary of its graduates. Follow-up studies on graduates and employer satisfaction shall be conducted by all institutions at specific measuring points following placement of the graduate. All institutions that use placement percentages or salary projections as part of their recruiting activities shall maintain data on all graduates, including the percentage receiving jobs and the percentage receiving jobs in the career field for which they were trained. Institutions also should keep data on students who do not graduate but who become employed on their own or with the institution's assistance.  
  
An institution is encouraged to provide placement assistance, when requested, to graduates of other ACICS-accredited institutions who are relocating to a new community.
- (d) Institutions shall document that students are counseled concerning their student loan repayment obligations.

**3-1-442. *Extracurricular Activities.*** Institutions which sponsor or conduct programs of extracurricular activities shall base such programs on well-defined purposes. These programs shall be designed primarily to serve the educational needs of the students, and the institution shall provide guidance and supervision for them.

### **3-1-500 – EDUCATIONAL ACTIVITIES**

The major index of an institution's quality is the effectiveness of its educational program. The educational program must be consistent with the stated mission, be adequate in breadth and context to achieve it, and produce measurable results. Its educational activities, whether residential or otherwise and whether group or individually oriented, shall include definable instruction, interaction, and evaluation. A second index of institutional quality is the resources available to instructors and students.

The third index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon contemporary teaching strategies and practices and upon the knowledge, ability, and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff is one of the most significant responsibilities of the administration. The faculty should actively participate in developing the total educational program of the institution.

**3-1-501. *Faculty Involvement in Academic Governance.*** The faculty shall have a clear responsibility, distinct from that of developing institutional policy, to participate in administering and implementing policy, especially as it pertains to academic affairs. The institution shall adopt and publish a policy on the responsibility and authority of faculty in matters of academic governance. At a minimum, the policy should address the role of faculty in:

- (a) the development of the educational program of the institution;
- (b) the selection of course materials, instructional equipment, and other educational resources;
- (c) systematic evaluation and revision of the curriculum;
- (d) assessment of student learning outcomes; and
- (e) planning for institutional effectiveness.

**3-1-502. *Programs Requiring Certification or Licensure.*** For institutions offering programs in which state certification, licensing, or registration is mandatory in order to become employed in a specific career field, curriculums must contain the necessary course work to afford students the opportunity to obtain the minimum skills and competencies in order to become certified, licensed, or registered in that career field.

**3-1-503. *Specialized/Programmatically Accredited Programs.*** Where accreditation of a program by a specialized or programmatic accreditor is required for students to obtain entry-level employment in the state where the institution is licensed or otherwise approved, the institution must obtain such accreditation in a timely manner. The institution must provide and document notification to students as to:

- (a) which programs hold specialized or programmatic accreditation;
- (b) whether successful completion of a program qualifies a student to receive, apply to take, or take licensure exams in the state where the institution is located. For on-line programs, this information must be provided for all states from which the institution enrolls students; and
- (c) any other requirements that are generally required for employment.

The institution shall assess the curriculum and/or the need for specialized accreditation and update it as needed to reflect current requirements for employment.

**3-1-504. *Education or Study Abroad Activities.*** An institution may enter into formal education or study abroad relationships with eligible institutions outside its home country in accordance with the requirements outlined in Appendix J.

**3-1-505. *Direct Assessment Competency-based Programs.*** Competency-based programs utilize direct assessment of student learning by faculty and other experts in the field serving under the supervision of the institution for academic progression in lieu of clock or credit hours. The institution must demonstrate that it has utilized a robust and structured process for identifying the required knowledge, skills and professional behavior (“soft skills”) to be considered “competent” in the field. The syllabus for each course must clearly define the competency standards and how the direct assessment of student learning will be conducted.

The institution must demonstrate to the Council its methodology for determining the equivalent number of credit hours or clock hours required for the program.

The institution is required to maintain, as part of the permanent academic record, student work submitted for direct assessment along with the institution’s assessment of student achievement.

Specific standards and requirements are described in Appendix H Principles and Requirements for Nontraditional Education, Section 1.

### **3-1-510 – PROGRAM ADMINISTRATION, PLANNING, DEVELOPMENT, AND EVALUATION**

**3-1-511. *Program Administration.*** The administration of the academic programs shall be assigned to individuals whose academic or experiential qualifications are related to the programs of study. The amount of time devoted to the administration of the program(s) must be commensurate with the size and scope of the institution and its program offerings.

Within the administrative structure of the institution, program administrators or department heads shall have authority and responsibility for the development and administration of the programs and have adequate time and resources to fulfill these responsibilities.

**3-1-512. *Program Planning.*** Educational activities shall be consistent with the institution’s mission and objectives. The credibility and integrity of an institution shall be reflected by the manner in which its mission and objectives correlate with the educational opportunities made available to students.

The Council recognizes the legitimacy of various modes of educational delivery. An institution using various modes of delivery should demonstrate overall effectiveness and quality consistent with the criteria (See Glossary definitions for distance learning, independent study, and self-paced instruction; see also Appendix H, Principles and Guidelines for Nontraditional Education). The following standards apply:

- (a) The formation of policies and design of educational programs should involve students, graduates, administrators, faculty, and other interested parties such as advisory committees. This practice also should serve as an evaluation process to determine effectiveness and relevance when the institution relies upon curricula, courses, courseware, or coursework that is designed, leased, or owned by another entity or provided by or through a network of entities.
- (b) Flexibility in organization and administration shall be provided to serve varying groups and situations. Provisions shall be made for individual differences among students in the learning applications, learning environments, and modes of instructional delivery available to students.
- (c) Resources of the community shall be utilized to enrich the program.

**3-1-513. Program Development.** The educational programs shall evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both. The following apply:

- (a) The curricula shall be published in the institution's catalog and shall state objectives specific to each curriculum. Additionally, there shall be a detailed syllabus on file for each course in each curriculum that is made available to each student enrolled in the class. For independent study courses, institutions are required to develop a learning contract signed by the student and institution that outlines the course objectives and procedures unique to this form of instruction. For externships, institutions are required to develop a written and mutually signed agreement that outlines the arrangement between the institution and the site, including specific learning objectives, course requirements, and evaluation criteria. The Council's expectations for detailed syllabi, independent study, and externships are outlined in the Glossary.
- (b) The courses offered shall be available when needed by the student in the normal pursuit of a program of study. Prerequisites must be indicated. The prerequisite system must assure proper qualifications of students in any given class and provide an increasing level of difficulty as the student progresses.

Institutions may record student progress in clock hours or credit hours as defined in the Glossary. When appropriate, special consideration should be given to remediation and English as a Second Language programs. (For additional information, see Appendix F, Requirements for English as a Second Language Programs).

**3-1-514. Program Evaluation.** The faculty shall participate in a systematic process of continuous curriculum evaluation and revision. Institutions are encouraged to consider curriculum changes designed to serve students' needs that may be determined by community surveys or other fact-finding procedures relating to educational or employer needs.

**3-1-515. Specialized Accreditation.** If a program is accredited by a specialized accreditor recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation or, for foreign institutions, the government or appropriately recognized organization providing specialized accreditation, the Chief Executive Officer of the institution shall attest to ACICS and provide documentation that it is in compliance with the standards of the specialized accreditor.

**3-1-516. Course and Program Measurement.** The Council recognizes that institutions must provide for their students a learning environment in which achievement is encouraged. It further recognizes the legitimacy of both traditional (e.g., lecture/laboratory/externship) and nontraditional (e.g., distance education or independent study) educational delivery methods. A framework for transfer of credit and consistent application of academic credit awards should apply to all of these varied forms of educational delivery.

Institutions, therefore, must demonstrate in written policies and procedures for determining credit hours a knowledge of appropriate academic course and program measurement and correct application of the measurement.

- (a) Credit in traditionally delivered programs measured in credit hours must be calculated based on one of the following attribution formulas:
  - (i) One quarter credit hour equals, at a minimum, 10 classroom hours of lecture, 20 hours of laboratory, and 30 hours of externship. The formula for calculating the number of quarter credit hours for each course is:  $(\text{hours of lecture}/10) + (\text{hours of lab}/20) + (\text{hours of externship}/30)$ ; or
  - (ii) One semester credit hour equals, at a minimum, 15 classroom hours of lecture, 30 hours of laboratory, and 45 hours of practicum. The formula for calculating the number of semester credit hours for each course is:  $(\text{hours of lecture}/15) + (\text{hours of lab}/30) + (\text{hours of externship}/45)$ .

The syllabus for each course must provide appropriate content and out-of-class learning activities to support the academic credit awarded for the course. Many courses are a combination of lecture, lab, and practicum. Therefore, the institution should be very careful in allocating the number of hours of each in a particular course.

A “clock (contact) hour” includes a minimum instructional time of 50 minutes of supervised or directed instruction and appropriate break(s). Therefore, when calculating conversions from clock to credit hours or allocating credit for courses, institutions must take great care to ensure that scheduled breaks are educationally appropriate. Long periods of instruction with unusually short or no breaks are not acceptable. The institution has the burden of convincing the Council that the breaks are sufficiently long and frequent for the program being taught. Thus, it is rare for an institution to be able to divide by 50 in calculating the credit-hour equivalent of contact hours; usually, the denominator should be 60 or something between 50 and 60.

- (b) Credit award rationales for nontraditional delivery of courses or programs (e.g., distance education or independent study) generally do not use the above lecture/laboratory/practicum formulas for credit calculation. The rationale used must be submitted to the Council for pre-approval of the credit calculation. As a part of the approval application, an institution must demonstrate that the clock or credit hours awarded are appropriate for the degrees and credentials offered using a thoroughly developed rationale. The institution may accomplish this by demonstrating that students completing these programs or courses have acquired equivalent levels of knowledge, skills, or competencies to those acquired in traditional formats.

Courses offered in nontraditional formats must be structured to ensure that students have sufficient opportunity for preparation, reflection, and analysis concerning learned subject matter. Institutions should be aware that federal law requires a minimum number of weeks per academic year for Title IV eligibility purposes. The U.S. Department of Education uses eligibility criteria and definitions for Title IV disbursements that may be different from these in the *Accreditation Criteria*.

- (c) Institutions may award academic credit to students who demonstrate competency in a subject area based on their academic, occupational, or personal experiences. The following expectations apply:
  - (i) Institutions shall establish and adhere to a systematic method for evaluating and awarding academic credit for those experiences (e.g., experiential learning, advanced academic standing, credit by examination) that satisfy current program course requirements.
  - (ii) Institutions must maintain documentation to support that credit hours awarded are appropriate based on the assessment of the knowledge, skills, or competencies acquired.

**3-1-517. Course Scheduling.** Courses must be scheduled in such a way as to be educationally appropriate for the academic background of the students served, the type of the coursework involved, and the method of educational delivery. The Council will review the number of minutes of instruction provided, the appropriateness of the length of the breaks between classes, the number of classroom hours per week, the expectation of outside preparation, and the educational needs of the students.

### 3-1-520 – CREDENTIALS CONFERRED

**3-1-521. Conferring of Credentials.** The conferring of certificates, diplomas, or degrees by an institution shall be consistent with its mission and objectives and in compliance with applicable state laws.

**3-1-530 – INSTRUCTION**

**3-1-531. *Instructional Tools.*** Institutions shall:

- (a) provide appropriate facilities, instructional equipment, resources, support for modes of instructional delivery, and personnel;
- (b) ensure academic freedom and other conditions favorable for effective classroom instruction;
- (c) ensure that the quantity and type of instructional material and equipment is proportionate to the size of the institution and the nature of the program; and
- (d) comply with applicable copyright laws in the use of instructional materials.

**3-1-532. *Instructional Components.*** Required instructional components shall include:

- (a) systematic planning;
- (b) well-defined instructional objectives;
- (c) the selection and use of appropriate learning materials;
- (d) appropriate modes of instructional delivery;
- (e) the use of appropriate assessment strategies; and
- (f) the use of appropriate experiences.

**3-1-540 – FACULTY**

**3-1-541. *Faculty Preparation.*** Preparation of faculty members shall be academically and experientially appropriate to the subject matter they teach. Faculty members shall be competent to teach the subject matter offered and shall have reasonable latitude in their choice of teaching methods.

U.S. based institutions must provide evidence that all faculty members are graduates of institutions accredited by agencies recognized by the United States Department of Education. Credentials of faculty who are graduates from institutions outside the United States must be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States.

Internationally based institutions must provide evidence that all faculty members are graduates of institutions recognized by their respective governments as institutions of higher education or be evaluated by a member of the Association of International Credentials Evaluators (AICE) or the National Association of Credential Evaluations Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States. ACICS, if unable to determine qualifications, may require the translation and/or evaluation of transcripts in languages other than English.

**3-1-542. *Verification of Credentials.*** Institutions must maintain official transcripts for credentials that qualify faculty members to teach their assigned courses and for those credentials that are listed in the catalog. All these credentials shall be on file in the administrative offices at the campus location nearest to where the faculty member is primarily employed. An official transcript is one sent from the registrar's office at the institution where study was completed directly to an employing institution or downloaded electronically from a link provided to the employing institution from the institution where study was completed. Transcripts received electronically must bear an indication that it is an "official transcript" and the link provided must have information on how to verify the authenticity of the transcript. A transcript bearing the notation "issued to student" is not an official transcript for employment purposes.

**3-1-543. Faculty Development.** Institutions are required to establish faculty development plans including both in-service and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. (See Glossary for definitions of "in-service training", "professional growth", and "faculty development").

**3-1-544. Faculty Meetings.** Regularly scheduled faculty meetings or department meetings, with participation by full-time and part-time faculty, shall be held. Discussions and attendance shall be recorded.

### **3-1-600 – EDUCATIONAL FACILITIES**

Each institution must provide an environment that is conducive to good instruction and learning and that supports the educational programs offered by the institution. The adequacy of the environment is assessed against the demands made upon it by the curricula, faculty, and students.

**3-1-601. Plant and Equipment.** The buildings, classrooms, equipment, furniture, grounds, instructional tools, support systems, instructional facilities, machinery, and other physical requirements of the educational program shall be appropriate and shall contribute to the achievement of the institution's objectives. Equipment, instructional tools, and machinery must be properly installed and maintained.

**3-1-602. Code Requirements.** The plant shall meet the general tests of safety, usefulness, cleanliness, maintenance, health, lighting, and compliance with any local or state laws governing physical facilities, particularly with respect to fire, safety, and sanitation.

### **3-1-700 – PUBLICATIONS**

It is important for institutions to recognize the value of "truth in advertising" when promoting their operations. Publications must be prepared and presented in a professional manner to reflect favorably upon the institution. Information published must be accurate and factual and reflect the current status of the institution. Only the Council can accept or reject an institution's catalog, and a final decision will not be made based on a draft.

**3-1-701. Catalog.** Each institution shall publish and provide to each enrolled student a catalog which complies with Appendix C, "Institutional Publications Requirements."

**3-1-702. Multiple-School Catalog.** All institutions utilizing a common catalog must be of common ownership. Photographs of the physical facilities of any of the institutions must be captioned to identify the particular institution or campus depicted. The faculty and staff of each institution and the members of the general administration exercising supervisory responsibility for the group of institutions must be clearly identified with respect to each institution and the overall administration. Any information contained in the catalog that is not common to all institutions in the group should be presented in such a manner that no confusion, misunderstanding, or misrepresentation is possible. For further information, see Appendix C.

**3-1-703. Advertising.** Literature used by an institution must be presented in such a manner as to be factual with respect to services offered or benefits promised. An English translation for advertising that is in a language other than English must be available. For further information, see Appendix C.

If an institution publicly discloses incorrect or misleading information about its accredited status, the contents of an evaluation team report, or accreditation actions with respect to the institution, the institution must make a public disclosure of correction through the same media or means.

**3-1-704. *Performance Information.*** Institutions shall routinely provide reliable information to the public on their performance, including student achievement as determined by the institution.

### **3-1-800 – LIBRARY RESOURCES AND SERVICES**

The adequate provision of library resources and information services, appropriate to the academic level and scope of an institution's programs, is essential to teaching and learning. It is incumbent upon all member institutions to assess the level of library resources needed in relation to their programs and to provide a range of support to meet these needs. The size of collections and the budget allowed for library resources and services do not ensure adequacy. The quality, relevance, accessibility, availability, and provision of support services ultimately will determine the adequacy of an institution's efforts. In assessing library resources and services, ACICS requires that an institution, at a minimum, shall:

- (a) develop an adequate base of library resources;
- (b) ensure means to access these resources;
- (c) develop a continuous assessment strategy for library resources and information services;
- (d) provide adequate staff to support library development, collection organization, and accessibility;
- (e) ensure that library services are provided to all learners, including those at nonmain campuses; and
- (f) provide training and encouragement for students and faculty to utilize library resources as an integral part of the learning process.